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## RESEARCH ARTICLE

## Analysis of *The Little Prince* Book of Antoine de Saint-Exupéry from the Perspective of Value Transmission

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### Abstract

Children's books have an important role in the transmission of values. Therefore, it is necessary to conduct studies to examine qualified children's books in terms of value transmission. In this context, the aim of this study is to examine the book *The Little Prince* in terms of values. The study was designed as a document review method, which is one of the qualitative research methods. The research is based on the book *The Little Prince* by Antoine de Saint-Exupéry. *The Little Prince* book has different versions of translations in Turkish. In this study, the book published by Kids Can Press, translated into Turkish by Cemal Süreyya and Tomris Uyar, was used. The data were analyzed using the content analysis technique. As a result of the analysis, 208 value messages were determined according to the Schwartz (1992) values classification in the book *The Little Prince*, and 93 of these messages were transmitted explicitly and 104 implicitly. The Schwartz value classification also showed that the value message was mostly grouped under the title "benevolence." When the Turkish Course Curriculum (2019) was examined in terms of root values, it was seen that 36 of these messages were determined as value transmission. Of them, 36 were explicit and 24 were implicit. It was found that in the book, the value messages were determined under the values of love, friendship, and responsibility as root values. Lastly, it has been concluded that the book *The Little Prince* can be an important tool in terms of value transmission.

**Keywords:** Children's literature, Schwartz's classification of values, *The Little Prince*, value, value education,

### Introduction

Values are an important element in establishing a connection between the past and the present (Bozkurt, 2019). For this reason, it is of great importance to make people acquire the values and to make the values permanent. According to the Turkish Dictionary of Turkish Language Association (2022), value is defined as "the abstract measure that serves to determine the importance of something, the value that something is worth." Ulusoy and Dilmaç (2020) explain value as the measure of something that corresponds to its abstract meaning, while Bozkurt (2019) defined value as the thought that arises in response to the feeling of ownership that is nurtured against any person, object, belief, idea, goal, or thing. Kluckhohn (1951), on the other hand, defined value as "a concept that reveals the characteristics of a group or individual explicitly or implicitly and influences the selection from available modes, means and ends of the action" (Kurtde Fidan, 2009).

Schwartz and Bilsky (1987, 1990) summarized the properties of values under five headings based on the definitions of values in the literature. According to these characteristics, values are concepts and beliefs, relate to the desired end state or behavior, transcend specific situations, provide guidance in the evaluation of the event or situations, and are ranked according to relative importance (Schwartz, 1992). There are various classifications of values made in terms of the characteristics of

the values. Rokeach (1973) in his value classification examined values in two categories as terminal values and instrumental values (Yiğittir, 2012). Spranger (1928) grouped values under six headings "scientific value, economic value, aesthetic value, social value, political value, and religious value" (Akbaş, 2004, as cited in Yazıcı, 2006). Schwartz's (1992) value classification is based on his previous research. In order to test the hypotheses of the values he had previously established, he selected samples from 36 different countries, the majority of which were composed of teachers and university students, where different languages were spoken as well as different religions, and carried out his research. As a result of the research, a universal value structure was created with 10 general values and 56 sub-values under them. The 10 far-reaching core values that Schwartz (1992) theory stated are conformity/cohesion, traditionalism, benevolence, universalism, self-management/self-direction, arousal, hedonism, achievement, power, and security.

Sağlam (2021) explained the fundamentals of value education based on individual, social, cultural, and philosophical headings. Regardless of the purpose for which it is to be made, value education is of great importance in the formation of the features that make human beings human, in the continuation of social life and in the provision of cultural transfer. Due to this importance, the issue of values has been discussed in the curriculum. For example, when the perspective of the curriculum is examined, it is seen that "the main purpose of the education system

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is to raise individuals with knowledge, skills, and behaviors integrated with our values and competencies.” Similarly, in relation to values, it is emphasized that values are the own heritage that will be transferred from the past to the present and from today to the future and filtered from the national and spiritual resources of the society. In addition, the “root values” included in the curriculum are explained and those are “justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness” (Ministry of National Education [MoNE], 2019). In Turkish lessons, students are given value education by using various methods, course materials, or materials. The texts in textbooks are an important tool in the transmission of values. In the literature, various studies have been conducted on value messages in texts in Turkish textbooks in the literature (Baki, 2019; Ekinci Çelikpazu & Aktaş, 2011; Fırat & Mocan, 2014; Kaşkaya & Duran, 2017; Kaygana et al., 2013; Padem & Aktan, 2016; Pilav & Erdoğan, 2016; Şen, 2008; Şentürk & Aktaş, 2015; Somuncu, 2010; Susar Kırmızı, 2014).

