



EXAMINATION OF "HAND IN HAND 1-2-3" ACTIVITY BOOKS ACCORDING TO PRESCHOOL TEACHER'S OPINIONS

1. Esmâ BAŞYİĞİT, 2. Bahattin Deniz ALTUNOĞLU

1. MoNE, Teacher, Sıhhiye Ahmet Özay Preschool

2. Asst. Prof., Kastamonu University, Faculty of Education

Abstract

This research aimed to examine the Hand in Hand book set (activity books) sent to preschool education institutions by the Ministry of National Education according to the opinions of preschool teachers. A mixed method was followed, and both qualitative and quantitative data were collected in the study. Survey model and phenomenological design were used to get the opinions of preschool teachers about the Hand in Hand book set. The convenience sampling method was chosen within the scope of the research. Qualitative data were collected from 13 participants, and quantitative data were collected from 211 participants. Two different data collection tools were used in the study. The researcher developed a semi-structured interview form consisting of 10 questions as a qualitative data collection tool regarding teacher opinions. In addition, another data collection tool was the "Hand in Hand 1-2-3 Book Questionnaire", which was prepared by the researcher to collect teachers' opinions by adapting from literature sources. This developed questionnaire consists of 5 demographic questions and 43 main questions. Content analysis was conducted by coding the data obtained in the research, and statistical analysis was performed by calculating percentages and frequencies. As a result of the research, it was determined that the preschool teachers generally found the Hand in Hand book set incomplete and wanted it to be revised.

Keywords: Hand in Hand books, mixed method, teacher opinions, activity book.

Highlights

This article was produced from the master thesis on "Examining Preschool Activity Books According to The Education Program and Teachers Views." It was prepared in 2023 at Kastamonu University Institute of Social Sciences. Details of the research can be found in Başıyigit's (2023) thesis.

2. **Corresponded Author**, Asst. Prof., Kastamonu University, Faculty of Education, Department of Primary Education, Kastamonu, Turkey; <https://orcid.org/0000-0001-7609-1883>

1. Sıhhiye Ahmet Özay Anaokulu, Boyabat, Sinop, Turkey; <https://orcid.org/0000-0001-8245-7140>

Introduction

Although the materials have diversified with the benefits of technology, books are a teacher, student resource, and educational material that have been used since ancient times and continues to be used today (Erkılıç & Can, 2018). Şengör et al. (2010) found in their study that 15% of teachers always use their books, and 66% use what they deem necessary. The main purpose of benefiting from books is to guide the education process while providing students with the desired knowledge, attitudes, and skills (Ünsal & Güneş, 2002).

Source Books are sent to schools as free educational materials by the Ministry of National Education. These books enable teachers to gain firsthand access to reliable sources and educational achievements (Guzel, 2011). Books guide students by including activities and sample applications suitable for the curriculum and enabling them to access a wide range of content (Demir & Ertaş, 2014). Books with well-arranged visuals, correct content, and plain language enable teachers to provide more adequate education by closing their professional knowledge gaps and using different techniques in their profession (Şimşek, 2010).

Increasing research on children's books is critical for increasing book knowledge (Körükçü, 2012). If the activities in the textbooks are not suitable for the students, cannot be adapted to the curriculum, and do not comply with the teacher's methods and techniques, they remain at a limited level of education (Hsiang et al., 2022). In addition, teachers take on the majority of the responsibility for implementing education and training. For this reason, teachers are one of the most essential sources in determining the problems and deficiencies encountered in education and training (Bakar et al., 2008). As education practitioners, teachers' opinions are essential in preparing, implementing, and evaluating programs and books. For this reason, it is essential to get the opinions of preschool teachers about the activity book set (Hand in Hand set books) used in preschool education institutions. Additionally, textbook research will help improve the quality of both books and instruction (Demir & Atasoy, 2017). Since textbooks are the first reliable source in the hands of every student and teacher, it is necessary to pay attention to the textbooks in order to reach educational goals (Yıldız Bıçak & Bilir, 2023).

Two types of children's books are literary and educational (conceptual) (Alabay et al., 2018). Concept books assist students in discovering and comprehending the items and situations around them (Şahin, 2014). Concept books support children in learning numbers, colors, shapes, concepts, seasons, hours, and patterns (Akgül Alak, 2016). Concept books are colorful and entertaining books that support and develop children's cognitive, motor, and language skills. Hand in Hand book set used in preschool education institutions is a kind of concept book. Hand in Hand book set has been used since 2018. It consists of three books.

The current situation should be examined to make inferences about how the textbooks' new editions should be written (Utkugün, 2022). Therefore, this study aims to determine the opinions of preschool teachers about Hand in Hand 1-2-3 activity books sent to schools by the National Education in preschool education. The problem statement of the research is "What are the opinions of preschool teachers about Hand in Hand book sets?"

Methods

Research Model/Design

The mixed method was chosen in order to ensure the versatility of the research and to ensure the diversity of data. If the research includes both qualitative and quantitative research, it is a mixed method research (Creswell & Tashakkori, 2007). The survey method was used for data collection to determine teachers' views on the Hand in Hand 1-2-3 activity book, and a phenomenological design was used to examine these views in depth.

Study Group of the Research

The convenience sampling method was preferred in the survey model to collect the teachers' opinions. The sample that can be reached easily instead of choosing stratified or random participants is called the easily accessible sample (Yıldırım & Şimşek, 2016). The snowball strategy was used to reach 211 people. 13 volunteers were interviewed out of 211 people. Detailed information about the participants is given in the tables below.

