

Examining The Effect of Interactive Book Reading Method on The Self-Perception of 5-6 Year-Old Children¹

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Abstract

This study examined the effect of the interactive book reading method on the self-perception of children aged 5-6 years. The study group consists of 26 children aged 5-6 years studying in two schools affiliated with the Ministry of National Education in the Geyve district of Sakarya province in the 2021-2022 academic year. A quasi-experimental design with a pretest-posttest control group was used in the study. The experimental group read 10 books twice for eight weeks with the interactive book reading method. No intervention was made for the children in the control group. Demoulin Self-Perception Scale for Children and Personal Information Form, were used as data collection tools. The data obtained from the pre-test and post-test applications were analyzed using SPSS 20 package program. According to the study results, a significant difference was found in the self-perception post-test scores of the children in the experimental and control groups in favor of the experimental group. In addition, the difference in the achievement levels of the children in the experimental group was found to be significant. According to these results, it can be said that the interactive book reading method has a positive effect on the self-perception of 5-6-year-old children.

Keywords: Preschool Education, Interactive Book Reading Program, Self-Perception.

Introduction

Supporting children in all areas of development is one of the aims of preschool education. Social-emotional development is one of these areas. For healthy social-emotional development, families and educators should be aware of the developmental characteristics of children and support the child positively (Celik & Dascan, 2019; Yasar, 2017). Social-emotional development begins primarily with in the family. Afterward, the child enters a new social environment through early childhood education and learns many social skills by experiencing them (Gunindi, 2011). The foundation for a person to live in harmony with their surroundings and be mentally well is based on their experiences during the preschool period. Approaching the child with the awareness that the child is an individual by recognizing and meeting the child's needs also indicates that the child is respected. A child who is respected begins to respect themselves and others. If a child is given the opportunity to understand themselves both at school and within the family, and if they are treated with tolerance in the face of mistakes, the child's self-perception will be positively affected by this situation (Oktay, 2004).

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Self-perception is about how we see our personality. How a person perceives himself and his environment affects his behavior and attitude (Balkis Baymur, 2017). Children do not have a sense of self when they are born. Self-perception develops over time (Cevher & Bulus, 2006). Developing cognitive and motor skills, self-expression of the child, listening to the child by those around them, and understanding the child's feelings are significant for developing self-perception (Uslu, 2018). For healthy personality development, studies on self-perception development should be continued at school. Teachers must approach children with love and tolerance and make them feel valuable. In addition, it is known that quality children's books have positive effects on personality development (Tanju, 2010).

The dialog established with the child during the book reading process is as important as reading the book to the child. When a book is read interactively in dialog with the child, the child focuses better on the story, makes predictions about what might happen in the rest of the book and makes connections with his/her own life (Sonnenschein & Munsterman, 2002). In the traditional book reading process, reading is continued until the book is finished without pausing. After the task was over, the question-answer part started. On the other hand, in interactive book reading, the adult and child interact throughout the process (Sarica, 2016). Interactive book reading is based on the completion of the expressions in the story by the child, asking the child questions about the story, the child defining what is described in the picture, and associating the events in the story with their own life (Yıldız Bıçakçı et al., 2018). The most crucial point of interactive book reading is the adult asking questions. Thanks to the qualified questions and mutual dialogues, the child is allowed to express themselves, and the child makes better sense of the story (Doyle & Bramwell, 2006; Isikoglu Erdogan & Akay, 2015).

In the process, the child talks about the story, and the adult evaluates and expands the child's expressions and asks the child to repeat them. The methods of sustaining the conversation, abbreviated as PEER, are as follows (Sarica, 2016; Zevenbergen & Whitehurst, 2003):

Prompt: The adult encourages the child to talk by asking questions.

Evaluate: The adult evaluates the child's answer and thinks of statements that can be added.

Expand: The adult expands the solution by adding to the child's response.

Repeat: The adult asks the child to repeat the expanded statement.

