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### An Analysis of the Studies on “The Values in Children’s Literature Products” in Turkey

Nuray Kurtdede Fidan<sup>1</sup>, Hacer Ulu<sup>2</sup>

<sup>1</sup>Afyon Kocatepe University,  
ORCID ID: 0000-0002-2056-1994

<sup>2</sup>Afyon Kocatepe University,  
ORCID ID: 0000-0002-7687-6370

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## **An Analysis of the Studies on “The Values in Children’s Literature Products” in Turkey**

**Nuray Kurtdede Fidan<sup>1\*</sup>, Hacer Ulu<sup>1</sup>**  
<sup>1</sup>Afyon Kocatepe University

### **Abstract**

It is seen that the number of studies dealing with the values in children’s literary products has been increased. Although there are many reviews on the studies concerning with value education, these reviews do not provide some significant details about these studies. This study has provided a content analysis of the studies on the values in children’s literature. In order to achieve this aim a total of 136 studies carried out in the period between 2007-2020 were analyzed. Of these studies 44 were articles and 92 were theses. The data were first collected through the “form of publication classification on the values in children's literature works”. It has been found that the values in children's literature works are mostly analyzed in master’s thesis. Within these studies the most frequently analyzed literary genre has also been found to be stories. In the master’s thesis there are analyses on a single work or on multiple works. It has been also found that the literary works analyzed are mostly by Turkish authors. The values covered in children's literature works have been analyzed taking into consideration the Turkish courses educational programs and core values list. It has been found that the most frequent values covered in children's literature works affection truthfulness, honesty, helpfulness.

**Key words:** Children's literature works, Values and Qualitative research

### **Introduction**

It is important and necessary for individuals to have values both for their personal development and for the formation of democratic societies. In the formation of democratic and developed societies, it is important and necessary for individuals to gain knowledge and skills in basic fields such as basic mathematics, language and science, as well as gaining values such as empathy, love, respect, tolerance and solidarity. Values reflect individuals’ attitudes, judgments, decisions, choices, behaviour, relationships and vision. These constructs influence their thoughts, feelings and actions and guide their tendency to do the right things (Venkataiah & Sandhya, 2008). Additionally, values are defined in various ways such as truthfulness, honesty, love, happiness and beauty. Values are considered good because they are important things related to an individuals’ life (Sutrop, 2015). Values refer to a collection of principles that take their roots from the past and tradition and extend to today and tomorrow nourished by these roots. The values that constitute the basic personal characteristics of individuals are the basis of the source that empowers individuals to cope with problems and solve them (MONE, 2018).

How and by what means to teach values to children have always been discussed. It can be said that children gain value from many educational or media sources such as children’s books, magazines and cartoons. In regard to literary works the children’s books are an important source for children to gain values. The work in children’s literature such as fairy tales, stories and legends are among the important resources in conveying many social, moral, personal and religious values to children (Court & Rosental, 2007). The target audience of children’s literature is children, and children’s literary work is composed of verbal, written and visual products which address their emotional, imaginative states and thoughts. Children may similarities in this work with their environment. Additionally, children may have an opportunity to make connections and comparisons between what is written or narrated and what they experience (Karatay, 2015). Eryılmaz and Çengelci Köse (2018) state that children meet with values through literary works, embody and internalize these values by seeing the values in heroes or events narrated, and decide on which values they adopt through their own mental filter.

There are some studies dealing with the content of children’s literary works in terms of values and the contributions of these works in gaining values by children. Some studies analyzed the children’s books in terms

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\* Corresponding Author: *Nuray Kurtdede Fidan, nkurt@aku.edu.tr*

of values (Court & Rosental, 2007; Erdoğan, 2017; Fidan, 2019; Kaçmaz, 2018; Karagöz, 2017; Kılıç & Aktan, 2015; Tümen, 2018). The others dealt with children's magazines in terms of the values covered (Alabaş & Kamer, 2016; Alabay et. al., 2018; Güler, 2019; Okumuş, 2018, Yeter, 2019). There are other studies dealing with the analysis of values in cartoons or animation movies (Akıncı & Güven, 2014; Bölük, 2018; Gómez & García, 2020; Kenna & Waters, 2017; Khalida, Meeraha & Halim, 2010; Özyayın 2020; Yaman, et. al., 2015; Żebrowski, 2017; Zong, Qi & Zong 2020), in poems (Kurtoğlu 2017; Küçükkaya 2014; Zavotçu 2012) and in biographical works (Er & Şahin, 2012; Kaymakçı & Er, 2009; Yiğittir & Er, 2013).

Classifying studies, identifying trends and making evaluations based on the research findings provide significant benefits for researchers (Selçuk, et. al., 2014). There are a total of ten research studies related to the revision of the value of education in Turkey (Adıgüzel & Ergünay, 2012; Baş & Beyhan, 2012; Beldağ 2016; Elbir & Bağcı 2013; Gözler et. al., 2020; Güçlü 2015; Gündüz, Başpınar & Büyükkarcı, 2017; Kapkın, Çalışkan & Sağlam, 2018; Kurtdede Fidan & Öner, 2018; Metin & Yılmaz, 2019). These studies analyzed the work on value education published between 2012 and 2020. Some of this research includes only research conducted graduate studies to examine the value of training in Turkey (Adıgüzel & Ergünay, 2012; Baş & Beyhan, 2012; Elbir & Bağcı 2013; Gündüz et. al., 2017; Kapkın, et. al., 2018; Kurtdede Fidan & Öner, 2018). The others mostly focused on other research types. There is only one study in which the tendency of the studies on values and value education in Turkey was analyzed. The sample of this study is the conference papers presented at the International Social Studies Education Symposium (USBES) during the period between 2012-2017 (Metin & Yılmaz, 2019). These reviews seek to identify general trends in values education in Turkey, and they include several proposals for new future research. Since there is a lot of research on value education, these studies try to reveal general results for value education. In this current study, has been aimed to analyse and review the studies conducted in the field of values in children's literature products and to determine their value classifications, results, suggestions and the major values that are focused on in the works. In children's literature products, which are considered as one of the basic resources in the field of value education, which values have been focused on, which values have not been focused on. While determining this situation is important in using children's literature products as a source in gaining some values, it will provide an idea that it is weak in gaining some values. This situation will create the need for educators to use different resources in this field. In addition, it is expected that there will be a preliminary study on which values should be focused on in the future children's literature products. Therefore, the aim this study has been to determine the major tendency of the studies that examine children's literature products in terms of value education. Determining the changes and developments in the field of value education in regard to the children's literature products within a certain period of time is important in terms of providing information to teachers and researchers. In line with the aim of the study, the following research questions were developed and answered in the study:

1. How are the studies analysing the values in children's literature distributed in terms of the following points?
  - Research type,
  - Literary genre,
  - Research design,
  - Data collection,
  - Analysis of values,
  - Data analysis,
  - Validity and reliability analyses
2. What are the most frequent values covered in the studies analysing the values in children's literature?
3. What are the major results reported in the studies analysing the values in children's literature?
4. What are the major suggestions proposed in the studies analysing the values in children's literature?

## Methodology

### Research model

This study dealing with the review of the studies on the values covered in children's literature in Turkey based on certain criteria and with revealing the major tendency of these studies is a descriptive research in which qualitative techniques are employed. "Qualitative research can be defined as a research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in their natural environment" (Yıldırım & Şimşek, 2011, p. 39). In the study content analysis was employed. Because content analysis makes it possible to collect similar data within the framework of certain concepts and themes and to interpret them in a form that the reader can understand (Creswell, 2012). In this study, qualitative research data, findings and

results which are the subject of examining children's literature products in terms of value education were re-synthesized and interpreted with a critical perspective.

### Sampling

The sampling of the study included both theses accessed through higher education council's theses center and articles which are accessed through Google Scholar which analyse the children's literature in terms of value education. The studies to be reviewed were chosen through the purposive sampling technique. "Purposeful sampling allows in-depth investigation of sources that are thought to offer rich information about the topics of the study" (Büyüköztürk et. al. 2009, p. 89). In the review only those studies which are concerned with Turkish children's literary works in terms of value education that were carried out between 2007 and 2020. In order to make a productive review of the related literature key words should be employed. Therefore, in the review the following key words are used to identify the proper studies: "children's books", "in terms of value education" and "based on value education". As a result a total of 202 studies were found, but of them 136 studies were included in the sample. The following points were taken into consideration to choose the studies to review:

- The studies should be about children's literature. Therefore, those dealing with some books that are not part of children's literature even though target secondary education level (cartoons, proverbs, and so on) were excluded.
- Those studies which were carried out in Turkey and published in Turkish were selected for the sample.
- Those articles which were some versions of the theses that had been already included in the sample were excluded from the sample of the study.
- The following studies were also excluded from the sample: those which deal with children's literature in terms of violence, human rights, manual skills, and negative habits, and those which analyse the book in terms of external features (size, layout, text and imprint information) or internal features (language and style, topics and themes, characters and pictures) or in terms of educational elements. Additionally, when any study does not include the necessary information about books such as the title, author or does not provide any information about the points that the current review focuses on, it was not included in the sample of the study.

### Data collection tool

The data of the study were collected using the form of publication classification on the values in children's literature works which was developed by the authors. The form is consisted of thirteen categories. It was developed based on the review of similar studies. Three external experts analyzed the form in terms of its consistency with the aim and scope of the review to establish its content validity. The draft form was modified based on the feedback from the experts. Then it was used to analyse ten studies which were also included in the sample. The data from the pilot study were analyzed by the authors separately. These analyses were later discussed to identify the missing and redundant parts of the form. As a result, the form was expanded with necessary addition (i.e., the author, the number of studies analyzed, age group of the target audience, and classification of genres) and redundant parts were omitted. Based on these modifications, the form was finalized. The ethical approval was granted before the study (Afyon Kocatepe University, Ethical commission date of the ethical approval=17.08.2020 and number of the approval document= 2020/138).

### Data collection procedure

As stated earlier first the related literature was analyzed to find the articles and theses to be reviewed. Following the selection of the studies based on the criteria given above these studies were examined through the document analysis. "Document analysis covers the analysis of written materials containing information about the facts and cases that are aimed to be investigated." (Yıldırım & Şimşek, 2011). The review of the studies lasted for nearly six months. The review of the databases was started on 21.02.2020. The data analyzed was completed on 15.08.2020. Until 11.09.2020 the study was written. In both selection of the studies to be reviewed and the data collection the following steps were followed: 1. Identification of study field, 2. identification of key words, 3. review of the studies, 4. based on the criteria established the evaluation of the study included in the sample and 5. The finalization of the sample. Notes taken for each study were added to Tables developed on computer. The analyses produced several categories that were consistent with the criteria.

### Data analysis

The data that had been collected through document review and encoded through the research review form were analyzed using the content analysis. "The main process in the content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand."

(Yıldırım & Şimşek, 2011). All of the studies included in the sample were recorded in the form. All studies were transmitted into a Word file consisting of fifty pages in total. The studies were coded and read one by one, and analyzed by considering the aims and research problems of the study. As stated earlier the data collected were examined using the content analyses. Content analysis is generally performed using the following five steps: (1) coding of the data, (2) identifying the themes, (3) organization of codes and themes, (4) establishing validity and reliability, and revealing the frequency and (5) discussing and interpreting the findings (Denzin & Lincoln, 2005).

