Okul Öncesi Dönemde Çocuğu Olan Annelerin Gözünden Bir Değerlendirme: Çocuk Kütüphaneleri

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Öz. Bu araştırmada çocuk kütüphanelerine yönelik okul öncesi dönemde çocuğu olan annelerin görüşlerinin incelenmesi hedeflenmiştir. Araştırma nitel araştırma yöntemlerinden betimsel analiz tekniği kullanılarak gerçekleştirilmiştir. Çalışmanın katılımcı grubunu, 2023-2024 eğitim ve öğretim yılında Rize ilinde okul öncesi eğitim kurumlarına devam eden çocuğu olan 25 anne oluşturmaktadır. Çalışma grubu, kolay ulaşılabilir örnekleme yöntemi kullanılarak belirlenmiştir. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen "Annelerin Çocuk Kütüphaneleri ile İlgili Görüşleri Görüşme Formu" kullanılmıştır. Görüşme formundan elde edilen bilgiler, betimsel analiz yöntemiyle irdelenmiştir. Annelerin 13'ü (%52) çocuk kütüphanesine hiç gitmediklerini, 12'si (%48) ise çocuk kütüphanesine gittiklerini belirtmişlerdir. Anneler çocuk kütüphanelerinin ilgi çekici (%23,53) ve renkli (%23,53) olması gerektiğini belirtmektedirler. Araştırmanın sonucunda annelerin yarısının çocuk kütüphanelerine hiç gitmedikleri, annelerin çocuk kütüphanelerinin tasarımı ile ilgili en çok kütüphanenin çocukların ilgisini çekmesi ve renkli olmasına önem verdikleri, çocuk kütüphanesinde çocukla vakit geçirme konusunda kendilerini yeterli olarak algıladıkları, çocuk kütüphanelerinde oyun etkinliklerinin düzenlenmesini istedikleri, çocuk kitapları ve çocuk kütüphaneleri ile ilgili güncel bilgileri Instagram'dan edindikleri ve annelerin çocuk kütüphanelerinden beklentileri olarak çocuklara yönelik etkinlik düzenlenmesini istedikleri tespit edilmiştir.

Anahtar kelimeler: *Çocuk kütüphaneleri, kütüphane, kütüphane tasarımı, anneler*.

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An Evaluation from The Perspective of Mothers with Preschool Children: Children's Libraries

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Abstract. This research investigates the perspectives of mothers with preschool-aged children on children's libraries. Employing the descriptive analysis technique, a qualitative research method, the study engaged a participant group of 25 mothers whose children are enrolled in preschool education institutions in Rize province during the 2023-2024 academic year. The sample was selected using the easily accessible sampling method. Researchers utilized the "Mothers' Opinions on Children's Libraries Interview Form" as the primary data collection instrument. Subsequently, data gathered from the interview form underwent analysis employing the descriptive analysis technique. Thirteen of the mothers (52%) stated that they never visited children's libraries, while twelve (48%) indicated that they did. Mothers emphasize that children's libraries should be interesting (23.53%) and colorful (23.53%). As a result of the research, half of the mothers have never been to children's libraries, mothers attach most importance to the design of children's libraries, that the library attracts children's attention and is colorful, they perceive themselves as competent in spending time with children in the children's library, they want game activities to be organized in children's libraries, they want children's books and children's libraries to be colorful. It has been determined that they obtain up-to-date information about children's libraries from Instagram and that mothers want events for children to be organized as their expectations from children's libraries.

Keywords: *Children's libraries, library, library design, mothers.*

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1. Introduction

The first years of life are the periods during which children's physical, mental, social, and emotional development, as well as brain development and skill acquisition processes, occur most rapidly. Therefore, providing a rich stimulating environment is a crucial necessity to support children's development during this critical period (Shonkoff, 2010). Encouraging healthy growth, helping to reveal their talents, and ensuring they have an effective learning and education experience are vital goals (Güller & Bilbay, 2016). To achieve this, instilling a love of books and reading habits in children from a young age is essential. Books have a significant impact on an individual's life from childhood onwards (Bozkurt, 2016; Erdal, 2008). The process of acquiring a reading culture and acquiring books is interrelated, with each step influencing the other as they develop (Yıldız & Güler, 2023). As a result of centralization with reading culture and book acquisition, there has been a transition from reading rooms to libraries (Tercan, 2010a).