Table 1. Demographic Information of Teachers Who Participated in the Survey

Demographic characteristics	Frequency (N)	%	
Gender	Male	7	3,3
	Female	204	96,7
School type	Primary school	85	40,3
	Middle school	16	7,6
	Independent kindergarten	105	49,8
	Vocational high School	5	2,4
Residential area	City	90	42,7
	County	96	45,5
	Village	25	11,8
Vocational experience	0-5 years	31	14,7
	6-10 years	66	31,3
	11-15 years	84	39,8
	16 and over	30	14,2
Educational status	Associate degree	4	1,9
	Bachelor degree	189	89,6
	Master's degree	18	8,5
	Doctorate	0	0
Total	211	100	

Table 2. Demographic Information of the Teachers Participating in the Interview

Demographic characteristics		Frequency (N)	%
Gender	Male	1	7,6
	Female	12	92,3
School type	Kindergarten	4	30,7
	Independent kindergarten	7	53,8
	Practice kindergarten	2	15,3
Educational status	Bachelor degree	11	84,6
	Master's degree	2	15,3
Teaching experience	0-5 years	1	7,6
	6-10 years	5	38,4
	11-15 years	6	46,1
	16 and over	1	7,6
Total		13	100

Data Collection Tools

In accordance with the screening method, it aimed to determine the teachers' opinions by using the "Hand in Hand 1-2-3 book survey". The researcher prepared the questionnaire after the literature research. Four experts' opinions were taken to measure the reliability of the prepared questionnaire. After receiving expert opinions, the first question was removed, and all other questions were corrected. "Test-retest method" was chosen to determine the reliability of the questionnaire. For this purpose, it was applied to 36 teachers twice with an interval of ten days. The data were analyzed with the SPSS 20 package program. The Pearson Correlation coefficient was calculated for each Likert-type survey question answered by the participants ten days apart in the survey. It was found that the correlation coefficients ranged from 0.85 to 0.92. According to the result, it can be said that the survey questions were answered with high consistency at two different times. The questionnaire consists of five demographic questions and 43 main questions. The scope of the questionnaire consists of questions about the features of the curriculum, the physical and content features of the books, the implementation status of the teachers, and the features that the teachers want to have in the book.

The researcher has developed a semi-structured interview form. Six experts were consulted for the validity of the semi-structured interview form. According to the expert opinions, the 6th question was removed from the interview questions. The additional questions under the interview questions were reduced from 26 to 11. Incorrect questions and repeated questions in the form have been corrected. Research data were coded and compared by two researchers for the codings to be more accurate. Thus, the internal validity was tried to be increased. The inter-coding reliability was calculated as 83.3%. The coefficient of agreement was calculated using $(Trust = Consensus / (Consensus + Disagreement))$ (Miles & Huberman, 1994). A pre-pilot was conducted with five teachers, and it was seen that the questions were understandable. It consists of 1 demographic question and nine main interview questions in total. The research questions were prepared to determine the teachers' opinions about the Hand in Hand set books used as educational materials.

Data Collection and Analysis

The interview was conducted voluntarily by giving preliminary information. The audio was recorded during the interview. The interviews lasted an average of 20 minutes. After the interview, the audio recordings were transcribed in detail. The data were analyzed by content analysis method, and codes and themes were created. The coding method was done by hand. The second researcher also coded the collected data. A comparison of "disagreement" and "consensus" was made by the researchers with the data. The data are presented in tables.

The survey was applied with the Google form. The survey link was sent to the teachers via WhatsApp program and e-mail. Informed consent forms were also sent via Mail and WhatsApp. In addition, the questionnaire was applied voluntarily. Percentages and frequencies were created using tables in Google Forms.

Ethical approval for the current study was obtained from the Kastamonu University Social and Human Sciences Ethics Committee (04/01/2022).

Results

1. Findings Obtained by Survey Method

In this section, the opinions of preschool teachers about Hand in Hand set books are given. Data on teachers' opinions were obtained with the "Hand in Hand 1-2-3 Book survey" and tabulated as percentage and frequency.

Table 3. Teachers' views on the Hand in Hand set books about having the features of the 2013 National Education Curriculum.

5 likert questions (Questions 1-13)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
1. The activities generally cover the "gains and indicators" in the program.	13	6.2	27	12.8	65	30.8	62	29.4	44	20.9
2. It is suitable for the "child-centered" feature of the program.	21	10	37	17.5	58	27.5	54	25.6	41	19.4
3. It is appropriate for the program's "flexibility" feature.	24	11.4	40	19	55	26.1	54	25.6	38	18
4. It conforms to the program's "spiral program" feature.	20	9.5	50	23.7	62	29.4	46	21.8	33	15.6
5. It conforms to the "balance" feature of the program.	16	7.6	41	19.4	59	28	62	29.4	33	15.6
6. It is appropriate for the program's "game-centric" feature	51	24.2	68	32.2	53	25.1	20	9.5	19	9
7. It is suitable for the program's "presenting examples from daily life and the immediate environment" feature.	25	11.8	61	28.9	58	26.5	42	19.9	27	12.8
8. It conforms to the program's "learning by discovery" feature	62	29.4	58	27.5	51	24.2	26	12.3	14	6.6

5 likert questions (Questions 1-13)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
	9. The books are in line with the feature of the program. the "subjects are not the aim but the means."	27	12.8	47	22.3	70	33.2	44	20.9	23
10. It is suitable for the program's feature" considering universal values "	21	10	54	25.6	55	26.1	57	27	24	11.4
11. It is appropriate for the program's feature "considering cultural values ".	16	7.6	49	23.2	58	27.5	62	29.4	26	12.3
12. It conforms to the program's "taking into account individual differences " feature	41	19.4	64	30.3	51	24.2	35	16.6	20	9.5
13. It conforms to the program's "progression from simple to complex " feature	14	6.6	25	11.8	46	21.8	70	33.2	56	26.5

When Table 3 is examined, 50.3% of the participants in the 1st question stated that it covers the "achievements and indicators" in the activities program in the Hand in Hand set books in general. In the 6th question, 56.4% of the participants stated that the books were not game-centered. In question 8, 56.9% of the participants said that books do not provide learning by discovery. In the 13th question, 59.7% of the participants stated that the book progressed from simple to complex.

