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ANALYSIS OF THE SCHOOL READINESS OF THE CHILDS AT THE AGE OF 5-6, IN TERMS OF THE FACTORS FOR THE CHILD, PARENTS AND HOME ENVIRONMENT¹

5-6 Yaş Grubu Çocukların Okula Hazırlık Becerilerinin Çocuğa, Ebeveynlere Ve Ev Ortamına Yönelik Değişkenler Açısından İncelenmesi

Lecturer. Canan KELEŞ ERTÜRK

KTO Karatay University, Health Services Vocational School - Child Care and Youth Services Department, Konya/TURKEY

ORCID ID: <https://orcid.org/0000-0001-6247-0073>

Assoc. Dr. Devlet ALAKOC PİRPIR

Selcuk University Faculty of Health Sciences, Department of Child Development, Konya/TURKEY

ORCID ID: <https://orcid.org/0000-0002-5132-9020>

ABSTRACT

The aim of this research is examine if the 5th and 6th age group children's school preparation skills are getting any different or not according to child, parent and home environment variables. The research is done with general screening model and it includes single screening model and relational screening model. The study group of the research is composed with 178 children who are going to nursery class, and chosen with the random method from the population and voluntarily participate, 103 children who are not going to nursery class so in short with 281 children and including their mothers totally 562 person. In the research, followings are used; Home Early Literacy Survey, Toward Parenting Attitude Scale- Mother Form, Parental Reading Belief Scale, Metropolitan School Maturity Test and Personal Information Form. As a result of the research it was determined that; pre-school education variable is predicting the Metropolitan School Maturity Scale with its all sub test and total test points, mother's education status variable is predicting the Metropolitan School Maturity Scale with its word understanding, matching, reading mood sub tests and general total points, Toward Parenting Attitude variable is predicting the Metropolitan School Maturity Scale with its word understanding, number mood, copying sub tests and general total points, mother's occupation variable is predicting the Metropolitan School Maturity Scale with its matching and number mood sub tests and general total points and number of siblings variable is predicting the Metropolitan School Maturity Scale with its copying sub test points.

Keywords: Readiness to School, Pre-School Education, Parental Attitude, Home Early Literacy Environment, Childhood.

ÖZET

The aim of this research is examine if the 5th and 6th age group children's school preparation skills are getting any different or not according to child, parent and home environment variables. The research is done with general screening model and it includes single screening model and relational screening model. The study group of the research is composed with 178 children who are going to nursery class, and chosen with the random method from the population and voluntarily participate, 103 children who are not going to nursery class so in short with 281 children and including their mothers totally 562 person. In the research, followings are used; Home Early Literacy Survey, Toward Parenting Attitude Scale- Mother Form, Parental Reading Belief Scale, Metropolitan School Maturity Test and Personal Information Form. As a result of the research it was determined that; pre-school education variable is predicting the Metropolitan School Maturity Scale with its all sub test and total test points, mother's education status variable is predicting the Metropolitan School Maturity Scale with its word understanding, matching, reading mood sub tests and general total points, Toward Parenting Attitude variable is predicting the Metropolitan School Maturity Scale with its word understanding, number mood, copying sub tests and general total points, mother's occupation variable is predicting the Metropolitan School Maturity Scale with its matching and number mood sub tests and general total points and number of siblings variable is predicting the Metropolitan School Maturity Scale with its copying sub test points.

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1. INTRODUCTION

Education; It is one of the most important processes in the development of societies. The knowledge, skills and learning that children acquire in this process increase their likelihood of success in the future (Oktay, 2007). In the preschool period, the development and learning process of children is fast, it is a period in which the individual is vulnerable to stimulants from the environment, his life is shaped and the educational environment offered to individuals is of great importance (Poyraz & Dere, 2001; Ari, 2005). During this period, all the activities carried out at home, at school, by teachers and parents to give children experience and support their development affect the whole life process of the individual (Omeroglu & Yasar Can, 2002). From this point of view, home environment is one of the important educational institutions in the first five years of an individual's life. The socioeconomic status of the family, its cultural status, attitudes towards education, attitudes and opinions, communication and relations with family members play an important role in the child's enrollment process (Oktay, 1983). In other words, starting school is seen as a turning point since it means adapting to rules, a new environment and expectations for the child, and fear, happiness and anxiety for parents (Caspé et al., 2015). Although starting primary school is one of the most important and biggest changes in a child's life, a positive social and cognitive start is required for the child to manage this cycle (Fabian & Dunlop, 2006). Therefore, the transition to primary school is a situation that requires certain conditions for children. Some of the children start school with problems such as not being able to separate from their mothers and having difficulty complying with class rules. Another part of the children can adapt without any problems. Therefore, the concept of maturity, readiness or school readiness should be given importance in this process (Oktay, 2007). Readiness refers to being mentally, affectively, socially and psychomotorly ready to perform an activity (High, 2008). From this point of view, the process of starting school is very important for both the family and the child. Family; It is the system that regulates the link between the past and the future, plays an important role in the continuity of social institutions and generation, has important functions for child care and education, and is the smallest unit that forms the social structure with social, emotional, psychological and socioeconomic dimensions (Maccoby, 1984). For this reason, the attitudes adopted by families in raising children are as important as heredity in the maturation of the child. In cases where stimulants in the family and the environment are insufficient, children's school maturity and adaptation differ, which affects their school success (Guler, 2009). This situation increases the importance of family and family environment one more time. Seeing the school as an environment where the child can enter a new social environment and gain new knowledge through educational activities by the family is an important factor in the child's positive attitude towards school (Kılıc, 2004). While some of the individuals who start primary school can meet the expectations and requests of the school more easily with the opportunities offered to them in their home environment, others have difficulties in fulfilling the expectations and requests of the school due to the inadequate and unfavorable home environment. Having a similar level of readiness for each child in the school enrollment process is of great importance in making proper use of primary school and supporting the school adaptation process (Oktay, 2013).

