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A Study of Print Awareness in Preschool Children in Terms of Maternal Reading Beliefs and Age, Gender,Type of SchoolVariables

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ABSTRACT

This study was conducted to determine the relationship between print awareness of preschoolers and maternal reading beliefs and also to examine print awareness in terms of age, gender and the type of school. Study group included 203 children who attended public preschools in Kırıkkale province during 2012-2013 school year and mothers of these children. Two instruments were utilized so as to collect data in the study. First was the Parent Reading Belief Inventory (PRBI) developed by DeBaryshe and Binder (1994) to assess the reading beliefs of mothers. The other was the Control List for the Evaluation of the Print Awareness of Preschoolers(CLEPAP), which was developed by Şimşek Çetin and Alisinanoğlu (2013) to evaluate children's print awareness. Results indicated no significant relationship between maternal reading beliefs and print awareness of children. It was also found that print awareness of children differed significantly only in terms of age, with no significant difference for gender or the type of school. It was seen that print awareness of 5 year-olds was higher than that of 3 and 4 year-olds. © 2015 IOJES. Tüm hakları saklıdır

Keywords
Preschoolers, print awareness, maternal reading beliefs.

Introduction

Print awareness is one of the key skills contributing to reading and writing development of children during preschool period. Print awareness includes an understanding of written language and spelling rules. Noticing the print all around, book concepts, concepts of print representing the units that form the print such as, direction of the print, words, spaces between words and sentences and the knowledge of alphabet are all included in print awareness (Justice, Bowles, & Skibbe, 2006; Vukelich, Christie, & Enz, 2008). Print awareness refers to the knowledge and skills in relation to the print forms, print concepts and book concepts that provide conceptual knowledge about print. Knowledge of print forms allows discriminating between and labeling print units (e.g., p is a letter, 3 is a number, words and numbers are different from each other). Knowledge of print concepts refers to the arrangement of print (e.g., reading and writing from left to right). Knowledge of book concepts is the understanding of how a book is created and what functions it has (e.g., knowing that a book has an author, a title and a front and back cover).

Some research on preschoolers revealed that print awareness is one of the most important skills predicting their reading ability to be attained during primary education years (Farver, Nakamoto, & Lonigan, 2007; Kelman, 2006). Though children are not expected to do formal reading during preschool years, they need to know the print concepts and be aware of print (Mcginty & Justice, 2009; Ezell & Justice, 2005). Print awareness in children is a skill that develops both naturally in time and through environmental factors. It is important, therefore, to prepare settings to enhance print awareness both at home and at

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preschool institutions (Justice & Sofka, 2010). However, when reading to children, adults rarely ask about the print and they do not turn their attention to it. It was found that children's early literacy skills improve when preschool teachers carry out activities twice - four times a week to enhance verbal and non-verbal print awareness (Piasta, Justice, McGinty, & Kaderavek, 2012; Şimşek Çetin & Alisinanoğlu, 2013b).

Parents are the first teachers of their children. The literacy environment provided by parents plays a central role in academic success (Soderman, Gregory, & McCarty, 2003). Home environment is one of the significant factors in children's acquisition of language and literacy skills. Opportunities presented to children at home have a strong effect on the development of their vocabulary knowledge, phonological awareness and print and letter knowledge (Kim, 2009). A study by Edward (2007) revealed a moderate correlation between the literacy practices of parents and children's literacy knowledge such as print and book concepts and letter knowledge. Literacy environment offered at home has an important place in reading and writing development of children: a) Children, thus, become familiar with reading and writing activities, b) they have a chance to observe the literacy activities/practices of the people around, c) they act independently while reading (analyzing) a book d) their involvement in literacy activities with others is encouraged e) if parents do joint-book reading, children make use of the teaching strategies they use (DeBaryshe, Binder, & Buell, 2000; Storch & Whitehurst, 2001). Studies showed that home literacy environment provided during preschool years is really important for children's reading and writing development (Burgess, Hecht & Lonigan, 2002; Hood, Conlon, & Andrews, 2008; Sénéchal & Young, 2008; Weigel, Martin, & Bennett, 2005)

Parental beliefs are one of the key points in building a home literacy environment and its contributions to the children. Parental reading beliefs are described as the beliefs of parents about the activities to be performed to improve and support reading skills of their children (DeBaryshe & Binder, 1994). There are studies offering evidence concerning the relationship between home literacy environment and parental reading beliefs (Audet, 2013; Curenton & Justice, 2008; DeBaryshe, 1995; Dobbs-Oates, Pentimonti, Justice, & Kaderavek, 2012; Gonzalez, Rivera, Davis, & Taylor, 2010; Phillips & Lonigan, 2009; Roberts, Jurgens, & Burchinal, 2005; Weigel, Martin, & Bennett, 2006a).