Table 4. Findings on teachers' opinions about the physical and content features of Hand in Hand books

5 likert questions (Questions 14-24)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
	14. The "cover design" of Hand in Hand set books is designed to attract children's attention.	45	21,4	43	20,5	48	22,9	43	20,5	31
15. Hand in Hand set books' "shape and size" are suitable for children's age and developmental levels.	21	10	32	15,2	51	24,2	51	24,2	56	26,5
16. The "paper print" of Hand in Hand set books is matte, which will not tire the eyes and distract children.	22	10,4	30	14,2	36	17,1	67	31,8	56	26,5
17. The visuals in the Hand in Hand set books are of a quality that will support the development of children's aesthetic sense and imagination.	52	24,6	47	22,3	53	25,1	42	19,9	17	8,1
18. The illustrations of the visuals in the Hand in Hand set books are suitable for the age and developmental characteristics of the children.	21	10	39	18,5	48	22,7	62	29,4	41	19,4
19. The colors of the images in the Hand in Hand set books are clear and of good quality.	57	27	41	19,4	36	17,1	39	18,5	38	18

5 likert questions (Questions 14-24)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
	20. The instructions in the Hand in Hand set book are clear, understandable, and suitable for the pictures on the page.	17	8,1	25	11,8	40	19	67	31,8	62
21. The font and size of the Hand in Hand set books are suitable for the level of children.	14	6,6	22	10,4	47	22,3	62	29,4	66	31,3
22. Hand in Hand set books are made of high-quality and durable materials that do not harm children.	13	6,2	19	9	45	21,3	62	29,4	72	34,1
23. The activities in Hand in Hand set books encourage children to think and explore.	48	22,7	49	23,2	72	34,1	23	10,9	19	9
24. The activities in Hand in Hand set books are sufficient to support concept teaching to children.	43	20,4	50	23,7	57	27	45	21,3	16	7,6

When Table 4 is examined, 58.2% of the participants in the 16th question stated that the "paper print" of the Hand in Hand set books is matte in a way that will not tire the eyes and distract the children. In the 20th question, 51.2% of the teachers stated that the directive texts in the Hand in Hand set book were clear, understandable, and suitable for the pictures on the page. In the 22nd question, 63.5% of the teachers stated that the books are made of quality and durable materials that do not harm children.

Table 5. Findings on teachers' opinions about the books set in Hand in Hand in terms of children and families

5 likert questions (Questions 25-28)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
	25. Children usually do the activities in the Hand in Hand set books with pleasure.	20	9,5	31	14,7	57	27	71	33,6	32
26. Hand in Hand set books should be separated according to the age groups of children (3-4-5 years).	9	4,3	8	3,8	7	3,3	12	5,7	175	82,9
27. Hand in Hand set books are a useful resource for children.	18	8,5	30	14,2	59	28	55	26,1	49	23,2
28. Hand in Hand set books are useful for families	25	11,8	42	19,9	62	29,4	38	18	44	20,9

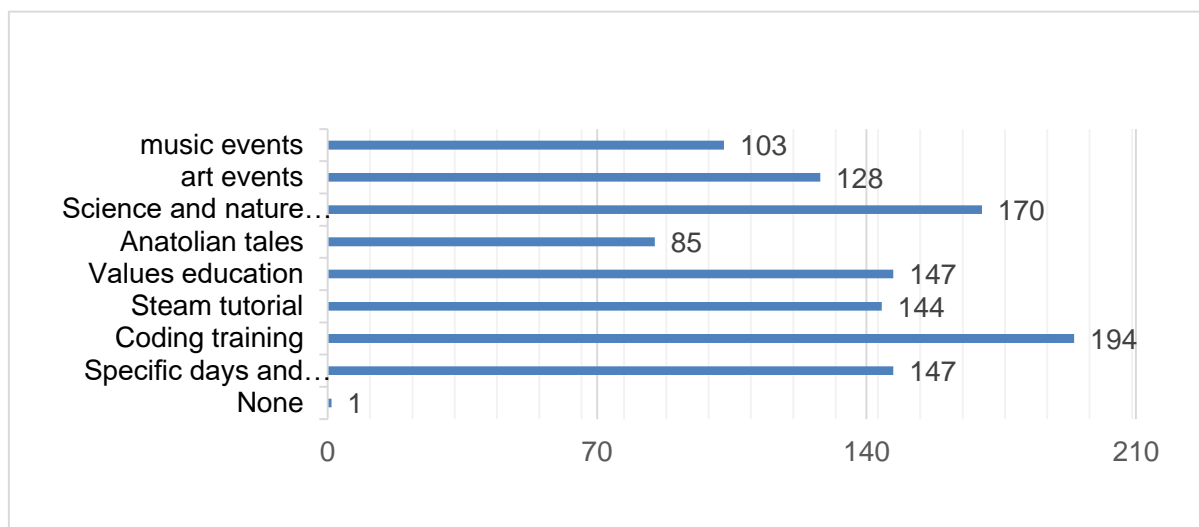
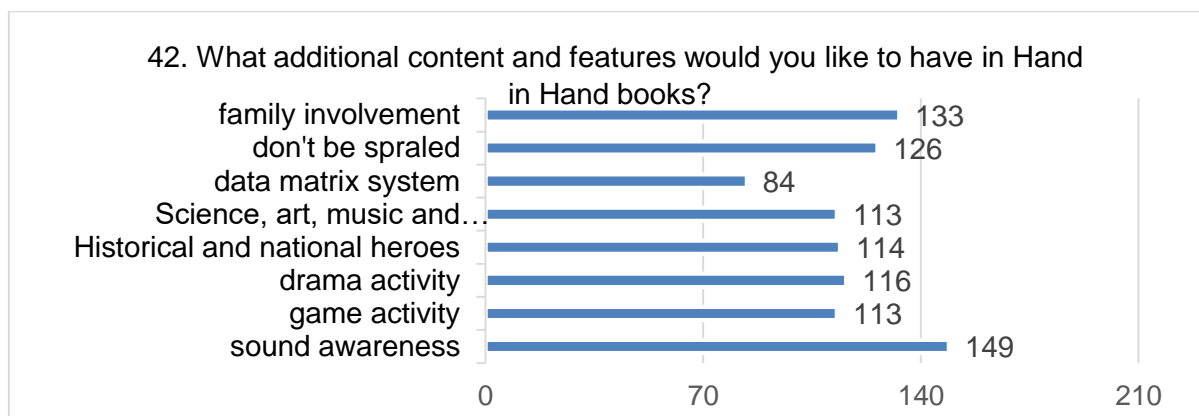
When Table 5 is examined, in the 26th question, 88.6% of the participants stated that the books should be separated according to age range. There was no other question that exceeded 50% in the answers given in the other questions.