### Validity and reliability

Necessary notes were taken about all the studies read, and the data were repeatedly examined by the authors on different occasions to avoid data loss. The process of coding the data and transferring it to themes was carried out by two researchers to ensure consistency. The appropriateness of the analysis was evaluated, and necessary changes were made as a result of the evaluation. Additionally, it is also important for the validity of the study that the studies reviewed are accessible to all researchers. The information included in the relevant theses was used while filling the review form, and the symbol “-“ was used in cases where the required information was not available. Following the completion of the data analysis, the analyses carried out by the two authors were compared. It was determined that there was general consistency in the analyses. The data for which there was no consensus were reexamined and corrected. Figure 1 depicts the research design:

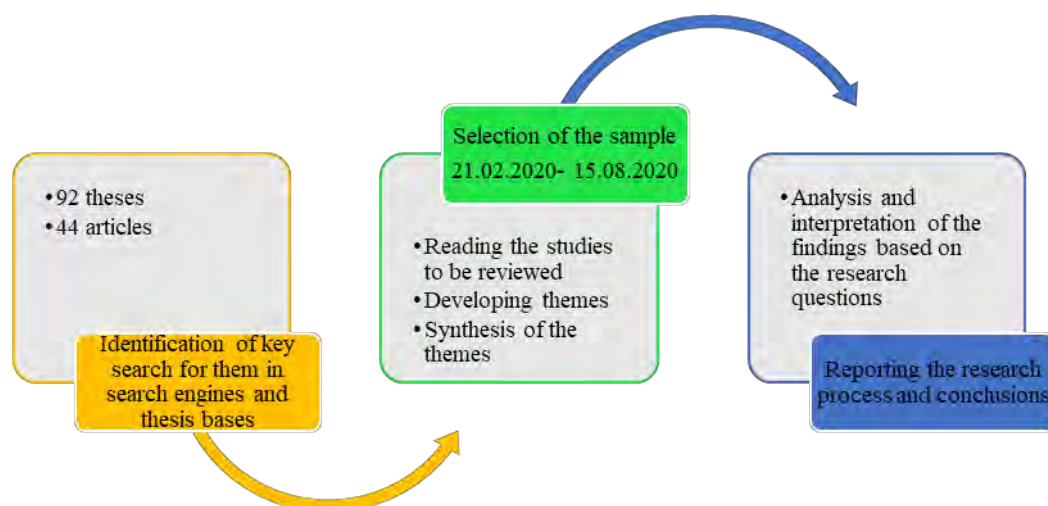


Figure 1. Research process

### Findings

The distribution of the reviewed studies based on research type is given in Table 1 based on research type.

Table 1. Distribution of the reviewed studies based on the research type

Research type	Frequency(f)	Percentage (%)
Articles	44	32.3
Master's theses	89	65.4
PhD theses	3	2.20
Total	136	100

As can be seen in Table 1 there are 136 researches on the analysis of values in the children's literature works. Of them 32.3% are scientific articles ( $f=44$ ), 65.4% are master's theses ( $f=89$ ) and 2.20% are PhD theses ( $f=3$ ). Therefore it is seen that the most frequent type of research is master thesis during the period of publication covered in the study. Additionally three PhD theses were carried out in recent period. The distribution of articles and theses reviewed based on publication/completion year is given in Table 2.

Table 2. Distribution of reviewed articles and theses based on publication/completion year

Publication/completion years	Articles	Theses	Total	
	f	f	f	%
2007	0	2	2	1.47
2009	0	1	1	.73
2011	0	2	2	1.47
2012	2	4	6	4.41
2013	0	4 (one PhD thesis)	4	2.94
2014	1	8	9	6.61
2015	4	7	11	8.08
2016	5	7	12	8.82
2017	5	7	12	8.82
2018	14	12	26	19.11
2019	7	35 (two PhD theses)	42	30.88
2020	6	3	9	6.61
Total	44	92	136	100

Table 2 presents the distribution of the studies reviewed based on publication/completion years. Within the study period the first study on the analysis of values in the children's literature works is a master's thesis carried out in 2007. In the period between 2007 and 2020 there are 92 theses of three of which are PhD theses. Particularly in 2019 the highest number of theses was produced ( $f = 35$ ). In regard to the articles on the analysis of values in the children's literature works, it is seen that the first article was published in 2012. The number of articles on the topic has been increased since then. The highest number of articles on the analysis of values in the children's literature works is seen in 2018. The distribution of articles and theses reviewed in the study based on the genre is given in Table 3.

Table 3. Distribution of articles and theses based on genre

Genre	Articles	Theses	Total	
	f	f	f	%
Story/tale	10	27	37	27.20
Novels	9	14	24	17.64
Fairy tale	6	12	18	13.23
Children's magazines	3	7	10	7.35
Children's books	0	5	5	3.67
100 core works	2	4	6	4.41
Illustrated children's books	3	4	7	5.14
Novel-story	0	5	5	3.67
Poem	2	1	3	2.20
Drama	2	0	2	1.47
Tale-novel	1	1	2	1.47
Anecdote	1	0	1	.73
Biography	1	0	1	.73
Jokes	1	0	1	.73
Songs	1	0	1	.73
Fable	1	0	1	.73
Multiple genres	1	12	13	9.55
Total	44	92	136	100