Apart from curricula, children’s books are also important tools in values education. Children’s books, in addition to instilling the love and habit of reading (Sever, 2008), educate children to gain new values by directing them to the good and the beautiful (Kavcar, 1999). It can be mentioned that there are many researches examining value messages in children’s books/magazines (Alabay et al., 2018; Baş & Biros, 2019; Belet Boyacı et al., 2017; Calp & Calp, 2019; Cengiz & Duran, 2017; Dilek, 2017; Dirican & Dağlıoğlu, 2014; Körükçü et al., 2016; Kumbasar, 2011; Pilav & Orhan, 2020; Sallabaş, 2012; Tekin & Büyükkiz, 2019). Again, various studies on value teaching through children’s books have been conducted (Akdemir & Saban, 2020; Demir & Özdemir, 2013).

Within the framework of the Turkish course curriculum, it is important to examine the children’s books inside and outside the course in terms of value education. Despite the existence of research on the evaluation of various children’s books in terms of value transmission, as a result of the literature review on the subject, no research was found that examines Antoine de Saint-Exupéry’s book *The Little Prince* according to the Schwartz values classification or in terms of the root values in the Turkish course curriculum. In this context, the aim of the study is to examine Antoine de Saint-Exupéry’s children’s book *The Little Prince* in terms of value transmission. In line with this main purpose, the problem sentence and sub-problems of the study were determined as follows:

#### Problem Sentence

What values are included in Antoine de Saint-Exupéry’s children’s book *The Little Prince*?

#### Sub-problems

1. What are the outstanding values in Antoine de Saint-Exupéry’s children’s book *The Little Prince* according to the Schwartz values classification?
2. What are the prominent values in Antoine de Saint-Exupéry’s children’s book *The Little Prince* in terms of the root values in the Turkish course curriculum?

### Methods

#### Model of the Study

The study is designed in accordance with a qualitative methodology. In this context, document review, which is one of the qualitative research methods, was used. Document review is a method based on the analysis of written materials such as pictures, films, books, and magazines containing information about the case or cases planned to be investigated (Karasar, 2007; Yıldırım & Şimşek, 2013).

#### Data Source of the Research

The data source of this research is the children’s book *The Little Prince* written by Antoine de Saint-Exupéry. This book was

selected since it is one of the best-selling and most read books in the world (<https://tr.wikipedia.org>). In this study, among the different translated versions of the book in Turkish, the book published by Can Çocuk Press in 2020, translated into Turkish by Cemal Süreyya and Tomris Uyar, was used. The book *The Little Prince*, written in 1943, is about the conversations between a pilot whose plane breaks down and therefore lands in the desert and the Little Prince from another planet. The book *The Little Prince*, written in 1943, is about the conversations between a pilot whose plane breaks down and therefore lands in the desert and The Little Prince.

#### Data Collection Tool

The values contained in the book *The Little Prince* were examined using the values found in Schwartz’s (1992) value classification (power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security) and the 10 root values (justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and helpfulness) in the Turkish Course Curriculum (2019). The Schwartz (1992) value classification is presented in Table 1.

#### Analysis of Data

In the study, the data were analyzed by content analysis technique. In content analysis, it is aimed to reach the relationships and concepts that will enable the interpretation of the obtained data (Yıldırım &

Table 1.

*Schwartz’s Value Classification (1992)*

Values	Sub-values	Values	Sub-values
Power	Social Power	Benevolence	Helpful
	Authority		Honest
	Wealth		Forgiving
	Preserving my public image		Loyal
	Social recognition		Responsible
Achievement	Successful	Tradition	A spiritual life
	Capable		True friendship
	Ambitious		Mature love
	Influential		Meaning in life
	Intelligent		Accepting my portion in life
Hedonism	Pleasure		Devout
	Enjoying life		Humble
Stimulation	Dating		Respect for tradition
			Moderate
Self-direction	A varied life	Conformity	Detachment
	An exciting life		Obedient
	Curious		Honoring parents and elders
	Creativity		Politeness
	Freedom		Self-discipline
Universalism	Choosing own goals	Security	Clean
	Independent		National security
	Self-respect		Recipitation of favors
	Protecting the environment		Social order
	Unity with nature		Family security
	A world of beauty		Sense- of belonging
	Broad-minded		Healthy
	Social justice		
	Wisdom		
	Equality		
	A world at peace		
	Inner harmony		

Şimşek, 2013). In order to be able to process and analyze the data, two value forms were created by the researchers in the first stage. In the first form titled “Value Messages According to Schwartz (1992) Value Classification,” information on values and sub-values were included. In the second form named “MoNE (2019) Value Messages by Root Values,” root values were presented. In the final stage, the values determined in the book read were recorded in the forms created and their frequencies were calculated.