Table 6. Findings on teachers' views on the Hand in Hand set book practice

5 likert questions (Questions 29-35)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
29. Hand in Hand kit books are a useful resource for teachers.	34	16,1	35	16,6	51	24,2	45	21,3	46	21,8
30. I use Hand in Hand books as a supportive and complementary resource in classroom activities.	19	9	22	10,4	45	21,3	59	28	66	31,3
31. I usually like to use Hand in Hand set books.	33	15,6	39	18,5	56	26,5	42	19,9	41	19,4
32. I think Hand in Hand set books are a useful resource in preparing children for primary school.	31	14,7	38	18	64	30,3	44	20,9	34	16,1
33. I need additional resources besides the Hand in Hand set book.	7	3,3	7	3,3	17	8,1	39	18,5	141	66,8
34. I directly read the activity instructions in the Hand in Hand set books.	11	5,2	26	12,4	53	25,2	60	28,6	60	28,6
35. I teach concepts only with Hand in Hand set books.	12	5,7	17	8,1	71	33,6	71	33,6	40	19

When Table 6 is examined, 59.3% of the participants in the 30th question marked the option "I use Hand in Hand set books as a supportive and complementary resource in-class activities." In question 33, 85.3% marked "I need additional resources besides the Hand in Hand set book," and in question 34, 58.2% "I read the activity instructions in the Hand in Hand set books directly" options. Questions 36 and 41 are multiple-choice questions. The teachers' opinions on the multiple-choice questions are as follows: In the 36th question, "Which should be used in education as an instructive, that is, a concept book?" 65% of the teachers stated that Hand in Hand set books should be developed and used. In question 37, "For which age level do you find Hand in Hand set books most suitable?" To the question, 52% of the teachers stated that Hand in Hand books were most suitable for the age of 4, and 34% for the age of 5. In the 38th question, "Which area of development does the Hand in Hand set books support the most?" To the question, 67% of the teachers said that they supported the cognitive domain more, 19% supported all fields, and 14% supported the language field more. In question 39, "How often do you use Hand in Hand set books?" 16% of the participants said they used books rarely, 38% sometimes, 34% often, and 12% always. In the 40th question, "How many pages do you make on average in a day when you are doing the activities in the Hand in Hand set books?" 48% of the teachers stated they had an average of 3-4 pages made daily. In question 41, "How many minutes a day do you spend on Hand in Hand set books on average?" 60% of the teachers said they do the activities in the books for an average of 11-20 minutes daily.

Figure 1. Findings from question 42 about Hand in Hand book



In addition to the options above, teachers wrote that they wanted line work, pattern, number-color, shape work, scamper, and content to be digital. When Figure 1 is examined, teachers mostly wanted "coding activity" to be added to the book. very few teachers wanted a "QR code" added to the book. At the end of the survey, "Do you have any other suggestions and recommendations for Hand in Hand set books? If so, what are they?" The last question was asked. In general, the answers were: "Increasing the number of books, enlivening the colors, separating the age range, including activities such as STEM-coding-scamper-experiment, differentiating the activities, changing the visuals, including creative activities, family participation, and holiday books should be included."

2. Findings Obtained with the Interview Method

The data collected by the semi-structured interview form were analyzed, and the data obtained were presented in tables in the form of codes, themes, and sub-themes. The teachers participating in the research were presented with nicknames as "K1, K2, K3...".

Table 7. Teacher opinions on the use of Hand in Hand books

Theme	Sub-Theme	Codes	Participants
Use of books		Willingly	K3,K5,K6,K8,K9
		Unwillingly	K1,K2,K4,K7,K10,K11,K12,K13
		Must be continued	K1,K2,K3,K4,K5,K6,K7,K8,K9,K10,K11,K13

Theme	Sub-Theme	Codes	Participants
	Use case	Should not be continued	K12
	Usage method	For evaluation purposes	K1,K5,K7,K12
		For reinforcement purposes	K2,K3,K4,K6,K8,K9,K13

All teachers stated that they used the Hand in Hand set book. When the findings were examined, the findings revealed that 62.53% (n=8) of most teachers used the Hand in Hand set books out of necessity. It was determined that 53.84% (n=7) of the teachers used it for reinforcement purposes and 30.79% (n=4) for evaluation purposes. Some teachers' opinions about the use of books are as follows: K:5 "Yes, I have been using the Hand in Hand set books in my classroom since the year they were published, and I have been using them fondly." K4: "I use Hand in Hand set books. I do not have any other written sources". K12: "Absolutely, the use should not be continued. It is a waste of trees because it is insufficient, it is repetitive, and it is not very useful." K1: "When I teach a concept, we use the book. I see how much they have learned in the book." K2: "First, I proceed from the plan. I explain the topic, and then I use the Hand in Hand books to reinforce".