As can be seen in Table 3 the most frequently analyzed genre in the master's theses is story/tale genre which was examined in twenty-seven theses. The same genre is also the most frequently analyzed genre in the scientific articles ( $f=10$ ). In both groups of research novels ( $f=24$ ) and fairy tales ( $f=18$ ) are also common study topics. In theses and articles thirty-seven stories, twenty-four novels and eighteen fairy tales are analyzed as genres of children's literature. Some master's theses in the sample dealt with the analysis of more than one literary work ( $f=12$ ). Different volumes of a children's magazine were analyzed in both theses ( $f=7$ ) and scientific articles ( $f=3$ ) in terms of values. Table 3 also indicates that children's books are analyzed separately. There are some master's theses which analyzed children's books that were the best-selling ones based on the lists of bookstores and websites ( $f=5$ ). It is also found that the books analyzed target pre-school children aged between 3-6, and these books were examined concerning the values they covered both in scientific articles ( $f=3$ )

and in theses ( $f=4$ ). Table 4 presents the distribution of the sample based on the authors and literary works analyzed.

Table 4. Distribution of the sample based on the authors and literary works

Author and literary work	Articles	Theses	Total	
	f	f	f	%
One author one work	9	4	13	9.55
One author, more than one work	20	50	70	51.47
Multiple authors and multiple works	5	13	18	13.23
Turkish authors	29	70	99	72.79
International authors	7	5	12	8.82
Turkish and international authors	1	2	3	2.20
One children's magazine	3	5	8	5.88
Multiple children's magazines	0	2	2	1.47

Table 4 indicates the distribution of the studies which examine the children's literature in terms of value education based on the following points: the number of authors and works analyzed, the number of Turkish and international authors and the number of children's magazines analyzed. It is found that in the studies mostly a single author and his/her works are analyzed in terms of values. There are nine articles and four theses which analyzed the works by one author. Additionally, there are also studies in which the works by multiple authors are analyzed concerning the values. The number of studies dealing with the literary works by Turkish authors is found to be much more (articles  $f=29$  and theses  $f=70$ ) (The authors were counted once more in the theses that examined the works of the same author). Those literary works written by international authors are more frequently analyzed in the articles ( $f=6$ ) in contrast to theses ( $f=1$ ). It is found that mostly one children's magazine is analyzed in the sample whereas there are two theses which analyzed the values in different volumes of different children's magazines. Table 5 shows the distribution of the sample based on the research model employed.

Table 5. Distribution of the sample based on the research model

Research model	Articles	Theses	Total	
	f	f	f	%
Qualitative research / document review-analysis	23	37	60	44.11
Survey-based qualitative research	10	35	45	33.08
Descriptive model / descriptive study	4	8	12	8.82
No mention	5	6	11	8.08
Survey model	1	6	7	5.14
Analytical research	1	0	1	.73
Total	44	92	136	100

As seen in Table 5 document analysis was employed in twenty-three articles and thirty-seven theses. The survey-based qualitative research model is also used in the studies reviewed ( $f=45$ ). It is followed by descriptive models ( $f=12$ ), survey models ( $f=7$ ), and the analytical research model ( $f=1$ ). In some studies there is no mention of a research model ( $f=11$ ). Table 6 shows the distribution of the studies reviewed based on their sampling techniques.

Table 6. Distribution of the studies reviewed based on their sampling techniques

Sampling technique	Articles	Theses	Total		
	f	f	f	%	
No mention of sampling technique including the reasons for choosing the sample and the selection procedure	29	69	98	72.05	
Improbable sampling technique / Purposive sampling technique	Criterion sampling	8	11	8.08	
	Purposive sampling	4	1	5	3.67
	Maximum variety sampling	1	0	1	.73
	Homogenous sampling	1	0	1	.73
	Typical sampling	0	1	1	.73
Probability-based sampling technique	Convenience sampling	0	1	1	.73
	Random sampling	4	6	10	7.35
	Stratified sampling	1	0	1	.73
Sampling of all works by the author	1	6	7	5.14	
Total	44	92	136	100	

As can be seen in Table 6 the sample is categorized into three based on the sampling techniques used: Improbable sampling technique, Purposive sampling technique and Probability-based sampling technique. However, in twenty-nine articles and sixty-nine theses there is no mention of sampling techniques. The most frequently sub types of the improbable and purposive sampling techniques used in the studies reviewed are found to be criterion sampling ( $f=11$ ) and purposive sampling ( $f=5$ ). It is found that the following subtypes were used at equal rate: Homogenous sampling, typical sampling and convenience sampling. Of the probability-based sampling technique the most frequent one is found to be random sampling technique ( $f=10$ ). In one study the stratified sampling technique was employed ( $f=1$ ). In some studies all works of an author were covered. Table 7 presents the distribution of the sample depending on the value classification.

Table 7. Distribution of the sample based on value classification

Value classification	Articles	Theses	Total	
	f	f	f	%
Values covered in the Turkish language education program and core values	5	22	27	19.85
Value classification based on the literature review	11	14	25	18.38
Established value classifications	8	15	22	16.17
Values covered in the social studies education program	6	7	13	9.55
Values covered in the education programs for different courses	3	9	12	8.82
Religious values	2	7	9	6.61
National values	1	5	6	4.41
Core values	1	5	6	4.41
Values identified by the authors	4	1	5	3.67
Values covered in the MONE's regulation on value education/ values covered in the education programs for different courses	1	4	5	3.67
Universal values	0	3	3	2.20
Single value analysis	4	0	4	2.94
Total	44	92	136	100

As can be seen in Table 7 the studies reviewed include different value classifications. Of them five articles and twenty-two theses employed those values covered in the Turkish language education program as well as the core values. In the twenty-five studies reviewed there is no reference to the value classification employed, but the values were identified through the examination of the related studies. The value classifications developed by different authors were used in twenty-two studies analyzed. Those values covered in the social studies education program were employed in thirteen studies included in the sample. There twelve studies which used the values covered in the education programs for different courses. On the other hand, religious values were taken as a basis in nine studies. The value analysis basis of six studies reviewed is national values. The core values were used as the basis for analysis in six other studies in the sample. It is also found that three studies focused on universal values. A single value was analyzed in four of the studies contained in the sample. Table 8 indicates a distribution of the sample based on the data analysis techniques used.