PEER techniques increase the child's attention to the book. Word knowledge is also positively affected. It encourages the child to express the words correctly (Sarica, 2016). When the child says a wrong word while applying PEER techniques, the term should be corrected without hindering the child's effort (Zevenbergen & Whitehurst, 2003).

The adult ensures the child's active participation in the process by encouraging the child to speak before starting to read the story while reading the story, and after reading the story, i.e. at all three stages, using the methods of initiating and sustaining speech. The conversation starter questions coded as CROWD are as follows (Sarica, 2016; Zevenbergen & Whitehurst, 2003):

Completion prompts: The teacher interrupts the sentence and asks the child to complete it. For example, A blanket turns into a blanket Here the pictures must provide clues to the child.

Recall prompts: Questions are asked to remind the events and characters in the book for the story being told at the time or for the story that has already been read and re-read. For example: What did the little penguin feel before he fell into the water?

Open-ended prompts: The child is asked to look at the picture and express what it says on that page. For example: What is happening on this page?

5N1K Questions (Wh-prompts): These questions start with how, why, where, what, when and who. An action or object in the picture is shown, and the child is expected to answer. For example: What do you think the seal pup is saying to the little penguin?

Association questions (Distancing prompts): These questions enable the child to connect the story's events and their own experiences and feelings. For example: What makes you surprised?

With these questions, children's vocabulary, interest, and attention to the story increase, and their listening comprehension and expressive language skills improve. It also allows the child to establish a connection between their own life and the story (Ergul et al., 2017; Sarica, 2016). The heroes' emotions in the story and the events they experience enable the child to gain awareness about their feelings (Er, 2016).

A positive and realistic self-perception is an important part of personality development. Considering this situation, it is important to identify some practices that can positively affect self-perception. Kuru Turash (2006) examined the effect of the social-emotional preparation program on the self-perception of 6-year-old children. According to the post-test data of 20 children in the experimental group, the social-emotional preparation program had a positive effect on children's self-perception. Kaufman et al. (2014) concluded that an art program in a museum was effective in the development of self-perception. Anna et al. (2016) concluded that an 8-week psychomotor program had no effect on self-perception. On the other hand, Vazou et al. (2017) found that a 12-week physical activity program positively affected self-perception. Karaca and Aral (2017) found that the creative relaxation training program had a positive effect on self-concept and motor creativity skills. Topcu Bilir (2019) found that the life skills program had a positive effect on the life skills, self-perception and social emotional adjustment levels of five-year-old children. Papadopoulos (2020) found that the social emotional learning-oriented program applied to gifted children positively affected children's self-perception. Bozkurt Polat et al. (2021) concluded that the social skills training program applied to immigrant Afghan children had a positive effect on the development of self-perception. Pektas (2022) found that the story-based and family-participatory social emotional development support program had a positive effect on the respect for differences skills and self-perception of 5-6 year-old children.

Studies show that the effect of programs developed by researchers on the development of self-perception has been the subject of many studies. However, there is no study investigating the effect of storybooks, which have an important place in personality development, on self-perception by using them alone. It is an important part of the interactive reading process to listen to the child effectively by giving him/her the opportunity to express himself/herself with questions that enable the child to make connections with his/her own life. This is thought to have a positive effect on the child's self-perception. This study is important in terms of revealing the effect of interactive book reading method, which has many benefits, on the development of self-perception, which is of great importance in terms of personality development. The aim of this study is to examine the effect of the interactive book reading method prepared by using books suitable for children's age development characteristics and interests on the self-perception of 5-6

year-old children. The main problem of the research is "What is the effect of the interactive book reading method on the self-perception of 5–6 year-old children?".

Method

Research Design

In the study, which aimed to examine the effect of the interactive book reading method on the self-perception of 5–6-year-old children, experimental design, one of the quantitative research methods, was used. In experimental research, data are collected by the researcher intervening in the independent variable to determine the cause-and-effect relationship between the dependent and independent variable (Karasar, 2013). Since this study was applied in the kindergarten class where the researcher worked and the types were determined at the beginning of the year, a quasi-experimental design with a pre-test-post-test paired control group was used.

