

Selection and Reading of Picture Storybook for Young Children: A Scale Development Study

Gonca ULUDAĞ^{a*}, Mehmet ALVER^b, Gülşah ÇEVİK^c

a* Asst. Prof. Dr., Giresun University, <https://orcid.org/0000-0001-5665-9363> drgoncauludag@gmail.com

b Assoc. Prof. Dr., Giresun University, <https://orcid.org/0000-0003-4832-7363>

c Preschool teacher, None, <https://orcid.org/0000-0002-2065-7013>

Research Article
Received: 6.5.2022
Revised: 2.3.2023
Accepted: 2.3.2023

ABSTRACT

The study aims to develop the Picture Storybook Selection Criteria Scale and the Picture Storybook Reading Behavior Scale for Children. The scales' initial forms were administered to 306 parents with 48-72-month-old children. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted to ensure these three-point-Likert-type scales' structure validity. The EFA results suggest that the Picture Storybook Selection Criteria Scale consists of 17 items and three factors. The Cronbach Alpha coefficient for this first scale as a whole is 0.775. As a result of CFA, the construct of the model was confirmed. The EFA results suggest that the Picture Storybook Reading Behavior Scale consists of nine items with one factor. The Cronbach Alpha coefficient of the second scale is 0.787. CFA results show that the model's one-factor construct was confirmed. As a result, it was determined that both scales were suitable for their purpose, valid and reliable. This study provides opportunities to increase parents' confidence in choosing and reading picture storybooks for their children and to help educators support parents and families.

Keywords: Picture storybook; reading for children; parent; early childhood; validity-reliability, scale

Küçük Çocuklar İçin Resimli Hikaye Kitaplarının Seçimi ve Okunması: Bir Ölçek Geliştirme Çalışması ÖZ

Bu çalışma, Resimli Hikâye Kitabı Seçme Kriteri Ölçeğinin ve Çocuğa Resimli Hikâye Kitabı Okuma Davranışı Ölçeğinin geliştirilmesini amaçlamaktadır. Üçlü Likert tipteki bu ölçeklerin yapı geçerliğini sağlamak için sırasıyla Açımlayıcı Faktör Analizi (AFA) ve Doğrulayıcı Faktör Analizi (DFA) gerçekleştirilmiştir. AFA sonuçları Resimli Hikâye Kitabı Seçme Kriteri Ölçeğinin 17 madde ve 3 boyuttan oluştuğunu göstermektedir. Bu ilk ölçeğin tamamı için Cronbach Alfa katsayısı 0.775'dir. DFA sonucunda ise modelin yapısı doğrulanmıştır. AFA sonuçları Çocuğa Resimli Hikâye Kitabı Okuma Davranışı Ölçeğinin 9 maddeden ve tek boyuttan oluştuğunu göstermektedir. Bu ikinci ölçeğin Cronbach Alfa katsayısı 0.787'dir. DFA sonuçları modelin tek boyutlu yapısının doğrulandığını göstermektedir. Sonuç olarak her iki ölçeğin de amacına uygun, geçerli ve güvenilir olduğu belirlenmiştir. Bu çalışma, ebeveynlerin çocukları için resimli hikâye kitapları seçme ve bu kitapları okuma konusundaki güvenini artırma ve eğitimcilerin ebeveynleri ve aileleri desteklemelerine yardımcı olma fırsatları sunmaktadır.

Anahtar kelimeler: Resimli hikâye kitabı, çocuklara kitap okuma, ebeveyn, erken çocukluk, geçerlik-güvenirlilik, ölçek

To cite this article in APA Style:

Uludağ, G., Alver, M., & Çevik, G. (2023). Selection and reading of picture storybook for young children: A scale development study. *Bartın University Journal of Faculty of Education*, 12(2), 233-251. <https://doi.org/10.14686/buefad.1113030>

© 2023 Bartın University Journal of Faculty of Education. This is an open-access article under the Creative Commons Attribution NonCommercial 4.0 license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Language development is a critical part of early childhood. Children learn their mother tongue and learn the grammar, communication requirements, and language units naturally and improvised (Yapıcı, 2004). Language development occurs at a very rapid pace from birth to the first years. Environmental and genetic factors are essential (Er, 2020). For Kostelnik et al. (2014), the quality of language development during this period largely depends on the early experience of oral language capacity. In other words, language is built through unstructured interactions with others. Therefore, adults should continuously encourage children's receptive and expressive language and vocabulary knowledge.

Language learning is based on five pillars: listening, speaking, visual, reading, and writing. Listening refers to paying attention to communication. Speaking means individual self-expression to develop a sufficient vocabulary and language structure. Writing is an act of understanding the alphabet system to communicate. Visual skill refers to paying attention to visual communication, as in listening. Reading necessitates using grammatical and prior knowledge sources to make sense of the text. Lastly, writing is an act of understanding the alphabet system to communicate (Kostelnik et al., 2014). The individuals around them develop these skills. Such interactive processes as playing games, talking and singing to them, or reading books develop language skills (American Academy of Pediatrics, 2008; Er, 2020).

Picture Storybook

"Literature for young children is typically published in a picture book format" (Sawyer, 2012, p. 77). According to Uzmen (2001), the picture book combines visual and textual elements with or without a story, primarily aimed at preschool children. If more emphasis is placed on the story, it is called a picture storybook. Picture storybooks have essential contributions to children's learning and perception. In addition, these books deal with the book's subject with pictures so that children can grasp the subject better (Özen, 2020). High-quality picture storybooks combining text and illustration play a significant role in social and cognitive development (Hladikova, 2014); children learn about the world and life, acquire the first literary and aesthetic values, and make the child's development reading habits (Tuncer, 2000). For picture storybooks to qualify as high-quality, they must have many features in design and content.

Design features include size, format, paper, printing, page layout, image, cover, and binding. These features are as follows (Göknil, 2000; Hladikova, 2014; Lynch-Brown et al., 2014; The Republic of Türkiye Ministry of National Education [MoNE], 2013; Oğuzkan, 2013; Oral, 2000; Sever, 2008; Tuncer 2000; Ural, 2013):

- Books should be of mini book size that the child can hold with his hand or of large sizes called lap length,
- Books can be in different formats such as vertical, horizontal, rectangle, square, cat, phone, etc.,
- The paper should be matte, high-grade paper pulp that does not break easily or wear out,
- Minimal and straightforward sans serif and 20-24 points fonts should be used. It should also be noted that the font size will look different depending on the font format. In addition, there should be no letter and punctuation errors,
- The images should be at mostly full width,
- Images should be animated, and the details of the image should represent information and concepts,
- The cover must be made of durable, thick bristol cardboard, covered with lacquer or cellophane for more prolonged use. The cover picture and the title should predict the content of the book,
- The bookbinding process should be perfect as the child will touch the book countless times and turn its pages. The preferable binding technique is thread-sewn binding,

Content features are a theme, subject, characters, language, and narrative. These features include (MoNE, 2013; Morrow, 2007; Oğuzkan, 2013; Sawyer, 2012; Sever, 2008; Tuncer, 2000; Ural, 2013):

- The book should have a theme. The theme is the emotion and thought that recurs in or permeates a book. It should be clear and straightforward,
- The book content should involve real-life topics and suggest action and rapid movement,
- There should be a small number of characters in the book. These can be people, animals, or objects,

- The book should improve the child's language abilities. Language developments -especially vocabulary knowledge- should be compared with norms. In addition, short and simple sentences containing a single subject and predicate should be used. Slang should not be included in the narrative.

Reading Books to Child

Reading can be defined as a process that includes perceiving, comprehending, making sense, and interpreting written messages through the sensory organs (Odabaş et al., 2008). On the other hand, the reading habit is that the individual perceives reading as necessary after learning to read and performs the book regularly and continuously (Tanju, 2010). "Reading to learn is an essential tool for life-long learning. It is one of the powerful and lasting influences in promoting personal development and social progress" (Thanuskodi, 2011, p. 79-80).