Table 8. Teachers' opinions about the book content of Hand in Hand books

Theme	Sub-Theme	Codes	Participants
Book Content	Content	Strengths	K1,K2,K4,K5,K6,K7,K8,K9,K11,K13
		Weaknesses	K1,K2,K3,K4,K5,K6, K7,K8,K9,K10,K11,K12,K13
	The concept	Sufficient	K1,K4
		Insufficient	K2,K3,K5,K6, K7,K8,K9,K10, K11,K12, K13
	The program's features	Sufficient	K8
		Insufficient	K1,K2,K3,K4,K5,K6, K7,K9,K10, K11, K12,K13
	Learning outcome	Sufficient	K1,K3,K8
		Insufficient	K2,K3,K4,K5,K6,K7,K9,K10, K11, K12, K13

Teachers who stated that they did not have strengths were 23% (n=3), while those who stated that they had strengths were 76.9% (n=10). 15.38% (n=2) of the teachers stated that the concepts in Hand in Hand set books were sufficient, and 84.6% (n=11) stated that they were inadequate. 12 teachers stated that the program features were given insufficiently in the Hand in Hand set books. Eleven of the teachers stated that the achievements and indicators in the preschool program in the Hand in Hand set books were insufficient. Some of the teacher's views on the book's content are as follows: K7: "The strong point is that it has a simple expression and is a colourful concept book. It is good to have such a resource for village schools economically". K12: "There may be pull-and-pull activities in the book, there may be puzzles. Sample experiments with which children can get involved can be added. There may be topics that can produce something different. Additional family contributions can be put in". K1:

"I think the gain is sufficient in terms of indicators." K9: "The gains and indicators are not given much. No, it can be reproduced a little more."

Table 9. Teachers' opinions about the application of Hand in Hand set books

Theme	Sub-Theme	Codes	Participants
Book Practice	Experience in Practice	Difficulties	K1,K6,K7,K8,K9,K10,K11,K13
		Amenities	K1,K2,K3,K4,K5,K6,K7,K11,K12,K13
	Guidelines	Indirect reading	K6,K7,K9,K10,K11,K12
		Direct reading	K1,K2,K3,K4,K5,K8,K13

While 61.53% (n=8) of the teachers stated that they had difficulties in practice, 76.92% (n=10) stated that they experienced ease. It was determined that 46.15% (n=6) of the teachers used the Indirect reading method, while those using the direct reading method were 53.84% (n=7). Some of the teachers' views on implementing the books are as follows: K3: "I did not experience any difficulties. Quite comfortable and simple. " K8: "For example, not having an interactive is really difficult. The fact that the pages of the book are not spiral, it is so cramped that the children have difficulty in fitting in at the table." K4: "I read the directions in the book orally." K6: "The instructions are short, and there is no problem with clear directives. But I usually make up a story out of directions".

Table 10. Teachers' views of Hand in Hand set books in terms of children

Theme	Sub-Theme	Codes	Participants
In terms of children	Ages	Age range should be separated	K1,K4,K6,K7,K8,K9,K10,K11,K12
		Difficult for 3 year olds	K6,K7,K8,K10,K12,K13
		Suitable for 4 years old	K2,K3,K4,K7,K8,K10,K12
		Easy for 5 year olds	K2,K3,K4,K6,K7,K8,K9,K10,K11,K12
	State of contentment	Pleases	K1,K2,K3,K4,K5,K6,K7,K8,K9,K12,K13
		They are not satisfied	K8,K10,K11

69.23% (n=9) of the teachers who participated in the research stated that age ranges should be separated in the Hand in Hand set books. While 46.15% (n=6) of the teachers stated that the Hand in Hand book set was difficult for three-year-olds, 53.84% (n=7) stated that the level was most suitable for 4-year-olds. 79.92% (n=10) of the teachers stated that the Hand in Hand book set was easy or insufficient for 5-year-old children. **11 of the teachers stated that the children liked making the Hand in Hand set books very much.** Some teacher opinions are as follows: K10: "I do not find it right to have a common book for all of them. Books should be separated by age." K8: "I think it is a bit difficult for three years old." K2: "I think it is enough for four years old." K12: "It remains simple for five years old. A more comprehensive book is required for five years old." K12: "I think children do not do it with pleasure in general. The phenomenon of a book is pleasing to children."

Table 11. Teachers' views on the Hand in Hand set books in terms of families

Theme	Sub-Theme	Codes	Participants
In terms of families	Families	Pleased	K1,K2,K3,K4,K5,K10,K13
		They are not satisfied	K4,K10
		Family involvement	K6,K8,K9,K11,K12,K13

While seven of the teachers stated that the families were pleased with the use of Hand in Hand books, 2 of them stated that they were not satisfied. Six of the teachers stated that there is no family involvement in the Hand in Hand books, and it should be added. Some teachers said their opinions: K4: "I can say that it is one of its strengths that it is free, so the parents are satisfied." K4: "Parents who expect more are not satisfied" K8: "There is no special family participation book. Additionally, I wish there was a family participation book. For example, while teaching the concept of red, we could send the family supportive activities related to red."

Discussions

The research aimed to determine the opinions of preschool teachers about the Hand in Hand activity books. The Mixed method was used in the research, and data were collected through questionnaires and interviews accordingly.

Analysis Results of Hand in Hand set Books According to Pre-School Curriculum Characteristics

In the data obtained from the 1st Question of the survey, half of the teachers stated that the Hand in Hand set books generally carried the achievements and indicators, while half of them stated that they did not or were undecided. In the research conducted with the interview method, more than half of the teachers stated that they do not have achievements and indicators in general. In the survey, teachers may have thought that it would be difficult for a book set to contain all the achievements and indicators in the program.

In the data collected by the interview method of the Hand in Hand book set, 12 of the teachers stated that it did not have the program's features, while only 1 stated that it did. In the questionnaire, most teachers stated that the Hand in Hand book set is not game-centered, does not consider individual differences, and does not present examples from daily life and close surroundings. In addition, they stated that the subjects are not a goal but a means, and they are not open to learning by discovery. The fact that the features of the preschool education program are not included enough can be considered as the aspects that need to be developed in the Hand in Hand set books.