Activities parents do with their children are of great importance in order to attain print awareness which has a fundamental role in literacy skills of preschoolers. Children need to encounter books, particularly large-size books, and different fonts (Strickland & Schickedanz, 2009). Using books with clear letters helps children notice the print and develop a print awareness (Justice & Lankford, 2002). Emphasizing the print concepts while reading to their children, adults are likely to increase their children's knowledge of print concepts (Baker, 2013). There exist studies suggesting that children's print awareness is affected by parental beliefs. In their study, Curenton and Justice (2008) found a moderate relationship between print awareness and maternal reading beliefs. Cottone's (2012) study reported a positive significant relationship between reading beliefs of mothers and print and phonological awareness of their children. There are also studies showing that parental reading beliefs have an effect not only on print awareness but also on other literacy skills. A study conducted by Gonzalez et al. (2010) revealed a positive significant relationship between maternal reading beliefs and receptive and expressive language skills of children. Weigel, Martin, and Bennett (2006b) suggested two maternal profiles (traditional and facilitator) in regard to mothers' beliefs about literacy development of their children. Print awareness, interest in reading and developmental writing skills among children of facilitator mothers were found to be better in comparison to those of children of traditional mothers. Bennett, Weigel and Martin (2002) demonstrated that parental beliefs and practices regarding literacy and language development of preschoolers have an impact on children's language and literacy skills.

On the other hand, unlike the results of these studies, there are also studies suggesting no significant relationship between parental reading beliefs and children's reading development. Anderson (1995) reported that there was no significant relationship between parental reading beliefs and literacy development of children. Similarly, in Baker and Scher's study (2002), no relationship was observed between parental reading beliefs and reading motivation of children who just started first grade. Skibbe, Justice, Zucker, and Mcginty (2008) found no relationship between print awareness of children with hearing impairment and reading beliefs of their parents. As reported by Dobbs-Oates et al. (2012) there was no

significant relationship between positive reading attitudes of parents and children's knowledge of print concepts.

It is one of the aims of this research to investigate the relationship between maternal reading beliefs and print awareness which has a central role in literacy skills of preschoolers and can be developed through the support offered by adults. Another aim of the present study is to analyze some other factors affecting print awareness. It is aimed to discover the effect of age, gender and school type (nursery school and kindergarten) on print awareness of preschoolers. Research showed that age plays an important role in print awareness (Brown, Byrnes, Watson, & Raban, 2013; Evans, Williamso, & Pursoo 2008). The effect of the school type on print awareness has not been investigated in previous research. To our knowledge this is the first study on investigate the relationship between maternal reading beliefs and print awareness for Turkey. This study is of importance in terms of introducing several factors affecting print awareness. To attain the aim of the study, answers to the following questions will be sought;

- Is there a significant relationship between print awareness of preschoolers and maternal reading beliefs?
- Does print awareness of preschoolers differ according to age, gender and the type of school?

Method

The study was designed using a relational survey model. This is a research model that intends to determine the existence and/or degree of covariance between two or more variables (Karasar, 2009).

Study Group

Study group was chosen through random sampling. The study group was formed by selecting 10% of children - along with their mothers - attending public nursery schools or classes affiliated to Ministry of National Education situated in the province center of Kırıkkale during 2012-2013 school year (n: 2334). Yet, only 203 children and their mothers were included in the study as the data from 30 participants was not eligible. 110 (54,2%) of the children were girls while 93 (45,8%) were boys and 105 (51,7%) children were attending nursery schools and 98 (47,3%) were going to kindergartens. 22 (10,8%) children were 3 years old and 73 (36%) were 4 years old and the number of 5 year-old children was 108 (53,2%).

