

A COMPARATIVE CONTENT ANALYSIS OF GENDER PORTRAYALS  
IN CHILDREN'S PICTURE STORY BOOKS: THE CASE  
OF BOOKS WRITTEN FOR PRESCHOOL CHILDREN (AGES 3-6)

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## **ABSTRACT**

**A COMPARATIVE CONTENT ANALYSIS OF GENDER PORTRAYALS IN  
CHILDREN’S PICTURE STORY BOOKS:  
IN THE CASE OF NATIVE AND TRANSLATED BOOKS  
WRITTEN FOR CHILDREN AGED 3-6**

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Picture story books for preschool children play an important part in gender role socialization process. Previous studies on picture storybooks for children mainly noted gender-stereotyping still exists but visibility of female characters is gradually increasing.

The aim of this thesis is to provide a current analysis of gender portrayals in children’s picture storybooks and to compare the differences of gender portrayals in picture storybooks for children written in Turkish language and translated to Turkish language. This study focuses on picture storybooks which have been published in last ten years and written for preschool children aged 3-6. In the study, sixty books were selected randomly from the collection of Adnan Ötüken Library. Half of the selected books are translated, half of them were native books. The books were examined by taking into account whether there is a stereotypical representation of ratio of female and male characters, parental activities, other activities, working status of characters,

toys, accessories, women's clothing, gender of main character, places in which the main character mostly portrayed, and physical appearances of characters.

It was identified that there also differences and similarities between native and translated books in terms of gender portrayals and although gender roles are still present traditionally in the examined books, these roles are reflected partially with an egalitarian manner purified from traditional approach and stereotyped judgments. It can be concluded that author, illustrators and publishers should be aware of the possible negative results of gender inequality in children's books and the way it may negatively influence the gender socialization process of the learners.

**Keywords:** picture story books, gender, gender stereotypes

## ÖZ

### RESİMLİ HİKAYE KİTAPLARINDA TOPLUMSAL CİNSİYET TEMSİLİ: OKUL ÖNCESİ DÖNEM (3-6 YAŞ) ÇOCUKLARI İÇİN YAZILMIŞ YERLİ VE ÇEVİRİ KİTAPLARIN KARŞILAŞTIRMALI İÇERİK ANALİZİ

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Okul öncesi çocuklar için yazılmış resim hikaye kitapları, toplumsal cinsiyet rolünün sosyalleşme sürecinde önemli bir rol oynamaktadır. Resimli hikaye kitapları ile ilgili daha önce yapılan çalışmalarda esas olarak toplumsal cinsiyet klişeleşmesinin devam ettiği ancak kadın karakterlerin görünürlüğünün giderek arttığına dikkat çekilmiştir.

Bu tezin amacı, resimli hikaye kitaplarında cinsiyet tasvirleri hakkında güncel bir analiz sunmak ve yerli ve çeviri hikaye kitaplarında cinsiyet rolleri temsili açısından herhangi bir fark olup olmadığını analiz etmektir. Ayrıca, bu araştırma, 3-6 yaş grubundaki okul öncesi çocuklar için son yıllarda yayınlanan resim hikaye kitaplarına odaklanmaktadır. Araştırmada Adnan Ötügen Kütüphanesi'ndeki okul öncesi dönem çocuklarına ayrılan raflardan 60 adet kitap rastgele seçilmiştir. Kitapların yarısı çeviri yarısı ile Türkçe olarak yazılmış kitaplardır. Resimli hikaye kitapları kitaplarda bulunun kadın erkek kahraman sayıları, aile içi ebeveyn rolleri, ev içi ve ev dışı diğer aktiviteler, kişilik özellikleri, karakterlerin çalışma durumları, oyuncaklar, aksesuarlar,

kadınların giyim tercihleri, ana karakterin cinsiyeti, ana karakterin en çok hangi mekanda gösterildiği, ve karakterlerin fiziksel özellikleri açısından incelenmiştir.