Study Group

In the 2021-2022 academic year, 13 children attending the kindergarten class of Kâzımpaşa Primary School, one of the schools affiliated with the Ministry of National Education in the Geyve district of Sakarya province, constituted the experimental group and 13 children attending Alifuatpaşa Kindergarten formed the control group. In the convenience sampling method, the researcher can easily reach the study group in terms of time, cost, and labour force (Buyukozturk et al., 2013). Since the classes in which the children were studying could not be changed, students could not be randomly assigned to the experimental group. The selected groups were at the same age level. To determine which children would be in the experimental and control groups and to ensure equivalence in terms of self-perception, Demoulin Self-Perception Scale for Children was applied as a pre-test. Demographic information of the children and their parents in the research group is presented in Table 1.

Table 1

Demographic Information of the Children and Their Parents in the Study Group

Work Group		Experimental Group		Control Group	
		N	%	N	%
Gender	Female	5	39	8	61
	Male	8	61	5	39
Number of Siblings	One child	1	8	2	15
	1	5	39	4	31
	2	6	46	3	23
	3	1	7	4	31
Birth Order	First	3	23	7	54
	second	9	69	4	31

	Third	1	8	2	15
Number of Books Belonging to Child	10 and below	7	54	1	8
	Between 11 and 20	4	31	8	61
	Between 21 and 30	2	15	3	23
	31 and above	0	0	1	8
Frequency of Reading to Children	1-2 per week	8	62	11	86
	3-4 per week	3	23	1	7
	Every day	2	15	1	7
	Total	13	100	13	100

When Table 1 is analysed, five girls and eight boys were in the experimental group, and eight girls and five boys were in the control group. Considering the number of siblings, there was one child with only one sibling, five children with one sibling, six children with two siblings and one child with three siblings in the experimental group. In the control group, there were two children with one child, four children with one sibling, three children with two siblings and four children with three siblings. When the birth order was analysed, three children were the first child, nine children were the second child, and one child was the third child; while in the control group, seven children were the first child, four children were the second child, and two children who were the third child. When the number of books belonging to the child is analysed, the number of children with 10 or fewer books at home is 7 in the experimental group and 1 in the control group; the number of children with 11-20 books at home is 4 in the experimental group and 8 in the control group; the number of children with 21-30 books at home is 2 in the experimental group and 3 in the control group. The number of children with 31-40 books in the control group was 1. When examining the variable of the frequency of parents reading books to their child, in the experimental group, there are 8 parents who read books to their child 1-2 days a week, 3 parents who read books 3-4 days a week, and 2 parents who read books every day. In the control group, there are 11 parents who read books 1-2 days a week, 1 parent who reads books 3-4 days a week, and 1 parent who reads books every day.

Table 2

Mann-Whitney U Test Results for Comparison of Experimental and Control Group Self-Perception Test Subscales and Total Pre-Test Scores

Dimensions	Groups	N	Rank mean	Row total	U	Z	p
Self-Efficacy	Experiment	13	13,00	169,00	78,000	-,337	,736
	Control	13	14,00	182,00			
Self-Respect	Experiment	13	12,73	165,50	74,500	-,516	,606
	Control	13	14,27	185,50			
Total Score	Experiment	13	13,04	169,50	78,500	-,311	,756

Control	13	13,96	181,50
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When the results in Table 2 are analysed, it is seen that there is no statistically significant difference between the self-efficacy subscale ($U= 78,000$; $p>0,05$), self-esteem subscale ($U= 74,500$; $p>0,05$) and total self-perception pre-test scores ($U= 78,500$; $p>0,05$) of the experimental and control groups. According to this result, it can be said that the self-perception levels of the experimental and control groups are pretty close to each other.

Data Collection Tools

In the study, the Personal Information Form created by the researcher was used to collect demographic information about the children and their families. The Demoulin Self-Perception Scale for Children measured children's self-perception levels.

Personal Information Form

The researcher developed this form to collect personal information about the children and their parents. This form includes questions about gender, date of birth, number of siblings, birth order, duration of preschool education, parents' education level, occupation, family income, frequency of reading books to their children, and the number of books the child has at home.