Technological advancements and changing needs lead to significant changes in both individuals' and institutions' structures (Al Şensoy & Midilli Sarı, 2020). It is not the libraries that change society, but society itself and the changes in technology that affect the social structure (Tercan, 2010a). Libraries are essential institutions that contribute to the gathering and socialization of the community while also housing the fundamental memories of the city (Yılmaz et al., 2021). Public libraries, as indicated in the general definition, are institutions of unique value in terms of using and transmitting cultural heritage, as well as producing common culture, cultural adaptation, and the continuity of this tradition (Akkaya & Polat, 2020). The principle highlighted in their definitions of being "open to everyone regardless of religion, race, language, gender, and age" distinguishes public libraries among the most well-known types of libraries in the library world. The most important feature of modern libraries is providing free and unrestricted access to everyone without discrimination (Tercan, 2010a). The architectural design of library spaces is undergoing a transformation that aims to be constantly accessible to everyone, continuously offering innovations, and promoting enjoyable learning environments (Potur, 2010). The layout of different areas of the library, relationships and interactions among these areas, transitions and mobility, communication with the surroundings, and contribution to the urban/natural environment are important factors determining the quality of design. These qualities gain value not only based on functionality but also through affection and emotional criteria (Tercan, 2010a).

Library buildings, which have embraced education as one of their main objectives, are institutions that compile, collect, organize, and optimally transfer knowledge with the assistance of expert personnel (East & Stričević, 2007; Yıldırım & Akkaya, 2020). Many activities that constitute a significant part of the daily programs in early childhood education institutions are language activities. These activities support children in learning new words, expanding their vocabulary, using words correctly and appropriately, expressing their

thoughts through language, and acquiring a love of books and reading (Aral et al., 2002; Gönen et al., 2010; Keskin et al., 2015). Children's libraries aim to serve individuals or groups, from infants to young children, preschool-aged children, parents, other family members, caregivers, and other adults working in the children's/book/media fields (Gönen et al., 2015).

Library structures that emerged with the development of rationalist thought after the 16th century have become indispensable aspects of global culture and urban life, possessing multidimensional public space qualities (Tercan, 2010a; Tercan, 2010b). Children's libraries are crucial spaces that enable children to access books and accurate information (Burkut, 2019). Children's libraries should be designed to support children's development in every aspect. Libraries are places where both educational and social opportunities are provided with equality (Beşir et al., 2023). In the child's assimilation of their surroundings, the communication established between the space and the child, in other words, interaction, is important (Güller & Bilbay, 2016). These libraries created for preschool children aim to instill a love of books, prepare children for the future with storytelling sessions and age-appropriate activities. These spaces guide children in their exploration of the world and support them in maintaining reading habits in the future. In this regard, designing user-centered spaces by considering children, who are the focal point of the child-space relationship, ensures the creation of functional, flexible, and dynamic spaces (Arat & Parlak, 2020; Tercan, 2010a).

1.1. Children's Libraries

In Turkiye, children's libraries are managed by the Ministry of Culture and Tourism and operate within the scope of public libraries (Libraries and Publications General Directorate, 2023). The IFLA Libraries for Children and Young Adults Section (C&YA Section), with the aim of providing quality practices in children's library services, last published the Children's Library Services Guide in 2003. According to IFLA, the primary purpose of a children's library is to provide resources and services in various areas to meet the information, educational, and personal development needs of children from different age groups and with diverse skills (Rankin et al., 2020).

Worldwide, before the 1850s, apart from Sunday School Libraries, limited library services for children were observed (Lopez, 1976, p. 316). The first example of children's library movement initiated by librarians, writers, and advocates around the world since the mid-1800s, in Turkiye, was established by the Turkish Hearth in 1925 in Manisa Akhisar (Demircan, 2006; Karaer, 1989). Although developments related to children's libraries started much earlier abroad, improvements made in recent years in Turkiye have shown positive effects (Acaroğlu, 1953; Burkut, 2019).

Children's libraries have the potential to positively contribute to the cognitive development of children who do not have literacy skills. These libraries aim to enhance children's research, socialization, exploration, thinking abilities, and imagination by offering various services such as games, audio book readings, and cultural activities. Additionally, children need to make early visits to libraries to gain library awareness. The preschool period stands out as a stage

where children begin their learning process in a permanent and distinct manner. During this period, learning environments focusing on all sensory and motor skills are crucial as children are in intense interaction with their surroundings (Burkut, 2019; Erten Bilgiç & Keskin, 2021).

In this process, appropriate spaces for the services provided to preschool children and their families by libraries are of great importance (Yılmaz et al., 2021). In the design of these environments, children's visual perceptions should be prioritized, considering their holistic development (Erten Bilgiç & Keskin, 2021). A children's room in a public library or kindergarten is one of the best places for children to find and read picture books they are interested in with their families and/or friends (Stooke & McKenzie, 2009).