Bu araştırmada, yerli ve yabancı resimli hikaye kitaplarında cinsiyet rollerinin temsili açısından benzerlikler ve farklılıklar bulunmaktadır. İncelenen kitaplarda geleneksel cinsiyet rollerinin hala yer almasına rağmen, geleneksel yaklaşımlardan ve toplumsal cinsiyet kalıp yargılarından uzaklaşarak eşitliçi bir yaklaşım sergilendiği sonucuna varılmıştır. Bu nedenle kitap yazarlarının, çizerlerinin ve yayıncılarının, çocuk kitaplarındaki cinsiyet eşitsizliğinin olası olumsuz sonuçlarından ve çocukların toplumsal cinsiyet sosyalleşme sürecini olumsuz etkileyebileceğinin farkında olması gerekmektedir.

**Anahtar kelimeler:** resimli hikaye kitabı, toplumsal cinsiyet, toplumsal cinsiyet kalıpyargıları

To My Mother



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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. Statement of the Problem**

Early childhood years are the most significant period of children's life for their development and learning (Barnett, 2003; Berk, 2005; Drummond and Seid, 2001; Essa, 2002). Child development can be defined as the process of children's ability to do more complex things as they get older (Boyse, 2013). Therefore, children's early years of life have significant effects on cognitive, physical, social, emotional and language development and learning. It is not surprising that formation of children's gender and sexual identities are among their first learning experiences. During gender development process, the gender construction of a child serves as a prominent feature in child's life and it plays an important role on how their life is led (Narahara, 1998; Greco, 2013). In gender identity process, children learn what rights these two gender groups (male-female) currently have and how much they ought to have. During this process, there are certain socialization agents influencing boys' and girls' adherence to appropriate gender roles by acting differently. The distinction between men and women has been rendered sustainable by society. Gender identities are imposed on children primarily by social control mechanisms during socialization.

Children are surrounded by many significant models ranging from their parents, siblings to friends and teachers at school and these models provide examples to children in which they observe and imitate those behaviors within society (Bandura, 1977; Bronfenbrenner, 1979). Expected gender roles are among the inevitable lessons that young children should learn in their socialization process, in which children are exposed to gender norms not only from their parents and teachers but also from external factors such as school, friends, games and toys, mass media, etc. In the case of mass media, children's storybooks should be considered as significant tools that

affect children's development. Thus, it is not surprising that, "Literature and storytelling are key ways through which children learn societal values" (Tepper and Cassidy, 1999, p.265). Furthermore, Ministry of National Education (2013) suggested that library centers filled with picture storybooks in each preschool classroom, in order to enable young children to easily access picture storybooks be located. As noted by Desai (2001) and Gooden and Gooden (2001), children's books play an important role in helping young children in a process that defines and categorizes gender roles. When these books depict stereotypical gender descriptions, they may adversely affect children's views of what it means to be a female or male (Taylor,2003, p.302.). In general, children's literature is said to provide characters and events that children can take into account and by which they define their own actions, beliefs and emotions (Mendoza and Reese, 2001).

Children's picture story books play a crucial role in children's development process and provide an important source of information for children in the age of pre-school education. In early years, children absorb a significant amount of information, and the books contribute significantly to the development of their social identities (Drees and Phye, 2001, p.49).

The process in which children construct their gender roles is a significant part of knowledge construction. In fact, it is argued that gender is the "basic dimension" in which children determine their status in society (Taylor, 2003, p.310). Picture story books also include role descriptions that encourage children to adopt acceptable standards of behavior. Gender is depicted in various forms in both the texts and images of picture storybooks. Scholars also concluded that gender-stereotyped behavior in children's literature can be transmitted through both written text and accompanying illustrations (Poarch and Monk-Turner, 2001). The effect of the gender role stereotyping in children's literature has been studied by many scholars in recent years, who acknowledged that literature may affect the gender stereotypes of young children and that there exist gender biases in the content, language and illustrations of many children's books (Kittelberger, 2002). Children's books can enable the reconstruction of gender stereotypes in society. For this reason, it is important to underline the risks



posed by the exposition of children to books that involve stereotypes and gender discrimination and that cause them acquire an initial prejudice while gaining reading habits (Sever and Aslan, 2012).