Data Collection Tools

Parent reading beliefs inventory (PRBI). Parent Reading Belief Inventory (PRBI) was developed by DeBaryshe and Binder (1994). The PRBI was developed to assess and explore the role of parents in language and literacy development of their preschoolers and also their beliefs about the process and the goal of reading aloud to their children. PRBI has seven subscales (teaching efficacy, positive effect, verbal particip1ation, reading instruction, knowledge base, resources, environment input) and 42 items. DeBaryshe and Binder (1994) made the PRBI's reliability and validity estimates based on data collected from a sample of African American and Euro-American parents (n:155) of low-SES families with children aged 2-5. Internal consistency coefficient was calculated to be very high in five subscales yet it was low in other two dimensions (environment input and reading instruction). The variance calculated for the overall scale was 52,2% and the inventory showed internal consistency (.50- .85). For the test-retest reliability, the inventory was administered to 25 parents after 2-3 weeks. The data was available from 17 parents, showing .79 ($p<.001$) correlation between two tests.

Turkish adaptation of the PRBI was carried out by Şimşek Çetin, Bay and Alisinanoğlu (2014). To see whether it suits Turkish culture or not, the adapted form was administered to 420 mothers with children attending preschools in province center of Ankara and confirmatory factor analysis (CFA) was performed with the data obtained. t value was found low for two items (items 8 and 30) in teaching efficacy and reading instruction. These items were excluded from the scale based on the views of experts and the statistical process was repeated. The second CFA was carried out with 40 items and it was seen that all the items were significant in seven subscales. The goodness of fit statistics was measured as X^2/sd=5,72 CFI=0.90, NNFI=0, 90, NFI=0,90, IFI=0,90 and it was found that all the coefficients demonstrating the relationship between the

factors of the scale were satisfactory. Reliability coefficients regarding the subscales ranged between .45 and .87 and the reliability coefficient for the total was calculated to be .79.

The response format was a 4-point likert scale ranging from 1 (totally disagree), 2 (disagree), 3 (agree) to 4 (totally agree). High scores achieved in the scale represent reading beliefs of parents. As the scores from the scale increase, reading beliefs of parents are expected to be as follows: a) parents are important teachers for children b) children need to be active participants in reading c) Reading to children does not intend to teach reading but promote language development, increase their knowledge and make them take pleasure in reading a book d) although time and book resources are limited, this is not a barrier to reading to children e) environmental stimuli are influential in language development.

Control list for the evaluation of the print awareness of preschoolers (CLEPAP). The Control List for the Evaluation of the Print Awareness of Preschoolers (CLEPAP) was developed to evaluate the preschooler's knowledge in regard to the concepts about books, function, form and direction of the print and the concepts related to print such as sentence, word, letter and so forth. There are two story books titled "Colorful Feather" and "Ömer is making a cake" in the CLEPAP. These story books were designed and written by the researcher in a way to demonstrate the concepts about books, function, form and direction of the print, and the concepts related to print such as sentence, word, letter etc.

CLEPAP has 17 items. Each correct response receives a score of 1 and an incorrect response receives a score of 0 such that the overall score ranges from 0 to 17. Higher scores achieved in the CLEPAP point to higher levels of print awareness. Control list is administered to every child separately and takes approximately 10 minutes.

Expert opinions were sought for the content validity of the control list. For the construct validity, exploratory factor analysis (EFA) was conducted with 200 children and CFA was performed with another 200 children. The result of EFA revealed that CLEPAP was composed of two-factors with a core-value of 7.69 and 4.84. The variance explained by the first factor was 45.26% while it was 28.45 as explained by the second factor. Total variance of the factors was 73.71%. According to the result of CFA, construct reliability for the first factor was .92 and the explained variance was .62; for the second factor, construct reliability was computed .97and the explained variance was found .84. The first subscale of the control list was denominated as "Book Concepts" and the other was termed as "Print Concepts". Kuder Richardson-20 (KR-20) formula was used to measure the reliability of the control list. KR-20 reliability coefficient was calculated to be 0.64 for the first factor (Book Concepts) and 0.51 for the second factor (Print Concepts) of the CLEPAP. KR-20 reliability coefficient was found 0.72 for the total control list (Şimşek Çetin and Alisinanoğlu, 2013a).

Results

Results for the research questions are presented below. Is there a significant relationship between print awareness of preschoolers and maternal reading beliefs? Pearson Correlation Coefficient was calculated to identify the relationships between print awareness of children participated in the study and maternal reading beliefs and the findings are presented in Table 1.