Demoulin Self-perception Scale for children

This scale was developed by Dr. Donald Demoulin between 1995-1998 to be used in an application aiming to improve self-perception. It consists of a total of 30 questions, 15 questions belonging to self-efficacy and 15 questions belonging to self-esteem subscales. The validity and reliability of the test were measured, and its adaptation to Turkish was carried out by Kuru Turaslı (2006). In this study, one question was removed from the self-efficacy subscale. The scale consists of 29 items in total. In the scale applied to the child individually and in a separate place from other children, the researcher reads each sentence ending with the word "I feel" to the child one by one and asks the child to color one of the happy, unhappy, neither happy nor unhappy facial expressions of how they feel about that item. The score obtained from an object varies from 1 to 3 according to the marked facial expression. The scores vary between 14-42 for the self-efficacy subscale and 15-45 for the self-esteem subscale. In the self-efficacy subscale, 14-23 is categorised as low, 24-33 as medium and 34-42 as high. In the self-esteem subscale, 15-24 is classified as low, 25-34 as medium, and 35-45 as high. Self-perception scores are obtained by summing the two subscales. Self-perception scores are expressed as low between 29-48, medium between 49-68 and high between 69-87.

Regarding internal consistency, the highest reliability coefficient was found in Cronbach alpha and Spearman techniques (0,8851), and the lowest was found in the Guttman technique (0,8805). The test-retest reliability coefficient was found to be 0,607 and was significant at the 0,01 level. As a result of the measurements, it can be said that the reliability and criterion validity of the scale are high (Kuru Turaslı, 2006).

Data Collection Processes

Selection of Books

Various books were examined in children's libraries and bookstores to select a qualified children's picture book, which is the first step of the interactive book-reading process. While selecting the books, it was noted that they should be suitable for children's interests and age development characteristics. The books examined according to the form and content features that should be found in children's books were also considered books that can contribute to self-perception and are suitable for interactive book reading methods. The form and content features considered during the examination are as follows (Tur & Turla, 2005):

1. The pictures in the book should be vivid and exciting.
2. Picture and text should support each other.
3. The pictures and text should be in a size that the child can see.
4. Picture and text should be on the same page.
5. It should have a simple and understandable theme.
6. The theme should include positive emotions such as cooperation and tolerance.
7. The subject of the story should be interesting.
8. The story's heroes should be suitable for real life, and their good sides should be emphasized.
9. Everyday language should be used and the narrative should have a fluent style.

In addition, the following features were taken into consideration to be suitable for the interactive book reading method (Akoglu, 2016):

1. The pictures in the book should have details that can be discussed.
2. The plot should allow for open-ended questions.
3. It should contain words, idioms, and sentence structures that children are likely to hear and use daily but do not know the meaning of (5 to 10 terms can be determined for each book).
4. There should be parts in the book that the child can associate with their daily life.

"These criteria were presented to a total of 8 experts, including 3 academics specialized in early childhood education and 5 preschool teachers. In line with the expert opinions, 10 books to be used in the application were determined. The determined book list is given in Table 3.

Table 3

List of Books Used in the Research

Name of the book	Author/Translator	Publisher
How Big Were Dinosaurs?	Anna Milbourne/Aslı Zulal	TUBITAK
Little Penguin is Afraid of Water	Rachel Elliot/Anıl Ceren Altunkanat	Is Bankası
Caramel's Tree	Victoria Cassanell/Meltem Aydın	Is Bankası
Different but Same	Feridun Oral	Yapı Kredi
The Crab That Doesn't Fit in Its Shell	Ezo Sunal	Masalperest
It's Hard Being a Baby Octopus	Sara Sahinkanat	Yapı Kredi
Cow Climbing a Tree	Gemma Merino/Melike Hendek	Pearson

No One Will Be Cold This Winter	Feridun Oral	Yapı Kredi
Red-Winged Owl	Feridun Oral	Yapı Kredi
My Father's Blanket	Sara Sahinkanat	Yapı Kredi

Preparation of Activity Plans

In line with the online interactive book reading seminars attended by the researcher, the Interactive Book Reading Program book (Ergul, 2016) and the related literature, 20 activity plans were developed for ten books to be used in the study. The activity plans include the reading process and the activities after reading.

