

The Role of Family in Children's Acquisition of Reading Habits: A Phenomenological Research

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Abstract

This study aims to determine parents' role in children's reading habits. This study determines the general situation of kids' reading habits, factors such as the family members reading to kids in early childhood and keeping a library at home, and the differences of these factors align with this study. The survey was conducted with ten parents who lived in Nizip/Gaziantep in the 2022-2023 Educational Year. The data was collected by interview method using a semi-structured interview form. The survey was conducted with the phenomenology pattern of qualitative research methods. It was used the content analysis method in the analysis of data. Based on the data from the research, it was observed that children's reading habits, imagination, comprehension, and listening skills are developed. Their knowledge levels increased as a result of the family's regular readers, organizing reading events, introducing the kids to the book in early childhood, having reading materials following up regularly (such as magazines, newspapers, etc.), keeping objective determiners such as a bookcase, a library at home, reading stories and tales to kids from the early childhood period. Besides, it was concluded that self-control and responsibility skills came into prominence.

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INTRODUCTION

Among the most important aims of education is to bring up entrepreneurial individuals who learn to learn, discuss, interrogate, think critically, and generate in the 21st-century information age. Environmental changes and scientific and technological signs of progress in the developing and renewing world make individuals think they must keep themselves up to date. Research should be done to catch up with the necessities of this age and transform changing and developing mentalities into achievements, and a roadmap should be determined. This situation is only possible by getting into the habit of reading. The development of reading habits throughout people's lives plays an important role in the concept of literacy. (Yavuzer, 2005).

Reading is one of the ways of accessing information sources and the most functional of comprehension skills today as in the past (Yavuzer, 2005). People reach the information they are interested in and want to learn with the information they read. Because of this information, they can reach the information newly learned by making transfers with the inductive method. In this way, they construct their perspective and social and affective world. Sever (1997) stated that reading is the most important way for individuals to reach endless information, look at events and phenomena from a broad perspective, and comprehend, perceive and communicate effectively with their environment.

Karatay (2010) identifies reading as an effort to construct meaning using different affective and cognitive elements such as seeing, perceiving, paying attention, focusing, remembering, establishing a relationship between events, producing solutions, and interpreting the situations encountered. Özbay (2014), on the other hand, identifies reading as a complex language skill in which physical and mental factors are used together and interpret what is seen in this context. Although it is encountered many definitions of reading in the literature when the definitions made are examined, it is understood that reading is focused on grasping the burden of meaning carried by the elements in the text, reaching the main idea, feelings, and thought, an affective and cognitive process before, at that moment and after.

The most important feature distinguishing a human being from other living species is that he/she reads and understands. Books are the most important stimulus in the social and affective development of the individual. What we read helps our personality develop. The most important effect of reading on people is language and personality development (Özbay, 2014). Reading is not just an action one performs at school but a process that continues throughout life (Altıntaş, 1995). Based on this, a person should make it a habit to read throughout life, not during education.

The way to achieve the goal of reading is to intertwine with the book on planned, programmed, and regular and to make reading a regular habit. Gaining the habit of reading can be thought of as ensuring the continuity of this action after people learn the act of reading. Reading habit is the individual's understanding that it is necessary to understand the act of reading, his inner world, and the events and situations that take place around him, and to make this reading behavior continuous throughout his life and to be willing (Özbay, 2014). Erdem and Altunkaya(2013), define the habit of reading as a collection of activities covering many processes, such as being able to read regularly, add something from the texts its reads, comprehend what is told and assimilate all this, being able to think creatively, relate to what they have read before, analyze and synthesize. Although new visual and auditory reading tools emerge with the development of technology, the reading habit, which is a good learning tool, maintains its function in every period. (Altıntaş, 1997)

Although it is easy to give individuals the act of reading and giving them normal behavior, it is very difficult to turn this action into a habit. A reader who has made it a habit to read visualizes the events and phenomena he drives from what he reads, intonates the words, makes predictions about the continuation of the content, and establishes a cause-effect relationship. (Susar Kırmızı, 2008). As Yılmaz and Okur (2010) stated, individuals can enrich their world of meaning and concepts by gaining

the habit of reading most effectively and beautifully. This wealth leads them to many successes in their personal and social lives.