1.2. Designing Children's Libraries

In a definition made in America, it is mentioned that the library for children resembles more of a home than a school (Acaroğlu, 1953). The significance of libraries for children can be understood from this definition. In this sense, it is understood that libraries should be designed to make children feel comfortable and safe as if they were at home (Erten Bilgiç & Keskin, 2021; Türkben, 2019). Children's libraries should be designed in a way that attracts children's interest and supports them in spending time there. Apart from universally accepted ergonomic comfort conditions, there are no specific design criteria for the design of children's libraries. IFLA has listed some items that should be taken into consideration in the design process of children's libraries: A central location and ground floor should be preferred within the available facilities. A design suitable for the age ranges of users should be adopted. Designs accommodating everyone, including special needs, should be made to encompass all library users. Areas should be allocated for various needs such as newspaper, book, magazine collections, non-print resources, reading areas, storage, work on a computer station, exhibition spaces, and areas for library staff. A layout suitable for various activities should be provided, allowing flexibility for activities that enhance digital literacy skills such as music, story time, games, free learning, and workstations. Appropriate signage and wayfinding tools should be used. Family-friendly services should be provided, including areas for breastfeeding and diaper changing. Toilet facilities should be provided that can be comfortably used by families and users of all genders. Noise levels adjusted according to age groups should be determined. Natural and/or artificial lighting should be carefully considered, and adequate temperature should be maintained throughout working conditions (e.g., ventilation, heating). Spaces and furniture should comply with child safety regulations (Rankin et al., 2020).

To create a well-designed classroom library that captures children's interest is a crucial step. An important factor to consider in the design is understanding why children come to the library in the first place. Libraries were initially established for reading, studying, and obtaining information from printed materials. Contemporary libraries also accommodate space and equipment for accessing information technologies alongside reading and book spaces (Tercan, 2010a). However, children in the preschool age group do not have literacy skills (Martinez & Teale, 1988). It is necessary to first identify the spaces and activity areas that

will serve the target age group and create a design concept accordingly. Giving kids a voice and allowing them to participate in decision-making processes in the library is crucial because kids are the main beneficiaries of children's library services. Enhancing children's library services involves paying attention to what young children have to say. First and foremost, it is essential to examine how children perceive the library and its services (Akkaya & Odabaş, 2019; Cevher, 2017; Erten Bilgiç & Keskin, 2021; Ceylan & Akkaya, 2020). However, the use of facilities targeted at adults in the children's section for a long time indicates the need to pay attention to this issue. Designing libraries with furniture tailored to children's ergonomics and anthropometric dimensions of users, ensuring libraries have optimal physical comfort conditions, positively affects their health, safety, and physical-cognitive development. Additionally, libraries should be designed to capture children's attention and interest both in terms of architectural design and interior design.

Children's libraries do not only cater to children as users. With the advancement of technology, the diversification of library services has also increased the diversity of users. Especially, parents tend to visit libraries together with their children to spend more quality time with them (Arat & Parlak, 2020). Children's libraries include parents or caregivers who come with their children in their user base. In this context, library entrances should provide a spacious and comfortable area where parents can prepare with their children. Additionally, separate seating areas should be provided for parents, creating special spaces where parents and children can spend time together, participate in activities, and read books (Erten Bilgiç & Keskin, 2021). The increasing number of studies on the designs of children's libraries in recent years in the literature (Güller & Bilbay, 2016; Deveci, 2022; Erten Bilgiç & Keskin, 2021; Yılmaz et al., 2021; Kakırman Yıldız et al., 2018) highlights the importance of this issue.

Although the number of libraries targeting preschool children is increasing (Anadolu Agency, 2023), studies focusing on parents' perceptions of library usage are quite limited. In their research examining the reading and library usage habits of parents without age limits and their views on children's libraries, Katrancı and Yetgin (2019) stated that parents emphasized the need for organizing activities to make libraries appealing to children. Schmidt and Hamilton (2017) examined the beliefs of parents with children under 6 years old and caregivers of children that influence library visits. The results of the study revealed multiple and diverse influences that affect the intentions of parents and caregivers to visit public libraries with young children, indicating the need for strategies aiming to increase participation levels and various beliefs. Tezel Şahin and Tutkun (2016) investigated the opinions of parents who come to bookstores with their preschool children about purchasing books. The research found that mothers mostly come to buy books with their children.

Especially during the preschool period, it is known that children in this age group use libraries together with their parents. Therefore, raising awareness among parents about library usage, providing information, and determining parents' views on children's libraries are important. Based on these views, practical recommendations, and conclusions regarding the library usage

of preschool children are expected to be obtained. It is planned to make inferences about how children's libraries can be used more effectively based on the opinions of mothers. Therefore, the aim of this research is determined as examining the views of mothers with preschool children regarding children's libraries.

2. Method

Under this heading, information about the research model, study group, data collection tools, data collection, and analysis is provided.