Table 1. Relationships between print awareness of children and maternal reading beliefs

		BC	PC	PA	T	PE	VP	RI	KB	R	EI	MRB
BC	r	1	,610(**)	,924(**)	,037	,007	-,024	,176(*)	,033	,072	,014	,050
PC	r	,610(**)	1	,867(**)	,092	,093	-,008	,090	,041	,119	-,044	,093
PA	r	,924(**)	,867(**)	1	,068	,049	-,019	,154(*)	,041	,103	-,013	,076
T	r	,037	,092	,068	1	,516(**)	,470(**)	-,136	,469(**)	,469(**)	,078	,781(**)
PE	r	,007	,093	,049	,516(**)	1	,597(**)	-,164(*)	,418(**)	,447(**)	-,030	,817(**)
VP	r	-,024	-,008	-,019	,470(**)	,597(**)	1	-,427(**)	,647(**)	,437(**)	-,158(*)	,776(**)
RI	r	,176(*)	,090	,154(*)	-,136	-,164(*)	-,427(**)	1	-,373(**)	-,154(*)	,215(**)	-,175(*)
KB	r	,033	,041	,041	,469(**)	,418(**)	,647(**)	-,373(**)	1	,378(**)	-,049	,692(**)
R	r	,072	,119	,103	,469(**)	,447(**)	,437(**)	-,154(*)	,378(**)	1	,194(**)	,685(**)
EI	r	,014	-,044	-,013	,078	-,030	-,158(*)	,215(**)	-,049	,194(**)	1	,139(*)
MRB	r	,050	,093	,076	,781(**)	,817(**)	,776(**)	-,175(*)	,692(**)	,685(**)	,139(*)	1

*p<0,05; **p<0,01

Note: BC: Book Concepts, PC: Print Concepts, PA: Print Awareness, T: Teaching, PE: Positive Effect, VP: Verbal Participation, RI: Reading Instruction, KB: Knowledge Base, R: Resources, EI: Environmental Input, MRB: Maternal Reading Belief.

As can be seen in Table 1, a positive moderate correlation was found between book concepts and print concepts (r:0,610) and also positive and strong correlations were observed between print awareness and book concepts(r:0,924) and print concepts (r:0,867) (p<0,01). Correlation coefficient indicated positive, moderate to high correlations between MRB total score and teaching efficacy (r: 0,781), positive effect (r: 0,817), knowledge base (r:0,692), and resources (r:0, 685). MRB total score showed a negative low correlation with reading instruction (r: -,175) and a positive low correlation with environmental input (r:0,139) (p<0,05).

Regarding inter-variable relationships, no significant relationship was found between children's print awareness levels and MRB total score (p>0,05). In terms of subscales, reading instruction showed a positive but low correlation only with book concepts (r: 0,176) and print awareness (r: 0,154) (p<0,05).

Does print awareness of preschoolers differ according to age, gender and the type of school?

It was examined whether print awareness of preschoolers differs according to age, gender and the type of school. One-way variance analysis was conducted to determine if children's print awareness showed a significant difference based on their age and the results can be seen in Table 2 below.

Table 2. Results of the one–way variance analysis for print awareness according to children's age

Control List	Source of Variance	Sum of Squares	SD	Mean of Squares	F	p
Book Concepts	Inter group	48,625	2	24,313	6,634	0,002
	Intra group	732,921	200	3,665		
	Total	781,547	202			
Print Concepts	Inter group	59,780	2	29,890	14,957	0,000
	Intra group	399,669	200	1,998		
	Total	459,448	202			
Print Awareness Total Score	Inter group	216,199	2	108,099	12,312	0,000
	Intra group	1755,969	200	8,780		
	Total	1972,167	202			

As indicated in Table 2, the scores children achieved both in the subscales (book and print concepts) and in the overall scale showed significant difference according to their age (p<0,05). LSD test was carried out to understand which age group produced the difference and the results are presented in Table 3.