Mert (2014) mentions that giving the person the habit of reading is a long-term process, and in early childhood, which is one of the most important periods of life, it will turn into behavior with the reading climate created by the family and the teacher and the environment. Based on this, it is understood that the habit of reading is not only an individual-oriented situation and cannot be ignored the importance of the family, the environment, and the school with the individual himself. The individual finds himself in a family, which is a social construct from the moment he opens his eyes. From this moment on, his education started with all sounds he heard, all the things he felt by touching, and the situations he saw. Considering babies listen to external sounds in the womb from approximately the fifth month, it can be said that education started in the womb before it was born. From this point of view, family and preschool education is crucial in developing children's various skills throughout life, especially language skills. Because body, language, and mental development progress very quickly at the age of 0-6. Especially the first three age is very important; most of the brain development that takes place throughout the individual's life occurs during this age range. Afterward, the preschool period is the period when the child has the most curiosity about reading (Yavuzer, 1997). The developments during this important period are decisive for the life and future of the individual (Güneş, 2010).

In the past, especially when formal educational institutions and television were not widely used, children received their language education mainly from their families and environments. The main element that formed this educational environment was oral literature. Foremost among these, fairy tales, folk tales, epics, legends, and folk songs can be given as examples. In these ways, it was ensured that individuals grew up as individuals who made a difference in society, and how they would integrate into community life was processed as the main idea. Since this education started, especially in early childhood, it was seen that more effective results were achieved. The thoughts of many poets and writers confirmed this situation. For example, Cengiz Aytmatov, one of the important writers of the Turkic World, stated that the fairy tales he listened to from his grandmother in early childhood played a great role in his tendency to read literature, books, and reading (Kolcu, 2002). It is seen that similar practices were encountered in family environments in the childhood of important writers and poets of Turkish literature, and this situation was effective in their literary perspective. In other words, the child learns to read and write through the alphabet while acquiring the act of speaking and listening through imitation and participation of family members.

In today's world, one of the issues where parents and educators have problems in their children's education is that it is difficult to give them the 'reading habit and love.' Although this action is generally tried to be gained at schools, it is argued that its foundation was laid in infancy and even in the womb. The base of the tendency to read can be laid by introducing babies to books with pictures, and then the books combine articles and pictures until the age of 1-2 at the latest. At the age of 3-4, the book, which is a means of conversation between parents and children, can be read together with mom and father. This situation encourages the child to read. Thus, it is ensured that he takes part in the reading experience by his family (Yavuzer, 2005). However, Tanju (2009) determined that most parents told their children about the importance of reading books but could not get around to reading with their kids.

As a result of the examination of the literature, it is seen that most thesis studies on reading skills are made on the habit of reading (Elbir and Bağcı, 2013), and the reading habits are included in the second place of the articles published about reading skills (Akaydın and Çeçen, 2015). In this research, which was carried out to determine the role of the family in the reading habits of children, it is thought that variables such as parents themselves being regular readers, doing a book reading activities at home, bringing their children together with books from the early ages, having reading

materials they regularly follow, having objective determinants such as bookcase and library at home, and reading literary works such as stories and fairy tales from early childhood give them the habit of reading. In this case, it is thought that it will be easier for rare values such as responsibility and self-control to settle in children. In this context, the importance given to reading by the families and how effective its activities are will be examined in line with the parents' opinions in the Research field.

METHOD

This section gives information about the pattern of the research process, the study group, the collection, and the data analysis.

RESEARCH PATTERN

In our related research, the qualitative research pattern of the phenomenology method was used. Phenomenology gives information about people's common grounds about a phenomenon or concept (Creswell, 2013). In phenomenological studies, data are collected from people who have experienced the phenomenon at the center of the research and can accurately reflect this phenomenon (Yıldırım and Şimsek, 2018:71). In this context, the phenomenology study enables us to see the essence of the experiences of individuals (Creswell, 2013), how they reflect the phenomenon (Patton, 2014) and the main idea of the phenomenon.

From this point of view, it focuses on revealing the thoughts and experiences of individuals about the phenomenon thanks to phenomenology (Onat Kocabıyık, 2016:56). Based on these considerations, the focus was on revealing the role of the family in helping children acquire reading habits.