2.1. Research Model

This research is a qualitative study aiming to examine the thoughts of mothers with preschool-aged children regarding children's libraries. The research was conducted using a descriptive analysis method. Descriptive analysis is a form of analysis applied when the theoretical framework of the research is predetermined. In this approach, the primary objective is to present the results of interviews and observations in an organized and interpreted manner to the reader (Yıldırım & Şimşek, 2011).

2.2. Study Group

Mothers with children attending preschool education institutions in Rize province during the 2023-2024 academic year participated in this research. Participant mothers were selected using the convenience sampling method. Demographic information about the study group is presented in Table 1.

Table 1. The demographic information of the study group

Demographic information		n	%
Age	23-27	2	8
	28-32	7	28
	33-37	9	36
	38-42	6	24
	43-47	1	4
Socioeconomic status	Low income	2	8
	Middle income	18	72
	High income	5	20
Educational status	Primary school	1	4
	Middle school	1	4
	High school	6	24
	Associate degree	3	12
	Bachelor's degree	9	36
	Graduate degree	5	20
Total		25	100

When Table 1 is examined, it can be seen that among the mothers in the study group, %36 is in the age range of 33-37, %72 have a medium income level, and %36 have a bachelor's degree.

2.3. Procedure

Data was collected between September 28, 2023, and October 10, 2023, by visiting preschool education institutions. Forms were distributed to mothers, and they were asked to fill them out and return them to the teacher at the school. The forms were then collected from the schools. During the delivery of the forms, mothers were informed about the importance of the research, and they were asked to fill out the interview form by considering their experiences with children's libraries in their city.

2.3.1. Data Collection Tools

The data for this study were obtained using the "Mothers' Views on Children's Libraries Interview Form" developed by the researchers. Before creating the form, possible issues related to mothers' use of children's libraries were investigated, and a literature review was conducted. After the literature review, the "Mothers' Views on Children's Libraries Interview Form," consisting of 11 questions for mothers, was prepared. The validity and reliability analysis of the form were conducted with the opinions of six study field experts. The Lawshe test was performed, and the content validity value was determined to be .80-1. The interview form includes four questions for mothers' demographic characteristics and seven questions aimed at determining their views on children's libraries.

2.4. Data Analysis

The collected data was analyzed using the descriptive analysis technique through the interview form. In descriptive analysis, data are summarized and interpreted by focusing on specific topics. This analysis method aims to present the findings in a summarized and interpreted manner to the reader (Yıldırım & Şimşek, 2011). The researchers coded the data under appropriate topic headings and evaluated the coder reliability; an agreement rate of 86% was achieved among the coders. When the agreement rate exceeds 70%, it is considered sufficient for reliability. Since it is considered important for supporting and validating the findings (Yıldırım & Şimşek, 2011), excepts from the mothers' statements were used and presented in the findings section.

2.4.1. Validity and Reliability

The credibility of the findings obtained from research is considered one of the most important conditions of the scientific method for qualitative research (Yıldırım & Şimşek, 2011). Reliability is defined as the accuracy of measurements (Lakshmi & Mohideen, 2013). Validity, on the other hand, is the extent to which the measuring instrument measures the intended situation without including other factors (Gregory, 1992). According to Yıldırım and Şimşek (2011), in qualitative research, validity is expressed as credibility, while reliability is expressed as consistency and verifiability. In this study, participants filled out the measurement tools at

their convenient times, in appropriate environments, and in the manner they preferred. This situation aims to increase the reliability of the research. Examples of mothers' responses to the questions in the survey form were provided for the validity of the research, i.e., its credibility. Additionally, the responses to the survey form were independently analyzed by both researchers and the findings were compared and verified.

3. Findings

This section presents the descriptive analysis results of data obtained from mothers' perspectives on children's libraries.

Table 2. Previous experience of visiting a children's library

	f	*%*
Children who have visited the children's library.	12	48
Children who have not visited the children's library.	13	52
Total	25	100

Table 2 presents the mothers' previous experiences of visiting the children's library. Thirteen mothers (52%) stated that they have never visited the children's library, while twelve (48%) indicated that they have visited. Accordingly, it can be said that half of the mothers have never visited children's libraries.

Table 3. Opinions on the design of the children's library

	f	*%*
Engaging	8	23,53
Colorful	8	23,53
Appropriately sized tables and chairs	7	20,59
Lighting	4	11,77
Cleanliness	3	8,82
Heating	2	5,88
Adorned with plants and flowers	2	5,88
Total	34	100

Table 3 displays mothers' opinions on the designs of children's libraries. Mothers emphasize that children's libraries should be engaging (23.53%) and colorful (23.53%). Thus, it can be said that mothers prioritize children's libraries being designed to attract their attention and being colorful.