Table 8. Distribution of the analyzed studies in terms of data analysis techniques employed

Data analysis technique	Articles	Theses	Total	
	f	f	f	%
No mention of a specific data analysis technique, but identifying the expressions appropriate to the value / labeling or classifying the values based on the main idea of the texts	10	33	43	31.61
Descriptive analysis	12	18	30	22.05
Content analysis	9	20	29	21.32
No mention of data analysis	8	14	22	16.17
Descriptive and content analysis	5	7	12	8.82
Total	44	92	136	100

Table 8 shows that the studies covered in the sample employed descriptive analysis ( $f=30$ ), content analysis ( $f=29$ ) and a combination of descriptive and content analysis ( $f=12$ ) to examine the data collected. In forty-three studies there are no specific data analysis reported, but the use of expressions consistent with the values, categorization of the values depending on textual features and depending on the main ideas. There are twenty-



two studies in which there is no specific reference to the data analysis employed. Table 9 shows the distribution of the studies sampled in terms of the validity and reliability analyses.

Table 9. Distribution of the studies sampled in terms of the validity and reliability analyses

Validity and reliability analyses (Credibility, transferability, consistency and verifiability)	Articles	Theses	Total	
	f	f	f	%
Direct quotations	44	65	109	80.14
Expert reviews (Consistency of the values identified)	16	18	34	25
No reference to validity and reliability analyses	0	17	17	12.5
Long-term interaction / Reexamination of the data	7	9	16	11.76
Detailed explanation and description of the process	3	10	13	9.55
Expert views (in regard to value classification)	2	9	11	8.08
Consistency rate	4	1	5	3.67
Specifying the researcher role	0	4	4	2.94
Expert views (in regard to the selection the works)	1	2	3	2.20
Expert views (in regard to research process)	0	1	1	.73

Table 9 shows that direct quotations were employed in 109 studies in the sample to establish validity and reliability. In several studies expert views were used to establish validity and reliability. More specifically, expert views were sought in regard to the consistency of values ( $f=34$ ), the classification of value forms ( $f=11$ ), consistency rate ( $f=5$ ), the inclusion of works in the sample ( $f=3$ ) and the research process ( $f=1$ ). There are studies which employed other ways of establishing the validity and reliability such as long-term interaction or reexamination of the data ( $f=16$ ), the detailed explanations and descriptions of the process ( $f=13$ ) and specification of the roles of the researchers ( $f=4$ ). However, in some studies included in the sample there is no specific reference to the procedures about validity and reliability ( $f=17$ ). Table 10 present the distribution of the major values described in the studies analyzed.

Table 10. Distribution of the major values described in the studies analyzed

Values	Articles	Theses	Total	
	f	f	f	%
Affection	33	100	133	97.79
Honesty	26	98	124	91.17
Helpfulness	27	80	107	78.67
Respect	18	86	104	76.47
Responsibility	19	75	94	69.11
Preserving and enhancing cultural values / heritage	17	74	91	66.91
Diligence	23	67	90	66.17
Fairness	18	64	82	60.29
Friendship	17	60	77	56.61
Solidarity	15	58	73	53.67
Braveness	12	61	73	53.67
Patriotism	14	57	71	52.20
Patience	13	53	66	48.52
Hospitality	12	50	62	45.58
Paying attention to family unity	8	51	59	43.38
Tolerance	13	46	59	43.38
Compassion	13	43	56	41.17
Freedom	5	49	53	38.97
Being scientific	7	45	52	38.51
Peace	11	40	51	37.5
Sensitivity	9	40	49	36.02
Kindness	6	42	48	35.29
Cleanliness	8	40	48	35.29
Contentment / thankfulness	5	40	45	33.08
Aesthetic	5	37	42	30.88
Saving	5	34	39	28.67
Helpfulness	11	24	35	25.73
Sharing	10	25	35	25.73
Sacrifice / being altruistic / not being selfish	4	31	35	25.73
Fidelity	4	30	34	25

Modesty	8	24	32	23.52
Being healthy	7	24	31	22.79
Generosity	4	26	30	22.05
Trustfulness	4	23	27	19.85
Self-esteem	7	19	26	19.11
Empathy	2	20	22	16.17
Equitable	4	14	18	13.23
Self-control	2	17	18	13.23
Independence	4	13	17	12.5
Happy	3	12	15	11.02
Conscientiousness	2	3	5	3.67
Mercifulness	1	2	3	2.20
Compliance	1	1	2	1.47

Table 10 shows that in the studies the most frequently cited values are affection (f=133), honesty (f=124), helpfulness (f=107), respect (f=104), responsibility (f=94), preserving and enhancing cultural values / heritage (f=91), diligence (f=90) and fairness (f=82). The coverage of these values in scientific articles and theses sampled is nearly the same. For instance, the most frequently cited value in both groups of publication is affection. The less frequently reported values in the sample include conscientiousness, mercifulness and obedience. Table 11 shows the distribution of the sample in regard to the conclusions reported.