STUDY GROUP

While determining the study group in this research, the criterion sampling method of purposeful sampling methods was used. In the criterion sampling method, samples are collected from individuals and cases with specified criteria (Büyüköztürk et al., 2018). The criteria used in determining the participants; are parents of children who get into the habit of reading and parents of children who have not acquired the habit of reading.

Table 1. Demographic Information of Participants

<i>Code</i>	<i>Gender</i>	<i>Marital status</i>	<i>Education status</i>	<i>Number of children</i>	<i>Child's Reading Habit Status</i>	<i>How Many Pages of Books a Child Reads per Day</i>	<i>Budget for Annual Reading Habits</i>
E1	female	married	bachelor	one	Yes	40+ pages	High
E2	male	married	bachelor	one	Yes	40+ pages	High
E3	female	married	bachelor	two	NA	40+ pages	High
E4	female	married	bachelor	two	Yes	31- 40 pages	middle
E5	female	married	master	one	Yes	31- 40 pages	High
E6	male	married	bachelor	two	NA	10-20 pages	middle
E7	female	married	bachelor	three	Yes	31- 40 pages	High
E8	female	married	bachelor	two	Yes	31- 40 pages	High
E9	male	married	master	one	Yes	40+ pages	High
E10	male	married	bachelor	one	NA	10-20 pages	middle

When Table 1 is examined, it is seen that the participants are 60% female and 40% male. When the marital status of the participants was examined, it was seen that they were married at 100%. When the educational status of the participants was examined, it was seen that there was a distribution of 80% undergraduate and 20% postgraduate education. When the participants' children were examined, it was seen that all of them had at least one child. When the children's reading habits of the participants were examined, it was seen that there was a distribution in favor of reading habits of 80% to 20%. When the situation of how many pages of books the children of the participants read per day, it was seen that all of them read books at the least. When the budget situation of the participants for reading materials is examined, it is seen that all of them allocate some budget.

In this context, interviews were conducted with ten parents. Demographic information of the participants interviewed within the scope of the research is given in Table 1. Participating Parents were coded as E1, E2, E3... to ensure the confidentiality of personal information.

DATA COLLECTION TOOLS AND PROCESS

In the research, the interview technique was used to determine the role of the family in children's acquiring reading habits. Frequently used method in qualitative research of the interview technique (Creswell, 2019); It was preferred because it allows the participants to convey their perspectives and experiences (Karataş, 2015) snugger (Yüksel and Yüksel, 2004, cited in Tanrısevdi et al., 2019: 1595). From this point of view, a semi-structured interview form was preferred for data collection. In the semi-structured interview form, it is extremely important in detailing the subject of the interview thanks to different questions, elaborating on the content, and giving new information about the subject (Merriam, 2018).

Before the interviews were held, the participants were informed about the interview, and the interviews were carried out voluntarily. A transparent interview was held with the participants who accepted the interview. To avoid missing the participants' statements during the interview, the interviews were recorded by audio recording with the participants' permission. The interviews were held between 18.05.2022 and 29.05.2022. Interviews with the participants took an average of 30 minutes. During the interview, the participants were asked to detail their views by asking sub-questions to ensure that the words and sentences of the participants were understood clearly. Feedback was given to them to fully reflect on whether their views were understood correctly.

ANALYSIS OF DATA

The content analysis method was used to analyze the data in this study. The purpose of content analysis should be to reach concepts and themes that will help to explain the data (Yıldırım and Şimşek, 2018: 242). For this purpose, audio recording data collected from the participants was first transferred to the computer environment. Then, the data obtained from the participants were examined in detail, and the appropriate codes were reached. The codes were gathered under the category, and the categories were also gathered under the roof of the theme.

VALIDITY STUDIES

Paker (2015) stated that the research process should be clearly defined, and evidence should be created with appropriate data to increase reliability in qualitative research. In this context, to increase the internal validity (credibility) of the research and to increase the correct understanding during the interview, it was aimed to confirm the participants by giving continuous feedback. The obtained data were made into a report directly cited in the findings section. At the same time, the questions prepared in the semi-structured interview form were submitted to the opinion of 1 academician in the field of educational administration, and expert opinion was taken.

To increase the external validity (transferability), the information and opinions of the participants were reported in detail, and the data obtained from the participants were tabulated in the form of codes, categories, and themes.