Preschool education is an integral part of the school preparation process. (Lewit and Baker, 1995). Preschool education is an environment in which children gain skills such as playing, communicating, cooperating, expressing oneself, adapting to a new group, and being a member of a group in a free and stimulating environment with their peers without adult intervention. The educational environment in preschool education institutions should also be capable of helping the child to easily adapt to the school environment by leaving the family. With a good preschool education, children who have enough experience about school develop positive feelings towards school life and adapt to primary school more easily (Cinkilic, 2009). In the literature, when the researches about the readiness of the child for school are examined, it has been determined that the researches about the effect of preschool education on the child's school readiness draw attention in general (Karakuzu, 2015; Lokumcu Tozar, 2011; Erkan & Kirca, 2010; Cinkilic, 2009; Kirca, 2007; Ulku, 2007; Esaspehlivan, 2006), while the research findings regarding the home environment and the role of the parents in the child's school readiness are limited in the child's school readiness (Polat Unutkan, 2006; Polat Unutkan, 2007b; Karaahmetoglu, 2015; Yanik, 2017). Based on the necessity of evaluating the processes regarding the child, parents and home environment in the child's school readiness and the role of these processes in school readiness as a whole, this study is planned to be conducted. Therefore, in this study the answer to the following question was sought; "Does the school preparation skills of children in the 5-6 age group differ in terms of variables related to the child, parent and home environment?"



2. METHOD

2.1. Research Model

The research is in general survey model. Both singular and relational survey models were used in the research. The dependent variable of the study is the school preparation skills of children in the 5-6 age group. Independent variables in terms of child; child's gender, pre-school education status, number of siblings, in terms of parents; parents' educational status, mother's employment status, family income, mother's attitude towards parenting and mother's beliefs about the roles of her children in the development of language and literacy and in terms of home environment, the early literacy experiences provided to the child in the home environment constitute the variables.

2.2. Study Group

The study group of the study consists of children in the 5-6 age group who attend kindergartens in the primary schools affiliated to the Directorate of National Education in Konya city center in 2014-2015 academic year and children in the 5-6 age group who do not attend kindergarten in the same neighborhoods. Kindergarten children were selected by random cluster sampling method, and children not attending kindergarten were selected by random element sampling method. The study group of the study consists of a total of 562 people, including 178 children attending kindergarten randomly selected from the universe and voluntarily participating in the study, 103 children who do not attend kindergarten, 281 children and mothers of these children.

2.3. Data Collecting Tools

In the study, "Personal Information Form", "Home Early Literacy Scale", "Parenting Attitude Scale-Mother Form", "Parent Reading Belief Scale" and "Metropolitan School Maturity Scale" were used as data collection tools.

2.3.1. Home Early Literacy Environment Questionnaire (EVOK)

The "Home Early Literacy Environment Questionnaire (EVOK)" was used in the study, which was developed by Kotaman in 2009 and whose reliability and validity study was conducted by Sarica et al. (2014). The scale is a measurement tool developed to collect information about the early literacy experiences provided to children in the 5-6 age group in the home environment and filled out individually by their parents or primary caregivers. The scale consists of four factors (reading, writing, phonetic and print awareness, reading books together) and 23 items. The lowest and highest scores that can be obtained from the scale are 23 and 114, respectively, and getting a high score on the scale is interpreted as having positive early literacy experiences in the home environment. The KMO test conducted as a result of the EVOK validity and reliability study was determined as 0.879 and Bartlett's Sphericity test was determined as 2611.06. The contribution of the sub-dimensions to the variance was determined as 17.53%, 13.87%, 12.99% and 10.43%, respectively (Sarica et al., 2014). In this study, the Cronbach Alpha coefficient of the overall scale was 0.89; The alpha coefficients of the sub-dimensions were 0.78, 0.80, 0.72 and 0.83, respectively. In the explanatory factor analysis conducted in this study, the total variance explained by the items in the scale was calculated as 52.59%. The contributions of the sub-dimensions to the variance were determined as 14.89%, 14.26%, 11.79% and 11.65%, respectively.

2.3.2. Parenting Attitude Scale-Mother Form

In the study, the "Parenting Attitude Scale-Mother Form", which was revised and adapted to Turkish by Secer, Celikoz, Yasa (2008) from "Sensory Efficiency Scale for Parenting" developed by Gibuad-Wallston and Wandersman in 1978, was used. The scale consists of three factors (perception of efficacy, interest and satisfaction) and 16 items. As a result of the validity and reliability study, the explanation rate of the total variance for measuring the three factors of the scale was determined as 50.93% and the Cronbach Alpha Reliability Coefficient was determined as 0.84 (Secer et al., 2008). In this study, the Cronbach Alpha coefficient of the overall scale was 0.71; Alpha coefficients of the sub-dimensions were found as 0.55–0.40 and 0.51, respectively. In the factor analysis of the scale, Kaiser-Meyer-Olkin (KMO) was found to be significant at 0.730 and Bartlett's Test of Sphericity at 0.01 level. In the exploratory factor analysis conducted in this study, the total variance explained by the items in the scale was calculated as 40.06%. The contributions of the sub-dimensions to the variance were calculated as 14.97% -14.52% and 10.57%, respectively.

2.3.3. Parent Reading Belief Scale

In the study, "Parent Reading Belief Scale", was used. Which was developed by DeBaryshe and Binder in 1994, and adapted into Turkish and revised for reliability and validity by Simsek Cetin, Bay and Alisinanoglu (2014). The scale was prepared to determine the role of parents in the development of their preschool children in language and literacy, and their beliefs about the process and purpose of reading books to their children. The scale consists of 40 items and seven sub-dimensions (effectiveness of teaching, positive impact, verbal participation, reading instruction, information source, resources, environmental impact). High scores obtained from the subscale and the overall scale reveal that parents have high beliefs about reading and reading competence. The Cronbach Alpha Reliability Coefficient for the sub-dimensions of the Parental Reading Belief Scale was determined as 0.79, and the internal consistency coefficient was found to be in parallel with the internal consistency coefficients of the original scale (Simsek Cetin et al., 2014). In this study, the Cronbach Alpha coefficient of the overall scale was 0.90 and the alpha coefficients of the sub-dimensions were calculated as 0.69–0.70, 0.89, 0.50, 0.81, 0.82 and 0.47, respectively. In the factor analysis of the scale, Kaiser-Meyer-Olkin (KMO) was found to be significant at 0.884 and Bartlett's Test of Sphericity at 0.01 level. In the exploratory factor analysis conducted in this study, the total variance explained by the items in the scale was determined as 54.25%. The contributions of the sub-dimensions to the variance were calculated as 25.10%, 9.76%, 7.79%, 4.35%, 3.51%, 3.48% and 3.26%, respectively.