Table 11. *Distribution of the sample in regard to the conclusions reported*

Conclusions reported	Articles	Theses	Total	
	f	f	f	%
Regarding the literary works as successful in value transmission	41	73	114	83.82
Indicating that some values are much more emphasized than the others	8	25	33	24.26
Reporting that some parts of the works are problematic (negative actions, the use of some words that are not appropriate for the developmental characteristics of children, less use of visuals)	2	9	11	8.08

Table 11 shows that forty-one scientific articles and seventy-three theses consider the works analyzed as appropriate for value education. Therefore, these works are recommended for children's reading activities. In some studies it is reported that there is an imbalance in the distribution of values in the literary works. For instance, in eight articles and twenty-five theses it is stated that some values are frequently included in the literary works while the others are mentioned less frequently. More specifically, the values of peace, aesthetics, hospitality and respect are reported to be less emphasized in the literary works. In two articles and nine theses it is argued that the literary works analyzed have some problematic points in terms of various dimensions. Table 12 presents the distribution of the studies reviewed based on the suggestions covered.

Table 12. *Distribution of the studies reviewed based on the suggestions covered*

Suggestions	Articles	Theses	Total		
	f	f	f	%	
MONE	The texts in the literary works may be used in value education	3	27	30	22.05
	There should be teaching and learning activities to reinforce value education in the education programs of Turkish language courses	0	9	9	6.61
	There should be websites or online databases that contain the lists of literary works which emphasize the desired values	3	5	8	5.88
	Those literary works which emphasize the desired values should be added to core works list or sample works list	1	5	6	4.41
	Literary works should contain values implicitly instead of giving them as advices	13	16	29	21.32
Authors And Publishers	Based on proper literary works different genres (drama, cartoons, animations, voice animations, songs, sketches, and so on) should be produced	1	13	14	10.29
	Those values that are found to be less contained in the works such as hospitality, peace and aesthetic should be more emphasized.	1	6	7	5.14
	The literary works which target children should contain topics which are enriched through value classifications.	0	5	5	3.67

	National, spiritual and universal values should be covered in the literary works.	2	2	4	2.94
	The children's literary works should be developed taking into consideration the certain age groups, and this information should be included.	1	2	3	2.20
	The children's literary works should not produce cultural conflict	1	1	2	1.47
Parents and School Administrators	Teachers should keep works they examined in terms of values in the classroom or school library and use these works for value education by organizing relevant games, dramas and teaching and learning activities	33	31	64	47.05
	Parents should be informed about the useful works and should consult to teachers in choosing these Works	2	21	23	16.91
	In the selection of the literary works the personality and developmental traits of children should be taken into consideration	8	4	12	8.82
	Supervised and published by children's books related units (such as illustrator, pedagogue, painter, education expert) and commission	0	8	8	5.88
	Local governments can distribute monthly the short story books and activity booklets containing values to children	1	0	1	.73
Researchers	Analysis of the works of the same and different authors or poets based on the different value categories in the recent or past periods	3	29	32	23.52
	Different models (qualitative and quantitative) should be used in the examinations on how to acquire basic values education through children's literature	3	9	12	8.82
	The functionality of the literary works in value acquisition should be improved	1	2	3	2.20
	No suggestion	14	5	19	13.97

As can be seen in Table 12 the studies contained suggestions towards different stakeholders, including the MONE, authors, publishers, teachers, field specialists, parents, school administrators, and researchers. Among the suggestions towards the MONE the most commonly stated one is that texts in the proper works should be included in the textbooks in regard to value transfer ( $f=30$ ). The most frequent suggestion towards the authors, publishers and producers is that values in literary works should be given implicitly rather than given as clear advices ( $f=29$ ). Most of the suggestions in the studies reviewed are towards teachers. It is suggested that teachers should keep works they examined in terms of values in the classroom or school library and use these works for value education by organizing relevant games, dramas and teaching and learning activities ( $f=64$ ). Among the suggestions developed for the researchers, the most frequently reported one is to examine the works of the same and different authors or poets based on the different value categories in the recent or past periods.

## Discussion

In the study 136 studies were reviewed through the content analysis which included a detailed examination of the studies on values in children's literature products published between 2007 and 2020. It has been concluded that most of these researches are theses conducted at master's level. It is seen that researchers mostly carry out such reviews in theses. Among these four PhD theses were carried out in recent years. The review of literary works, which are important sources for value education, will significantly guide stakeholders such as children, teachers and parents who benefit from these resources in the selection of the literary works to be read.

There are studies which analyse the children's literature products in terms of children, their education, the principle of relativity, culture and language (Akçay & Baş, 2015; Ceran, 2015; Cesur & Baş 2015; Eğridere, 2019; Karakurt-İpek, 2019; Kuru, 2018; Mert, Albayrak & Serin 2013; Varişoğlu & Tuzcuoğlu-Aksin, 2019; Karaçam, 2011). The number of studies dealing with the analysis of values in such works has been increasing. During the period in which the sample was published the first study was a master's thesis on the value analysis of children's literary works that was completed in 2007. In 2019 the number of such theses is found to be higher. Additionally, some PhD theses were also completed on the value analysis of children's literary works. In the period 2018-2019 the number of theses on the value analysis of children's literary works is very high. In

the study period the first articles on the value analysis of children's literature works were published in 2012 and in 2018 the number of such articles is the highest. Research in this field is increasing day by day. These findings show that the search for values in literary works is an area of intensive research. Values have always been emphasized in the education program since 2005. Separate values were emphasized for each lesson in primary and secondary school education programs, and then core values were determined. Both the emphasis on values in the recent education programs and the prominence of the resources used for values have led researchers to focus on this field.