### Validity and Reliability of the Study

Different methods can be used to ensure reliability in qualitative research. In this study, reliability was ensured by examining the results obtained from another researcher. First, one of the researchers read the book and coded it in accordance with the previously created forms. The other researcher then examined the results obtained by participating in the data analysis process. In the final stage, the researchers compared their coding and common codes were created. For the internal validity of the study, direct excerpts from the book were included. In the direct excerpts from the Turkish translation of *The Little Prince*, translations from Turkish into English were made by the researchers.

### Results

In this section, the findings are presented in order based on the sub-problems of the study.

In Antoine de Saint-Exupéry’s *The Little Prince*, the values that stand out according to the Schwartz value classification are presented in Table 2.

When Table 2 is examined, it is seen that according to Schwartz (1992) value classification, a total of 197 value messages were determined, 93 of which were explicit and 104 were implicit. When the distribution of values was examined, a total of 8 values related to power value, 21 values related to achievement value, a total of 11 values related to hedonism value, 13 values related to stimulation value, 11 values related to self-direction value, 23 values related to universalism value, 78 values related to benevolence value, 17 values related to tradition value, and 15 values related to conformity value were determined. The value message for the security value could not be determined. According to the table, it is understood that the value message was mostly grouped under the benevolence value.

The value messages for the power sub-value classified according to the Schwartz value classification are shown in Table 3.

As seen in Table 3, there were 8 value messages in the power value category, 7 of which were explicit and 1 was implicit. Sample excerpts

Table 2.  
*Schwartz (1992) Value Messages by Value Classification*

	Explicit	Implicit	Total
Power	7	1	8
Achievement	6	15	21
Hedonism	5	6	11
Stimulation	12	1	13
Self-direction	6	5	11
Universalism	6	17	23
Benevolence	37	41	78
Tradition	9	8	17
Conformity	5	10	15
Security	—	—	—
<b>Total</b>	<b>93</b>	<b>104</b>	<b>197</b>

Table 3.  
*Value Messages for Power Rating*

	Explicit	Implicit	Total
<b>Power</b>			
Social Power	—	—	—
Authority	4	1	5
Wealth	1	—	1
Preserving my public image	—	—	—
Social recognition	2	—	2
<b>Total</b>	<b>7</b>	<b>1</b>	<b>8</b>

from *The Little Prince* regarding the value of power are presented below:

#### Authority:

“What you wish will be fulfilled tonight at seven-forty! So, you will see how certain my authority is.” (Explicit, p. 47)

“But I will wait for a time when the conditions will be appropriate according to the laws of the science of governing.” (Implicit)

#### Wealth:

“What good is it for the stars to be yours?”

“It helps me get rich.” (Explicit, p. 56)

#### Social recognition:

“I’ve had a lot of relationships with a lot of important people in my life.” (Explicit p. 10)

The value messages for the achievement sub-value in the Schwartz value classification are in Table 4.

When Table 4 is examined, 21 value messages were determined in the achievement value category, 6 of which were explicit and 15 of which were implicit. Here are some example excerpts from the book on the value of achievement:

#### Successful:

“I came to let him know that the repair work had been accomplished unexpectedly.” (Explicit, p.97)

“The Little Prince reached a path after walking for a long time among the sands, rocks, and snow” (Implicit, p. 74)

#### Capable:

“I send every creature I touch to the earth, where it came from. But you’re immaculate, and you come from a star...” (Explicit, p. 70)

“I can take you far as ships cannot go.” (Implicit, p. 70)

Table 4.  
*Value Messages for the Achievement Value*

	Explicit	Implicit	Total
<b>Achievement</b>			
Successful	2	1	3
Capable	2	4	7
Ambitious	2	4	6
Influential	—	—	—
Intelligent	—	6	6
<b>Total</b>	<b>6</b>	<b>15</b>	<b>21</b>

Table 5.  
*Value Messages for the Hedonism Value*

	Explicit	Implicit	Total
<b>Hedonism</b>			
Pleasure	4	3	7
Enjoying life	1	3	5
<b>Total</b>	<b>5</b>	<b>6</b>	<b>11</b>

*Ambitious:*

“Since there were neither drivers nor passengers on board, I was prepared to tackle this power repair task on my own.” (Explicit, p.12)

“The Little Prince asked a question, and he wouldn’t shut up until he got his answer.” (Implicit, p. 32)

*Intelligent:*

“I was trying to figure out if he was really savvy or not.” (Implicit, p. 11)

The value messages for the hedonism sub-value in the Schwartz value classification are presented in Table 5.

As can be seen in Table 5, there were 11 value messages in the hedonism value category, 5 of them were explicit and 6 of them were implicit. Sample excerpts from *The Little Prince* regarding the value of hedonism are presented below:

*Pleasure:*

“ ‘This place is more entertaining than the king’s planet’, thought The Little Prince.” (Explicit, p. 51)

“Mine’s good smell was all over the planet.” (Implicit, p. 39)

*Enjoying life:*

“I pulled the bucket to the mouth of the well, I pushed it. I was tired, but happy. The melody of the spinning wheel was in my ears; I could see the sun stirring in the stirring water.” (Implicit p. 92)

The value messages for the sub-value of stimulation in the Schwartz value classification are shown in Table 6.