"Should receive sunlight, adorned with colorful characters, and attention-grabbing" (A3)

"Colorful, soundproofed, well-lit" (A16)

"It should be a vibrant, spacious, welcoming environment adorned with flowers." (A5)

Table 4. Competence of spending time with the child at the children's library

	f	*%*
Very competent.	7	28
Moderately competent.	7	28
Partially competent.	5	20
Incompetent.	6	24
Total	25	100

Table 4 presents mothers' competence levels in spending time with their child at the children's library. Seven mothers (28%) indicate that they are very competent. Thus, it can be said that mothers perceive themselves as competent in spending time with their child at the children's library.

Table 5. Frequency of visiting the children's library

	f	*%*
There is no children's library.	13	52
Once a year or less	5	20
Once a month	5	20
Once a week	1	4
Twice a week or more	1	4
Total	25	100

Table 5 presents the frequency of mothers' visits to the children's library. Thirteen mothers (52%) indicate that there is no children's library in their area. The rest mention that they visit the children's library at most once a year or less (20%) and once a month (20%). Thus, it can be said that the majority of mothers do not visit the children's library.

Table 6. Types of activities to be organized in children's libraries

	f	*%*
Game activity	6	23,07
Storytelling/reading activity	5	19,23
Drama activity	5	19,23
Family reading activity	4	15,38
Puppet show	3	11,54
Coloring/painting workshops	3	11,54
Total	26	100

Table 6 presents mothers' opinions on the types of activities to be organized in children's libraries. Six mothers (23.07%) express a desire for game activities to be organized in children's libraries. Thus, it can be said that mothers aim to have children entertained by organizing game activities in children's libraries.

"Engaging and impactful game activities should be organized to make children love and appreciate the library." (A24)

"Reading activities can be organized together with families." (A4)

"Painting workshops can be organized." (A22)

Table 7. Sources for obtaining up-to-date information on children's books and children's libraries

	f	*%*
Instagram	9	30
News websites/channels	6	20
Books	5	16,66
Printed materials such as brochures/magazines	4	13,33
Other social media platforms	3	10
YouTube	2	6,66
TV programs	1	3,33
Total	30	100

Table 7 presents mothers' sources for obtaining up-to-date information on children's books and children's libraries. Nine mothers (30%) state that they acquire information through Instagram. Thus, it can be said that Instagram is the main source for mothers to obtain current information on children's books and children's libraries.

"Instagram" (A13)

"Instagram, YouTube, Books" (A9)

"TV programs" (A7)

Table 8. Mothers' expectations from children's libraries

	f	*%*
Organizing activities for children	8	28,57
Making them fun and appealing spaces for children	7	25
Procuring current children's books	6	21,43
Increasing the number of children's libraries	3	10,71
Being reliable	2	7,14
Qualified staff	2	7,14
Total	28	100

Table 8 displays mothers' opinions regarding their expectations from children's libraries. Eight mothers (28.57%) expect children's libraries to organize activities for children. Thus, it can be said that mothers' expectation from children's libraries is to organize activities for children.

"Friendly staff. I can't say the physical equipment doesn't matter, but perhaps, being a bit traditional, I believe other elements can easily compensate for them. The real effort should be put into training quality personnel. I have experienced in my own life how effective they are in making people love books and libraries. When I recall my elementary school years, any place with books was enticing for me, regardless of the surroundings, and the contribution of good librarians in preserving and strengthening this passion cannot be underestimated." (A12)

"My child should have fun and enjoy; it should be an attention-grabbing place." (A6)

4. Discussion, Conclusion, and Recommendations

As a result of this research aimed at examining the views of mothers with preschool-aged children regarding children's libraries, it was found that half of the mothers in the study group had never visited children's libraries. As mentioned by Arıcı and Tüfekçi Arcan (2019), reading books with children has a significant impact on their development throughout their lives. In Turkiye, there is a need for parental education programs to encourage reading with children to become more widespread. Çiftçi (2021) found that families had positive opinions after participating in an educational program offered at the library for mothers with preschool-aged children, and this positive outcome contributed to more effective communication with children. Additionally, another study conducted with 5th-grade students regarding reading and library usage habits found that when parents were not sensitive to these issues, children's reading and library usage habits were negatively affected (Yılmaz, 2004). On the other hand, a study conducted in the United States in 2012 examined the utilization of library services and activities by families. It was found that mothers were more likely to report that their children had visited the library in the past year compared to fathers (74% versus 64%) (Rainie, 2013). The fact that mothers in the current study had never visited children's libraries provides an opportunity to understand the factors influencing their access to library and other cultural resources. There may be barriers preventing these mothers from accessing library services. Factors such as financial constraints, transportation difficulties, or lack of awareness about library services should be considered to explain this situation. The findings of this study highlight a significant gap in library usage among mothers with preschool-aged children while also providing valuable insights into potential barriers and areas for intervention. By addressing these issues and implementing targeted strategies, libraries can better support families and enhance the accessibility and usability of their services.