Table 3. Results of the LSD test by age groups

Control List	Age (I)	Age (J)	Mean Difference (I-J)	SE	P
Book Concepts	5	4	,93328(*)	,29005	,002
		3	1,11448(*)	,44778	,014
	4	5	-,93328(*)	,29005	,002
		3	,18120	,46559	,698
	3	5	-1,11448(*)	,44778	,014
		4	-,18120	,46559	,698
Print Concepts	5	4	1,02029(*)	,21419	,000
		3	1,26936(*)	,33066	,000
	4	5	-1,02029(*)	,21419	,000
		3	,24907	,34381	,470
	3	5	-1,26936(*)	,33066	,000
		4	-,24907	,34381	,470
Print Awareness Total Score	5	4	1,95358(*)	,44896	,000
		3	2,38384(*)	,69309	,001
	4	5	-1,95358(*)	,44896	,000
		3	,43026	,72066	,551
	3	5	-2,38384(*)	,69309	,001
		4	-,43026	,72066	,551

Table 3 shows that there was a significant difference between the scores of 5 year-old children and 3-4 year-old children regarding the subscales (book and print concepts) and the overall scale (p<0,05). Considering the print awareness mean scores, 5 year-old children, compared to 3-4 year olds, achieved

higher scores both in the subscales and in the overall scale. Scores from the subscales and from the overall scale did not show any significant differences between 3 and 4 years old children (p>0,05). In other words, it was seen that 5 year-old children had higher scores while print awareness scores of 3 and 4 year-olds showed similarity.

Independent samples t-test was conducted to examine whether print awareness of children show any significant difference according to their age and type of school. The results are provided in Table 4 and 5.

Table 4. Results of the t-test for print awareness according to age

Control List	Gender	N	$\overline{X}$	SD	t	P
Book Concepts	Girls	110	4,52	1,98	1,408	0,161
	Boys	93	4,13	1,94		
Print Concepts	Girls	110	2,42	1,53	1,109	0,269
	Boys	93	2,18	1,47		
Print Awareness Total Score	Girls	110	6,94	3,17	1,422	0,156
	Boys	93	6,31	3,05		

As Table 4 reveals, no significant difference was found by gender in the subscales (book and print concepts) and in the total print awareness scores (p>0,05). That's, print awareness level of both girls and boys seemed to be similar.

Table 5. Results of the t-test for print awareness according to the type of school

Control List	School Type	N	$\overline{X}$	SD	t	p
Book Concepts	Nursery School	105	4,47	1,96	0,950	0,343
	Kindergarten	98	4,20	1,97		
Print Concepts	Nursery School	105	2,19	1,59	1,173	0,242
	Kindergarten	98	2,44	1,41		
Print Awareness Total Score	Nursery School	105	6,66	3,21	0,032	0,974
	Kindergarten	98	6,64	3,05		

As can be seen in Table 5, there was no significant difference by the type of school in the subscales (book and print concepts) and in the total print awareness scores (p>0,05), which means that children attending a nursery school and those in a kindergarten shared a similar level of print awareness.

Discussion and Conclusion

The present study was carried out to determine the relationship between print awareness of preschoolers and maternal reading beliefs and whether print awareness of these children differ according to the variables of age, gender and the type of school. In the first place, Pearson correlation coefficient was calculated to analyze the print awareness of preschoolers and reading beliefs of their mothers. The results indicated that subscales of children's print awareness (book and print concepts) were positively and moderately correlated with each other and these subscales showed a positive and high correlation with the overall scale (p<0,05). Findings in the literature related to the subscales of print awareness seemed to be consistent with these results (Justice et al., 2006; Vukelich et al., 2008). This could be considered as a finding for the validity of the scale though it is not what the present study focused on. It could be said, therefore, that factors leading to print awareness were appropriately given place in the scale.

It was also revealed that total scores from mother reading beliefs showed a positive, moderate to high relationship with teaching efficacy, positive effect, knowledge base and resources; a positive but low relationship with environmental input and a negative and low relationship with reading instruction (p<0,05).It is an expected result that the reading instruction has a negative relationship with the overall scale because it is strongly emphasized that there is no letters or reading teaching within the preschool program implemented in Turkey. It is stated in the program (MNE, 2013) that:

> It is not the aim of preschool education to teach children how to read and write but make them acquire the skills to quickly learn to read and write in primary school. Teaching reading and writing is definitely not the objective. Teaching reading and writing is not

> included in the program and nor is teaching letters or having children write them(p.44).

For that reason, the items included in the subscale "reading instruction" (Parents should teach their children how to read before they start school, I help my child point to the different letters and numbers when reading a book with my child) are not consistent with the preschool program.

Another finding from the study also indicated that there was no significant relationship between print awareness of preschoolers and maternal reading beliefs. Of the subscales of mother reading beliefs, only reading instruction showed a positive but low correlation with book concepts and total scores from print awareness ($p<0,05$).