Conceptual analysis results of Hand in Hand set books

According to the data obtained by the survey method, it was determined that 44.1% (n=93) of the teachers considered it sufficient in terms of the concept, and 28.9% did not find it sufficient. While 52.6% agreed with the question "I only teach concepts with Hand in Hand set books," which was asked in the 35th question of the survey, 13.8% stated that they did not. In the data obtained by the interview method, 11 teachers (84.6%) stated that they found it insufficient in terms of concepts. Teachers stated that they did not find it sufficient to give a concept only on one page and with the same type of activity, not because of the inadequacy of the number of concepts. They stated that

some problematic concepts should be included in a few pages because it was not enough for some students to be given the concepts on only one page. The developmental rates of children in schools are different from each other, and children have different skills from each other (Yükselen et al., 2016). For this reason, the fact that the activities in the Hand in Hand set book are one-of-a-kind may cause boredom for children. In addition, giving the concept on one page may not be enough for every child to learn. It can be said that the Hand in Hand set books are lacking in terms of concept teaching.

The results of the examination of the instructions, pictures, and physical features of the Hand in Hand set books

Most of the teachers who participated in the research stated that the books were in accordance with the principle from simple to complex, their drawings were in accordance with the instructions, and the drawings were suitable for the age and developmental characteristics of the children. They also said that their instructions were clear and understandable. This can be seen as a positive result for Hand in Hand set books. In the survey, the majority of teachers stated that colors are bad. The same views were also found in the data collected by the interview method. In some books, blue appeared as purple and red as orange. This results causes conceptual confusion in children. The color quality of the books should be reconsidered.

As a result of the research, the majority of the teachers stated that the font type and size in the Hand in Hand set books are suitable for the children's level; the paper printing does not tire the eyes of the children and is matte in quality. They also stated that the books are made of high-quality, durable materials that do not harm children. Quality paper that is not easily folded, torn, easily turned, and does not disperse paints should be preferred in books (Alak, 2016). Therefore, if the book covers are made of thick cardboard, cardboard, or cloth, and the pages are made by sewing, they will be more robust (Uysal, 2020). It is a desirable feature for Hand in Hand set books to meet the requirements regarding paper quality, cover, and enclosure in general.

Children's creativity and artistic thinking begin early, and their interaction with children's books becomes essential in this period (Külük, 2013). Most of the preschool teachers stated in the survey research that the visuals in the Hand in Hand set books do not support children's aesthetic sense and imagination development. This is a negative situation for Hand in Hand set books. Teachers' opinions Most of the preschool teachers stated in the survey research that the cover design of the Hand in Hand set books was not of a quality to attract their children's attention. From the moment they are born, children are always sensitive to vivid bright colors (Tian, 2018). Therefore, the covers of children's books should be attractive.

Results of the review of Hand in Hand set books from the perspective of children

In the data collected by questionnaire and interview methods, it has been determined that children generally do the activities in the Hand in Hand set books with pleasure. The results of both studies support each other. In the interview, the teachers said they do it happily because the children like the situations, such as the different arrival of making a book for children, the fact that books create a sense of belonging, and continuing from where they left off in the book. In the 27th question of the survey, most teachers (49.3%) stated that Hand in Hand set books were beneficial for children. It is

a positive result that children love to make books. Therefore, it is crucial to continue the use of books.

In the 37th question of the survey, 52.1% (n=110) of the teachers stated that the Hand in Hand set books are most suitable for four years old. In the data collected through interviews, 46.15% (n=6) of the teachers stated that the Hand in Hand book set was intricate for the level of three-year-old children. On the other hand, 53.84% (n=7) stated that the level is most suitable for children aged four years. On the other hand, 79.92% (n=10) of the teachers stated that the Hand in Hand book set was easy or insufficient for 5-year-old children. These results showed that the Hand in Hand set books do not appeal to all age groups. In addition, in the 26th question of the survey, 88.6% of the teachers stated that the age range of Hand in Hand set books should be separated. As for the interview method, 69.23% (n=9) of the teachers stated that age ranges should be separated in the Hand in Hand set books. Most of their teachers stated that age ranges should be separated in Hand in Hand set books. The first interaction of children with books in early childhood is one of the most critical factors that affect children's relationship with books in their later life (Çakmak & Koç, 2015). For this reason, books prepared for children should be prepared in accordance with the ages, levels, and developmental characteristics of children (Çeçen & Aydemir, 2011). Textbooks should be created in accordance with the needs of children (Öcal & Yiğittir, 2007). Since children's developmental stages are different until adulthood, books suitable for their development should be written (Çiftçi, 2015). For this reason, it becomes vital to produce Hand in Hand set books according to age groups. A single set can be difficult to appeal to all age groups.

Results of the review of Hand in Hand books in terms of families

In the questionnaire and interview method, the teachers stated that the Hand in Hand set books are beneficial for the families, that the families are satisfied, and that family participation should be included in the books. Although family involvement is an important feature in the preschool program, it can be seen as a critical deficiency not included in the Hand in Hand books. Parents' participation in the education process, continuing education at home, and working in cooperation and harmony with the school ensure that children are more successful (Bayraktar et al., 2016). Preschool education is multifaceted, and families are among the most essential active educational participants (Vural & Kocabaş, 2016). Family involvement is an essential feature in the education program, and it can be seen as an important shortcoming that it is not included in the Hand in Hand set books.

The results of the review of the Hand in Hand set books in terms of use and application

According to the survey results (Question 31), there is little difference between the teachers who love to use Hand in Hand set books, those who use them unwillingly, and those who are undecided. In the data collected by the interview method, it was seen that 62.53% (n=8) of the majority of the teachers unintentionally used the Hand in Hand activity books out of necessity. Also, in the survey, the vast majority of teachers (85.3%) stated that they use Hand in Hand set books and that they need additional resources while using them. Hand in Hand books are not enough for teachers. The source books sent to the schools are the sources that convey the gains in the curriculum to the teachers first hand (Güzel, 2011). As a result of the research, it was

stated that teachers found the Hand in Hand books useful and that they supported and complemented the activities they carried out. However, it was determined that the Hand in Hand books were insufficient for teachers to need additional resources. There is also a warning that teachers should not purchase additional resources other than those sent by national education (Doğan & Torun, 2018). Therefore, the textbooks sent to schools should be made sufficient for teachers.