Mothers' emphasis on the importance of children's libraries being engaging and colorful in terms of design has been identified. Similarly, Erten Bilgiç and Keskin (2021) also emphasize the consideration of children's visual perceptions in the design of children's libraries. According to this finding, having colorful and engaging designs in children's libraries may increase children's interest in the library and help them develop reading habits. However, in addition to this colorful atmosphere, the diversity and quality of the content offered in children's libraries are also important. Ting (2017) highlights the need to improve the diversity and selection support of children's books available in libraries. Contemporary libraries go beyond traditional book spaces and provide suitable environments for accessing information technologies. The physical design of different spaces within the library, the relationships between these spaces, arrangements for transition and circulation, communication with the context in which the library is located, and contributions to the urban/natural environment are all important features that determine the design quality (Tercan, 2010b). The fact that mothers express this view in the current research may stem from their belief that attracting children's

interest and making libraries colorful are important factors for developing children's reading habits and their overall relationship with books.

It has been determined that mothers perceive themselves as competent in spending time with their children at the children's library. Yalçın and Karoğlu (2023) found that mothers with primary and secondary education levels have a high sense of self-efficacy in reading books to their children. Similarly, İlhan and Körükçü (2022) reached the conclusion in their research conducted during the pandemic period that families feel adequate in reading books to their children. Obtaining this result in the current study may seem like a positive finding, as it indicates that mothers feel confident in spending time with their children at the children's library and contributing to their development. However, it should be considered whether this perception is truly associated with adequate parenting skills or if it is a result of inaccurate self-assessment. Indeed, another finding of this research is that half of the mothers had never visited children's libraries.

When evaluating the frequency of visiting the children's library, half of the mothers' state that they do not visit the children's library because there is no children's library in their city. However, it is noted that there is a children's section within the main public library of the city where the mothers reside. It is stated that the children's library is available as a part of the main public library, rather than being a separate building (Rize City Public Library, 2024). Additionally, Bayraktar and Ersoy (2018) found in their study that 80.4% of mothers whose children attend private schools take their children to the library. Initiating children's interest in reading at an early age can be facilitated by methods such as taking children to public libraries as one of the weekend activities. The activity of visiting the library not only allows children to enjoy the facilities offered in the library, such as reading books but also supports their socialization (Harisanty, & Anna, 2020).

According to the results of the research, mothers express a desire for the organization of game activities in children's libraries. A study conducted by Güneş (2021) revealed that most public libraries organize activities that involve preschool-aged children and parents. However, it is noteworthy that approximately one-third of public libraries do not organize such activities (Güneş, 2021). Public and children's libraries contribute to children developing reading habits and improving these habits (Ahmad et al., 2021). Libraries aim to provide quality services by identifying the needs of children to continually enhance their reading skills and instill a love for the library. Furthermore, libraries can positively influence library usage habits by organizing workshops supporting children's various developmental characteristics and hosting events that encourage family participation. Events such as exhibitions and meetings with authors organized during significant literary days and weeks can help children and parents make more effective use of libraries (Kakırman Yıldız et al., 2018).

It has been determined that Instagram is the primary source from which mothers acquire current information about children's books and children's libraries. In Güneş's (2021) study, it was found that only half of the libraries prepare informative brochures supporting families'

library usage. Regular use of libraries by families and effective awareness of library services can be facilitated through informative hand brochures. The positive impact of such brochures on families depends on several factors.

According to the results of the research, mothers' expectation from children's libraries is the organization of activities for children. In a study examining the reading and library usage habits of parents with children, as well as their views on children's libraries, Katrancı and Yetgin (2019) found that parents expressed the need for organizing activities to foster children's love for the library. Kakırman Yıldız (2019) specifically emphasizes that activities offered in children's libraries positively impact the lives of children with parents of low educational levels or those in disadvantaged conditions. Indeed, as Güneş (2021) also stated, children's libraries should aim to provide quality services that go beyond formal education, offering environments suitable for children's unique abilities and development. These spaces should include areas where children can develop their imagination and freely express themselves. This approach not only increases children's self-confidence but also helps them express themselves socially.

Based on the results of this study, which examines the views of mothers with preschool-aged children regarding children's libraries, researchers offer some recommendations for parents, teachers, and policymakers. Considering the finding that half of the mothers in the study group never visited children's libraries, arrangements can be made to encourage mothers with preschool-aged children to visit these libraries. Mothers emphasize the need for children's libraries to be designed in a colorful and engaging way to attract children's attention. Therefore, the design of children's libraries can be reviewed and made more appealing to children. Mothers can be educated about the use of children's libraries in their cities. Various activities suitable for children's participation can be organized in children's libraries by library staff. Current information about children's libraries can be disseminated not only through Instagram but also through other media channels to reach people living in the community. Various arrangements can be made to communicate information about libraries to parents. This study was conducted with only mothers. Future research could involve the participation of fathers in the study group.