When Table 6 is examined, 13 value messages were identified in the stimulation value category. Of them, 12 were explicit and 1 was implicit. Sample excerpts from the book regarding the value of stimulation are included below:

*Dating:*

“The Little Prince said: ‘Good morning’.”

“He was standing in front of a garden with roses blooming from head to toe.”

Table 6.  
*Value Messages for the Stimulation Value*

	Explicit	Implicit	Total
<b>Stimulation</b>			
Dating	11	-	11
A varied life	-	1	1
An exciting life	1	-	1
<b>Total</b>	<b>12</b>	<b>1</b>	<b>13</b>

Table 7.  
*Value Messages for the Self-direction Value*

	Explicit	Implicit	Total
<b>Self-direction</b>			
Curious	6	3	9
Creativity	-	-	-
Freedom	-	-	-
Choosing own goals	-	2	2
Independent	-	-	-
Self-respect	-	-	-
<b>Total</b>	<b>6</b>	<b>5</b>	<b>11</b>

“The roses said in unison: ‘Good morning’, they said.”

“The Little Prince looked at them. They all looked like their own flowers:”

“ ‘Who are you?’ he asked; he was surprised.”

“ ‘We are roses’, the roses said.” (Explicit, p. 74)

*A varied life:*

“He decided to stop by them to educate himself and make use of his free time.” (Implicit, p. 43)

*An exciting life:*

“You’ll see what fun we’re going to have! Your hundred million bells will be my five hundred million fountains...” (Explicit, p. 102)

The value messages for the self-direction sub-value in the Schwartz value classification are presented in Table 7.

As can be seen in Table 7, there were 11 value messages in the self-direction value category and 6 of them were explicit and 5 of them were implicit. Some sample sentences related to the value of self-direction from *The Little Prince* are provided below:

*Curious:*

“I worked hard to learn more about it.” (Explicit, p.17)

“Suddenly, I caught a light in the mysterious darkness of his being. I immediately asked:” (Implicit, p. 17).

*Choosing own goals:*

“I should have hired another job, I was interested in piloting.” (Implicit, p.10)

The value messages for the universalism sub-value in the Schwartz value classification are presented in Table 8.

When Table 8 is examined, 23 value messages were determined in the universalism value category, 6 of which were explicit and 17 of which were implicit. Here are some example quotes from the book about the value of universalism:

*Protecting the environment:*

“What I do is helping my volcanoes and my flower. Sense you’re not hurt for the stars.” (Explicit p. 58)

*Unity with nature:*

“You know, when a person is sad, he tastes the sunset better.” (Implicit, p. 31)

Table 8.  
*Value Messages for the Universalism Value*

	Explicit	Implicit	Total
<b>Universalism</b>			
Protecting the environment	2	-	2
Unity with nature	-	1	1
A world of beauty	2	11	13
Broad-minded	-	1	1
Social justice	1	1	2
Wisdom	1	1	2
Equality	-	-	-
A world at peace	-	1	1
Inner harmony	-	1	1
<b>Total</b>	<b>6</b>	<b>17</b>	<b>23</b>

*A world of beauty:*

“But if it’s a bad plant, we have to uproot it as soon as we see it.” (Explicit, p. 26)

“It is the hiding of a well somewhere that gives beauty to the desert.” (Implicit, p. 89)

*Social justice:*

“If you get up and command your people to throw themselves into the sea, there will be a revolution.” (Explicit, p. 47)

“If I ordered a general to fly from flower to flower like a butterfly, or to write a tragedy, or to become a seagull, and if that general did not follow his command, who would be to blame? Is it in him or me?” (Implicit, p. 47)

*Wisdom:*

“It is much more difficult to judge yourself than to judge others. If you manage to judge yourself, you are a true sage.” (Explicit, p.48)

“‘There is also solitude among men’, said the serpent.” (Implicit, p. 70).

*A world at peace:*

“I don’t like to give the death penalty.” (Implicit, p. 48)

*Inner harmony:*

“I judge myself wherever I can.” (Implicit, p. 48)

The value messages for the benevolence sub-value in the Schwartz value classification are shown in Table 9.