Reading habit is a critical process that should be developed early. If people around them support and model this habit, children will probably engage in this behavior and develop the reading habit. The American Academy of Pediatrics (2008) asserts that children introduced to reading at an early age tend to read earlier than children who are not exposed to books at earlier ages. Machado (2010) notes that cultivating a love of reading in preschool helps ensure a child's reading habit and success.

Curiosity is the first impulse that leads young children to books. Parents are the first adults who actively support this feeling and thus contribute to the child's reading habit (Duffy, 1967). According to Cheng (2019), one of the parents' essential responsibilities is to make babies and young children gain the habit of reading by maximizing their knowledge, cognitive skills, and imagination. Parents' role in developing reading habits early.

According to Vygotsky (1978), social interaction and language during this interaction are essential in developing the child's cognitive development. Debaryshe (1993) stated that reading activities shared between parents and preschool-aged children facilitate language learning. Because parents use more sophisticated language when reading stories to their children than during free play (Debaryshe, 1993; Fletcher & Reese, 2005). According to the result of research (Logan et al., 2019), parents who read 1 picture book with their children daily provide their children with exposure to an estimated 78,000 words each year. On the other hand, Fletcher and Reese (2005) emphasized that picture book reading may notably support parental efforts to guide their children's attention and participation.

Shared book reading in early childhood develops child's school readiness skills and plays a unique role in the child's vocabulary learning (Burgess et al., 2002; Patel et al., 2020; Robertson & Reese 2015). The empirical literature provides enough evidence to support this claim. For example, Işitan et al. (2020) conducted research with children in preschool age. The results showed that children's writing awareness skills increased even when mothers read only regularly qualified children's books to their children. O'fallon et al. (2020) carried out a study with children aged 35-37 months. The research found that reading picture storybooks to children can be used as a way to encourage vocabulary learning. Santi's (2020) study showed that the proper use of picture storybooks will improve children's (4-5-year-old) visual intelligence. Lastly, Kostelnik et al. (2014) assert that language modelling is a fabulous tool for children to use language. Reading and sharing stories appropriate to the child's age, interest and culture, sharing at least one book or story daily, and talking and listening to children help children development in many ways. However, according to McGee and Schickedanz (2007), reading books alone is insufficient to support children's development. How books are shared with children is also essential. Thus, there are a number of issues that parents should pay attention to when reading picture storybooks to young children (Alkan Ersoy & Bayraktar 2017; Lynch-Brown et al., 2014; Machado, 2010; Reach Out and Read, n.d.):

- Parents should read with children daily, even for just a few minutes,
- Parents should talk to their child about the pictures in the book,
- The child should be allowed to swipe the book in an attempt to turn the pages,
- The child should be shown the cover page of the book and informed about the content,
- Fingers should have hovered over the words,
- Making silly sounds, especially animal sounds, are essential. So that the sound should be used as a stimulus,
- Books related to events in the child's life (going to school, moving to a new home, etc.) should be selected,
- The story in the book should be animated. And also, character voices for the story should be created,

- Questions should be asked about the story, and he/she should be allowed to ask about the story,
- While reading, the child should be allowed to sit next to her or on the parent's lap.

Current Study

Picture storybooks are indispensable materials for preschool children. These books' quality is essential because parents know what to look for when choosing a book for their children. Thus, children can be brought together with suitable and quality books. Books for children are as important as reading the selected books or telling the story. Pekdoğan (2017) found that when purchasing, parents mostly paid attention to the book's educational, entertaining and creative features, such as age-appropriate content, color, and font size. Besides this, reading and storytelling with children are also essential. In addition to selecting books, parents' reading behaviors' appropriateness to the child is also crucial in supporting the child's development. Sutton et al. (2007) note that parents' sensitive support promotes reading and vocabulary development. Most research findings also support this claim. For example, Işıkoğlu-Erdoğan et al. (2017) found that the use of question and feedback strategies when the reading had a positive effect on the receptive and expressive language development of 4-5-year-olds children. However, most families do not interact adequately with their children while reading despite its importance. A research finding by Işıkoğlu-Erdoğan et al. (2016) reveal that most parents of 4-5-year-olds attending kindergarten ended the activity without doing anything after reading and did not want the child to re-animate or tell the story.

There has been a rising interest in the literature dealing with research instruments designed for illustrated children's books. For example, Gönen et al. (2014) prepared a five-part "Book Checklist" to evaluate illustrated children's books for 0-3 age groups. The five sections of the checklist are: (1) introductory part containing such information as the title of the book, name of publisher, publication year, type, label, price, number of pages, whether the book is translation, (2) a 17 item section on physical qualities, (3) an 8 item section on illustration qualities, (4) a 12 item section on content qualities and (5) a 2 item section on additional qualities. Deniz and Gönen (2020) designed a scale to assess the nature of picture storybooks. The Cronbach Alpha coefficient of this scale, which used sufficient, partially sufficient and insufficient options to measure the various characteristics of the books, was 0.94. Aram and Aviram (2009) designed a five-point Likert-type scale which was used to explore the difference between the children's books selection criteria of preschool children's mothers and the experts. The scale has 32 items related to the language, picture, topic, and theme sub-groups. Körükçü (2012) conducted a study to examine the illustrated children's using his own "Book Registration Form". The study found that most books are medium-sized, the cover and pages are glued, and illustrations and text are related. The books also had bad book cover designs. Apart from these, there are other research instruments regarding reading behaviors and attitudes to the child. For example, Bracken and Fischel (2008) used a survey of family reading behavior to investigate preschool children's family reading behaviour. The study focused on the relationship between different dimensions of family reading behavior, such as child reading, parent reading interest, and parent-child reading interaction. DeBaryshe and Binder (1994) designed Parent Reading Belief Inventory to measure parents' beliefs about the goals and process of reading aloud to 2-5-year-old-children. The inventory is a four-point Likert type. Another research instrument is 'Child-Parent Shared Reading Activities Scale'. It was designed by Işıkoğlu Erdoğan (2016) in order to reveal parents' reading activities with their children. Lastly, Bayraktar (2019) designed "Scale of Interior and External Structure of Storybooks" to investigate parents' views on the book selection process for their children.

The literature review shows that there is limited number of studies on research tools exploring the criteria for parents' selection of picture storybooks to their 48-72-month children and the behavior of reading these books to their children. In order to fill this gap, this study aims to design two research instruments that generate valid and reliable measurements. The first is 'Picture Storybook Selection Criteria Scale', which explores parents' criteria when selecting a picture storybook for their 48-72-month children. The other instrument the study aims to design is 'Picture Storybook Reading Behavior Scale for Children', which explores parents' behaviors reading these books to children.

Research Questions

The study aimed to design two research instruments that generate valid and reliable measurements. The first is the 'Picture Storybook Selection Criteria Scale (PSSCS)', which explores the parents' criteria when selecting a picture storybook for their 48-72-month-old children. The other instrument the study aimed to design is the 'Picture Storybook Reading Behavior Scale for Children (PSRBSC)', exploring parents' behaviors while reading these books. Two sub-questions were addressed:

1. Is the PSSCS a valid and reliable instrument for measuring picture storybook selection for 48-72 months old children?

2. Is the PSRBSC a valid and reliable measurement instrument for measuring the reading behavior of picture storybooks to 48-72 months old children?

METHOD

Research Design

This research is a scale development study. According to Tay and Jebb (2017), scale development is a process of developing a reliable and valid measure of a construct to assess an attribute of interest.

Participants

Three hundred six parents (263 mothers, 43 fathers) lived in a city in Türkiye's Eastern Black Sea region and had 48-72-month-old children (enrolled in the preschool) participate in the study. Participants were selected using purposeful nonrandom sampling because it is easily accessible. The characteristics of the participants are shown in Table 1.