Authors Contribution Statement

All authors have equally contributed to all stages of the article. All authors have read and approved the final version of the work.

Conflict of Interest Statement

The authors declare that there is no conflict of interest with any institution or person related to the work.

Ethical Statement

This research was conducted with the permission of Recep Tayyip Erdoğan University Social and Humanities Ethics Committee, decision number 2023/255 dated 27.09.2023.

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Geniş Özet

1. Giriş

Okul öncesi dönem çocuklarına yönelik olan kütüphanelerin sayısı giderek artsa da (Anadolu Ajansı, 2023) kütüphanelerin kullanımına yönelik ebeveynlerin görüşlerinin incelendiği çalışmalar oldukça sınırlıdır. Katrancı ve Yetgin (2019) yaş sınırı olmaksızın çocuğu olan ebeveynlerin okuma ve kütüphane kullanma alışkanlıkları ile çocuk kütüphanesine yönelik görüşlerini inceledikleri araştırmanın sonucunda ebeveynler, çocuklara kütüphaneyi sevdirmek için etkinlikler düzenlenmesi gerektiğini belirtmişlerdir. Schmidt ve Hamilton (2017), 6 yaşından küçük çocuğu olan ebeveynler ve çocukların bakıcılarının kütüphane ziyaretlerini etkileyen inançlarını incelemişlerdir. Araştırmanın sonucunda ebeveynlerin ve bakıcıların küçük çocuklarıyla birlikte halk kütüphanelerini ziyaret etme niyetlerini etkilediği gösterilen çoklu ve çeşitli etkiler, katılım düzeylerini artırmayı amaçlayan stratejilerin ve çeşitli inançlarının olduğu belirlenmiştir. Tezel Şahin ve Tutkun (2016) okul öncesi dönemdeki çocuklarıyla kitapçılara gelen anne babaların çocuklara kitap alma ile ilgili görüşlerini incelemişlerdir. Araştırmanın sonucunda çoğunlukla annelerin çocuklarla birlikte kitap almaya geldiği tespit edilmiştir. Özellikle okul öncesi dönemde, bu yaş grubundaki çocukların kütüphaneleri ebeveynleriyle birlikte kullandığı bilinmektedir. Bu sebeple, ebeveynlere kütüphane kullanımıyla ilgili farkındalık kazandırmak, bilgi sağlamak ve onların çocuk kütüphaneleri hakkındaki görüşlerini belirlemek önem taşımaktadır. Bu görüşler doğrultusunda okul öncesi dönem çocuklarının kütüphane kullanımlarına ilişkin olarak uygulamaya dönük öneriler ve sonuçların elde edileceği düşünülmektedir. Annelerin görüşleri alınarak çocuk kütüphanelerinin nasıl daha etkili kullanılabileceğine ilişkin çıkarımlarda bulunulması planlanmaktadır. Bu nedenle bu araştırmanın amacı çocuk kütüphanelerine yönelik okul öncesi dönemde çocuğu olan annelerin görüşlerini incelemek olarak belirlenmiştir.

2. Yöntem

Bu araştırma nitel araştırma yöntemlerinden betimsel analiz tekniği kullanılarak gerçekleştirilmiştir. Çalışmanın katılımcı grubunu, 2023-2024 eğitim ve öğretim yılında Rize ilinde okul öncesi eğitim kurumlarına devam eden çocuğu olan 25 anne oluşturmaktadır. Çalışma grubu, kolay ulaşılabilir örnekleme yöntemi kullanılarak belirlenmiştir. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen "Annelerin Çocuk Kütüphaneleri ile İlgili Görüşleri Görüşme Formu" kullanılmıştır. Görüşme formundan elde edilen veriler, betimsel analiz tekniği ile çözümlenmiştir.