The next step after the selection of the books in the preparation process of the interactive book reading method is to determine the target phonemes, words, and idioms. The terms determined according to the age developmental characteristics of children should be more than one in one application but should not exceed 10 (Akoglu, 2016). While deciding the target words, care was taken to select different word structures as much as possible on the developmental characteristics of the experimental group. A different phoneme was chosen for each book to develop phonological awareness skills. While determining the target phonemes, children's age and developmental characteristics were again the determining factors. In addition, according to the content of the books, phonemes acquired at an earlier period were prioritized.

After determining the target words and phonemes, the next stage is the questions the children will ask during the reading process. The books to be read were meticulously analyzed, and open-ended questions, 5N1K questions and questions that could contribute positively to self-perception development were prepared. Especially in the second reading, questions enabling the child to connect with their own life were included to develop self-perception. For the process to proceed as planned, target words, expressions to explain these words, and questions to be asked were noted on small sticky notes and pasted on the book's pages.

Target phonemes and words are reinforced with the activities after the interactive book-reading process (Akoglu, 2016). Different activities were planned to be implemented after each reading. After the activity plans were prepared, the pilot study was started.

Pilot Study

To experience the interactive book reading program before the actual implementation, to identify and solve possible problems, it was carried out as four applications with 16 children who did not participate in the study in Alifutapasa Kindergarten in the 2021-2022 academic year. After the pilot application, the questions to be asked in the process and the activities to be carried out afterwards were reviewed, and necessary arrangements were made. In addition, the scale to be applied as a pre-test and post-test in the pilot application was also used for the children. During the applications, necessary notes were taken for better progress of the process in the actual application.

Implementation Process

After the necessary adjustments were made based on pilot implementations, the actual implementations were carried out. After obtaining the required permissions, the Demoulin Self-Perception Scale for Children was administered to the children individually by the researcher as a pre-test in the library of the school between 6-8 April 2022. During the application, the facial expressions were first explained to the children in line with the training received about the scale, then the sentences were read one by one, and they were told to color the facial expressions they felt with the color pencil they wanted. Each application lasted approximately 20 minutes.

After applying the pre-tests, 10 books were read to 15 children in Kâzımpaşa Primary School affiliated with the Ministry of National Education within eight weeks, two times each, with the interactive book reading method. The applications lasted 30-40 minutes. Since the children were accustomed to the traditional book reading method, they had difficulty initially, but as they got used to the application, they showed more active participation. Before reading the books, the researcher pasted small pieces of paper on the books to remind both the target words and the questions to be asked during the process. Before starting reading, the reading process was practiced several times to ensure that the process proceeded smoothly.

Necessary arrangements were made in the classroom before each reading. Elements distracting children's attention were eliminated, allowing them to fulfil their physical needs. They were made to sit in the U seating arrangement to see the book easily. The researcher also kept the materials to be used ready during the process. Before starting to read, the book was introduced to the children; information was given about the author, illustrator, and publishing house, and the pictures of the author and illustrator were shown. They were asked to guess the title and what the book was about by looking at the cover of the book. Reading was started with finger play. During the process, children were encouraged to talk by asking questions with PEER and CROWD techniques, and the answers received from the children were edited and expanded.

The target words were explained in 'child-friendly' terms, and pictures or natural objects were used to describe some words. During the process, questions aimed at remembering what was read and guessing what might happen next ensured the active participation of the children. In the second reading, more questions were asked to remember the book and the words they had learnt in the first reading, thus enabling children to be more active. In addition, instructions were given to allow children to move to keep their attention alive.

Generally, during and after the second reading, the participants were asked questions to develop their self-perception to relate to their own lives, realize and express their feelings. For example, "Which games do you like to play with your friends? How do you feel when you play games with your friends? What are the things that make you happy?" they were asked to express themselves. After reading, questions were asked to summarize the story. Care was taken to give each child the right to speak so that they could express themselves. The planned activities were implemented after each reading.