## **1.2. The Objective and Significance of the Study**

Gender Gap Index (2017) of World Economic Forum is a yearly index ranking countries on the basis of issues such as "access to education," " participation in working life and equality of opportunity", "taking part in political life", "health and survival." The results reveal that Turkey is the 131<sup>th</sup> country out of 145 countries, displaying the seriousness of the gender inequality problems in Turkey. In other words, Turkey is one of the worst countries in the index revealing inequalities between men and women in 136 countries, coming after even countries like Indonesia, Malaysia, Angola, Qatar etc. It is therefore important to question why Turkey fares so badly in terms of gender equality, and the preschool period, as well as the resources available for children in this period, is an effective starting point in this respect to shape more gender-equal perceptions in children from a very early age onwards. Therefore, the proper identification of the perceptions of gender in pre-school age children, by revealing the factors affecting their perceptions, and taking the necessary measures to improve these perceptions, is of utmost importance to tackle with gender inequality.

Children's picture storybooks are significant in this respect in terms of affecting their gender perceptions at the preschool age, and constitute a significant starting point to address gender inequalities that exist across all areas of society. Storybooks which are native or translated are easily accessible for children in schools, at home, or outside; therefore, their availability is considerable and they constitute important agents in the socialization of children into the accepted values, norms and behavior patterns of their society. Books written for children offer models that may constitute examples for the family and its immediate surroundings, which are of great importance in children's socialization. The importance of picture storybooks that present different life opportunities for children to enable them to question traditional judgments of gender roles and to have a sense of gender equality in this regard is a crucial issue.

However, children often confront with characters who repeat traditional judgments in a limited environment in everyday life. The well-developed, fictional characters in picture storybooks that children read and empathize with can provide important contributions to help them make correct judgments about gender roles. Various studies in this field show that children from the age of four to five have already acquired gender-related behaviors and rules in line with the dominant understanding of gender roles in society. It can be hard to change the behaviors, beliefs, values and prejudices of the people in general, but it is possible to create a modern and liberal society which is free of gender bias by educating young children so that they will promote gender equality in the future. If children are exposed to equal gender representations from very early ages onwards, including in the picture storybooks, they will internalize them and reflect them in their private and professional lives. When the literature is examined, there are studies conducted on a national and international scales, examining gender portrayals in children's books and drawing similar conclusions.

Previous studies have investigated gender portrayals in terms of many features that are linked to the gender; however, only certain specific variables were focused on in each study. The features mostly linked to gender roles in those studies are; the frequency of female and male characters, gender representation in titles, central roles, illustrations, occupations, gender roles, representation of characters as passive and active, visibility of female characters in outdoor and indoor activities, gender of author and illustrators, parental gender roles, gender roles in society accessories, clothes, colors, physical appearances of characters, etc. While some of these studies looked at the gender dimensions one by one, some of them took a few. It means that, while some of the studies looked at the characters' indoor and outdoor activities and their occupations, some of them focused on physical characteristics of the characters' in terms of gender. The previous research studies mentioned in the literature review part mostly concluded that the storybooks tend to underrepresent females and on the other hand, male characters have dominance in the illustrations and texts.

In the light of the previous studies in the field and taking into account the changes in society in the past decades into account, the aim of this thesis is not to conduct a

replicative research on these previous studies, but to incorporate their findings with the specific research conducted for this purpose in order to assess what, if anything, has changed in the name of gender role presentation in children's picture storybooks. Previous studies conducted with this objective will provide key dimensions for investigation in order to have a better understanding of today's storybooks. Unlike other studies, in this study, it is aimed to make a more comprehensive analysis by bringing together the dimensions of gender rather than investigating few dimensions. This study will, therefore, examine the story books for children aged 3-6 written in Turkish and translated to Turkish (In the following chapters, story books written in Turkish will be presented as native and translated to Turkish will be presented as translated) , with a view to identifying their gender portrayals and questioning whether the latter contain gender stereotypes that might affect children at a very young age.. What is important is that this study also aims, unlike other studies in this field, to offer a comparison of native and translated picture storybooks written for this age group, with a view to identifying similarities and differences in their presentation of gender, and assessing the extent of cultural variations on the issue. It is also anticipated that this study will help educators, researchers, psychologists, children's book authors, and cartoonists working with children to evaluate children's books from a gender perspective.