2.3.4. Metropolitan School Maturity Scale

In the study, "Metropolitan School Maturity Scale" was used. Which was developed by Hildert et al. In 1949 to measure the characteristics and achievements of new starters to prepare them for the first grade and it is adapted to Turkish in 1980 by Oktay. The scale consists of six subtests: word comprehension, sentences, general knowledge, matching, numbers, and copying (Gunduz & Caliskan, 2013). Word comprehension, sentences, general knowledge and matching tests of the scale constitute the "Reading Readiness" sub-dimension, the copying test "Copying" sub-dimension, and the numbers test constitute the "Number Maturity" sub-dimension. High scores in the sub-dimension and scale indicate that children's readiness level (maturity) is high. The reliability coefficients of the scale obtained by calculating the correlations between parallel forms vary between 0.53 and 0.83. In the validity of the scale, the correlative relationship was found between 0.34 and 0.53. For construct validity, the scores of both groups that make up the Istanbul norms were compared with the t-test, and for each subtest, 0.001 significant differences were found in favor of the advantageous group between the two groups. The relationships of the sub-dimensions with each other and each with reading and general maturity were examined separately for both groups. The correlation coefficients obtained ranged from 0.17 to 0.94 for the advantageous group (Alakoc Pirpir, 2011; Cinkilic, 2009). In this study, the KR-21 reliability coefficient of the overall scale was 0.96; KR-21 coefficients of the sub-dimensions were determined as 0.86, 0.91, 0.70, 0.74, 0.94 and 0.85, respectively.

2.4. Data Collecting and Analyzing

Permission was obtained from Konya Provincial Directorate of National Education in order to collect research data. For this purpose, at the end of the 2014-2015 academic year, school principals of primary schools included in the study group were interviewed and information was given about the study, and these scales were applied to children and their mothers. In addition, families who could not afford and benefit from pre-school education opportunities were determined with the help of students and classroom teachers in the relevant primary schools in the study and scales were applied to them. The Skewness coefficient was used to test the normality of the scale scores in the study. In the normality test, it was determined that all scale and sub-dimension scores showed normal distribution, so Pearson Correlation was used to determine the relationship between the scale and sub-dimension scores and sub-dimensions of the Metropolitan School Readiness Scale. Since the correlation coefficients were found to be significant, stepwise multiple regression analysis was used by controlling the demographic variables in order to inquire whether the variables of parental reading belief, home early literacy and attitude towards parenting had a significant effect on sub-dimensions of the Metropolitan School Readiness Scale. In the classification type demographic variables (gender, pre-school education status, mother's employment status), dummy variables were defined. In this respect, preschool education variable, which was considered as an independent variable, was transformed into a dummy variable, and pre-school education was used as a reference category. Children who do not receive pre-school education are coded as 0, and those who

receive pre-school education as 1. The variables of the mother and father's education status, which were considered as independent variables in the study, were transformed into dummy variables; high school and above graduates were used as a reference category; high school and university graduate parents were coded as 1, and literate and primary school graduate parents as 0. In the study, for the family income variable, the data obtained about the total income of the family were evaluated as such. In the study, the variable of mother's employment status, which was also considered as an independent variable, was transformed into a dummy variable, and the mother's working status was taken as the reference category; mother's non-employment status is coded as 0, and mother's employment status as 1. In the gender variable addressed in the study, female students were coded as the reference category as 1, and male students as 0. In terms of the number of sibling variable, having three or more children in the family was considered as the reference category; having 2 siblings and 3 or more siblings 1; Being a single child and having 1 sibling is coded as 0.

3. FINDINGS

The findings related to the aims and sub-goals discussed in the research are presented in this section.

Table 1. Correlation Analysis Results of the Relationship Between the Independent Variables Considered in the Study and the Metropolitan School Readiness Scale

	Word Comprehension	Matching	Sentences	General Knowledge	Copying	Number Maturity	Reading Maturity	General Maturity
Parents Reading Belief	0,292**	0,295**	0,200**	0,261**	0,217**	0,255**	0,286**	0,294**
Home Early Literacy Environment	0,290**	0,311**	0,229**	0,259**	0,271**	0,299**	0,296**	0,319**
Parenting Attitude	0,269**	0,243**	0,158**	0,260**	0,258**	0,282**	0,255**	0,285**
Preschool Education	0,791**	0,748**	0,695**	0,785**	0,585**	0,717**	0,811**	0,828**
Gender	0,014	0,007	0,038	0,030	0,052	0,016	0,022	0,019
Number of siblings	0,130*	0,132*	0,100*	0,092	0,123*	0,063	0,005	0,102*
Family Income Status	0,313**	0,370**	0,246**	0,344**	0,299**	0,363**	0,345**	0,374**
Mother Education Status	0,332**	0,361**	0,220**	0,287**	0,220**	0,240**	0,329**	0,321**
Father Education Status	0,320**	0,363**	0,263**	0,335**	0,250**	0,331**	0,347**	0,360**
Mother Employment Status	-0,208**	-0,254**	-0,149**	-0,202**	-0,145**	-0,235**	-0,222**	-0,234**

* $p < 0,05$ ** $p < 0,001$

A linear relationship was found between all independent variables and the dependent variable for school readiness except the gender variable (because there is a linear relationship, which is the regression prerequisite) in line with the findings obtained from the research. The gender variable was not included in the model because it is not a prerequisite for regression, and regression analysis was performed for the situations where the determined relationship explained the change in the dependent variable.

Table 2. Stepwise Multiple Regression Analysis Results on the Prediction of the "Word Comprehension" Subtest Scores of the Metropolitan School Readiness Scale of 5-6 Age Group Children

Independent variables	B	SH _B	β	R ²	t	p
Fixed	7,103	1,729			4,108	0,000
Preschool Education Status	7,823	0,413	0,774	0,599	18,930	0,000
1 st Stage Sibling Number ^a	0,263	0,222	0,046	0,002	1,185	0,235
Family Income Status ^a	0,250	0,192	0,063	0,004	1,300	0,195
Mother Education Status	0,768	0,307	0,118	0,014	2,498	0,013
Father Education Status ^a	0,025	0,294	0,004	0,000	0,085	0,933
Mother Employment Status ^a	-1,020	0,623	-0,063	0,004	-1,636	0,103

R=0,803 R²=0,645 Δ R²=0,634

F(8, 280)=61,742 p=0,000

	Fixed	1,234	1,852			0,666	0,506
	Preschool Education Status	7,417	0,406	0,734	0,539	18,255	0,000
2 nd Stage	Mother Education Status	0,736	0,247	0,113	0,013	2,975	0,003
	Parental Reading Belief	-0,004	0,014	-0,013	0,000	-0,310	0,757
	Home Early Literacy Environment	0,008	0,012	0,026	0,001	0,666	0,506
	Parenting Attitude	0,086	0,040	0,088	0,008	2,178	0,030
R=0,803 R ² =0,645 ΔR ² =0,639 F(5, 280)=99,929 p=0,000							

^a in the second stage, it was removed from the model.