No intervention was made to the control group during the implementation process, and they were asked to continue their education as planned. Immediately after the end of the book reading practices, Demoulin Self-Perception Scale for Children was administered to the experimental and control groups as a post-test by the researcher individually and separately as in the pretest practices.

Analyzing the Data

SPSS 20 package program was used to analyze the data obtained from the research. Firstly, the collected data's frequency, mean, and standard deviation values were analyzed. Nonparametric analyses were used since the study group was less than 30 people. Wilcoxon Signed Ranks Test was used to see the change between the pretest and post-test scores of the experimental group and the pretest and post-test scores of the control group. The Mann-Whitney U test was used to see whether there was a difference between the experimental and control groups in terms of pretest and post-test scores (Buyukozturk, 2020).

Findings

Table 4

Mann-Whitney U Test Results of the Post-Test Scores of the Self-Perception Test of the Experimental and Control Group Children

Dimensions	Groups	N	Rank mean	Row total	U	Z	p
Self-Efficacy	Experiment	13	18,31	238,00	22,000	-3,230	,001*
	Control	13	8,69	113,00			
Self-Respect	Experiment	13	19,69	256,00	4,000	-4,152	,000*
	Control	13	7,31	95,00			
Total Score	Experiment	13	19,27	250,50	9,500	-3,856	,000*
	Control	13	7,73	100,50			

* $p < 0,05$

When the results in Table 4 are examined, it is seen that there is a statistically significant difference between the self-efficacy subscale ($U = 22,000$; $p < 0,05$), self-esteem subscale ($U = 4,000$; $p < 0,05$) and total self-perception post-test scores ($U = 9,500$; $p < 0,05$) of the experimental and control groups from the "Demoulin Self-Perception for Children" test. According to this result, it can be said that the interactive book reading method supports the self-perception of 5–6-year-old children more than the traditional book reading method.

Table 5

Wilcoxon Test Results for Comparison of Experimental Group Children's Achievement Levels Related to Self-Concept

Dimensions	Post test - Pre test	N	Rank mean	Row total	z	p
Self-Efficacy	Negative row	0	,00	,00	-3,203	,001*
	Positive row	13	7,00	91,00		
	Equal	0				
Self-Respect	Negative row	0	,00	,00	-3,066	,002*
	Positive row	12	6,50	78,00		

	Equal	1				
	Negative row	0	,00	,00		
Total Score	Positive row	13	7,00	91,00	-3,183	,001*
	Equal	0				

* $p < 0,05$

According to the Wilcoxon Test results in Table 5, the difference between the pre-test and post-test scores of the children in the experimental group on the Demoulin Self-Concept Self-Efficacy for Children subscale was found to be statistically significant ($z = -3,203; p < 0,05$). According to these results, it is seen that the post-test scores of the children in the experimental group ($\bar{x} = 37,08$) were higher than the pre-test scores ($\bar{x} = 31,15$). Accordingly, it is thought that the interactive book reading method applied to the experimental group positively affects the self-efficacy of 5–6-year-old children, that is, their evaluations of how they perceive themselves in a group.

The difference between the pre-test and post-test scores of the children in the experimental group on the Demoulin Self Perception for Children Self Esteem subscale was statistically significant ($z = -3,066; p < 0,05$). According to these results, it is seen that the post-test scores of the children in the experimental group ($\bar{x} = 40,77$) were higher than the pre-test scores ($\bar{x} = 35,46$). Accordingly, it is thought that the interactive book reading method applied to the experimental group has a positive effect on self-esteem, that is, the self-evaluations of 5–6-year-old children about themselves.

The difference between the pre-test and post-test scores of the children in the experimental group on the Demoulin Self-Perception Scale for Children was statistically significant ($z = -3,183; p < 0,05$). According to these results, the post-test scores of the children in the experimental group ($\bar{x} = 77,85$) were higher than the pre-test scores ($\bar{x} = 66,62$). Accordingly, it can be said that the interactive book reading method applied to the experimental group positively affected the self-perception of 5–6-year-old children.