The questionnaire and interview determined that most teachers presented the instructions to the children by reading them directly. This may be because the instructions in the Hand in Hand set books are clear, unambiguous, and understandable. Clear instructions and visual aids in the books make it easy for both teachers and students to navigate the activities, creating a positive and supportive learning environment. The foundations of reading and writing in preschool are laid with print awareness (Şimşek et al., 2013). For this reason, the size of the writing, the direction, the spacing between the words, and the way the letters are written are essential to raise awareness of writing in early-age children. It is a positive result that the instructions in the Hand in Hand set book are clear and precise. In the interview method, the teachers were asked how they evaluated the content of Hand in Hand set books and their strengths and weaknesses. Teachers stated that the strengths of Hand in Hand set books are "simple, reliable content, colorful source, book, free of charge." In addition, they stated that it is the strength of being transported to the disadvantaged areas, being at a medium level, adapting easily to the plans, and advancing in an orderly manner. 100% of the teachers (n=13) stated that the book had weaknesses. Teachers wanted the content to be changed, the number of book sets to be increased, and the gain indicators, concepts, and program features to be included more. They also stated that there should be pull-off (spiral) pages, that the pages should be more striking and lively, with surprises and stickers, that the colors should be clear, and that the age ranges of the books should be changed. The difficulties experienced while applying the Hand in Hand set books are; In general, they stated that "the content is easy, the books do not fit on the tables, they are not interactive, the activity pages are finished quickly, the creativity pages are difficult, the colors are pale." The conveniences experienced when using the Teachers Hand in Hand set books are; stated that "it is free, the content of the book is easy, it is a sourcebook, it is a colorful resource, it can be used for general repetition, the instructions are clear, understandable and simple."

In the 39th questionnaire item, in which the frequency of using Hand in Hand set books was examined, 37% (n=78) of the teachers replied that they use it sometimes and 34.6% (n=74) frequently. In the interview method, all teachers stated that they used it. It has been determined that teachers generally use it sometimes or often. The survey research concluded that 79.2% of the teachers made the children make a book page hand in hand, generally in the range of 1-4 pages a day. It has been observed that 75.4% of teachers allocate 11-30 minutes daily to books. Preschoolers have a short attention span. It has been observed that teachers generally do not use books for long hours and do not make too many pages. This is a positive result both for children and for Hand in Hand set books. For the 36th question in the survey, 65.4% (n=138) of the teachers answered, "Hand in Hand set books should be developed and used." In the data obtained by the interview method, 92.30% (n=12) of the teachers emphasized that the use of Hand in Hand set books should be continued. Since the textbooks are prepared by experts suitable for the education system, teachers feel safer because

their content is more reliable (Doğan & Torun, 2018). In addition, it is crucial that the application continues because it is free and reaches every child.

Conclusions and Recommendations

While preschool teachers appreciate some aspects of these activity books, they criticize others. Most preschool teachers stated that Hand in Hand books are suitable for the principle of simple to complex, they are suitable for the age and developmental characteristics of children, and the directives are clear, understandable, and suitable for pictures. In addition, they stated that the font type in Hand in Hand books is suitable for children's level, it is made of quality durable materials that do not harm children, and the paper print is matte. In the collected data, it has been determined that children generally love to apply Hand in Hand books. These results are positive results for the Hand in Hand book set. Most preschool teachers stated that the visuals in Hand in Hand set books do not support children's aesthetic sense and imagination development and that the cover design is not of a quality to attract their children's attention. Also, teachers stated that they use books and need additional resources when using them.

In general, it has been observed that preschool teachers are not satisfied with Hand in Hand book sets. Preschool teachers want the practical book set to be renewed, not to include concepts on one page and to include different activities. They stated that the preschool education program features are few in the book's content. They also stated that there should be family participation activities, the color quality of the book pages should be increased, and the age groups should be separated. Teachers generally want the implementation of supplying resource books to continue. However, the teachers would like the Hand in Hand set of books to be updated.

The most frequently used educational books in education are an essential factor in the upbringing and development of our children, and almost all teachers are expected to be satisfied with the books (Öcal & Yiğittir, 2007). However, it has been determined that preschool teachers are not very satisfied with Hand in Hand set books. Teachers should be the first source in determining the problems and deficiencies encountered in education (Bakar et al., 2008). Therefore, teachers' opinions, who are practitioners of the books, should be consulted in preparing, implementing, and evaluating educational programs. While revising Hand in Hand books, writers, painters, designers, editors, psychologists, teachers, child development experts, and academicians should cooperate, and expert opinions should be taken (Akgül Alak, 2016).

As a result of the research, as a suggestion, During the development of textbooks, teachers, who are practitioners of the textbooks, can be given the opportunity to participate more effectively in the process. Pre-pilot applications can be made for books. In pilot provinces where the books are being implemented, workshops can be organized after the academic year to get the opinions and suggestions of the teachers working in these schools. It can be revised by making new research about the Hand in Hand book set used and considering the research. Thus, by using activity books, preschool teachers can create engaging and enriching learning environments that provide a solid foundation for children's future academic success and overall development.