### **1.3. Research Questions**

The main research question of this study is posed as follows: what are the ways in which gender is portrayed in picture storybooks written for children aged 3-6 and do these gender portrayals entail gender stereotypes that might affect children at a very young age? In order to assess these questions, this study also adopts a comparative perspective and examines both native and translated picture storybooks in order to assess cultural variations on gender portrayals. In Turkey with this objective, namely, to identify the ways in which gender is represented in picture storybooks for the children aged 3-6, and to question whether they entail stereotypical representations of female and male characters, the study examines the books through the following dimensions:

- Number of male and female characters
- Gender of the main characters
- Places where main male and female characters are portrayed at
- Parental activities
- Activities of male and female characters
- Working status of male and female characters
- Accessories of male and female characters
- Clothing of female characters
- Hair length of male and female characters
- Physical features of female characters (definite eyelashes, lips, body size).

These dimensions are the focus of this study due to the fact that a comprehensive understanding of gender role representation in picture storybooks, in different contexts and in a comparative perspective, is underdeveloped in the existing literature. In the current study, after a comprehensive literature review, all related contextual factors and descriptive characteristics are included in the investigation. This comprehensive approach helps address the issue in a variety of dimensions and to strengthen the validity of the study.

Moreover, while there are numerous studies about gender portrayals in textbooks and course books, research about preschool picture storybooks are rather limited in number. The current study has been designed to fill in this gap in literature and to contribute by providing a comparative analysis of native and translated picture storybooks in terms of their gender role portrayals.

#### **1.4. Scope of the Study**

This study aims to find out whether there is a difference between native and translated picture storybooks written for children in 3-6 age group in Turkey in terms of their gender representation in illustrations and texts. In this study 60 picture storybooks are researched, which are selected from the collection of Adnan Ötügen Library located in Çankaya, Ankara. This study is based on a descriptive qualitative research

methodology, using document analysis for data collection and content analysis for data analysis in accordance with the categories listed in the research questions section. The number of appearances in the illustrations and texts of the books was counted and the percentages were calculated. The results are displayed in tables. Whether there is a stereotypical representation of female and male characters was investigated in terms of the Number of male and female characters, gender of the main characters, places where main male and female characters are portrayed at, parental activities, activities of male and female characters, working status of male and female characters, accessories of male and female characters, clothing of female characters, hair length of male and female characters, Physical features of female characters (definite eyelashes, lips, body size). On this basis, the features of the native and translated picture storybooks are compared.

### **1.5. Definition of Main Concepts**

- **Sex:** ‘Sex’ is a word that refers to the biological differences between male and female: the visible difference in genitalia, the related difference in procreative function. (Oakley, 1985, p. 16) The term sex also refers to the biological, hormonal, and chromosomal differences that determine if a person is male or female (Lindsey, 1997).
- **Gender:** ‘Gender’ is a matter of culture, it refers to the social classification of men and women into ‘masculinity’ and ‘femininity’(Oakley, 1985, p. 16). West and Zimmerman (1987) also defined gender as not something we are born with, and not something we have, but something we do.
- **Masculinity and femininity:** Sandra Bem (1971), conceptualized two main gender role characteristics, namely as femininity and masculinity. Femininity refers to the set of behaviors including affection, cheerfulness, nurturing, and alike. Masculinity, on the other hand, includes risk taking, being competitive, dominant, and alike (Bem, 1971). Spence and Buckner (1995) remarks to the individual's sense of himself or herself as the critical dimension in a discussion of masculinity and femininity measurement. They clarify the terms masculinity as maleness and femininity as femaleness.