Table 6

Wilcoxon Test Results for Comparison of Control Group Children's Achievement Levels Related to Self-Concept

Dimensions	Post test - Pre test	N	Rank mean	Row total	z	p
Self-Efficacy	Negative row	4	6,63	26,50		
	Positive row	8	6,44	51,50	-,990	,322
	Equal	1				
Self-Respect	Negative row	7	8,07	56,50		
	Positive row	6	5,75	34,50	-,774	,439
	Equal	0				
Total Score	Negative row	7	5,36	37,50		
	Positive row	4	7,13	28,50	-,402	,687

When Table 6 is analysed, according to the Wilcoxon Test results, although it is seen that the post-test mean scores ($\bar{x} = 32,46$) of the children in the control group from the Demoulin Self-Concept Self-Efficacy for Children subscale are higher than the pre-test mean scores ($\bar{x} = 31,38$), the difference between the two scores is not statistically significant ($z = -,990; p >,05$).

It is seen that the post-test mean scores ($\bar{x} = 35,23$) of the children in the control group from the Demoulin Self-Concept Self-Esteem for Children sub-scale are lower than the pre-test mean scores ($\bar{x} = 35,92$). The difference between the pre-test and post-test was insignificant ($z = -,774; p >,05$).

Although it is seen that the post-test mean scores ($\bar{x} = 67,69$) of the children in the control group were higher than the pre-test mean scores ($\bar{x} = 67,31$), the difference between the two scores was not statistically significant ($z = -,402; p >,05$). Accordingly, it can be said that the education and training program, which continued in its ordinary course in the control group, was not significantly effective on self-perception.

Discussion

This study was conducted to investigate the effect of interactive book reading method on the self-perception of 5-6 year old children. For this purpose, 10 books were read to the experimental group of 15 children for 8 weeks with the interactive book reading method. According to the results obtained, the interactive book reading method has a positive effect on the self-perception of 5-6 year old children.

There was no significant difference between the two groups in the scores obtained from the self-efficacy and self-esteem sub-dimensions of the Demoulin Self-Perception Test for Children, administered to the children in the experimental and control groups before the interactive book reading practices. No significant difference was found in the total self-perception score. This result shows that the self-perception levels of the two groups were close to each other before starting the study.

After the 8-week interactive book reading intervention with the experimental group, Demoulin Self-Perception Scale for Children was administered to both groups, and the results were analyzed. Accordingly, the post-test scores of the self-efficacy and self-esteem sub-dimensions of the self-perception scale applied to the children in the experimental group were significantly higher than the post-test scores of the control group continuing traditional education. When total self-perception scores are examined, a significant difference is observed in favor of the experimental group. According to this result, it can be said that the interactive book reading practices positively affected children's self-perception, self-esteem and self-efficacy sub-dimensions compared to the control group continuing traditional education.

When the pre-test and post-test achievement levels of the experimental group children's self-perception are examined, it is seen that the post-test scores increased significantly compared to the pre-test scores. A significant difference was found in favor of the post-test in the self-efficacy and self-esteem sub-dimensions and the total self-perception score. Accordingly, it can be said that the interactive book reading method positively contributes to self-efficacy and self-esteem dimensions and children's self-perception.

When similar studies are examined Kuru Turaslı and Zembat (2013) developed a 12-week social-emotional preparation program based on this program. When the results obtained in the program, which aims to improve social-emotional development, self-perception and primary school readiness skills by using personalized educational materials, are examined, it is seen that the program supports self-perception, social-emotional adaptation skills and primary school readiness skills. Pektas (2022) conducted a study with the participation of 26 children in the 5-6 age group and concluded that the story-based and family-involvement social-emotional development support program positively affected respect for differences and self-perception. The inclusion of stories in the programs developed in these studies is similar to the current research and supports the results obtained from the study.