RELIABILITY STUDIES

To increase internal reliability (consistency), the data obtained from the participants were analyzed twice at ten days and analyzed by different people.

To increase external reliability (confirmability), the data and voice recordings obtained from the participants are kept and are available for confirmation when needed.

FINDINGS/RESULTS

In this section of the study, the variables like the role of the family in the reading habits of students by taking the opinions of the parents, the importance of reading books to children in early childhood, giving importance to reading and having them read, bringing them together with books, having a library at home, and the themes, categories and codes created as a result of the analysis of the data obtained to determine the differences in these variables are presented. The findings were discussed in themes and supported by the direct quotation method.

Table 2. *Participant's Views on Whether Parents Are Regular Readers and Doing Reading Activities*

<i>Theme</i>	<i>Categories</i>	<i>Codes</i>
Family Factors	Those Who have Regular Reading Habits	Motivation
		Making an event
		Arousing curiosity
		To be exemplary
		Telling each other
		To be concern
		Encouragement to "Ben Okuyorum Gaziantep" project.
	Those who do not have regular reading habits	Responsibility
		Not to be exemplary
		Evaluate as a waste of time
		Evaluate as it's unnecessary
		Not feeling the need
		Not encouraging reading
		Suspension from reading
Not doing book-reading activities		

When Table.2, which includes the views of the participating parents about whether the family is a regular reader or not and the reading activities among family members, it is seen that it consists of 2 categories those who have regular reading habits and those who do not have regular reading habits.

In terms of whether the family is a regular reader, making reading events among family

members to encourage the child, Participant E6, *“The child sees me as a social role model, and he is also eager to read and acquires the habit of reading .”* stated as. Participant E3; *“ When he sees a book in my hand, he gets excited and wants to read it, and sometimes he comes to me and reads it.”* stated as.

In terms of organizing activities, explaining to each other, and encouraging to “Ben Okuyorum Gaziantep Okuyor” Project, Participant E10 stated, *“We try to measure the information about the activity of reading books together and the books they read through questions.”* stated as. A participant is E1; *“We do reading hours in the evenings on some days.”* stated as.

In terms of being exemplary, Participant E9 said, *“I show my child that I have a book in my hand in the shortest free time, even at night.”* Participant E8, *“The book I hold before going to sleep encourages them and children to fall asleep by reading their books.”* stated as.

Regarding arousing curiosity, E2 said, *“ I took them to the bookstores and got them to buy the books they liked, and it aroused their enthusiasm and curiosity.”* stated as.

In terms of responsibility, E3; *“ They have a library that belongs to them, and its order and arrangement belong to them, which enhances their sense of responsibility.”* stated as.

Regarding being concerned, E10, *“Choosing his books affected my child’s perspective on reading and books. At least he started to read more interested and willingly.”* stated as. If the participant is E9, *“When he saw that we were reading books in a relevantly, his interest started to focus on books too.”* stated as.

In terms of not being exemplary, Evaluating reading as a waste of time and unnecessary, participant E5 said, *“Unfortunately, I do not think I set an example when it comes to reading books at home.”* stated as. A participant is E8; *“Since there is no time in the rush of life, I did not see the need for it, so I could not set an example.”* stated as.

In terms of not feeling the need and encouraging reading; participant E1 said; *“We did not feel the need because we were not encouraged to read in our family. That is why we see the reflections of this in our children.”* stated as.

In terms of suspension from reading and not doing reading activities, participant E7 said, *“ Due to the rush of life and financial possibilities, we could not allocate neither the time nor the budget for reading activities, so the children stayed away from reading.”* stated as.

Table 3. Participant Views on the Importance given by Family on Reading Materials

Theme	Categories	Codes	
The importance is given by Family to Reading Materials	Those who have Regular Reading Habits	Show them as interesting materials	
		Increase enthusiasm	
		Interest in mixing books	
		Making it interesting with visual materials	
		Make it noticeable	
		Arouse curiosity	
		Feel the need to read	
		Trying to guess from the images	
		Those who do not have regular	Lack of reading material
			No interest to read
Disregard the book			

reading habits	Creating the feeling that the book might be bad Nobody says read
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When Table.3, which includes the opinions of the participating parents regarding the importance given to the reading materials of the family, it is seen that it consists of 2 categories those who have regular reading habits and those who do not have regular reading habits.