- **Gender identity:** A person's sense of self as a female or male (Zucker & Bradley, 1995). Gender identity also defined as the way of identification with one's own self as a man or woman (Berk, 2009).
- **Gender Role:** The expression of gender identity according to the norms of culture (Hawkesworth, 1997). Gender role also defined as "socially and culturally defined prescriptions and beliefs about the behavior and emotions of men and women" (Anselmi and Law, 1998, p. 195). In other words, children's understanding of the appropriate behaviors attributed to each gender is called gender role, which is the social side of gender development (Bee and Boyd, 2007).
- **Gender Stereotype:** Generalized beliefs about the characteristics and qualities attributed to men and women in society (Eagly, 1987). In other words, gender stereotypes consist of generalizations of gender roles to all group members and expectations of similar attitudes and behaviors from the males and females in a culture (Eagly, & Mladinic, 1989).
- **Picture Story Book:** Books that are for children in their early years that combine the art of storytelling and illustration (Russell, 2001).

### 1.6. Overview of the Study

The following Chapter provides the literature review of this study, which sets out the context and background for the research question. The chapter first defines and explains the concepts of sex, gender, gender role, gender identity, gender stereotyping, femininity and masculinity, and picture storybook in order to introduce the main conceptual framework of this study, and to provide a conceptual background to the analysis conducted in Chapters 3 and 4. On this basis, the theoretical underpinnings of this study, namely, approaches to gender development in children, as well as to the socialization processes, are outlined with a view to assessing the significance of gender portrayals in picture storybooks. Previous studies providing the main concepts and dimensions of the current study are also outlined in this chapter.

Chapter 3 describes the research model and its application to examination of books. Specifically, the design of the present study is explained by providing detailed information about the research methodology. In addition to explanation of the sampling procedure and the characteristics of the sample, data collection and data analysis process is presented. Lastly, the issues of validity and reliability and limitation of the study will be examined.

On the basis of Chapters 1, 2 and 3, Chapter 4 discusses the findings of the study and conducts the main analysis to investigate how gender is portrayed in picture storybooks and whether there are differences and / or similarities between native and translated books, on the basis of the categories outlined above.

Chapter 5, concludes this study and interprets its main findings of gender portrayals in terms of number of male and female characters, gender of the main character, places where main male and female characters are displayed, parental activities, activities of male and female characters, working status of male and female characters, accessories of male and female character, clothing of female characters, hair length of male and female characters, physical features of female characters (definite eyelashes, lips, body size) and compare the findings of native and translated books. This chapter also outlines its implications for parents, educators, authors, illustrators, and publishers. Finally, recommendations are issued for future studies in this field.

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

#### **2.1. Presentation**

This chapter presents the conceptual and theoretical background for this study, focusing on the gender role development of children through gender development theories, and on the concept of socialization through a discussion of the agents of socialization. In this context, picture storybooks are regarded as one of the main elements of socialization, and their influence on gender development is examined. Lastly, this chapter also provides an overview of the previous studies conducted in this field in Turkey and different countries, which was aimed to analyze the representation of gender roles in children's picture storybooks, in order to identify the issues addressed in this respect and the contributions they provided for the field, setting the main context of this study.

#### **2.2. Gender Development Theories**

There exists a number of theoretical approaches to how gender role development occurs, how gender identity is obtained by individuals in this process, and how gender differences are explained in societies. All approaches focusing on the gender development process in individuals argue that, in parallel with the biological sex, individuals gradually acquire gender roles in accordance with the common values of the society they live in. While some theorists explain the intrinsic motivations behind the development of children, while some others emphasize the importance of the social world. Hence, there exist implicit or explicit gender-related implications of gender development and, accordingly, of the individual's development of a healthy identity. This study utilizes five specific theories in order to decipher how gender development in children occurs. Moreover, these theories also provide a basis for understanding how gender roles depicted in children's picture storybooks have an impact on children's



gender development. The literature for gender development is guided by five marked theories namely cognitive-development theory (Kohlberg, 1966), object relations theory (Chodorow, 1989), social role theory (Eagly, 1987), social learning theory (Bandura, 1977), and gender schema theory (Bem, 1981, 1993), which are briefly introduced in this chapter. These theories are all concerned with the notion of the identification process through which girls identify themselves with the feminine model and boys with the masculine model.