In addition, Aydın (2023) examined the effect of Mindfulness Training Program on emotional intelligence, self-perception and executive functioning levels of preschool children. 35 children aged 60-72 months attending kindergarten constituted the study group. The training program consisting of 24 activities was applied to the experimental group for 8 weeks, 3 days a week. As a result of the study, it was determined that the difference in the emotional intelligence, self-perception and executive function levels of the children in the Mindfulness Training Program was significant compared to the control group. Papadopoulos (2020) conducted a study with 120 gifted children in the 5-6 age group, 60 in the experimental group and 60 in the control group, and found that the social emotional learning-oriented program applied to children positively affected their self-perception. Anna et al. (2016) investigated the effect of an 8-week psychomotor program on self-perception in a study conducted with 29 children aged between 3.5 and 5 years. According to the results obtained, they concluded that the psychomotor program had no effect on self-perception. Vazou et al. (2017) applied a 12-week physical activity program to 27 children with an average age of 4.2 years. According to the results obtained, they found that the physical activity program positively affected self-perception.

Apart from these studies, many studies have found that various programs positively support self-perception (Kaufman et al., 2014; Scurlock, 2015; Uysal & Kaya Balkan, 2015; Karaca & Aral, 2017; Kırımlı Taskın, 2017; Topcu Bilir, 2019; Bozkurt Polat et al., 2021; Onder et al., 2022).

In the study, when the pre-test and post-test achievement levels of the control group children's self-perception are examined, it is seen that there is no significant difference between the scores. The difference between pre-test and post-test scores in self-efficacy and self-esteem sub-dimensions and total self-perception scores is not essential. The education continued as planned in the control group, where the interactive book reading method was not applied. Children's rich school experiences effectively develop their self-perceptions (Karaca & Aral, 2016). For this reason, teachers should include activities that will positively affect self-perception by improving self-efficacy and self-esteem. According to the results obtained from the research, it is thought that the actions applied to the control group during the research period did not sufficiently support self-perception.

When the behaviors of the children during the interactive book reading practices were examined, it was observed that the children waited for the book to be read with curiosity and paid attention to the book with guessing questions before starting to read. While they did not have information about the author, illustrator, and publishing house before the interactive book reading practices, it was observed that during the implementations, they asked about the author, illustrator and publishing place of the book and recognized the publishing house they were familiar with by its logo. Although they had difficulty

listening to each other in the first few practices, it was observed that they listened to each other better in the following methods. When the book was read for the second time, it was observed that they remembered the events in the book and participated more. When they associated the book with their own lives, it was observed that they enjoyed telling their experiences.

Based on the findings obtained from the current study and the results of similar studies, it is thought that selecting books that can positively affect children's self-perception, giving children questions about their likes or dislikes, interests, talents, aspects that are different from others, and associating the story with their own lives during the interactive book reading process has a positive effect on self-perception.

Recommendations

Recommendations based on research results:

- Parents can be given seminars about the interactive book reading method, which brings many gains for children and adults, and they can apply it to their children at home.
- Teachers can be given in-service training on interactive book reading methods for their applications in their classes.
- Teacher candidates in faculties of education can be given training on interactive book reading methods.
- In interactive book reading, the adult should make the process more fun by supporting it with games instead of just asking and answering questions about the book so that children can enjoy it more.
- Activities, where children can express their feelings and thoughts in the classroom can be included more frequently.

Suggestions for future research

- Longitudinal studies can be conducted examining the effect of interactive book reading methods on self-perception of children in the long term.
- The current study is limited to the data obtained from 26 children (13 experimental groups and 13 control groups) attending preschool education institutions in the Geyve district of Sakarya province. Future studies can be conducted with more participants. However, dividing the groups is recommended to improve efficiency when working with more children.
- This study is limited to reading ten books twice for eight weeks. The process can be extended to provide more contributions to children, and interactive book-reading practices can be carried out for a semester or a year.
- Experimental studies using the same books can examine the difference between the interactive book reading method and the traditional reading method.
- Research can be conducted on studies that can improve self-perception and the inclusion of these studies in educational environments.

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