Table 1. The Characteristics of Participants

Characteristics		%
Age of Participant's Child	48-60 months old	27
	61-67 months old	46
	68-72 months old	27
Level of Educational (Mother)	Primary school graduate	4
	Secondary school graduate	7
	High school graduate	36
	Associate's degree	13
	Bachelor's degree	37
	Master's degree	2
	Ph.D. degree	1
Level of Educational (Father)	Primary school graduate	5
	Secondary school graduate	8
	High school graduate	29
	Associate's degree	14
	Bachelor's degree	30
	Master's degree	9
Monthly Household Income	1000-2000 Turkish Lira	15
	2001-4000 Turkish Lira	29
	4001-6000 Turkish Lira	33
	6001-8000 Turkish Lira	14
	8000+ Turkish Lira	9
Buying Picture Storybook (Monthly)	At least once a month	39
	<u>Several times a month</u>	<u>35</u>

Data Collection Tools

The scale development process was carried out in two basic steps: instrument development and exploring psychometric properties (Yurdugül, 2005). The seven steps involved in instrument development are (1) concept identification, (2) literature review, (3) construction of the items, (4) identifying scale format, (5) construction of initial form, (6) obtaining an expert opinion and (7) construction of final form. Exploring the psychometric properties includes pilot implementation, item factor analysis, and final form construction (DeWellis, 2017; Tezbaşaran, 2008; Yurdugül, 2005).

The study focuses mainly on those main topics: research on picture storybooks in the early years, the characteristics of these books, and the points to be considered when reading to the preschool child. Based on these topics, an initial item pool containing 33 items for the picture storybook's selection criteria and 11 items for the PSRBSC was generated. Of 33 items, 12 are related to language, expression, and age-appropriate characteristics, 9 to content characteristics, and 13 to formal characteristics. The 11 items, on the other hand, are related to the parent's behaviour when reading a picture storybook to the child. Both scales are 3-point Likert-type which use

‘(3) agree’, ‘(2) neutral’ and ‘(1) disagree’ options to measure agreements. One of the most common item formats is the Likert scale. When used, the item is presented as a declarative sentence, followed by response options that indicate varying degrees of agreement with or endorsement of the statement (DeWellis, 2017). In other words, Likert-type scales are based on self-report (Tezbaşaran 2008); that is to say, participants are asked to rate the level to which they agree with an item. The current study also used a 3-point preference scale both in terms of ease of use and aim of measurement. For this reason, a structure with three options was preferred to facilitate the participants. For Jacoby and Matell (1971), 5-point or 7-point scales do not appear to be an overwhelming advantage in their use. Besides, they can be problematic for ease of use for certain participant groups. So 3-point Likert-type scales are always good enough.

The study provided evidence of content validity using item relevance ratings by experts. Experts were asked to rate each item and how well they fit the scale's scope and aim. Two experts are preschool education specialists with a doctoral degree; one is a child development specialist with a master's degree. One of the experts is a preschool teacher with eight years of professional experience. Two Turkish language specialists were also asked to check whether the scale items were understandable to the readers. Two preschool teacher candidates and three parents who were not in the study group explored the items further to determine whether they performed the same. Based on the feedback from experts, students, and parents, each item's content validity ratio was calculated using Lawshe's formula. Lawshe's formula of content validity is $(CVR) CVR = [N_e - N/2] - N/2$, in which N_e is the number of experts classifying each item into "essential" and N is the total number of experts (Lawshe, 1975). CVR varies between -1 and +1. The content validity rate of each item should be 0.99 or 1.00. A higher score means further agreement between experts on that item's necessity (Sönmez & Alacapınar, 2016). In the study, the critical CVR value for six experts was set to 0.99 at $\alpha=0.05$ significance level according to Lawshe's formula. For the PSSCS, the CVRs for 25 items were equal to 1.00, for six items to 0.66, two to 0.33, and one to -0.33. So, eight items with CVRs less than 0.99 were excluded from the scale. Thus, the content validity of these 25 items was statistically established. For the PSRBSC, the CVRs for all 11 items were equal to 1.00, indicating perfect agreement. So, no item was excluded from the scale.

Following these procedures, the draft scale was administered to 6 parents, not in the study group. It took 24 minutes to complete the PSSCS and 15 minutes for the PSRBSC. Based on the feedback received, no problems were identified regarding understanding and clarity.

Data Collection

The data were obtained between December 2018 and February 2019. Before the data collection process, the administrators of the preschools were interviewed and informed about the study. The participants were reached with the support of the administrators and teachers of the six preschools. It was explained to the parents that they could stop answering the items on the scales at any part of the study and leave the study. Thus, the parents who volunteered to participate in the study participated in the survey. Voluntary participation was significant. Erkuş (2012) emphasizes that it is essential to sample the range of the measured feature in scale development studies and that participation should be voluntary. The participants filled out the information form, followed by the PSSCS and PSRBSC. The process took approximately 40 minutes for one participant.

Research Ethics

We informed the participants about the aim of the study and the process before collecting the data. It was explained to the participants that participation in the research was voluntary. It was stated that they could stop responding to the items in the data collection tools. Within the scope of this information, the participants who wanted to participate in the study signed an informed consent form. As researchers, we undertake to comply with universal ethical rules at all stages of the study. In addition, since the data belong before 2020, additional ethics committee approval cannot be obtained.

Data Analysis

The construct validity was carried out by exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The psychometric properties such as Cronbach's Alfa coefficient, item-total correlation, and item discrimination were evaluated based on the statistical package program's analyses for social sciences. But CFA was considered using Lisrel (Jöreskog & Sörbom, 1993). Various suggestions exist about the minimum sample

size required for factor analysis applications. For example, the sample should consist of at least 150 participants according to Tabachnick ve Fidell (2007), at least 250 participants, according to Cattell (1978), and at least 300 participants according to Norusis (1994). Three hundred and six participants took part in this study. Comrey and Lee (1972) define a sample size of 300 participants as "good".

The same data set was used in study's EFA and CFA analyses. Different opinions exist about performing EFA and CFA analyses with the same data set (Cabrera-Nyugen, 2010; Erkuş, 2016; Fabrigar & Wegener, 1999; Henson & Roberts, 2006; Worthhington & Whitaker, 2006). Erkuş (2016) states that artificially dividing the sample into two and applying EFA to half and CFA to the other half is definitely not correct. As a result of the study in which they examined the articles on scale development published in the field of education in Türkiye, Şahin and Boztunç-Öztürk (2020) concluded that EFA and CFA analyses were performed using the same data in more than half of their studies. Doğan et al. (2020) suggested that EFA and CFA analyses are not performed by dividing the data into structures where the number of samples is less than 500. In this context, the same data set was used in the EFA and CFA analyses in the study, considering the sample size. EFA is a process whose primary goal is identifying underlying relations between measured variables (Field 2013). This study measured the appropriateness of data structure and number for EFA through the Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity. Besides, principal component analysis was used for factor extraction. The Eigenvalues-greater-than-one rule proposed by Kaiser was used for selecting the optimal number of factors. The scree plot graph was also examined. In the literature, researchers propose values of 0.30 criteria for selection (Kline, 1994).

CFA is a statistical technique used to verify observed variables (Suhr, 2006). Researchers generally use fit indices and statistics to assess confirmatory factor analysis. The fixed index and statistics used in this study are Chi-square/Degrees of Freedom (χ^2/sd), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Normed Fit Index (NFI), Comparative Fit Index (CFI), Relative Fit Index (RFI), Standardized Root Mean Square Residual (SRMR) and Root Mean Square Error of Approximation (RMSEA). Some critical values indicating good model fit were calculated for this index and statistics. These necessary value intervals were shown together with the scales' values in the results section. Total scores were also calculated to measure the scale items' distinctiveness. The lower and upper 27% groups were formed based on these scores. The scale items' distinctiveness was tested by t-test using lower and upper groups.

Cronbach's Alfa coefficient, item-total correlations, and corrected item-total correlations values were calculated in the reliability of the scales. Cronbach's Alfa was calculated for a full scale, including all subscales and factors. As a general rule majority of the scale items should be highly correlated (Büyüköztürk, 2016).