### **2.2.1. Cognitive-Development Theory**

The theory of cognitive development suggests that children develop their views of gender according to what they have experienced around them. Cognitive developmental theorists point out that children are active agents in their own development. (Kohlberg, 1966; Bigler and Liben, 1992). Kohlberg's theory of gender identity development describes how young children learn to understand their gender, and what gender means for them in everyday life. One of the prominent cognitive theorists, Kohlberg, explained gender development through maturation, and the term “maturation” is utilized as the main point of his theory for the learning process of gender roles and identity (Kohlberg, 1966). According to Kohlberg, there are three stages during the course of gender development. The first stage, which is called gender identity, indicates that around the age of two, children can label themselves as female or male, and they can also categorize people based on their gender (Kohlberg, 1966). The second stage called gender stability suggest that around the age of four, children learn that their gender would be stable across time. Although children recognize the gender stability, they are still confused about the effects of physical features on gender through this stage. For instance, they may believe that wearing opposite sex clothes can lead to the change of their gender (Maccoby, 1990). In the last stage called gender constancy, children recognize that physical features of a person do not solely determine their gender (Slaby and Frey, 1975; Ruble et al., 2007).

This theory assumes that children actively seek ways to find the meaning of the social world they live in by using gender hints in their surroundings. As of the age of five, there is a lot of stereotypes about gender. These stereotyped behaviors or attitudes are

used through judgments to guide the individual's behavior and judge others around them (Martin, C. L. and Ruble, D., 2004). For instance, when a child realizes he is a boy, he wants to do boyish things. If one sees himself as a male, he will play traditionally masculine games like football, war and so on. In addition to this, when a child sees themselves as a girl, she only wants to do girlish things. If she sees herself as a female, she will play traditional women's games involving dolls and dollhouses. Children follow these patterns in part to make sure they are of the gender they specify.

This theory focuses on the cognitive functions of children and gave information about the gradual cognitive changes in gender perception instead of focusing on environmental factors (Owen-Blackmore et al., 2009). In that sense, the cognitive development theory clarifies the cognitive process of gender identity development of children according to certain age stages. Therefore, this theory provides a theoretical base for this study to lay out how gender development occurs in certain ages.

However, in this theory, although children are regarded as active agents in their own development, the influence of social factors are ignored and this makes the theory weak in explaining the gender development process of children.

### **2.2.2. Social Role Theory**

Alice Eagly (1987) provides another explanation for gender development that is based on socialization, which is called the Social Role Theory. This theory suggests that the sexual division of labor and societal expectations based on stereotypes produce gender roles. That is to say, society has shared expectations about women and men, and these expectations constitute female and male gender roles, respectively. People tend to do what is expected of them or act the way that these roles imply and, as a result, men and women learn different skills, thus perpetuating sex differences. Social role theory prefers using a structural approach to sex differences rather than a cultural approach, where structural pressures (family, organizations, and communities) have caused men and women to behave in different ways. In that manner, people have a social role based solely on their gender. These stereotypic gender roles are constructed by social norms that apply to people of a certain category or social position. Social norms, according

to social psychologists, are shared expectations about appropriate qualities or behaviors (Eagly, 1987). According to Eagly, “Social Role Theory promotes a view of social life as fundamentally gendered, given current social arrangements” (p. 31).