References

- Akgül Alak, S. (2016). *Pamuk Şekerim I-II kitaplarının MEB okul öncesi eğitim programı (2013) açısından incelenmesi* [Yayınlanmış Yüksek Lisans Tezi]. Okan Üniversitesi.
- Alabay, E., Can, B., Kandemir, A. ve Güney, K. (2018). TÜBİTAK tarafından yayınlanan meraklı minik çocuk dergisinin değerler açısından incelenmesi. *Değerler Eğitimi Dergisi*, 16(35), 7-26.
- Başıyigit, E. (2023). *El Ele 1-2-3" etkinlik kitaplarının okul öncesi eğitim programına ve öğretmen görüşlerine göre incelenmesi*. [Yayınlanmamış Yüksek Lisans Tezi]. Kastamonu Üniversitesi.
- Bayraktar, V., Güven, G. ve Temel, Z. (2016). Okul öncesi kurumlarda görev yapan öğretmenlerin aile katılım çalışmalarına yönelik tutumlarının incelenmesi. *Kastamonu Eğitim Dergisi*, 24(2), 755-770.
- Creswell, J.W. ve Tashakkori, A. (2007). Differing perspectives on mixed methods research. *Journal of Mixed Methods Research*, 1(4), 303-308.
- Çakmak, A. ve Koç, K. (2015). Anaokulu çocuklarının televizyon, kitap, bilgisayar ve oyuncaklarla geçirdikleri zamanın niteliğinin incelenmesi. *Gaziantep University Journal of Social Sciences*, 14(2), 513-534.
- Çeçen, M.A. ve Aydemir, F. (2011). Okul öncesi hikâye kitaplarının okunabilirlik açısından incelenmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(16), 185-194.
- Çelebi Öncü, E. (2016). Anne-baba ve çocuğun etkileşimli kitap okumasının okul öncesi çocuklarının sosyal durumlara yönelik yaklaşımlarına etkisinin incelenmesi. *Ana Dili Eğitimi Dergisi*, 4(4), 489-503.
- Çiftçi, F. (2015). Çocuk edebiyatında yaş gruplarına göre kitaplar ve özellikleri. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 1(1) , 125-137.
- Demir, Y. ve Ertaş, A. (2014). A Suggested eclectic checklist for elt coursebook evaluation. *The Reading Matrix*, 16(4), 243-252.
- Demir, Y. ve Atasoy, E. (2018). 5. Sınıf sosyal bilgiler ders kitabının (2017) değerlendirilmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 31(2), 753-780.
- Doğan, Y. ve Torun, F. (2018). Sosyal bilgiler ders kitapları nereye doğru gidiyor?, *The Journal of International Lingual Social and Educational Sciences*, 4(2), 111-125.
- Erkılıç, T. ve Can, S. (2018). Eğitim yönetimi ders kitaplarının içerik ve fiziksel özellikleri açısından incelenmesi. *Anadolu University Journal of Education Faculty*, 2(4), 295-307.
- Güzel, H. ve Adıbelli, S. (2011). 9. sınıf fizik ders kitabının eğitsel, görsel, dil ve anlatım yönünden incelenmesi, *S.Ü. Sosyal Bilimler Enstitüsü Dergisi*, 26, 201-216.
- Hsiang, T.P., Graham, S., Liu, X., ve Zhou, Z. (2022). Teachers' beliefs and practices in textbook selection and use when teaching Chinese as a second language. *Reading and Writing*, 1-34.

- Körükçü, Ö. (2012). Okulöncesi eğitime yönelik resimli çocuk kitaplarının bulunması gereken temel özellikler açısından incelenmesi. *Trakya Üniversitesi Sosyal Bilimler Dergisi*, 14(2), 243-254.
- Külük, C. (2013). Resimli Çocuk Kitaplarının Nitelik Sorunsalı ve Çocuğun Sanat Eğitimi Sürecindeki Yeri: "Delioğlu'nun Resimlediği Yapıtlar Üzerine Bir İnceleme. *Amasya Üniversitesi Eğitim Fakültesi Dergisi*, 2(2), 393-417.
- MEB. (2013). *Okul öncesi eğitim programı*. MEB basımevi
- Miles, M. B., ve Huberman, A. M. (1994). *Qualitative data analysis*. Thousands Oaks Sage.
- Öcal A. ve Yiğittir, S. (2007). İlköğretim sosyal bilgiler ders kitaplarının öğretmen görüşlerine göre değerlendirilmesi (Kırıkkale Örneği). *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 8(1), 51-61.
- Şahin, A. (2007). Çocuk ve Çocukluk. Ö. Yılar, L. Turan (Ed.), *Eğitim Fakülteleri İçin Çocuk Edebiyatı* içinde, Pegem Yayıncılık.
- Şimşek Çetin, Ö. ve Alisinanoğlu, F. (2013). Okul öncesi dönemindeki çocukların yazı farkındalığını kontrol listesinin geçerlilik ve güvenilirlik çalışması. *Karadeniz Sosyal Bilimler Dergisi*, 5(8), 15-27.
- Şimşek, H. (2010). *Lise dördüncü sınıf fizik 12 ders kitabına ilişkin öğretmen görüşleri* [Yayınlanmamış Yüksek Lisans Tezi]. Selçuk Üniversitesi.
- Tian, Z. (2018). On the illustration design of children's books. *2nd International Conference on Social Sciences, Arts and Humanities*, China, 153-156.
- Utkugün, C. (2022). Sosyal bilgiler öğretmen adaylarının ders kitapları hakkında görüşleri. *Uşak Üniversitesi Eğitim Araştırmaları Dergisi*, 8(2), 63-80.
- Ünsal, Y. ve Güneş, B. (2002). Bir kitap inceleme çalışması örneği olarak MEB ilköğretim 4. sınıf fen bilgisi ders kitabına fizik konuları yönünden eleştirel bir bakış. *Gazi Eğitim Fakültesi Dergisi*. 22(3), 107-120.
- Veziroğlu, M. ve Gönen, M. (2012). Resimli çocuk kitaplarının MEB. Okul Öncesi Eğitim Programı'ndaki kazanımlara uygunluğunun incelenmesi. *Eğitim ve Bilim*, 37(163), 226-238.
- Yıldız Bıçak, C. & Bilir, V. (2023). Fen bilimleri ders kitaplarında yer alan bilim insanları ile ilgili bilgilerin öğretmen gözünden değerlendirilmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (65), 487-511.
- Yükselen, A., Yumuş, M., & Işık, E. (2016). The Preschool Educators' Views About The Criteria For Selecting Children's Book. *Başkent University Journal Of Education*. 3(2), 161-168.