The variables of preschool education, mother's education, father's education, mother's employment status, family income status and number of siblings are controlled in line with the findings obtained in the first stage. It was found that receiving preschool education ($\beta = 0.774$; $t = 18.930$; $p < 0.01$) and mother education status ($=0.118$; $t = 2.498$; $p < 0.05$) variables contributed significantly to variance and had significant effects on word comprehension. The contribution of maternal education to the variance is 1.4%, whereas the contribution of preschool education to variance is 60%. In the second stage, it has been shown that by including the variables of parental reading belief, home early literacy and attitude towards parenting, which are the independent variables of the study, along with the two control variables, $F(5; 280) = 99.929$; $R = 0.803$; $R^2 = 0.639$; $p < 0.01$, the model established is convenient for the effect on word comprehension. About 64% of the total variance in word comprehension variable comprises preschool education, mother's education status, parental reading belief, home early literacy environment and attitude towards parenting variables. While the contribution of preschool education to variance is 54%, the contribution of maternal education to the variance is 1.3% and the contribution of parenting attitude to variance is 0.8%. The relative importance order on the word comprehension variable was related to preschool education ($=0.734$; $t = 18.255$; $p < 0.01$), maternal education status ($=0.113$; $t = 2.975$; $p < 0.01$) and parenting attitude is listed as ($=0.088$; $t = 2.178$; $p < 0.05$) according to the standardised regression coefficient.

Table 3. Stepwise Multiple Regression Analysis Results on the Prediction of the "Matching" Subtest Scores of the Metropolitan School Readiness Scale of 5-6 Age Group Children

	Independent variables	B	SH _B	β	R ²	t	p
1 st Stage	Fixed	4,199	1,720			2,441	0,015
	Preschool Education Status	6,470	0,411	0,685	0,469	15,741	0,000
	Number of siblings ^a	-0,167	0,221	-0,031	0,001	-0,758	0,449
	Family Income ^a	0,018	0,191	0,005	0,000	0,096	0,924
	Mother Education Status	0,677	0,306	0,111	0,012	2,215	0,028
	Father's Education Status ^a	0,135	0,293	0,025	0,001	0,460	0,646
	Mother Employment Status	-1,549	0,620	-0,102	0,010	-2,500	0,013
R=0,773 R ² =0,598 ΔR ² =0,586 F(8, 280)=50,567 p=0,000							
2 nd Stage	Fixed	0,519	2,045			0,254	0,800
	Preschool Education Status	6,298	0,405	0,667	0,445	15,567	0,000
	Mother Education Status	0,764	0,256	0,125	0,016	2,982	0,003
	Mother Employment Status	-1,502	0,618	-0,099	0,010	-2,431	0,016
	Parental Reading Belief	0,002	0,014	0,006	0,000	0,131	0,896
	Home Early Literacy Environment	0,015	0,012	0,050	0,003	1,171	0,242
	Parenting Attitude	0,050	0,039	0,054	0,003	1,264	0,207
R=0,774 R ² =0,599 ΔR ² =0,591 F(6, 280)=68,295 p=0,000							

^a In the second stage, it was removed from the model.

Accordingly, in the first stage, receiving preschool education ($=0.685$; $t = 15.741$; $p < 0.01$), mother's education status ($=0.111$; $t = 2.215$; $p < 0.05$) and the mother's employment status ($=0.102$; $t = 2.500$; $p < 0.05$) variables contributed significantly to the variance and had significant effects on matching, whereas the variables of preschool education, mother's education, father's education, mother's employment status, family income status and number of siblings were controlled,. It was determined that other variables do not have a significant effect on matching. The contribution of the mother's education status to the variance is 1.2%, whereas the contribution of preschool education to the variance is 47%, and the contribution of the mother's working status to the variance is 1%. The negative (-) beta value of the mother employment variable indicates that there is an inverse relationship between the 'Matching' sub-dimension

of the Metropolitan School Readiness Scale and the mother working status variable. It was determined that children's school readiness skills decreased when mothers were working when examined from this point of view. In the second step, it has been shown that the model established for the effect on matching by including the variables of parental reading belief, home early literacy and attitude towards parenting, which are the independent variables of the study, along with the three control variables, $F(6; 280) = 68.295$; $R = 0.774$; $R^2 = 0.599$; $p < 0.01$. Preschool education, mother's education status, mother's employment status, parent reading belief, home early literacy environment and attitude towards parenting variables explain about 60% of the total variance in the matching variable. The contribution of the mother's education status and the mother's employment status to the variance is 1.6% and 1%, respectively, whereas the contribution of preschool education status to the variance is 44.5%. The negative (-) beta value of the mother employment variable indicates that there is an inverse relationship between the 'Matching' sub-dimension of the Metropolitan School Readiness Scale and the mother working status variable. It was determined that children's school readiness skills decreased when mothers were working when examined from this point of view. The relative importance order on the matching variable was the preschool education ($=0.667$; $t = 15.567$; $p < 0.01$), maternal education status ($\beta = 0.125$; $t = 2.982$; $p < 0.01$) and the mother's employment status. ($=0.099$; $t = 2.431$; $p < 0.05$) according to the standardised regression coefficient.

Table 4. Stepwise Multiple Regression Analysis Results on the Prediction of "Sentences" Subtest Scores of the Metropolitan School Readiness Scale of 5-6 Age Group Children

Independent Variables		B	SH _B	β	R ²	t	p
1 st Stage	Fixed	3,656	1,321			2,767	0,006
	Preschool Education Status	4,532	0,316	0,703	0,494	14,355	0,000
	Number of siblings ^a	-0,160	0,170	-0,044	0,002	-0,946	0,345
	Family Income Status ^a	-0,145	0,147	-0,057	0,003	-0,986	0,325
	Mother Education Status ^a	0,058	0,235	0,014	0,000	0,249	0,804
	Father's Education Status ^a	0,195	0,225	0,053	0,003	0,867	0,387
	Mother Employment Status ^a	-0,455	0,476	-0,044	0,002	-0,957	0,340
		R=0,700 R ² =0,490 Δ R ² =0,475 F(8, 280)=32,701 p=0,000					
2 nd Stage	Fixed	3,996	1,358			2,942	0,004
	Preschool Education Status	4,503	0,304	0,699	0,489	14,796	0,000
	Parental Reading Belief	-0,006	0,011	-0,028	0,001	-0,548	0,584
	Home Early Literacy Environment	0,003	0,010	0,014	0,000	0,302	0,763
	Parenting Attitude	0,002	0,030	0,004	0,000	0,078	0,938
		R=0,696 R ² =0,484 Δ R ² =0,476 F(4, 280)=64,714 p=0,000					

^a In the second stage, it was removed from the model.