3. Bulgular, Tartışma ve Sonuç

Araştırmanın sonucunda annelerin yarısının çocuk kütüphanelerine hiç gitmedikleri, annelerin çocuk kütüphanelerinin tasarımı ile ilgili en çok kütüphanenin çocukların ilgisini çekmesi ve renkli olmasına önem verdikleri, çocuk kütüphanesinde çocukla vakit geçirme konusunda kendilerini yeterli olarak algıladıkları, çocuk kütüphanelerinde oyun etkinliklerinin düzenlenmesini istedikleri, çocuk kitapları ve çocuk kütüphaneleri ile ilgili güncel bilgileri Instagram'dan edindikleri ve annelerin çocuk kütüphanelerinden beklentileri olarak çocuklara yönelik etkinlik düzenlenmesini istedikleri tespit edilmiştir. Arıcı ve Tüfekçi Arcan (2019)'ın belirttiği gibi annelerin çocuklarıyla birlikte kitap okumaları çocukların gelişimlerinde yaşamları boyunca önemli bir etkiye sahiptir. Türkiye'de de çocukların anneleriyle kitap okumalarının yaygınlaştırılması açısından anne-baba eğitim programlarına ihtiyaç duyulmaktadır. Erten Bilgiç ve Keskin (2021) de çocuk kütüphanelerinin tasarımında öncelikli olarak çocukların görsel algılarının dikkate alınması gerektiğini belirtmektedirler (Erten Bilgiç ve Keskin,

2021). Ayrıca bu sonuca göre; çocuk kütüphanelerinin renkli ve ilgi çekici bir tasarıma sahip olması, çocukların kütüphaneye olan ilgisini artırabilir ve onların okuma alışkanlıklarını geliştirmelerine yardımcı olabilir. Ancak, bu renkli atmosferin yanı sıra, çocuk kütüphanelerinde sunulan içeriklerin çeşitliliği ve kalitesi de önemlidir. Yalçın ve Karoğlu (2023) ilk ve ortaokul mezunu annelerin çocuklarına kitap okuma öz yeterliklerinin yüksek olduğunu tespit etmişlerdir. İlhan ve Körükçü (2022) pandemi döneminde yürüttükleri araştırmada ailelerin çocuklarına kitap okuma konusunda kendilerini yeterli gördükleri sonucuna ulaşmışlardır. Araştırmada bu sonucun elde edilmiş olması, annelerin kendilerini yeterli olarak hissetmeleri, olumlu bir bulgu gibi görünebilir. Bu, annelerin çocuk kütüphanesinde çocuklarıyla vakit geçirme ve onların gelişimine katkı sağlama konusunda kendilerine güvendiklerini gösterebilir. Ancak, bu algının gerçekten yeterli bir ebeveynlik becerisiyle mi ilişkili olduğu yoksa yanlış bir öz değerlendirme mi olduğu dikkate alınmalıdır. Katrancı ve Yetgin (2019) çocuğu olan ebeveynlerin okuma ve kütüphane kullanma alışkanlıkları ile çocuk kütüphanesine yönelik görüşlerini inceledikleri araştırmanın sonucunda ebeveynler, çocuklara kütüphaneyi sevdirmek için etkinlikler düzenlenmesi gerektiğini belirtmişlerdir. Kakırman Yıldız (2019) özellikle eğitim düzeyi düşük anne-babaya sahip çocuklara ya da dezavantajlı koşulda olan çocuklara, çocuk kütüphanelerinde sunulacak etkinliklerin onların yaşamlarını olumlu yönde etkilediğini belirtmektedir. Nitekim Güneş (2021)'in de belirttiği üzere çocuk kütüphanelerinin sunduğu kaliteli hizmetler, sadece resmi eğitimle sınırlı olmayıp, çocukların özgün yeteneklerine ve gelişimlerine uygun ortamlar sunmayı hedeflemelidir. Bu mekânlar, çocukların hayal gücünü geliştirebilecekleri ve özgürce ifade edebilecekleri alanlar içermelidir. Bu yaklaşım, çocukların kendi benliklerine olan güvenini artırırken aynı zamanda sosyal açıdan da kendilerini ifade etmelerine yardımcı olur. Çocuk kütüphanelerine yönelik okul öncesi dönemde çocuğu olan annelerin görüşlerinin incelendiği bu araştırmanın sonuçları dikkate alınarak araştırmacılar, ebeveynler, öğretmenler ve politika yapıcılar için bazı öneriler sunulmaktadır. Çalışma grubundaki annelerin yarısının çocuk kütüphanelerine hiç gitmediği bulgusundan hareketle okul öncesi dönemde çocuğu olan annelerin çocuk kütüphanelerine gitmelerini sağlayacak düzenlemeler yapılabilir. Anneler çocuk kütüphanelerinin renkli ve çocukların dikkati çekecek şekilde tasarlanmaları gerektiğini belirtmektedirler. Buna göre çocuk kütüphanelerinin tasarımı yeniden gözden geçirilebilir. Çocuklar için daha ilgi çekici hale getirilebilir. Anneler yaşadıkları şehirde çocuk kütüphanelerinin kullanımı konusunda eğitilebilir. Çocuk kütüphanelerinde çocukların katılımına uygun etkinlikler düzenlenebilir. Çocuk kütüphaneleri ile ilgili güncel bilgiler sadece Instagram değil, diğer basın ve yayın organları aracılığıyla çevrede yaşayan insanlara duyurulabilir.