FINDINGS

Findings of the PSSCS

Before EFA, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity were conducted to measure data appropriateness. The outcome for KMO value was 0.845, and Bartlett's Test of Sphericity was generated ($\chi^2=1197.656$, $p=0.000$). Tabachnick and Fidell (2007) assert that the minimum acceptable value ($p<0.05$) for KMO is 0.6 and 0.5 for Bartlett's Test of Sphericity. As such, the data is well-suited to the factor analysis.

While performing EFA, an initial form of the 25-item was first generated. Then the "varimax" rotation method was conducted to assess the underlying structures for these items (Büyüköztürk, 2016). The items with factor loading below 0.30 and those loading below 0.10 with more than one factor were eliminated. Finally, eight items were excluded from the scale, and a second final form of the scale containing 17 items was developed. The eigenvalues of the scale factors and the explained variance were applied to determine the number of factors (Table 2).

Table 2. The Rates of Eigenvalue-Explained Variance

Factor	Eigenvalues	Explained Variance	Total Variance
1	4.622	27.189	27.189
2	1.792	10.539	37.728
3	1.278	7.519	45.247

Using EFA, it was found that three factors with eigenvalues greater than 1.0 were retained. The total explained variance was 45.247%. Tezbaşaran (1997) reports that the minimum explained variance in research is 40%. As such, the scale satisfies the requirements of factor analysis. Another option is using a scree plot graph. The scree plot graph for the second final form of the 17 items scale is shown in Figure 1.

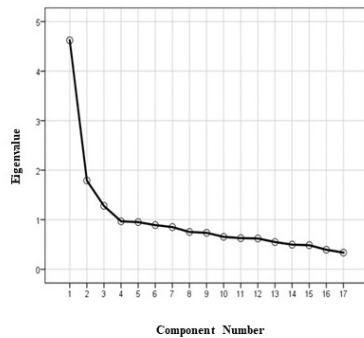


Figure 1. *The Scree Plot Graph of the PSSCS*

When Figure 1 is examined, it is understood that the amount of eigenvalues depends on the factors of the data set. It shows a sharp decline between the first and second eigenvalues. The first four factors account for most of the total variability. The remaining eigenvalues, on the other hand, constitute rubble. Given the changes in the Kaiser rule and the scree plot graph, the scale items were structured on three factors. The factor load of the three-factor scale items produced by “varimax” rotation is shown in Table 3.

Table 3. The Factor Load of the Scale Items Produced by “Varimax” Rotation

Items	Factor Load		
	1	2	3
i25. I choose a book that increases my child’s vocabulary.	0.704		
i19. I choose books that appeal to the age level of my child.	0.686		
i33. I chose books most suitable to the grade level of my child.	0.682		
i22. Lovable characters push me to purchase a book.	0.657		
i21. I pay attention to the content. I wonder whether the title can assist the meaning-making process.	0.589		
i12. I explore the pictures to determine whether they reflect the book's actual content.	0.557		
i13. I pay attention to author’s language, whether he/she uses simplified language to encourage a child’s understanding.	0.510		
i5. I pay attention to age levels for children's books.	0.408		
i28. I prefer books that nurture and inspire such universal values as peace, love, kindness, etc.*		0.724	
i27. I don't care if the book has slang phrases or words.*		0.706	
i26. I prefer books with a basic idea.		0.511	
i30. I don't buy books that seriously harm my child's imaginary world.		0.508	
i17. I prefer books that utilise the best typography for overall reading comfort.			0.717
i18. I prefer books that use correct punctuation and spelling.			0.698
i3. I pay attention to whether the author's name and publisher's information are on the book's cover.			0.665
i10. I prefer a book that do not wear out more quickly.			0.549
i16. I review what information goes on the back cover of the book.			0.389

* Reverse coded scale items

The correlation values between the factors were calculated as 0.491 between the first and second factors, 0.334 between the first and third factor, and 0.195 and between the second factor and third factor. The factors were named as ‘Language, Expression, Age-Appropriate Characteristics (Factor 1)’ ‘Content Characteristics (Factor 2)’ and ‘Formal Characteristics (Factor 3)’.

CFA was conducted to test the 3-factor model obtained from EFA. Second-order CFA was then employed to confirm the structure of these three factors’ load into the underlying sub-dimensions. The factor loads and distribution obtained from CFA and second-order CFA are shown in Figure 2 and Figure 3.

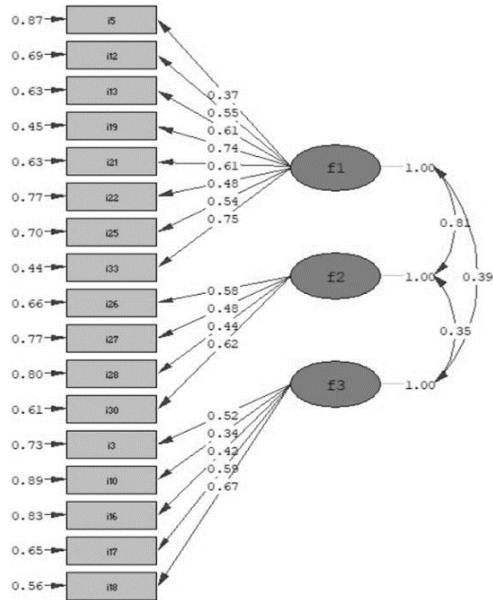


Figure 2. Diagram for CFA model

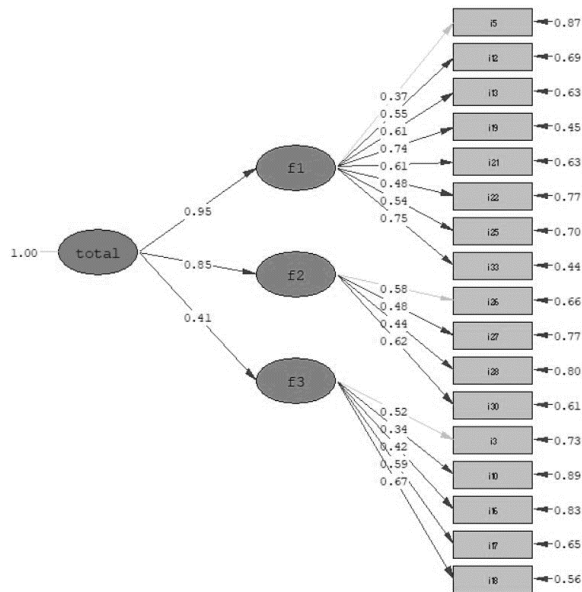


Figure 3. Diagram for second-order CFA model

Table 4. The Fit Indices Obtained From CFA and Second-Order CFA

Fit Indices	Good Fit	Acceptable Fit	CFA	Second-Order CFA
χ^2/sd	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd \leq 3$	2.10	2.11
GFI	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$	0.93	0.93
AGFI	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI \leq 0.90$	0.90	0.90
NFI	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI \leq 0.95$	0.91	0.91
CFI	$0.95 \leq CFI \leq 1.00$	$0.90 \leq CFI \leq 0.95$	0.95	0.95
RFI	$0.95 \leq RFI \leq 1.00$	$0.90 \leq RFI \leq 0.95$	0.90	0.90
SRMR	$0.00 \leq SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.10$	0.057	0.057
RMSEA	$0.00 \leq RMSEA \leq 0.05$	$0.05 \leq RMSEA \leq 0.08$	0.056	0.056

When Table 4 is examined, it is understood that fit indices for both CFA ($\chi^2/sd= 2.10$, GFI= 0.93, AGFI=0.90, NFI=0.91, CFI=0.95, RFI=0.95, SRMR=0.057, RMSEA=0.056) and second-order CFA ($\chi^2/sd= 2.11$, GFI= 0.93, AGFI=0.90, NFI=0.91, CFI=0.95, RFI=0.95, SRMR=0.057, RMSEA=0.056) surpass the threshold suggested by (Hu & Bentler, 1999; Kline, 1994; Schermelleh-Engel et al., 2003). The model's construct was confirmed, and a general factor and three sub-factors were obtained. The scale gives scores based on both total points and sub-factors.