Studies in the literature suggest different results with regard to the relationship between children's literacy skills and parental reading beliefs. Some studies found a significant relationship between parental reading beliefs and children's literacy skills (Gonzalez et al., 2010; Curenton & Justice, 2008; Cottone, 2012). Results of these studies do not show consistency with those of the present study. Yet, contrary to these studies, others found no significant relationship between parental reading beliefs and children's development of literacy skills (Anderson, 1995; Baker & Scher, 2002; Skibbe et al., 2008). Similarly in this study, no significant relationship was observed between children's print awareness and mother reading beliefs. Therefore, it might be suggested that maternal reading beliefs do not influence print awareness of children. What should be noted here is the size of the effect of mothers' reading beliefs on their behaviors and home practices. Studies found a significant relationship between home literacy environment and reading beliefs (Audet, 2013; Curenton & Justice, 2008; Roberts et al., 2005; Weigel et al., 2006a). Nevertheless, the impact of home literacy environment on children's literacy skills may not be positive all the time. Brown et al. (2013) did not discover any significant relationships between children's literacy skills and literacy attitudes of their parents. Accordingly, further research is needed to analyze the relationship between reading beliefs of mothers and the literacy environment they provide at home and also to examine their effects on literacy skills of children.

Another question investigated through this research was whether the children's print awareness differed according to their age, gender and school type. It was found that print awareness scores did not show any differences according to the variables of gender and school type ($p>0,05$). A look into the literature review shows that gender is not significantly influential in reading and writing development during preschool years. Kelman (2006) reported no significant relationship between literacy skills of preschoolers and gender. Another study revealed that print awareness showed no significant difference between girls and boys (Brown et al., 2013). A similar finding was obtained in the present study, showing no difference between the print awareness scores of girls and boys. No study was encountered in the literature concerning the effect of school type on reading and writing development. Nevertheless, it is quite natural that print awareness does not differ significantly according to the type of school since the same program is implemented both in nursery schools and kindergartens in Turkey.

This study also revealed that age was the only variable showing a significant difference with regard to print awareness ($p<0,05$). It was seen that print awareness of 5 year-olds was higher than that of 3 and 4 year-olds both in each of the subscales and in the overall scale. Print awareness scores of 3 and 4 year-old children were found to show no significant difference both in the subscales and in the overall scale ($p>0,05$). Previous research suggests that age is an important factor in literacy skills during preschool period. Kelman (2006) reported that children's age showed a significant difference in the literacy skills of preschoolers (alphabet knowledge and phonological awareness); older children compared to younger ones were found to be more successful. In another study conducted by Acarlar, Ege, and Turan (2002) emphasized that skills in metalinguistic processes (word, syllable and segmentation and finding words with a given initial and final phoneme) get improved by age. Longcamp, Zerbato-Poudou, and Velay (2005) also revealed that letter perception and letter writing ability of 3-5 year-old children develops as they get older. Age is an important factor in print awareness as in other reading and writing skills. Print awareness is reported to increase with age (Ezell & Justice, 2005). In a study undertaken by Brown et al. (2013), it was reported that print awareness is associated with age and children's print awareness develops based on their age. Evans et al., (2008)

showed in their study that children aged 3-5 mostly prefer to look at the pictures of the book read to them, yet they begin to look at the prints as they grow up. In terms of the effect of age, the findings from previous research are consistent with the findings of this study. Age, therefore, could be considered as one of the important factors in print awareness.

Print awareness is an important skill necessary for the development of print awareness among preschoolers. Based on the study findings, this skill can be said to improve with age and be a developmental skill. Nevertheless, educational settings provided at preschools to develop children's print awareness lie beyond the scope of this study. So it would be wrong to assert that print awareness is only influenced by age. Another finding from the present study is that there is no significant relationship between preschooler's print awareness and maternal reading beliefs. This study did not deal with the relationship between reading beliefs of mothers and the practices they do at home and mothers were not asked about their home practices. It is likely that there are differences between reading beliefs of mothers and the practices they do at home. For that reason, future research can focus on the relationships between the reading beliefs/home literacy practices of mothers and print awareness and other literacy skills of children. The relationship between maternal reading beliefs and other reading-writing skills during preschool years (phonological awareness, writing, oral language skills) can also be investigated. Besides mother reading beliefs, studies can be conducted with fathers to evaluate their reading beliefs. It was found in this study that age is the major factor determining print awareness, so future studies should include the education and literacy environment provided during preschool years and attempt to identify their role in predicting print awareness.

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