As can be seen in Table 9, there were 78 value messages in the benevolence value category, and 37 were explicit and 41 were implicit. Sample excerpts from *The Little Prince* regarding the value of benevolence are presented below:

*Helpful:*

“I also drew the inside of the boa constrictor in a dual picture, this time so that the elders could understand.” (Explicit, p. 10)

*Honest:*

“Just then it occurred to me that I had been dealing only with history, geography, arithmetic, and grammar until now, and I told our little one (a little sadly) that I couldn’t paint.” (Explicit, p. 64)

Table 9.  
*Value Messages for the Benevolence Value*

	Explicit	Implicit	Total
<b>Benevolence</b>			
Helpful	8	-	8
Honest	5	1	6
Forgiving	-	6	6
Loyal	-	1	1
Responsible	7	5	13
A spiritual life	-	1	1
True friendship	10	4	14
Mature love	7	13	20
Meaning in life	-	10	10
<b>Total</b>	<b>37</b>	<b>41</b>	<b>78</b>

“Because what does a lying explorer bring to the head of geography books?” (Implicit, p. 64)

*Forgiving:*

“Children should get used to tolerating adults.” (Explicit, p. 22)

“Yet I should have welcomed this claw incident that made me so angry.” (Implicit, p. 39)

*Loyal:*

“... It is his devotion to a flower—the image of a rose burning like a flame of lamps in his self even when he sleeps.” (Implicit, p. 90)

*Responsible:*

“Well... A collar for my sheep... I am responsible for the flower.” (Explicit, p. 103)

*A spiritual life:*

“But the eyes are blind. Only when one looks with one's heart can one see the truth...” (Implicit, p. 93)

*True friendship:*

“The friends I met on my return were glad to see me intact.” (Explicit, p. 103)

“I realized that if I don't see this smile again, I can't. For me, his smile was a source in the desert.” (Implicit, p. 98).

*Mature love:*

“The Little Prince looked and felt a love in him for this watchman who adhered so much to the regulation.” (Explicit, p. 61)

“I was moved. It was as if I was carrying a treasure secret in my arms.” (Implicit p. 89)

*Meaning in life:*

“But the eyes are blind. Only when one looks with one's heart can one see the truth...” (Implicit, p. 93)

The value messages for the sub-value of tradition in the Schwartz value classification are presented in Table 10.

When Table 10 is examined, 17 value messages were determined in the tradition value category, 9 of which were explicit and 8 of which



Table 10.  
*Value Messages for the Value of Tradition*

	Explicit	Implicit	Total
<b>Tradition</b>			
Accepting my portion in life	2	—	2
Devout	3	8	11
Humble	—	—	—
Respect for tradition	—	—	—
Moderate	4	—	4
Detachment	—	—	—
<b>Total</b>	<b>9</b>	<b>8</b>	<b>17</b>

were implicit. Here are some example quotes from the book about the value of tradition:

*Accepting my portion in life:*

“... So I wasn’t a great prince at all.” (Explicit, p. 76)

*Devout:*

“Unfortunately, I am unable to see the sheep in the closed chests. Maybe I look a little bit like the big guys. We’re old, after all.” (Explicit, pp. 23–24).

“Imagine how surprised I was when the sun rose and I woke up to a strange, subtle voice.” (Implicit, p. 12)

*Moderate:*

“ ‘There is no harm’, he said, ‘everything is so small in our country!’ ” (Explicit, p. 18)

The value messages for the conformity sub-value in the Schwarz value classification are presented in Table 11.

As seen in Table 11, there were 15 value messages in the conformity value category and 5 of them were explicit and 10 of them were implicit. Sample quotations from the book *The Little Prince* regarding the value of conformity are presented below:

*Politeness:*

“ ‘Please’, he said, Would you draw a sheep?” (Explicit p. 12)

“ ‘Good morning’, said ours, ‘look, your cigarette is out’. ” (Implicit, p. 53).

*Self-discipline:*

“After you’ve tidied yourself up in the morning, you need to tidy up your planet.” (Implicit, p. 26)

According to the **security** value theme, *the Little Prince* is not tabulated, because no explicit or implicit value message could be determined.

Table 11.  
*Value Messages for Conformity Value*

	Explicit	Implicit	Total
<b>Conformity</b>			
Obedient	—	—	—
Honoring parents and elders	—	—	—
Politeness	5	9	14
Self-discipline	—	1	1
<b>Total</b>	<b>5</b>	<b>10</b>	<b>15</b>

Table 12.  
*MoNE (2019) Value Messages by Root Values*

	Explicit	Implicit	Total
Justice	3	—	3
Friendship	10	3	13
Honesty	2	1	3
Self-control	—	2	2
Patience	1	—	1
Respect	2	—	2
Love	5	13	18
Responsibility	6	5	11
Patriotism	—	—	—
Helpfulness	7	—	7
<b>Total</b>	<b>36</b>	<b>24</b>	<b>60</b>

In Antoine de Saint-Exupéry's *The Little Prince*, the prominent values according to the root values in the Turkish Couse Curriculum are included in Table 12.