The Item Discrimination of the PSSCS

The item discrimination of the PSSCS was tested by t-test using lower and upper 27% groups. The results obtained from the analysis are shown in Table 5.

Table 5. Item Discrimination and Corrected Item-Total Correlations Results (N=83)

Items (Downside/Upside)	Mean	ss	t	sd	p	Corrected Item-total Correlations
i5	2.542 / 3.000	0.754 / 0.000	-5.533	164	0.000**	0.345
i12	2.410 / 3.000	0.797 / 0.000	-6.749	164	0.000**	0.479
i13	2.687 / 3.000	0.661 / 0.000	-4.316	164	0.000**	0.479
i19	2.795 / 3.000	0.558 / 0.000	-3.345	164	0.001*	0.540
i21	2.747 / 3.000	0.560 / 0.000	-4.118	164	0.000**	0.442
i22	2.386 / 2.976	0.746 / 0.154	-7.058	164	0.000**	0.384
i25	2.530 / 3.000	0.687 / 0.000	-6.233	164	0.000**	0.412
i33	2.807 / 3.000	0.573 / 0.000	-3.065	164	0.003*	0.525
i26	2.422 / 2.964	0.751 / 0.188	-6.381	164	0.000**	0.464
i27	2.518 / 2.976	0.861 / 0.220	-4.697	164	0.000**	0.291
i28	2.482 / 2.928	0.786 / 0.376	-4.660	164	0.000**	0.256
i30	2.663 / 3.000	0.703 / 0.000	-4.370	164	0.000**	0.468
i3	1.795 / 2.855	0.729 / 0.387	-11.711	164	0.000**	0.338
i10	1.928 / 2.771	0.894 / 0.477	-7.582	164	0.000**	0.240
i16	2.024 / 2.964	0.924 / 0.188	-9.084	164	0.000**	0.350
i17	1.747 / 2.892	0.825 / 0.350	-11.649	164	0.000**	0.330
i18	1.446 / 2.819	0.703 / 0.472	-14.778	164	0.000**	0.412

* p <0.05 refers to statistically significant, and ** p <0.001 statistically highly significant.

When Table 5 is examined, it is understood that the 19th and 33rd items yielded a p-value of 0.05 but remained a p-value of 0.001. All the items appear to work well with all groups and satisfy the requirements.

Reliability of the PSSCS

To estimate reliability, the Cronbach's Alfa coefficient was assessed separately for each dimension and overall scale. The first category of the scale has a reliability coefficient of 0.779; the second 0.624; the third 0.628; and the overall scale 0.775. According to George and Mallery (2003), values between 0.6 and 0.7 are acceptable, 0.7-0.9 are good, and 0.9-1.0 are excellent. Therefore, all coefficient values are above the cut-off criterion. Corrected item-total correlations also vary between 0.240 and 0.540. The high levels of these values mean that the items making up the scale measure precisely what they are supposed to measure.

CFA and EFA were applied to the scale to prove its validity. As a result of EFA and CFA, a 3-dimensional model was obtained. Fit indices were also above the threshold level. These analyses suggest that the scale was a valid and reliable instrument.

Findings of the PSRBSC

Before EFA, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity were conducted to measure data appropriateness as in the first scale. The outcome for KMO value was 0.823, and Bartlett's Test of Sphericity was generated ($\chi^2= 1353.653$, $p = 0,000$). These values surpass the threshold suggested by (Tabachnick & Fidell 2007). As such, the data is well-suited to the factor analysis.

While performing EFA, an initial form of the 11-item was first generated. Their factor loading below 0.30 and those loading below 0.10 with more than one factor were eliminated. So two items were excluded from the scale, and a second final form of the scale containing nine items was developed. The eigenvalues of the scale factors and the variances explained were applied to determine the number of factors. Table 6 presented the rates of eigenvalues and explained variance.

Table 6. The Rates of Eigenvalue-Explained Variance

Factor	Eigenvalues	Explained Variance	Total Variance
1	4.121	45.787	45.787

Using EFA, it was found that only one factor whose eigenvalues were greater than 1.0 were retained. As Table 5 shows, the eigenvalues of the factor were 4.121. This factor explains 45.787% of the measured latent variable. According to Büyüköztürk (2016), the minimum explained variance is acceptable in the one-factor analysis in %30. As such, the scale satisfies the requirements of factor analysis. Another option is using a scree plot graph. The scree plot graph for the second final form of the nine items scale is shown in Figure 4.

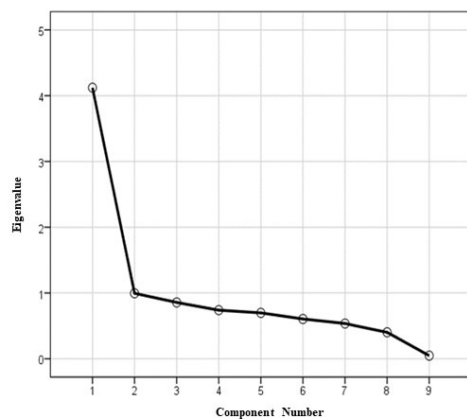


Figure 4. The Scree Plot Graph of the PSRBSC

When Figure 4 is examined, it is understood that the amount of eigenvalues depends on the factors of the data set. It offers a sharp decline between the first and second eigenvalues. As depicted in the graph, the remaining eigenvalues show less dramatic delineations. The scale items were structured on one factor, given the changes in the Kaiser rule and the scree plot graph.

EFA was computed to calculate the factor loads of the items. Since the scale has one factor, no rotation method was applied. The factor load of the scale is shown in Table 7.

Table 7. The Factor Load of The Scale Items Produced By The Rotation Method

Items	Factor Load
i9. I read the book at a speed my child could understand.	0.912
i7. I answer my child's questions about the book.	0.907
i5. I appreciate reading a picture storybook to my child.	0.680
i11. After reading, I ask my child a question about what I read (For example, "which animal did the Hedgehog encounter in the forest?").	0.670
i8. While reading, I hold the book the right way so the child can see the pictures of the book.	0.623
i2. Before reading, I let my child review the book.	0.613
i3. I pay attention to the accent and phrasing of my speech while reading (for example, I masculinize my voice when the wolf speaks.)	0.579
i6. While reading, I try to contact my child (I hug my child) physically.	0.541
i4. I take a break while reading and ask, "What do you think will happen next?".	0.405

When Table 7 is examined, it is understood that nine items are structured under one factor, with factor loads varying between 0.405 and 0.912.

CFA was conducted to test the one-factor model obtained from EFA as in the first scale. The factor loads and distribution obtained from one factor CFA are shown in Figure 5. The fit indices obtained from one factor CFA are shown in Table 8.

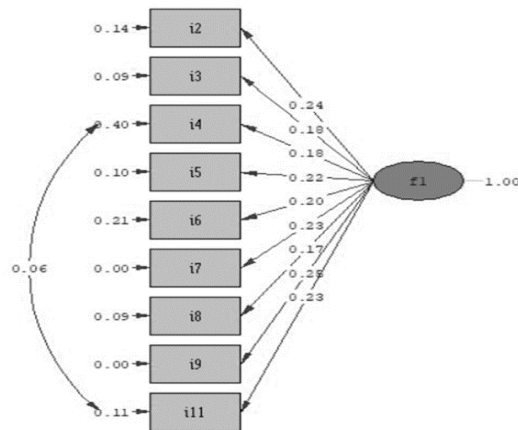


Figure 5. Diagram For One-Factor CFA Model

Table 8. The Fit Indices Obtained From CFA

Fit Indices	Good Fit	Acceptable Fit	CFA
χ^2/sd	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd \leq 3$	2.39
GFI	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$	0.96
AGFI	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI \leq 0.90$	0.92
NFI	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI \leq 0.95$	0.96
CFI	$0.95 \leq CFI \leq 1.00$	$0.90 \leq CFI \leq 0.95$	0.98
RFI	$0.95 \leq RFI \leq 1.00$	$0.90 \leq RFI \leq 0.95$	0.95
SRMR	$0.00 \leq SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.10$	0.042
RMSEA	$0.00 \leq RMSEA \leq 0.05$	$0.05 \leq RMSEA \leq 0.08$	0.068

When Table 8 is examined, it is understood that fit indices for one-factor CFA ($\chi^2/sd= 2.39$, GFI= 0.96, AGFI=0.92, NFI=0.96, CFI=0.98, RFI=0.95, SRMR=0.042, RMSEA=0.068) surpass the threshold suggested by (Hu & Bentler, 1999; Kline, 1994; Schermelleh-Engel et al., 2003). The one-factor construct of the model was confirmed, and one-factor model of the scale was obtained.

