

that children from families of a lower socio-economic level are disadvantaged in terms of school readiness. There is some research (Brooks-Gunn & Duncan, 1997; McLoyd, 1998) indicating that the home environment of children from lower income families does not support their skills of school readiness in a proper way. In families with a lower socio-economic status, it may be harder to provide and present the relevant technological equipment to the children. On the other hand, Zill et. al. (1995) mentioned the disadvantages of the family's socio-economic status under the poverty line concerning school readiness. Besides, the fact that the projects directed to eliminate the negative effects of families' poverty on children's school readiness gave positive results is promising. For instance, some experimental interventions (including The New Hope Project and Minnesota Family Investment Program) provided families with financial support and thus increased children's perception development and school success (Hall ve Zaff, 2000).

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