In the first stage where the variables of receiving preschool education, mother's education status, father's education status, mother's employment status, family income status and number of siblings were controlled, the variable of receiving preschool education ($=0.703$; $t = 14.355$; $p < 0.01$) contributed significantly to the variance and have significant effects on sentences. It was determined that other variables do not have significant effects on sentences. The contribution of obtaining preschool education to the variance is 49.4%. In the second step, it has been shown that by including the variables of parental reading belief, home early literacy and attitude towards parenting, which are the independent variables of the research, together with the preschool education control variable, $F(4; 280) = 64.714$; $R = 0.696$; $R^2 = 0.484$; $p < 0.01$), the model established significant effects on sentences. Preschool education, parental reading belief, home early literacy environment and attitude towards parenting variables explain about 48% of the total variance in sentences variable. It was found that the variables of parental reading belief, home early literacy environment and attitude towards parenting did not have a significant effect on the sentences variable according to the standardised regression coefficient. According to the standardised regression coefficient, the variable receiving preschool education ($=0.699$; $t = 14.796$; $p < 0.01$) is effective on the sentences variable. It was determined that the variables of number of siblings, family income, mother's education status, father's education status and mother's employment status were not significant predictors of children's school readiness in terms of sentences.

Table 5. Stepwise Multiple Regression Analysis Results on the Prediction of the "General Knowledge" Subtest Scores of the Metropolitan School Readiness Scale of 5-6 Age Group Children

Independent Variables		B	SH _B	β	R ²	t	p
1 st Stage	Fixed	4,261	1,418			3,004	0,003
	Preschool Education Status	6,199	0,339	0,762	0,581	18,289	0,000
	Number of siblings ^a	-0,318	0,182	-0,069	0,005	-1,748	0,082
	Family Income Status ^a	-0,027	0,158	-0,009	0,000	-0,173	0,863
	Mother Education Status ^a	0,187	0,252	0,036	0,001	0,743	0,458
	Father's Education Status ^a	0,265	0,241	0,057	0,003	1,097	0,274
	Mother Employment Status	-0,918	0,511	-0,070	0,005	-1,795	0,074
		R=0,795 R ² =0,632 Δ R ² =0,621 F(8, 280)=58,296 p=0,000					
2 nd Stage	Fixed	2,981	1,694			1,759	0,080
	Preschool Education Status	6,110	0,341	0,751	0,564	17,905	0,000
	Parental Reading Belief	-0,007	0,012	-0,025	0,001	-0,574	0,567
	Home Early Literacy Environment	0,001	0,010	0,004	0,000	0,110	0,912
	Parenting Attitude	0,059	0,033	0,075	0,006	1,806	0,072
		R=0,797 R ² =0,635 Δ R ² =0,626 F(4, 280)=67,923 p=0,000					

^a In the second stage, it was removed from the model.

The variable of receiving preschool education ($=0.762$; $t = 18.289$; $p < 0.01$) contributed significantly to the variance and have significant effects on general knowledge in the first stage, in which the variables of receiving preschool education, mother's education status, father's education status, mother's employment status, family income status, number of siblings were controlled. Other variables were found to have no significant effect on general knowledge. The contribution of preschool education to variance is 58.1%. In the second stage, it has been shown that the model established significant effects on general knowledge by including the variables of parental reading belief, home early literacy and attitude towards parenting together with the preschool education control variable, $F(4; 280) = 67.923$; $R = 0.797$; $R^2 = 0.626$; $p < 0.01$. Preschool education, parent reading belief, home early literacy environment and attitude towards parenting variables explain approximately 63% of the total variance in the general knowledge variable. The contribution of getting preschool education to variance is 56.4%. It was determined that parents' reading beliefs, home early literacy environment and mothers' attitudes towards parenting did not have a significant effect on school readiness in terms of general knowledge according to the results of the regression analysis. Moreover, the variable receiving preschool education ($=0.751$; $t = 17.905$; $p < 0.01$) is effective on the general knowledge variable according to the standardised regression coefficient. It was determined that the variables of number of siblings, family income, mother's education status, father's education status and mother's employment status were not significant predictors of children's school readiness in terms of general knowledge.

Table 6. Stepwise Multiple Regression Analysis Results on the Prediction of the "Reading Readiness" Scores of the Metropolitan School Readiness Scale of 5-6 Age Group Children

Independent Variables		B	SH _B	β	R ²	t	p
1 st Stage	Fixed	13,715	4,540			3,021	0,003
	Preschool Education Status	25,019	1,248	0,782	0,612	20,045	0,000
	Number of siblings ^a	0,938	0,668	0,051	0,003	1,405	0,161
	Family Income Status ^a	-0,305	0,520	-0,024	0,001	-0,586	0,558
	Mother Education Status	1,666	0,934	0,081	0,007	1,784	0,046
	Father's Education Status ^a	0,677	0,824	0,037	0,001	0,821	0,412
	Mother Employment Status	-3,992	1,879	-0,078	0,006	-2,125	0,035
		R=0,822 R ² =0,676 Δ R ² =0,667 F(8, 280)=71,092 p=0,000					
2 nd Stage	Fixed	9,745	6,214			1,568	0,118
	Preschool Education Status	24,257	1,229	0,758	0,575	19,734	0,000
	Mother Education Status	1,742	0,779	0,084	0,007	2,236	0,026
	Mother Employment Status	-3,628	1,877	-0,071	0,005	-1,933	0,054
	Parental Reading Belief	-0,016	0,044	-0,015	0,000	-0,365	0,716
	Home Early Literacy Environment	0,022	0,038	0,022	0,000	0,580	0,563
Parenting Attitude	0,201	0,120	0,065	0,004	1,680	0,094	
		R=0,823 R ² =0,677 Δ R ² =0,670 F(6, 280)=95,776 p=0,000					

^a In the second stage, it was removed from the model.