The Item Discrimination of the PSRBSC

The item discrimination of the PSRBSC adjusted item-total correlation and 27% lower-upper group comparisons are included. The unrelated sample t-test was used for 27% lower-upper group comparisons. The results obtained from the analysis are shown in Table 9.

Table 9. Item Discrimination and Corrected Item-Total Correlations Results

Items (Downside/Upside)	N	Mean	ss	t	sd	p	Corrected Item-total Correlations
i2	83/83	2.615 3.000	/ 0.746 0.000	/ -4.707	164	0.000**	0.455
i3	83/83	2.747 3.000	/ 0.622 0.000	/ -3.708	164	0.000**	0.423
i4	83/83	2.000 3.000	/ 0.841 0.000	/ - 10.833	164	0.000**	0.327
i5	83/83	2.675 3.000	/ 0.665 0.000	/ -4.459	164	0.000**	0.534
i6	83/83	2.458 3.000	/ 0.816 0.000	/ -6.053	164	0.000**	0.439
i7	83/83	2.880 3.000	/ 0.453 0.000	/ -2.425	164	0.016*	0.772
i8	83/83	2.723 3.000	/ 0.611 0.000	/ -4.131	164	0.000**	0.497
i9	83/83	2.880 3.000	/ 0.479 0.000	/ -2.293	164	0.023*	0.780
i11	83/83	2.578 3.000	/ 0.683 0.000	/ -5.626	164	0.000**	0.555

* p < 0.05 refers to statistically significant, and ** p < 0.001 statistically highly significant.

When Table 9 is examined, it is understood that the 7th and 9th items yielded a p-value of 0.05 but remained a p-value of 0.001. The significant t values of the differences between the lower and upper groups are considered evidence of the item's distinctiveness (Erkuş, 2012). All the items appear to work well with all groups and satisfy the requirements.

Reliability of the PSRBSC

Cronbach's Alfa coefficient was assessed for the overall scale since it measures only one construct. The reliability coefficient of the overall scale was 0.787. Considering the cut-off scores determined by George and Mallery (2003), it can be said that the scale's reliability is sufficient. According to Table 8, corrected item-total correlations of scale items vary between 0.327 and 0.780. The high levels of these values indicate that the items are related to the scale's characteristics.

CFA and EFA were applied to the scale to prove its validity. As a result of EFA and CFA, a one-factor model was obtained. Fit indices were also above the threshold level. The analyses suggest that the scale was a valid and reliable instrument.

DISCUSSION & CONCLUSION

Measurement permeates every aspect of human life. It occurs in two basic steps: identifying the desired property and selecting an appropriate tool to measure this quality (Tavşancıl, 2014). "Scales are collections of items combined into a composite score and intended to reveal levels of theoretical variables not readily observable by direct means" (DeWilles, 2017, p. 30). Developing a new scale involves several stages (DeWellis, 2017; Tezbaşaran, 2008; Yurdugül, 2005). "A primary goal of scale development is to create a valid measure of an underlying construct" (Clark & Watson, 1995, p. 309).

This study presents two different scales. The PSSCS is a 3-point Likert-type scale that comprises 17 items structured under three factors. The factor named “Language, Expression, And Age-Appropriate Characteristics” consists of eight items; the factor named “Content Characteristics” consists of four items; and the factor named “Formal Characteristics” consists of five items. Respectively, the reliability coefficient of the factors is 0.779, 0.624, 0.628, and the overall scale 0.775. A maximum of 51 and a minimum of 17 scores are obtained from the scale. As a result, The PSSCS, which consists of three factors and 17 items, is valid and reliable.

Picture storybooks are an important source of new languages, concepts, and lessons for young children. (Strouse et al., 2018). It is known that picture storybooks positively contribute to the child's development. (Champion et al., 2014; Maynard et al., 2010; Sackes et al., 2009; Tompkins et al., 2012; Young et al., 2013). However, choosing suitable and high-quality books for the child is not always easy. According to Chang & Zheng, 2004), the primary considerations when choosing picture books are the child's development and needs. Selecting the appropriate picture storybooks for children by considering their development and needs can be overwhelming for the parents responsible (Hsiao & Chang, 2016). In this context, it is thought that the PSSCS may be useful when choosing picture storybooks for young children.

The most supportive thing parents can do to help children learn, even more than selecting high-quality books, is to have conversations with them during reading (Strouse et al., 2018). According to Foster (2014) children are introduced to picture storybooks early, and parents often reinforce interaction with these books. There are many studies documenting parent-child interactions during book reading and the quality of the interaction is important (Cline & Edwards, 2016; Strouse et al., 2018). Studies emphasise that picture storybook reading activities in early childhood can positively affect the child (Dickinson et al., 2003; Lenhart et al., 2020; Shedd & Duke, 2008; Whitehurst & Lonigan, 2003). In this context, the importance of picture storybook reading behaviors to children can be emphasized.

The PSRBSC is a 3-point Likert-type scale that comprises nine items structured under one factor. The scale has a reliability coefficient of 0.787. A maximum of 27 and a minimum of 9 scores are obtained from the scale. As a result, The PSRBSC, which consists of one factor and nine items, is valid and reliable. In line with its purpose, the scale also informs adults about the points to be considered while reading a picture storybook for children.

The scales can be used and scored for parents with 48-72-month-old children. The scales can be used for various studies, and analyses can be performed on various variables. Also, preschool teachers can use the scales within the scope of parent involvement studies. Thus, teachers can be informed about the issues by choosing a picture storybook and reading these books to the child. Parents' awareness about the issues to be considered while choosing a picture storybook for their children and reading the picture storybooks they choose can be increased. The results to be obtained with the first scale are essential in improving the quality of the picture storybooks. The results from the second scale can be used to determine the content of support to parents in the relevant subject. We believe the study's content will boost the parents' confidence and help the educators support the parents and families.

The most important limitation of the study is the sample characteristics. Participants in the study group are mostly mothers. In addition, obtaining data from only one province and the sample size is one of the study's limitations. Participation in the research is voluntary; therefore, accessing a more extensive study group may be difficult. Accordingly, incentive mechanisms can be developed to increase the number of participants for future studies.

Statements of Publication Ethics

We declare that this study has no ethical conflicts or problems that may limit the article's publication.

Researchers' Contribution Rate

Authors	Literature review	Method	Data Collection	Data Analysis	Results	Conclusion	Corresponding Author
Author 1's name	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Author 2's name	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Author 3's name	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conflict of Interest

We declare that there is no conflict of interest in this study.