In terms of showing them as interesting materials helps them feel the need to read and arouse curiosity, Participant E2 said, “ *Since he was brought up seeing newspapers and magazines since he was a child, he always had an interest and curiosity towards them.*” stated as. If the participant is E7, “*The contents of the magazines we bought at home make the children curious, and they are waiting for the continuation.*” stated as.

In terms of arousing the desire to mix the books, making them interesting, encouraging Participant E9, “*The picture books and coloring books I bought at first made them want to shuffle pages and the books became more remarkable .*” as.

In terms of making it remarkable and making guesses from the visuals, participant E6 said, “*I think that the magazines we buy regularly make children want to read in terms of content. It can make the reading activity more fun and attention-grabbing by predicting the plot from the visuals.*” stated.

In terms of the lack of reading material and not arousing the desire to read, Participant E5 said, “*There is no material in the home about reading. For this reason, reading passion may not be built in children.*” stated as.

Regarding not giving importance to the book, participant E3 said, “*The comfort given financially blunts the child’s desire to read, and the importance of the book decreases.*” stated as.

In terms of nobody says read, Participant E4 said, “ *We did not impose on my child to read, but this had the opposite effect. I think, since we did not say to read, this situation did not turn into a habit.*” stated as.

Table 4. Participant Views on the Effects of Objective Determinants such as Library at Home on Reading Habits

Theme	Categories	Codes
Objective Determinants	Those who have Regular Reading Habits	Being happy
		Liking books
		Willingness to read all
		Organizing their library
		Taking their attention
		Wonder
		Reading from his library
		Emotional bonding
		Fullness of Library
		Increasing motivation
	Those who do not have regular	No library at home
		No willingness to read a book
		Not buying books from his family.

reading habits	Seeing reading as an empty activity Lack of enthusiasm
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When Table.4, which includes the opinions of the participating parents on the effect of objective determinants such as the library at home, on reading habits, it is seen that it consists of 2 categories those who have regular reading habits and those who do not have regular reading habits.

In terms of being happy and liking books, "I get help from my child to organize the library at home. In the meantime, we talk about the books he is curious about, which helps him to love books and be happy." stated as.

In terms of willingness to read them all, participant E1 said; " *Having a library in their living spaces makes children interested to read constantly.*" stated as.

In terms of motivation increase, establishing emotional bounds, and having a full library, participant E4 said, "The fact that children have their library and that library is full of the books which they choose increases their desire to read." stated as. A participant is E10; " *When children organize their libraries with the books they love, and they take responsibility, they gain the habit by establishing more emotional bounds.*" stated as.

In terms of reading from their library and organizing the library, participant E9 said; "Having his library provided my child both a sense of responsibility about his library and a habit of reading." stated as.

Although many participants expressed their opinions that there should not be a library at home, participant E6 said; "We didn't have any libraries at home." stated as.

Regarding not buying any books and considering the reading as a waste of time, participant E6; unfortunately, we didn't make a library and purchase books so this *affected the level of habituation.*" stated as.

Regarding the lack of enthusiasm, participant E2 said; "Due to his first acquaintance with books was textbooks at school, he has never been enthusiastic and gained habit." stated as.

Table 5. Participant Opinions on the Acquisition of Reading Habits by the Family's Doing Fairy Tale and Story Reading Activities

Theme	Categories	Codes
Reading stories and fairy tales to Children	Those who have Regular Reading Habits	Sleep by reading a book
		Re-creating the characters
		Developing the imagination
		Increasing listening skills
		Enthusiasm
		Developing comprehension skills
		Having fun
		Increasing knowledge level
		Love to read books
		Go to other worlds
		Loving so much, looking forward to the next day

	Believing that one day he will read it like that too
	Effective speech
	Asking questions about the content
	Increasing desire to read
	Finding answers to their questions
	They would not read books
Those who do not have regular reading habits	Lack of interest
	Lack of communication within the family
	Tiredness of Family
	Rush of life
	Lack of opportunity for housework

When Table.5, which includes the opinions of the participating parents regarding the effect of the family’s reading fairy tales and stories to their child on the student’s reading habit, it is seen that it consists of 2 categories those who have regular reading habits and those who do not have regular reading habits.