Receiving preschool education ($\beta = 0.782$; $t = 20.045$; $p < 0.01$) and mother's employment status ($\beta = 0.078$; $t = 2.125$; $p < 0.05$) variables had significant effects on reading readiness and the mother's education level variable ($\beta = 0.081$; $t = 1.784$; $p < 0.10$) contributed to the variance in reading readiness as shown in the first stage, where the variables of receiving preschool education, mother's education, father's education, mother's employment status, family income and number of siblings were controlled. Other variables were found to have no significant effect on reading readiness. The contribution of obtaining preschool education to variance is 61.2%, and the mother's working status is 0.7%. The negative (-) beta value for the mother employment variable indicates that there is an inverse relationship between the 'Reading Readiness' sub-dimension of the Metropolitan School Readiness Scale and the mother working status variable. It was determined that children's school readiness skills decreased when mothers were working when examined from this point of view. In the second stage, it has been shown that the model established for the effect on reading readiness by including the variables of parental reading belief, home early literacy and attitude towards parenting, together with the three control variables, are appropriate, $F(6; 280) = 95.776$; $R = 0.823$; $R^2 = 0.670$; $p < 0.01$. About 67% of the total variance in reading readiness variable comprises preschool education, mother's education status, mother's working status, parental reading belief, home early literacy environment and attitude towards parenting variables. The contribution of preschool education to variance is 58%, and the contribution of mother's education to the variance is 0.7%. The relative importance order on the reading readiness variable were listed as preschool education ($\beta = 0.758$; $t = 19.734$; $p < 0.01$) and maternal education status ($\beta = 0.084$; $t = 2.236$; $p < 0.05$) according to the standardised regression coefficient. It was found that the variables of the number of siblings, family income, mother's employment status and father's education status did not have a significant effect on children's school readiness in terms of reading readiness.

Table 7. Stepwise Multiple Regression Analysis Results Regarding the Prediction of the Metropolitan School Readiness Scale's "Number Maturity" Subtest Scores of 5-6 Years Old Children

Independent Variables		B	SH _B	β	R ²	t	p
1 st Stage	Fixed	8,777	1,942			4,518	0,000
	Preschool Education Status	7,806	0,534	0,674	0,454	14,617	0,000
	Number of siblings ^a	0,498	0,286	0,075	0,006	1,741	0,083
	Family Income Status ^a	0,245	0,222	0,054	0,003	1,102	0,272
	Mother Education Status ^a	-0,329	0,399	-0,044	0,002	-0,824	0,411
	Father's Education Status ^a	0,567	0,353	0,086	0,007	1,606	0,109
	Mother Employment Status	-2,250	0,804	-0,121	0,015	-2,799	0,005
		R=0,740 R ² =0,548 Δ R ² =0,534 F(8, 280)=41,172 p=0,000					
2 nd Stage	Fixed	3,343	2,683			1,246	0,214
	Preschool Education Status	7,543	0,535	0,652	0,425	14,096	0,000
	Mother Employment Status	-1,954	0,779	-0,105	0,011	-2,508	0,013
	Parental Reading Belief	-0,017	0,019	-0,043	0,002	-0,886	0,377
	Home Early Literacy Environment	0,026	0,016	0,072	0,005	1,611	0,108
	Parenting Attitude	0,123	0,051	0,110	0,012	2,412	0,017
		R=0,746 R ² =0,556 Δ R ² =0,545 F(7, 280)=48,885 p=0,000					

^a In the second stage, it was removed from the model.

In the first stage, where the variables of receiving preschool education, mother's education, father's education, mother's employment status, family income and number of siblings were controlled receiving preschool education ($\beta = 0.674$; $t = 14.617$; $p < 0.01$) and mother working status ($\beta = 0.121$; $t = 2.799$; $p < 0.01$) variables contributed significantly to the variance and had significant effects on number maturity. It was determined that other variables had no significant effect on number maturity. The contribution of preschool education to the variance is 45.4%, and the contribution of the mother's working status is 1.5%. The negative (-) beta value of the mother employment variable indicates that there is an inverse relationship between the 'Number Maturity' sub-dimension of the Metropolitan School Readiness Scale and the mother employment variable. It was determined that children's school readiness skills decreased when mothers were working when examined from this point of view. In the second stage, it has been shown that the model established significant effects on number maturity by including the variables of

parental reading belief, home early literacy and attitude towards parenting, which are the independent variables of the study, along with the two control variables, $F(7; 280) = 48.885$; $R = 0.746$; $R^2 = 0.545$; $p < 0.01$. Preschool education, mother's working status, parental reading belief, home early literacy environment and attitude towards parenting variables explain about 55% of the total variance in number maturity variable. The contribution of preschool education to the variance is 42.5%, the contribution of the mother's working status to the variance is 1.1% and the contribution of the parenting attitude to the variance is 1.2%. The negative (-) beta value of the mother employment variable indicates that there is an inverse relationship between the 'Number Maturity' sub-dimension of the Metropolitan School Scale and the mother employment status variable. It was determined that children's school readiness skills decreased when mothers were working when examined from this point of view. The relative importance order on the number maturity variable were listed as getting preschool education ($=0.652$; $t = 14.096$; $p < 0.01$), attitude towards parenting ($=0.110$; $t = 2.412$; $p < 0.01$) and maternal employment status ($=0.105$; $t = 2.508$; $p < 0.05$) according to the standardised regression coefficient. It was found that the variables of number of siblings, family income, mother's education status and father's education status did not have significant effects on children's school readiness in terms of number maturity.

Table 8. Stepwise Multiple Regression Analysis Results on the Prediction of the "Copying" Subtest Scores of the Metropolitan School Readiness Scale of 5-6 Age Group Children

Independent Variables		B	SH _B	β	R ²	t	p
1 st Stage	Fixed	2,830	1,606			1,763	0,079
	Preschool Education Status	3,658	0,355	0,563	0,317	10,298	0,000
	Number of siblings	0,403	0,191	0,109	0,012	2,110	0,036
	Family Income Status ^a	0,056	0,165	0,022	0,000	0,340	0,734
	Mother Education Status ^a	0,196	0,264	0,047	0,002	0,742	0,459
	Father's Education Status ^a	0,022	0,253	0,006	0,000	0,087	0,931
	Mother Employment Status	-0,442	0,536	-0,042	0,002	-0,826	0,410
		R=0,603 R ² =0,364 Δ R ² =0,345 F(8, 280)=19,436 p=0,000					
2 nd Stage	Fixed	-0,106	1,589			-0,066	0,947
	Preschool Education Status	3,593	0,341	0,553	0,306	10,524	0,000
	Number of siblings	0,377	0,181	0,102	0,010	2,079	0,039
	Parental Reading Belief	-0,008	0,012	-0,035	0,001	-0,613	0,540
	Home Early Literacy Environment	0,020	0,011	0,100	0,010	1,905	0,058
	Parenting Attitude	0,079	0,034	0,125	0,016	2,325	0,021
		R=0,613 R ² =0,375 Δ R ² =0,364 F(5, 280)=33,031 p=0,000					

^a In the second stage, it was removed from the model.