Considering genre analyzed in the sample, it is found that the most frequently analyzed one is story. Additionally, the number of studies dealing with the analysis of values in novels and fairy tales is also found to be high. These are literary genres that are read more by children and are important in acquiring values. A large part of children's literature consists of stories and fairy tales of which the main purpose is to convey basic universal values and raise awareness among children in many areas. Oral and written tales constitute the intangible cultural heritage for the transmission of moral values from one generation to another. As emphasized in the UNESCO Convention on the Protection of Intangible Cultural Heritage in 2003, folk tales play a dynamic role in bringing people together, thus facilitating the exchange of information between different cultures and increasing respect for others in a tolerant and peaceful manner (Pulimeno, Piscitelli & Colazzo, 2020).

In some theses analyzed instead of analysing a single literary work. It may be either the analysis of the multiple works by a single author or the analysis of the multiple works by different authors. It is common that the values are analyzed in novels, stories and fairy tales. Additionally, the values are found to be analyzed in memoirs, poems, biographies, dramas, anecdotes, songs and fables. Described as any creative literary work written and designed specifically for children's use, children's literature products include short tales and stories, picture books, comic books, novels and rhymes (Pulimeno, et. al., 2020). It has been determined that researchers especially examine different works written by an author in terms of values. Additionally, it was determined that the researchers conducted studies to examine the literary works written by more than one author. While the works of Turkish authors were examined in terms of values, there are also articles examining the works of some international authors. Some of the international authors whose works were analyzed are as follows: Erich Kastner, Andrew Clements, Julio Cortazar, Sonya Hartnett, Christine Nöstlinger, Odile Kayser, Tove Jansson, Teneke Anna Gavaldà, Malarie Blackman, Houshang Moradi Kermani and Bernardo Atxaga. Examining the works of authors or poets from different countries is informative about which values other countries emphasized more by other countries.

It is found that the studies reviewed are mostly designed in document analysis, one of the qualitative research models. Additionally, it is concluded that the qualitative approach was written as a research model in the studies using the survey model. In some studies, it is found that there is no explanation in regard to the research model. The authors employed many different terms in explaining the model of their study. Some of these terms include descriptive model, descriptive study, descriptive field study, descriptive qualitative and descriptive content analysis model. The others are as follows: survey, survey of sources and survey of documents. Therefore, it can be argued that the authors do not have a full understanding of the research models. It may also be added that such a terminology confusion can be the result of the translations. Given that the major aim of the studies was only to determine the values in the literary works, other qualitative models such as action research and ethnographic design were not used. The most frequently employed sampling technique used in the studies reviewed is found to be purposive sampling. The others include homogenous sampling, typical sampling and convenience sampling. However, most of the studies analyzed did not mention the databases and how the literary works were selected. The following studies include uncertain techniques of sampling. This situation prevents to have an idea about the reasons for choosing the sample. Instead the reason for choosing the literary works was given as follows: the author is well known, the work is commonly read, the work suitable for the age group it addresses, and easy accessibility. Since the sampling method is not specified, there is uncertainty in this regard.

It is found that the studies analyzed mostly dealt with the values considering those values included in the education program of Turkish language courses and core values. Some studies contained no classification of values, but reported that the values had been identified through the literature reviews. In some studies the value categories developed Schwartz, Smith, Schwartz, Rokeach, Prencipe, Helwig, Tezcan, Özlem, Güngör, Spranger and Güngör were employed. The others used the values classifications developed by Mengüçoğlu, Büyükdüvenci, Ülken and Tarhan. Common values reported by Doğanay and UNESCO's list of values were also used as a basis of the analyses. Additionally, there are studies in which the works were examined based on the values contained in the education programs for the social studies courses. There are also other studies in which the literary works were analyzed depending on the values covered in the education programs of different

courses. There are some studies which included the analysis of the studies based on a single value (affection for animals, respect and sensitivity). Having different value classifications provided diversity and richness in terms of values. It also made the studies original and distinct because some studies analyzed the works by the same author. For instance, Kaçmaz (2018) and Kaya (2007) analyzed Cahit Zarifoğlu's following works: Serçe kuş (sparrow bird) tale, Yürekdede and padişah story, Katıraslan story, Küçük şehzade (Little prince) story and Ağaçkakanlar (woodpeckers) story. In the study by Kaçmaz (2018) the values included in the works are analyzed in terms of being individual and universal values. In Kaya's study (2007) the values are analyzed considering the religious, ethical and social values. The use of different value classifications in the reviews has added originality to the studies where the same works of the same author are examined.

It is found that the descriptive analysis and content analysis are mostly used in the data analysis of the studies reviewed. Although there are studies using both methods, it is found that the data analysis part of some studies is described as the expressions of identifying the expressions appropriate to the values, filing, classifying the values based on the texts and classifying them depending on the main idea. This result seem to stem from the lack of information and elaboration on the analysis methods used in qualitative research. Regarding the validity and reliability of the studies reviewed it is stated that expert opinions were sought on different subjects such as on the consistency of the most determined values. It is stated that expert opinion was obtained on subjects such as classification of the value form, percentage of compliance, selection of work, and the research process. It is found that the researchers supported the findings with direct quotations while presenting the findings in their studies. In some studies, no explanation has been made concerning the validity and reliability. Since the studies analyzed were mostly conducted in qualitative research model, values were determined in line with the findings of the researcher. Therefore, the validity and reliability of the analyses are very important for such studies. While direct quotation on values in general of the works provides important evidence, the fact that expert opinion on verifiability is included in limited studies suggests that there are some problems in terms of reliability. In some studies, the re-examination of the data at different times eliminated negative points.