REFERENCES

- Alkan Ersoy, Ö., & Bayraktar, V. (2017). Okul öncesi dönemde çocuk edebiyatı kavramı ve çocuk kitaplarının özellikleri [The concept of children's literature in preschool period and features of children's books]. In A. Turla (Ed.), *Okul öncesi dönemde çocuk edebiyatı [Children's literature in preschool period]* (4th ed.) (pp. 9-42). Ankara: Hedef Cs Publishing.
- American Academy of Pediatrics. (2008). *Using their words: Helping preschoolers get a good start in reading and learning*. <https://www.healthychildren.org/English/ages-stages/preschool/Pages/Using-Their-Words.aspx>
- Anderson, A., Anderson, J., & Shapiro, J. (2005). Supporting multiple literacies: Parents' and children's mathematical talk within storybook reading. *Mathematics Education Research Journal*, 16(3), 15–26.
- Aram, D., & Aviram, S. (2009). Mothers' storybook reading and kindergartners' socioemotional and literacy development. *Reading Psychology*, 30(2), 175-194.
- Bayraktar, V. (2019). View of mothers on internal and external structures of storybooks. *e- Kafkas Journal of Educational Research*, 6(1), 24-34.
- Bracken, S. S., & Fischel, J. E. (2008). Family reading behavior and early literacy skills in preschool children from low-income backgrounds. *Early Education and Development*, 19(1), 45-67.
- Burgess, S. R., S. A., Hecht, & Lonigan, C. J. (2002). Relations of the home literacy environment (HLE) to the development of reading related abilities: A one-year longitudinal study. *Reading Research Quarterly*, 37(4), 408-426.
- Büyüköztürk, Ş. (2016). *Veri analizi el kitabı [Data analysis handbook]* (22nd ed.). Ankara: Pegem Academy Publishing.
- Cabrera-Nguyen, P. (2010). Author guidelines for reporting scale development and validation results in the journal of the society for social work and research. *Journal of the Society for Social Work and Research*, 1(2), 99-103.
- Cattell, R. B. (1978). *The scientific use of factor analysis*. Plenum.
- Champion, T. B., Hyter, Y. D., McCabe, A., & Bland-Stewart, L. M. (2014). “A Matter of Vocabulary” performance of low-income African American Head Start children on the Peabody Picture Vocabulary Test-III. *Communication Disorders Quarterly*, 24, 121-127.
- Cheng, J. (2019). Research on the cultivation of infants and young children' early reading habits in two-child family environment *Advances in Social Science, Education and Humanities Research*, 325.
- Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment*, 7(3), 309-319.
- Cline, K. D., & Edwards, C. P. (2016). Parent–child book-reading styles, emotional quality, and changes in early Head Start children’s cognitive Scores. *Faculty Publications, Department of Child, Youth, and Family Studies*, 125.
- Comrey, A. L., & Lee, H. B. (1992). *A first course in factor analysis*. Hillsdale.
- Cutler, L. E. (2020). *Parents' physically performative behaviors during shared book reading: An observational study*. Unpublished Doctoral Thesis, University of Delaware.
- Debaryshe, B. D. (1993). Joint picture-book reading correlates of early oral language skill. *Journal of Child Language*, 20, 455-461.
- Deniz, A., & Gönen, M. (2020). Reliability and validity of the Picture Story Assessment Scale. *Journal of Early Childhood Studies*, 4(2), 88-116.
- DeWellis, R. F. (2016). *Scale development: Theory and applications* (4th ed.). SAGE Publications, Inc.

- Dickinson, D. K., McCabe, A., Anastasopoulos, L., Peisner-Feinberg, E. S., & Poe, M. D. (2003). The comprehensive language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children. *Journal of Educational Psychology, 95*(3), 465.
- Doğan, N., Soysal, S., & Karaman, H. (2017). Aynı örnekleme açımlayıcı ve doğrulayıcı faktör analizi uygulanabilir mi? (Can exploratory and confirmatory factor analysis be applied to the same sample?). In Ö. Demirel & S. Dinçer (Eds.), *Küreselleşen dünyada eğitim (Education in a globalizing world)*, (pp.374-400). Pegem Akademi Publishing.
- Duffy, G. G. (1967). Developing the reading habit. *The Reading Teacher, 21*(3), 253-256.
- Er, S. (2020). Okul öncesi dönemde dil gelişimi ve sözel dil becerileri [Language development and verbal language skills in preschool period]. In G. Uludağ (Ed.), *Erken okuryazarlık eğitimi [Early literacy education]* (pp. 51-66). Nobel Academic Publishing.
- Erkuş, A. (2012). *Psikolojide ölçme ve ölçek geliştirme-1[Measurement and scale development in psychology]*. Pegem Akademi Publishing.
- Erkuş, A. (2016). Ölçek geliştirme ve uyarlama çalışmalarındaki sorunlar ile yazım ve değerlendirilmesi [Problems in scale development and adaptation studies, writing and evaluation]. *Pegem Citation Index, 0*, 1221-1234.
- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods, 4*, 272-299.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE Publications Ltd.
- Fletcher, K. L., & Reese, E. (2005). Picture book reading with young children: A conceptual framework. *Developmental Review, 25*(1), 64-103.
- Foster, M. C. (2014). *Representations of gender and embodiment in children's picture books*. (Unpublished doctoral dissertation). University of Toronto, Canada.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference, 11.0 update* (4th ed.). Allyn & Bacon.
- Griffith, P. L., Beach, S.A., Ruan, J., & Dunn, L. (2008). *Literacy for young children: A guide for early childhood educators*. CA: Corwin Press.
- Göknil, C. (2000). Okul öncesi çocuk edebiyatı deyince ne anlaşılmalıdır? [What should be understood when it comes to preschool children's literature?]. In Sever, S. (Ed.), *99 soruda çocuk edebiyatı [Children's literature in 99 questions]* (3th ed.), (pp. 138-142). İstanbul: Children's Foundation Publications.
- Gönen, M., Uludağ, G., Fındık Tanrıbuyurdu, E., & Tüfekçi, E. (2014). The examination of children's picture books' features for 0-3-year-olds. *Hacettepe University Journal of Education, 29*(1), 126-139.
- Henson, R. K., & Roberts, J. K. (2006). Use of exploratory factor analysis in published research: Common errors and some comment on improved practice. *Educational and Psychological Measurement, 66*(3), 393-416. <https://doi.org/10.1177/0013164405282485>
- Hladikova, H. (2014). Children's book illustrations: Visual language of picture books. *CRIS- Bulletin of the Centre for Research and Interdisciplinary Study, 1*. <https://doi.org/10.2478/cris-2014-0002>
- Hsiao, C.Y., & Chang, Y.M. (2016). A study of the use of picture books by preschool educators in outlying islands of Taiwan. *International Education Studies, 9*(1), 1-19.
- Hu, L. T., & Bentler, P. M. (1999). Cut off criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal, 6*(1), 1-55.
- Işıkoğlu-Erdoğan, N. (2016). Examination of child-parent shared reading activities in early childhood period. *Kastamonu Journal of Education, 24*(3), 1071-1086.
- Işıkoğlu Erdoğan, N., Şimşek, Z. C., & Canbeldek, M. (2017). The effects of home-based dialogic reading intervention on 4-5-year-old children's language development. *Gazi University Journal of Gazi Educational Faculty, 37*(2), 789-809.