In the first stage, where the variables of receiving preschool education, mother's education, father's education, mother's employment status, family income and number of siblings were controlled, receiving preschool education ($=0.563$; $t = 10.298$; $p < 0.01$) and number of siblings ($\beta = 0.109$; $t = 2.110$; $p < 0.05$) variables contributed significantly to variance and had significant effects on copying. Other variables were found to have no significant effect on copying. The contribution of getting preschool education and the number of siblings to the variance is 31.7% and 1.2%, respectively. In the second stage, it has been shown that the model established significant effect on copying by including the variables of parental reading belief, home early literacy and attitude towards parenting, together with the two control variables, $F(5; 280) = 33.031$; $R = 0.613$; $R^2 = 0.364$; $p < 0.01$. Preschool education, number of siblings, parent reading belief, home early literacy environment and attitude towards parenting variables explain about 36% of the total variance on copying variable. The contribution of getting preschool education to variance is 30.6%, the number of siblings is 1% and the attitude towards parenting is 1.6%. Relative importance order on the copying variable were listed as receiving preschool education ($=0.553$; $t = 10.524$; $p < 0.01$), parenting attitude ($=0.125$; $t = 2.325$; $p < 0.01$) and the number of siblings ($=0.102$; $t = 2.079$; $p < 0.05$) according to the standardised regression coefficient.

Table 9. Stepwise Multiple Regression Analysis Results on the Prediction of the "General Readiness" Scores of the Metropolitan School Readiness Scale of 5-6 Age Group Children

	Independent Variables	B	SH _B	β	R ²	t	p
1 st Stage	Fixed	28,387	7,705			3,684	0,000
	Preschool Education Status	36,497	1,705	0,794	0,630	21,411	0,000
	Number of siblings ^a	1,753	0,916	0,067	0,004	1,914	0,057
	Family Income Status ^a	-0,302	0,792	-0,017	0,000	-0,381	0,704
	Mother Education Status	2,363	1,072	0,080	0,006	2,204	0,028
	Father's Education Status ^a	0,934	1,213	0,036	0,001	0,769	0,442
	Mother Employment Status	-6,535	2,571	-0,088	0,008	-2,542	0,012
		R=0,841 R ² =0,708 ΔR ² =0,699 F _(8, 280) =82,312 p=0,000					
2 nd Stage	Fixed	11,179	8,887			1,258	0,210
	Preschool Education Status	35,666	1,676	0,776	0,602	21,281	0,000
	Mother Education Status	2,321	1,072	0,078	0,006	2,165	0,031
	Mother Employment Status	-6,086	2,546	-0,082	0,007	-2,390	0,018
	Parental Reading Belief	-0,035	0,060	-0,023	0,001	-0,589	0,557
	Home Early Literacy Environment	0,068	0,051	0,048	0,002	1,324	0,186
	Parenting Attitude	0,391	0,163	0,088	0,008	2,395	0,017
		R=0,845 R ² =0,713 ΔR ² =0,706 F _(7, 280) =97,037 p=0,000					

^a In the second stage, it was removed from the model.

In the first stage where the variables of receiving preschool education, mother's education status, father's education status, mother's employment status, family income and number of siblings were controlled receiving preschool education ($=0.794$; $t = 21.411$; $p < 0.01$), mother education status (the variables of $=0.080$; $t = 2.204$; $p < 0.05$) and maternal working status ($=0.088$; $t = 2.542$; $p < 0.05$) contributed significantly to the variance and had significant effects on the general readiness variable. Other variables were found to have no significant effect on general readiness. The contribution of preschool education to the variance is 63%, the education status of the mother is 0.6% and the contribution of the mother's working status to the variance is 0.8%. The negative (-) beta value of the mother employment variable indicates that there is an inverse relationship between the 'General Readiness' sub-dimension of the Metropolitan School Readiness Scale and the mother working status variable. It was determined that children's school readiness skills decreased when mothers were working when examined from this point of view. In the second stage, it has been shown that the model established for the effect on the general readiness level is appropriate by including the variables of parental reading belief, home early literacy and attitude towards parenting, together with the three control variables, $F(7; 280) = 97.037$; $R = 0.845$; $R^2 = 0.706$; $p < 0.01$. Preschool education, mother's education status, mother's working status, parental reading belief, home early literacy environment, attitude towards parenthood variables explain about 71% of the total variance in the overall readiness variable. The contribution of preschool education to variance is 60.2%, mother's education status is 0.6%, mother's working status is 0.7%, and parenting attitude contributes 0.8% to variance. The negative (-) beta value of the maternal employment variable indicates that there is an inverse relationship between the 'General Readiness' sub-dimension of the Metropolitan School Scale and the mother working status variable. It was determined that children's school readiness skills decreased when mothers were working when examined from this point of view. The relative importance order of the general readiness variable is getting preschool education ($=0.776$; $t = 21.281$; $p < 0.01$), parenting attitude ($=0.088$; $t = 2.395$; $p < 0.01$), maternal employment status ($=0.082$; $t = 2.390$; $p < 0.05$) and mother education status ($=0.078$; $t = 2.165$; $p < 0.05$) according to the standardised regression coefficient. In addition, it was found that the variables of the number of siblings, family income and father's education status did not have significant effects on children's general school readiness.