In terms of sleeping by reading, Loving so much, and looking forward to the next day, Participant E2 said, *“I always read a book to children before bed, which makes them very happy and they look forward to my reading when they go to sleep in the next day.”* stated as.

In terms of growth of imagination, amusiveness, going to another realm, and believing that one day he will read like too, Participant E9; used to love the stories I told and the books I read for him. He would be happy by going to another realm, re-creating and believing that one day he will read like too.” Stated as.

In terms of asking questions aimed at understanding, improving listening skills, increasing the desire to read, and finding answers to the questions he is curious about, Participant E5; evaluates asks questions, and makes comments together about the books we read at the end. I think this has improved his listening skills as well as his understanding skills. In addition, it increases his desire to find answers to the questions he is curious about.” Stated as.

In terms of effective speech, Participant E3, the books I read and read on his own expanded his vocabulary quite a lot, and this turned his speech into an effective one.” Stated as.

In terms of not reading books, Participant E5 said, we would not read books, so we do not have a talent for telling fairy tales either.” Stated as.

In terms of the lack of interest, participant E7 said, *“I did not have much interest in books which naturally reflected on the children.”* stated as.

In terms of the lack of communication in the family and the tiredness of the family, participant E8; *“ We always come from work tired, and this negatively affects our communication.”* stated as.

In terms of the rush of life and lack of opportunities due to housework, participant E10 said, reading books become of secondary importance as we are rushed besides financial situation.” stated as.

Table-6. Participant Views on the Contribution of Reading Books to Language Development

Theme	Categories	Codes
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Language development	Those who have Regular Reading Habits	Pre-sleep reading
		Seeing new lives
		Growth of vocabulary
		Power of empathy
		Speaking skill
		Comprehension and listening skills
		Focus duration
		Using words correctly and appropriately
		Fluent speech
		Practical thinking
		Confidence
		Growth of Imagination
		Growth of the ability to imitate
		Family communication
	Those who do not have regular reading habits	Prating sometimes
		Inquisitiveness

When Table.6, which includes the opinions of the participating parents about the effect of reading habits on language development, it is seen that it consists of 2 categories those who have regular reading habits and those who do not have regular reading habits.

In terms of Pre-sleep reading, seeing new lives, growth of vocabulary, and Power of empathy, participant E2, *"The child encounters new lives, new events and words in every book. His empathy develops. A participant is E9; "Readings improve the child's speaking and listening skills."* stated as.

In terms of speaking skills, comprehension and listening skills, and focus duration, participant E2 said, *"the book that I read since babyhood has dramatically improved their focus duration, vocabulary, and listening skills."*

In terms of using the word correctly and appropriately, Fluent speech, and Practical thinking, participant E5, *"Reading a book contributes him to use words correctly and appropriately, and to speak more fluently and practically."* stated as.

In terms of self-confidence, participant E3 said, *"In line with the books he reads, his language skills improve, and he can speak with more confidence."* stated as.

In terms of the Growth of Imagination and the ability to imitate, participant E4, *"He imitates the characters of the events in the books he reads, and this develops both his imagination and his ability to imitate."* stated as.

In terms of communication in the family, participant E4 said, *"communication in the family is one of the most important factors which is affecting language development."* stated as.

In terms of Prating sometimes, participant E10 said, *"They have something to tell when I come from work, but I sometimes think that they talk too much because of my tiredness."*

In terms of Inquisitiveness, participant E10, *"he usually overwhelms me by asking too many*

DISCUSSION, CONCLUSION, AND IMPLICATIONS

Children and the education that they will receive is the greatest investment made to society as an individual. To minimize our worries about the future, we need to make them mentally, psychologically, and socially healthy personalities. From this point of view, we can shape our nation and civilization with the educational opportunities we will offer them, especially in childhood, babyhood, and, more importantly, from the mother's womb to the last stage of life. In this respect, it should be our national issue that today's children, as the architects of the future, are individuals who have a personality and responsibility in our culture and civilization line and can be a cure for all kinds of problems of our country (Arıcı, 2016). In this respect, the social institution called family should have a functional feature, especially in language skills, in gaining reading habits, and even in the whole education life. Otherwise, the future of our nation may obligate us to face the danger.