When the book was examined according to MoNE (2019) root values, a total of 60 value messages, 36 explicit and 24 implicit, were determined. When the distribution of values was examined, a total of 3 values related to the value of justice, a total of 13 values related to the value of friendship, a total of 3 values related to the value of honesty, a total of 2 values related to the value of self-control, a total of 1 value related to the value of patience, a total of 2 values related to the value of respect, a total of 18 values related to the value of love, a total of 11 values related to the value of responsibility, and 7 values related to the value of helpfulness were determined. The value message for patriotism value could not be determined. According to the root values of the Ministry of National Education (2019), the value message was determined to be mostly on the theme of love value. Here are sample excerpts from the book:

*Justice:*

“Okay. We have to ask everyone for as much as they can.” (Explicit, p. 47)

*Friendship:*

“... I have to make friends and get to know new things.” (Explicit, p. 80)

“I realized that if I don’t see this again I can’t. For me, his smile was a source in the desert.” (Implicit p. 98).

*Honesty:*

“But it’s not my fault. When I was six years old, the elders discouraged me from painting. I had not learned to draw anything, except for the internal and external appearances of boa constrictors.” (Explicit, p. 12).

“Because what a lying explorer can do to geography books.” (Implicit, p. 64)

*Self-control:*

“He decided to stop by them to educate himself and make use of his free time.” (Implicit, p. 43)

*Patience:*

“You have to be very patient.” (Explicit, p. 80)

*Respect:*

“ ‘Good night’, said the Little Prince respectfully.” (Explicit, p. 69)

*Love:*

"If you don't understand my love, I'm to blame." (Explicit, p. 42)

"Even if the flower you love is found in only one of the millions of stars, looking at the stars is enough for our happiness. 'My flower, here is one of them', we say to ourselves. But imagine that the sheep ate the flower, and all the stars suddenly seem to be blackened. Does it matter?" (Explicit, 34).

*Responsibility:*

"I was filled with a sense of responsibility when I drew the baobabs; I've outdone myself." (Explicit, p. 28)

"... how sweet it sounded that morning, how sweet things sounded today. When he watered the flower one last time and put the lantern on top of him, he would cry if you touched it." (Implicit, p. 40).

*Helpfulness:*

"The Little Prince wanted to help him." (Explicit, p. 53)

### Discussion, Conclusion, and Recommendations

This study aimed to examine Antoine de Saint-Exupéry's children's book *The Little Prince* in terms of value transmission. As a result of the study, according to the Schwartz (1992) value classification, a total of 197 value messages were determined, 93 of which were explicit and 104 were implicit. When the distribution of values was examined, it was concluded that there were 8 value messages related to power value, 21 values related to achievement value, 11 values related to hedonism value, 13 values related to stimulation value, 11 values related to self-direction values, 23 values related to universalism value, 78 values related to benevolence value, 17 values related to tradition value, and 15 values related to conformity value. The value message for the security value was not found.

When the value messages from *The Little Prince* book were evaluated within the framework of the root values of the MoNE (2019), a total of 60 value messages were identified, 36 explicit and 24 implicit. When the distribution of values was examined, it was determined that there were 3 values related to the value of justice, 13 values related to the value of friendship, 3 values related to the value of honesty, 2 values related to the value of self-control, 1 values related to the value of patience, 2 values related to the value of respect, 18 values related to the value of love, 11 values related to the value of responsibility, and 7 values related to the value of helpfulness. The value message for patriotism value could not be determined.

In the study, according to the Schwartz (1992) value classification, in the book *The Little Prince*, values were mostly under the title of benevolence value. The reason why more messages of value related to the theme of benevolence were identified in *The Little Prince* can be explained under two headings. The first is that the book *The Little Prince* is associated with the literary genre. The genre of *The Little Prince* can be considered a fairy tale because of its narrative style. Fairy tales are literary genres that give children the message of being sincerely happy and being a good person (Bayram & Yılmaz, 2020). In this respect, it can be said that the book reflects the characteristics of the fairy tale genre. The second reason can be related to the subject of the book. In the book, *The Little Prince*, who leaves his beloved rose alone and travels between the planets, explores the world of the elders and criticizes the lifestyles and perspectives of the elders. The people he meets during *The Little Prince*'s interplanetary travels are surprised by what he says. On his last visit, he realizes what true love is. The

sub-value of love, which is included under the value of benevolence in the book *The Little Prince*, is one of the most important topics of the book.