4. DISCUSSION

It was determined that the variable of getting preschool education predicted all subtests and total test scores of the Metropolitan School Readiness Scale in line with the findings obtained from the research results. Thus, because preschool education is very important as it forms the basis of a lifelong education, it can be

said that a child's preschool education has a positive effect on children's school readiness skills (Katranci, 2014). By reducing the disadvantages of children stemming from their families or their environment and eliminating learning barriers, preschool education also provides equal opportunity to start primary school (Kunuk, 2015) because preschool education plays a critical role in a child's school readiness ability. Children who were previously included in a preschool education institution will be easy to adapt to school, and their school success will be higher than children who do not have such education because the preschool education institution aims to mature the child with the stimuli it provides (Bilgili, 2007). In other studies that deal with the effects of preschool education on children's readiness for school (Tugrul Atik, 1992; Gullo & Burton, 1992; Yazici, 2002; Ramey & Ramey, 2004; Pehlivan, 2006; Esaspehlivan, 2006; Simsek, 2007; Kirca, 2007; Melhuis et al., 2008; Cinkilic, 2009; Lokumcu Tozar, 2011; Ozcan, 2014; Schick, 2014), it was determined that children who received preschool education started school more readily than those who did not.

In line with the findings obtained from the research, it was determined that the mother's education variable predicted the word comprehension, matching, reading readiness subtest and total scores of the Metropolitan School Readiness Scale. Accordingly, it can be said that the high educational status of the mother positively affects the school readiness skills of the children. The first relationships of the child with the family play a critical role for the cognitive, social, emotional and self-control skills required throughout the child's life, and the people and materials that children interact within the period before starting school play an important role in the emergence of literacy skills. In addition, parents' being a model and presenting written and verbal expressions also have an important effect on literacy skills (Edwards et al., 2008). The educational status of the parents also strengthens the relationship between parent and child. Parents try to understand the reasons for their children's behaviours and reach the conclusion that their communication is healthier. Maintaining healthy parent-child communication is also an important factor for children's school readiness (Ozel & Zelyurt, 2016). Studies on school readiness by Magnuson and McGroder (2002), Carneiro et al., (2007), Kirca (2007), Polat Unutkan (2007c), Magnuson and Shager (2008), Cinkilic (2009), Wang (2009), Erkan and Kirca (2010), Erkan (2011), Uslu and Uslu (2013) and Akdas Okuyucu and Deniz (2015) reveal that the higher the education level of the mother, the higher the school readiness of the children, and the findings obtained as a result of this research are in a similar way.

It was determined that the mother employment variable predicted the matching, number readiness subtest and overall total scores of the Metropolitan School Readiness Scale in line with the findings obtained as a result of the study. However, a negative (-) beta value for the mother employment variable was found to be inversely correlated between the 'Matching' sub-dimension of the Metropolitan School Readiness Scale and the mother employment variable. It can be said that children's school preparation skills decrease if mothers are employed. The effect of the mother's occupational status on children's behaviour may vary depending on some factors. Mother's household chores, childcare and so on, sharing domestic responsibilities and leaving the children to the person or institutions that can provide qualified care and education during the working period and the quality of the family relations are important in terms of preparing the ground for the mother to spare more qualified time for her child outside of her working time. It is thought that the mother's professional status or whether she is working will not affect her relationship with her child when these factors are together (Ozbey & Alisinanoglu, 2009). On the other hand, factors such as the mother not being satisfied with her job, worrying about the care and safety of the child, or the working conditions being too harsh and stressful may negatively affect the interaction between the working mother and her child. Most of the working mothers feel guilty thinking that they cannot spare enough time for their children. They try to fulfil every wish of their child and pamper their children with great devotion to get rid of this guilt. On the other hand, some families believe that the mother's work leaves her child away from the necessary discipline and authority and applies pressure and a strict discipline method to protect her from all the dangers in the environment, and this cause their children to be either have a passive personality who submits to authority and does whatever is desired or a rebellious person (Aktas, 1994). Situations such as the mother's employment status and possibilities, the order in the family, the relationship with the spouse, domestic responsibilities, and the presence of people to take care of the child other than the parents affect the mother's communication and interaction style with her child, and it is thought that the presence of these situations may affect the child's development. It has been determined that the working status of the mother is not a factor directly affecting the development of the children in many studies about the working status of the mother (Bulut, 2000; Ozbey ve Alisinanoglu, 2009; Sari, 2007; Gizir, 2002; Yasar

Ekici, 2015; Tugrul Atik,1992; İkiz, 2009; Kuday, 2007; Tatlı, 2014; Ramazan ve Demir,2011; Ozturk, 2012).

It was determined that the number of sibling variable predicted the copying subtest scores of the Metropolitan School Readiness Scale in line with the findings obtained from the study. Furthermore, it can be said that having siblings in the family environment, especially having an elder who goes to school before her, having information about the school environment and what is done in the school environment have positive effects. It has been determined that the variable number of siblings has an effect on children's school readiness in many studies examining the effect of the number of siblings on school readiness (Yazıcı, 1999; Cıkrıkçı, 1999; Uyanık Balat, 2003; Gonca, 2004; Ozcan, 1996; Polat Unutkan, 2007a; Alakoc Pirpir, Yıldız Cicekler, Bayraktar ve Konuk Er, 2011; Cinkılıç, 2009).

Again, it was determined that the attitude towards parenting variable predicted the Metropolitan School Readiness Scale's word comprehension, number readiness, copying subtest and overall total scores in line with the findings obtained. Accordingly, it can be said that the mother's attitude towards parenting, her perception of competence in her own parenting skills, interest in parenting and satisfaction from parenting are influential on the child's school readiness skills. In the studies on attitude towards parenting, Green et al. (2009), Magdalena (2014), Merz et al. (2015) have also found that attitude towards parenting has an effect on children's development.

5. RESULTS AND RECOMMENDATIONS

When the findings obtained from the research results are examined in general; It was determined that the pre-school education variable predicted all subtests and total test scores of the Metropolitan School Readiness Scale. It was determined that the mother's education level variable predicted the Metropolitan School Readiness Scale's word comprehension, matching, reading readiness subtest and overall total scores, while the attitude towards parenting variable predicted the Metropolitan School Readiness Scale's word comprehension, number readiness, copying subtest and overall total scores. It was determined that the mother working status variable predicted the matching, number readiness subtest and general total scores of the Metropolitan School Readiness Scale, while the number of siblings predicted the metropolitan School Readiness Subtest scores of the Metropolitan School Readiness Scale. The findings obtained from this study reveal once again the effect of preschool education and family on the child's school readiness. Accordingly, in order to be aware of the necessity and importance of pre-school education, the activities aimed at raising awareness of the society, and informative and supportive studies should be given to families about the important effect of home environment, parental attitude, mother's education level and mother's profession on children's school preparation skills.

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