- Işıtan, S., Saçkes, M., & Biber, K. (2020). Supporting children's early literacy development at home. *Journal of Education for Life, 34*(2), 284-298.
- Jacoby, J., & Mathell, M. S. (1971). Three point Likert scale are good enough. *Journal of Marketing Research, 8*, 495-500.
- Jöreskog, K. G., & Sörbom, D. (1993). *LISREL 8: Structural equation modeling with the SIMPLIS command language*. Scientific Software International, Inc.
- Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2014). *Developmentally appropriate curriculum best practices in early childhood education* (5th ed.). Pearson Education Limited.
- Körükçü, Ö. (2012). An analysis of preschool education illustrated children's books in terms of necessary qualities. *Trakya University Journal of Social Sciences, 14*(2), 243-254.
- Kline, P. (1994). *An easy guide to factor analysis*. Routledge.
- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology, 28*, 563-575.
- Lenhart, J., Lenhard, W., Vaahtoranta, E., & Suggate, S. (2020). More than words: Narrator engagement during storytelling increases children's word learning, story comprehension, and on-task behavior. *Early Childhood Research Quarterly, 51*, 338-351.
- Logan, Jessica A. R., Justice, L. M., Yumuş, M., & Chaparro-Moreno, L. J. (2019). When children are not read to at home: The million-word gap. *Journal of Developmental and Behavioral Pediatrics, 40*(5), 383-386.
- Lynch-Brown, C., G., Tomlinson, C. M., & Short, K. G. (2014). *Essentials of children's literature* (7th ed.). London: Pearson Education Limited.
- Machado, J. M. (2010). *Early childhood experiences in language arts: Early literacy* (9th ed.). Wadsworth, Cengage Learning.
- Maynard, K. L., Pullen, P. C., & Coyne, M. D. (2010). Teaching vocabulary to first-grade students through repeated shared storybook reading: A comparison of rich and basic instruction to incidental exposure. *Literacy Research and Instruction, 49*, 209-242.
- McGee, L. M., & Schickedanz, J. A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *Reading Teacher, 60*(8), 742-751.
- Morrow, L. M. (2007). *Developing literacy in preschool*. NY: The Guilford Press.
- Odabaş, H., Odabaş, Z. Y., & Polat, C. (2008). Reading habit of university students: The model of Ankara University. *Information World, 9*(2), 431-465.
- O'Fallon, M., Holzen, K. V., & Newman, R. S. (2020). Preschoolers' word-learning during storybook reading interactions: Comparing repeated and elaborated input. *Journal of Speech, Language, and Hearing Research, 63*(3), 814-826.
- Oğuzkan, F. A. (2013). *Children's literature* (10th ed.). Anı Publishing.
- Oral, F. (2000). Okul öncesi çocuk kitabında nitelik anlayışı ne olmalıdır? Okul öncesi çocuk kitabı resimlemesinde edebiyat ve resimlemenin ilkelerinden söz eder misiniz? [What should be the understanding of quality in children's book for preschooler? Can you talk about the principles of literature and illustration in children's book for preschoolers?] In Sever, S. (Ed.), *99 soruda çocuk edebiyatı [Children's literature in 99 questions]* (3th ed.), (pp. 152-155). Istanbul: Children's Foundation Publications.
- Özen, B. (2020). *Examination of 3-6 age illustrated children books published between the years of 2010-2017 in Germany in terms of individual differences*. Unpublished Doctorate Dissertation, Trakya University.
- Patel, S., Segal, A., & Martin-Chang, S. (2020). I love this story!" examining parent-child interactions during storybook reading. *Early Education and Development*. <https://doi.org/10.1080/10409289.2020.1755159>.
- Pekdoğan, S. (2017). Investigation of measurements for children's pictures books selection of parents with 3-6 year old children. *EKEV Academy Journal, 21*(71), 315-326.

- Reach Out and Read. (n.d.). Resources for families. <https://www.reachoutandread.org/what-we-do/resources-2/>, 14.12.2020.
- Robertson, S. J. L., & Reese, E. (2015). The very hungry caterpillar turned into a butterfly: Children's and parents' enjoyment of different book genres. *Journal of Early Childhood Literacy*, 0(0), 1–23. <https://doi.org/10.1177/1468798415598354>.
- Sackes, M., Trundle, K., & Flevares, L. M. (2009). Using children's literature to teach standard-based science concepts in early years. *Early Childhood Education Journal*, 36(5), 415-422.
- Santi, Y. (2020). The effect of use of picture story book on visual intelligence in early childhood. *Journal of Xi'an University of Architecture & Technology*, 12(7).
- Sawyer, W. E. (2012). *Growing up with literature* (6th ed.). Cengage Learning.
- Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research Online*, 8, 23-74.
- Sever, S. (2008). Okulöncesi dönemdeki çocuklara seslenen kitaplarda bulunması gereken temel özellikleri [Basic features of books for preschool children]. In Z. Güneş (Ed.), *Okul öncesinde çocuk edebiyatı [Children's literature in preschool period]* (pp. 55-72). Eskişehir: Anadolu University Publishing.
- Shedd, M. K., & Duke, N. K. (2008). The power of planning: Developing effective read-alouds. *Young Children*, 63(6), 22-27.
- Sönmez, V., & Alacapınar, F. G. (2016). *Sosyal bilimlerde ölçme aracı hazırlama [Preparing measurement tool in social sciences]*. Anı Publishing.
- Suhr, D. D. (2006). *Exploratory or confirmatory factor analysis?* Cary, NC: SAS Institute.
- Sutton, M., Sofka, A., Bojczyk, K., & Curenton, S. (2007). Assessing the quality of storybook reading. In K. Pence (Ed.), *Assessment in emergent literacy* (pp. 227- 265). Plural Publishing.
- Strouse, G.A., Nyhout, A., & Ganea, P.A. (2018) The role of book features in young children's transfer of information from picture books to real-world contexts. *Frontiers in Psychology*, 9(50), 1-14.
- Şahin, M. G., & Boztunç-Öztürk, N. (2018). Scale development process in educational field: A content analysis research. *Kastamonu Education Journal*, 26(1), 191-199.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics*. (5th ed.). Pearson Education Inc.
- Tanju, E. H. (2010). An overview of the habit of reading books in children. *Family and Society*, 11(6), 30-39.
- Tavşancıl, E. (2014). *Tutumların ölçülmesi ve SPSS ile veri analizi [Measuring attitudes and data analysis with SPSS]* (5th ed.). Nobel Academic Publishing.
- Tay, L., & Jebb, A. (2017). Scale development. In S. Rogelberg (Ed.), *Encyclopedia of Industrial and Organizational Psychology* (2nd ed.). Thousand Oaks, Sage.
- Tezbaşaran, A. (1997). Likert tipi ölçek geliştirme kılavuzu [*Guide for Likert type scale development*]. Turkish Psychological Association Publishing.
- Tezbaşaran, A. (2008). *Likert tipi ölçek geliştirme kılavuzu [Guide for Likert type scale development]* (3rd ed.). Turkish Psychological Association Publishing.
- Thanuskodi, S. (2011). Reading habits among library and information science students of Annamalai University: A survey. *International Journal of Educational Sciences*, 3(2), 79-83.
- The Republic of Türkiye Ministry of National Education [MoNE]. (2013). *Çocuk edebiyatına giriş [Introduction to children's literature]*. Ankara.
- Tompkins, V., Guo, Y., & Justice, L. (2012). Inference generation, story comprehension, and language skills in the preschool years. *Read Write*, 26, 403-429.
- Tuncer, N. (2000). What is a picture book as a genre?. In Sever, S. (Ed.), *Children's literature in 99 questions* (3th ed) (pp. 202-206). Children's Foundation Publications.

- Ural, S. (2013). Description of preschool children's books. In M. Gönen (Ed.), *Children's literature*, (pp. 33-56). Eđiten Publishing.
- Uzmen, S. (2001). *Okul öncesi eğitim kurumlarına devam eden altı yaş çocuklarının prososyal davranışlarının resimli çocuk kitapları ile desteklenmesi [Enhancing six year old preschool children's prosocial behaviors by using picture books]*. Unpublished doctoral thesis, Hacettepe University.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Whitehurst, G. J., & Lonigan, C. J. (2003). Emergent literacy: Development from pre-readers to readers. In S. B. Neuman & D.K. Dickinson (Eds.), *Handbook of early literacy research* (pp.11–29). Guilford Press.
- Worthington, R. L., & Whittaker, T. A. (2006). Scale development research: A content analysis and recommendations for best practices. *The Counseling Psychologist*, 34(6), 806–838. <https://doi.org/10.1177/0011000006288127>
- Yapıcı, Ş. (2004). *Language development in child*. *Journal of Human Sciences*, 1(1).
- Young, T. A., Hadaway, N. L. & Ward, B. A. (2013). International children's trade books: Building blocks for character education. *Childhood Education*, 89(6), 379-386.
- Yurdugül, H. (2005). Ölçek geliştirme çalışmalarında kapsam geçerliği için kapsam geçerlik indekslerinin kullanılması [Using content validity indices for content validity in scale development studies]. In *Proceedings of the XIV. National Conference on Educational Science 28-20 September 2005* (pp. 1-6). Pamukkale University.