It was seen that in the book, there were more value messages in the sub-values of mature love, true friendship, being responsible and helpful, which are below the value of benevolence. It was understood that these values were explicitly mentioned in some parts and implicitly in some parts. "That's how I made friends with *The Little Prince*" (p. 16) quotes the value of friendship explicitly. "I understand that I can't make this smile if I don't see it again. For me, his smile was a source in the desert" (p. 98) quotes the value of friendship implicitly. Similarly, responsible value is given explicitly or implicitly in the book. "It's not hard to fight back. I tried very hard, but the others did not succeed. I was filled with a sense of responsibility when I drew the baobabs. I've outdone myself" (p. 28) was given implicitly. "The Little Prince was drunk when he dismantled the last baobab exiles. He thought he would never come back. That morning, how sweet these everyday tasks sounded. When he watered the flower one last time and put the lantern on top of it, if you touched it, he would cry" (p. 40) quotes the value of responsible implicitly. While the author implicitly emphasizes responsibility, he states that the character is happy to carry out his daily tasks. Regarding the sub-theme of being benevolent, it was seen that the value messages in the book were usually conveyed explicitly. For example, "Nothing will happen to the flower you love. I draw a leash for your sheep. I'll draw a fence for your flower as well. Then..." (p. 35), "The astonished Little Prince ran and brought a needle of fresh water, watered the flower" (p. 37).

In the literature, it was determined that the most emphasized value messages in various researches examining the value messages in children's books were benevolence, love, helpfulness, honesty, and responsibility. In the researches conducted by Belet Boyacı et al. (2017) titled "Is It Possible to Live in The World Differently?" An Example "*The Little Black Fish*" in "Value Education", it was emphasized that one of the most mentioned values was benevolence. In this context, it can be interpreted that *The Little Prince* and *The Little Black Fish* books have some common features in terms of the most emphasized value message. Similarly, in Calp and Kaplan's (2021) study titled "An Investigation of Samed Behrengi's Three Works: Tale of Love, One Peach Thousand Peaches and Bald Pigeon in Terms of Root Values," it was concluded that the values common to all three books were love, justice, and responsibility. In this context, it can be said that the values most emphasized in *The Little Prince* are similar to the research results mentioned above.

In the study, in the book *The Little Prince*, according to the MoNE (2019) root values, value message with the highest frequency was determined in the theme of love value. Similarly, according to the Schwartz (1992) classification, the sub-value that is mostly seen under the benevolence value was mature love. From this point of view, it can be said that the value that stands out in the book *The Little Prince* is love. It is possible to see implicit messages of value messages in the book. For example, "Even if the flower you love is found in only one of the millions of stars, looking at the stars is enough for our happiness. 'My flower, here is one of them', we say to ourselves. But imagine that the sheep ate the flower, and all the stars suddenly seem to be blackened. Does it matter?" (p. 34). Mature love is expressed here implicitly. Even if the author does not express his love for flowers directly by using words of love, he has tried to explain his love for flowers with examples he uses to strengthen his narrative. Similarly, with the sentence "What makes your rose so important is the time you spend for it" (p. 84), he also speaks of his love for the rose without any direct emphasis on love. In some parts of the book, the value of love is mentioned explicitly. For example, " 'Wouldn't I love you',

said the flower. ‘If you don’t understand my love, it’s up to me. And what does it matter...’” (p. 42).

In various researches conducted to determine value messages in children’s books, various results have been obtained that overlap or differ from these research findings. In the research titled “The Analysis of Ayşe Yamaç’s Children Novels in terms of Value Education” conducted by Kuru and Keklik (2016), it was seen that the love value was mostly included in the studies examined. In the study titled “Analysis of Aytül Akal’s Tales within the Framework of the Core Values in the National Turkish Language Curriculum,” Özbaşı (2020) found that the love value was mostly included in the fairy tales he examined. In the study titled “Analyzing Some Basic Values in Illustrated Story Books for 3–6 Years Old Children,” Dirican and Dağlıoğlu (2014) found that the most common value in 135 children’s books was love. In the study titled “An Overview of Emin Ozdemir’s Children’s Books in the context of Values Education: An Analysis Study,” Karagöz (2018) determined that the most common value was love. In his thesis study titled “Muzaffer İzgü’s Novels Examined for Values Education,” Kumbasar (2011) found that in the novels he examined, the love value was the most common value. Deveci et al. (2013) determined that the value of love was discussed in almost all of the stories examined in their study titled “Values Within Dede Korkut Stories.” These findings show that the message of love value is given more space in children’s books. In this context, it can be said that *The Little Prince* book is similar to the above researches in terms of value transmission.

In the researches carried out to determine the value messages in the texts in the textbooks, it was seen that the value of love was often included. In his research titled “Reviews on Turkish Elementary School Textbooks in terms of the Value Message,” Yılar (2016) stated that the most important value in textbooks in all classes was love. In addition to this research, Baki (2019) found in his research titled “Analysis of Secondary School Turkish Textbooks in Terms of Value Transmission” that one of the most frequently included values in Turkish textbooks was love. As in children’s books, the message of love value in texts in Turkish textbooks has been revealed in various researches as the most emphasized value. In this context, in the teaching of the value of love, in addition to the texts in Turkish textbooks, *The Little Prince* book can also be used as a recourse for students.