It should not be forgotten that the family is the basic dynamic of our society and even our nation. With this thought, family is important for children to grow up as good and responsible individuals and for their happiness and success. This study aimed to determine the role of the family in children's reading habits. In conjunction with the sub-objectives of our research, results, discussions, and suggestions are included.

In terms of familial factors, which is the first sub-purpose of our research, when the views of the participating parents about whether the family is a regular reader or not and reading activities are held among family members are examined, It is observed that children gain the reading habit as a result of families being regular readers, giving importance to reading and being read, and doing reading activities with their families. It has been found that families do not give importance to reading and do activities related to reading and that the children cannot gain the habit of reading. Baker (2003) and Law (2008) In their study, they concluded that a home environment that encourages reading, such as encouraging the family to read, interacting with their child during the reading process, and providing reading materials, increases the motivation to read. Likewise, the results obtained by the study of Arıcı (2008) among the points to being a good reader being willing, loving books, taking reading seriously, being curious about it, etc., consistent with this result of the research. It is possible to say that it will be easy for an individual who enjoys reading to make it a habit. This action must be done willingly and loved for reading to become a habit. Because reading, which is usually done voluntarily without any force, becomes a habit. As a result of a study conducted by Temizyürek, Çolakoğlu, and Coşkun (2013), it was determined that liking to read is an encouraging factor for reading. This result supports the result obtained from this study.

The scope of the second research problem examines the opinions about the importance given to reading materials by the family and the status of reading habits in children; It is seen that the family buying books for children from early childhood and following a regular publication increases the reading habits in children. Parents' giving importance to reading materials is an important criterion for exemplary behavior for the child. In this way, children's desire to read by themselves occurs, and this situation develops self-control skills in children. It can be thought that the behavior of the family not buying books in any way makes it difficult to acquire the habit of reading books. Tanju (2009) concluded that a natural learning environment is provided for the children of families who read books, buy books for their children, and exemplify by reading, and the tendency to read increases.

Scope of the third research problem in which the opinions about the effect of objective determinants such as home library on reading habits are examined; It has been observed that the reading habits of the children of families who have a library at home are high. It has been found that the reading habits of children who do not have a library at home are low. When the literature is

examined, the child needs to gain the habit of reading books to see that there is a library at home and that his parents are reading books (Sinar Çılgın, 2006).

The scope of the fourth research problem, which is the views on the effect of the family's reading of fairy tales and stories to their children on the status of reading habits in children, was examined; It has been found that reading literary texts such as stories and fairy tales to their children in the early childhood period enables the development of their imagination and increases their enthusiasm for reading, and the fact that the family does not read stories to their children reduces the likelihood of their enthusiasm for reading. In a statement by Gülerüz (2002), Thanks to reading, the individual goes beyond the boundaries of time and space, carries the past and the future to the moment he lives, and meets in lines with objects and facts that he cannot reach. The common result in the research findings is that children who grow up in families who regularly read books to their children at home before school read more throughout their lives can reach higher levels in economic, academic, and social areas, while others show a performance contrary to this situation. (Zembat, 2005, 41). Yılmaz and Benli (2010), the first place where the habit of reading books is acquired is the family environment and activities such as parents reading books to their children from a very young age, talking together on the subject of the text after reading, having reading materials at home, being a model for their children in reading may lead them to develop a positive attitude towards reading.

Within the scope of the fifth sub-problem, in which the effect of reading habits on language development was examined, it was found that children who acquired a habit of reading books with their families express themselves better and are sociable and productive. On the other hand, it was found that children who could not acquire the habit of reading books were introverted and had trouble understanding and listening. The literature review shows that regular reading with the baby contributes to language development, socio-emotional development, early literacy skills, parent-child communication, and the quality of the home environment (Tercanlı & Gökçay, 2014).

SUGGESTIONS

1. It can be ensured that families introduce their children to books from an early age so that they acquire the habit of reading in early childhood.
2. In cooperation with the Ministry of Family and Social Policies, in-service training can be given to families on this subject.
3. In cooperation with municipalities, book distribution and mini-library support can be given to families.
4. The subject can be investigated in different samples.
5. For larger samples, research can be done with quantitative methods.

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