In the studies examined, it is found that the most discussed values in children's literature products are love, truthfulness, honesty, helpfulness, respect, responsibility, protecting and developing cultural values/protecting cultural heritage, diligence and fairness. Especially in articles and theses, the inclusion of these values is close to each other. Since the works examined by the researchers are analyzed in terms of different value classifications, a lot of values have emerged. Values such as being conscientious, compassionate and obedience are among the least discussed values. In literary works, values should be given in a qualified way and contribute to the education of children. Children's literature products give students an opportunity to directly discuss character perspectives, understand characters, and develop their thinking about social context and relationships (Halstead & Taylor, 2000). O'Sullivan (2004) states that the deeper and richer literature is, the stronger the characters, and the easier it is to naturally include character education in the study of literature.

The studies reviewed concluded that the literary texts analyzed are mostly appropriate for value education. Some researchers have stated that there is an imbalance in the distribution of values in the works. It has been determined that values such as peace, aesthetics, solidarity, honesty, and hospitality are less discussed in literary works, and it is reported that these values should also be included. The intensity level of the values examined varies. For instance, Sutari (2014) states that social attitude competencies (honesty, discipline, responsibility, politeness, care, and self-confidence in interacting with families, friends, and teachers) should be taught.

The studies reviewed contain many different suggestions for the ministry of national education, authors, publishers, teachers, experts, parents, school administrators and scholars. Among the suggestions towards the MONE the most commonly stated one is that texts the proper works should be included in the textbooks in regard to value transfer. When children's literature products are included in the activities covered by the educational programs and textbooks, they can help to support students' development in areas such as social relations, personality, ethics and language (Pulimeno, et. al., 2020). One of the suggestions addressing the MONE is to develop a system that contains literary works which are appropriate for moral education. Kilpatrick (1993) considers the stories and past events as a way of conveying moral attitudes to children, giving them a common reference point and good examples.

Most of the suggestions in the studies reviewed are towards teachers. It is suggested that teachers should keep works they examined in terms of values in the classroom or school library and use these works for value education by organizing relevant games, dramas and teaching and learning activities. Multicomponent narrative-based approaches (storytelling, role-playing, games, and post-reading activities) can meet children's emotional needs, provide them a sensory input, increase their attention span, and shape their aesthetic attitudes (Pulimeno, et. al., 2020). Edgington (2002) states that the value education can be achieved through reflection or classroom

discussions by reading the book by students individually or with their teachers. Another suggestion offered in the studies reviewed for teachers is that they should examine the works taking into account the developmental levels of the children. In this vein O'Sullivan (2004) stated that teachers should analyse the characters in the books critically. It is stated that teachers, parents and school administrators should be models for students in regard to the transfer of values. Grusec and Kuczynski (1997) state that parenting strategies affect value transfer. O'Sullivan (2004) argued that if a book is chosen well, the characters in the book will probably exhibit many different characteristics that may be limited by children.

It is suggested in the studies reviewed that the values covered in the works should be given implicitly rather than as advices and should be given in their natural environment using positive examples. Edgington (2002) stated that when using literature to teach moral reasoning, teachers should give students an opportunity to explore the perspectives of the characters in the story, to explain the reasons for their actions and reactions to new situations. Baratz and Hazeira (2012) argue that if there is a place for effective links between literature and society, then such links are mostly through children's literature. Therefore, children's literature products written in a quality way contain certain components that help students to examine values. Among the suggestions developed for the researchers, the most frequently reported one is to examine the works of the same and different authors or poets based on the different value categories in the recent or past periods. Choo (2015) argued that while the texts in the private sphere are selected by readers depending on their personal interests or tendencies, the texts in the public sphere are examined, discussed and criticized by different actors from various fields such as school, state to political groups on behalf of students. Both the emphasis on literary criticism practices and its historical ties to values education make it a necessary and indispensable subject in our world today.

## Conclusion and Recommendation

It is seen that the number of studies dealing with the values in children's literary products has been increased. Although there are many reviews on the studies concerning with value education, these reviews do not provide some significant details about these studies. This study has provided a content analysis of the studies on the values in children's literature. In order to achieve this aim a total of 136 studies carried out in the period between 2007-2020 were analyzed. Of these studies 44 were articles and 92 were theses. It has been found that the values in children's literature works are mostly analyzed in master's thesis. Within these studies the most frequently analyzed literary genre has also been found to be stories. In the master's thesis there are analyses on a single work or on multiple works. It has been also found that the literary works analyzed are mostly by Turkish authors. The values covered in children's literature works have been analyzed taking into consideration the Turkish courses educational programs and core values list. It has been found that the most frequent values covered in children's literature works affection truthfulness, honesty, helpfulness.

Based on the findings of the study the following suggestions have been developed:

- The following genres may be analyzed in terms of value education: Memoirs, biographies, anecdotes, songs and fables.
- In the studies reviewed children's literature products were examined in terms of values education. Future studies can be designed in different research patterns by adding different dimensions and the views of the students can be analyzed.
- In the selection of the works to be reviewed in studies sampling methods as well as the reasons for the selection of certain works should be given in detail rather than stated that the sample was chosen through the random sampling method.
- Given that in numerous studies reviewed do not have an indication of sampling technique employed, trainings can be offered concerning the computer-assisted analysis methods (such as Nvivo, MAXQDA).
- Children's literature products available in the digital environment can be examined in terms of values education. And these products can be selected in line with the opinions of stakeholders.
- It may be suggested that the sections of results and suggestions in studies can be designed in conjunction with each other because in some studies, suggestions are independent from the results section.
- Given that the current review is limited to the studies in Turkish and to those related the databases in Turkey, it may be suggested to examine the other studies in this field by reviewing the studies in different languages and different databases.

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