As a result of the study, it was seen that the other values that were emphasized mostly according to the Schwartz (1992) value classification were *universalism* and *achievement*. The sub-theme in *The Little Prince*, which is often a message of value under the theme of universalism, was “a world of beauty.” The book contains messages explicitly and implicitly related to this sub-theme. For example, “... But if it’s a bad plant, we have to uproot it as soon as we see it” (p. 26) is given explicitly to what needs to be done to make the world better. However, with the statements, “This man may be ridiculous, but he is less ridiculous than the king, the arrogant, the businessman, the drunk; at least his work has meaning. When you light your lantern, it’s like a star has given birth and made a flower bloom. When you extinguish it, that star, that flower, falls asleep. What a beautiful endeavor; it’s really useful because it’s beautiful” (p. 58), instead of explaining what the street watchman standing on the fifth planet does when describing his work, the author gives various examples, implicitly conveying the reader to the message that it is worth wanting a world of beauty. When some research results obtained in the literature are examined, it is seen that some of the Turkish works examined have no universality value or are very rare (Akkaya, 2014; Karagöz, 2018), and in translated works, it is understood that the value of universalism is more often included (Baş & Biros, 2019; Belet Boyacı et al., 2017).

The sub-values related to achievement value, another value message that is often included in the book, were capable, ambitious, and intelligent. These values were given explicitly or implicitly in the book. There were implicit messages in the book regarding the value of being capable. For example, “I can take you farther away than the ships can go.” Regarding the value of desire to succeed, the sample sentence is as follows: “Part of my engine was broken. Since there were neither mechanics nor passengers on board, I was prepared to tackle this power repair task on my own.” The value of being intelligent in the sentence “When he asked a question, The Little Prince, who didn’t shut up until he got a response, repeated.” The Little Prince’s desire to succeed is implicitly conveyed. “... It’s not that geography hasn’t helped me either. Is it China at a glance? I can tell if it’s Arizona” is based on The Little Prince’s knowledge of geography, emphasizing intelligence in his expression at a glance and can be given as an example of the implicit value message.

Another conclusion reached in the study is that there was less emphasis on values such as power and hedonism in *The Little Prince*. Similarly, there was no value message for the security value. Körükçü et al. (2016) determined that the values of conformity, hedonism, traditionality, benevolence, and arousal were included mostly in the children’s books they examined. Likewise, in her research titled “Investigation of the Values in Keloğlan Tales,” Akkaya (2014) determined that the values of tradition, power, success, arousal, and security were emphasized mostly in fairy tales. In this respect, they differ from *The Little Prince* book in terms of value messages with the children’s books examined.

In the study, when *The Little Prince* book was examined in terms of MoNE (2019) root values, it was understood that the other values that were mentioned mostly were the values of friendship and responsibility. In the book, the messages about the values of friendship and responsibility were mentioned explicitly and implicitly. For example, in the sentence “I became icy again with that feeling of helplessness. I realized that if I don’t see this smile again, I can’t. For me, his smile was a source in the desert” (p. 98) implicitly describes the feelings that are fed to a true friend. On the other hand, the statement “... He wanted to help his friend” (p. 61) is an explicit message of friendship. It is also possible to see implicit and explicit value messages of responsibility value in the book. In the statement “For example, I have a flower that I water every day. I also have three volcanoes that I sweep every week. I sweep even the extinguished one; just in case...” (p. 57-58), the value of responsibility is expressed implicitly, and the responsibilities of The Little Prince are exemplified. In the statement “I am responsible for my rose...” (p. 85), the author emphasizes responsibility explicitly.

Alabay et al. (2018) found that the values of love, responsibility, and cooperation were included mostly in the children’s magazines they examined in their study. In the book examined within the scope of this research, it was seen that the least emphasized values were respect, self-control, and patience. The value message for patriotic value could not be determined. In their study, Belet Boyacı et al. (2017) determined that the value of patriotism was not mentioned in the book *The Little Black Fish*. Similarly, in their study titled “A Study on Educational Messages of Samed Behrengi Stories,” Akçay and Baş (2015) concluded that the message of patriotism was not included in Behrengi’s works. Üstündağ (2017) stated that the values of patriotism and peace were emphasized in his research titled “Examining of Values of Children’s Books Toward 8-10 Year Olds” in terms of value. It is seen as very important to prepare qualified children’s books with the aim of providing Turkish children with values such as “love of flag, conscious citizenship, patriotism, democracy, social life, respect for others, valuing each other and peace” (Üstündağ, 2017).



## Recommendations

- As a result of this study, it is thought that *The Little Prince* book can be an important tool in the acquisition of values such as benevolence and love. The book *The Little Prince* can be used to teach children these values.
- In future studies, interventional research can be designed to determine the impact of the book on the acquisition of the values in *The Little Prince*.

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