Moreover, Eagly (1987) divided gender stereotyped characteristics as the communal and agentic dimensions. The communal role is mainly attributed to nurturance and emotional expressiveness, commonly associated with domestic activities, and thus, with women. However, the agentic role is mostly attributed to assertiveness and independence, commonly associated with public activities, and thus, with men. Therefore, behaviors of an individual are influenced by gender roles, when cultures confirm expectations based on those stereotypes (Eagly, 1987). Social role theory provides a background for this study in order for gender stereotyped characteristics of men and women in society comprehended. Social role theory also suggests important points for this study to figure out how children’s gender development is shaped by social factors and the representation of socially shaped gender roles in storybooks. However, it ignores the cognitive process and biological factors, while explaining gender identity. Thus, this theory is not sufficient to explain the gender development process of children.

### **2.2.3. Social Learning Theory**

From the 1960s, Albert Bandura has been advocating social learning theory, in order to explain the human learning mechanism by using social variables as determinants (Thomas, 2005). Bandura (1977), suggests that modeling, imitation and reinforcement play an important role in developing gender identity and gender role. According to this idea, learning can occur due to the way children tend to imitate those around them, regardless of whether they will be rewarded or not for that imitation. His experiment called bobo doll reveals that even without reinforcement, children learn social behaviors such as aggression through the process of observational learning - through observing the behavior of another person. (Passer and Smith, 2008). In this experiment, 36 boys and 36 girls from the Stanford University Nursery School aged between 3 to 6 years old were tested, and the results revealed that children who had been exposed to the aggressive model were more likely to show imitative aggressive behavior

themselves (Bandura, 1977). Moreover, as children grow up, they interpret the knowledge that they learned and they make future plans with an understanding of this new knowledge (Helgeson, 2005). Bandura also suggested that visual and sensory models provide learning opportunities for children and they accumulate the knowledge in their memory for future use, and while solving their problems and needs, they use this knowledge (Thomas, 2005). Bandura (1977) also asserted that children pay more attention to same-sex peers and develop a closer relationship with the same-sex parent; therefore, they tend to model themselves on same-sex individuals. In the process of establishing gender identity and formation of an appropriate gender role, it is understood that observation, imitation and reinforcement lay the groundwork.

When these basic ideas apply to the specific process of gender socialization, the theorists identified sex-typed behaviors. Mischel (1970) claimed that sex-typed behavior refers to a behavior that is more expected and seen appropriate when it is performed by one sex; however, less expected and seen inappropriate when it is performed by the other sex. Sex-typed behavior is similar to the concept of gender norms. Social learning theorists support the idea that gender socialization works by rewarding children for engaging in sex-typed behavior that is consistent with their assigned sex category. One of the most used examples of sex-typed behavior is “crying”. While a little girl may be seen pleasant when she cries, a little boy may encounter a negative reaction because of the understanding that boys do not cry. Therefore, this behavior might be a good example to understand how gender socialization occurs. The child learns the label 'girl' or 'boy', appropriate to the behavior that is rewarded, learns to apply that label to themselves and to positively value the label. This theory supports the idea that gender identity develops after gender role behavior has been established, and it does not happen at a particular age (Heward and Bunwaree, 1999, p. 26). Social learning theory on gender development is the opposite of Kohlberg’s cognitive theory. This theory does not give clear information about the gradual development of children. Cognitive process and biological factors are not taken into consideration while explaining gender roles and identity development. In other words, this theory is not sufficient to clarify how gender roles are universally

similar; however, it is better to explain gender role differences across cultures. In that sense, this theory puts forward a significant point for this current study to figure out the question of how gender roles of female and male are different from each other and how those roles change from culture to culture.

#### **2.2.4. Object Relations Theory**

Object relations theorists mainly focus on the effects of socialization on gender development. Object relations theory can be defined as a psychoanalytical contribution which emphasizes the role of the object in psychological processes, and more generally, that of another person or elements of others, specifically the parents or a primary caregiver (Chodorow, 1989). Although Chodorow, a sociologist who has altered this approach in many ways, grounds Freud's approach on, he emphasizes the role of women as the primary caregivers in the development of gender differences. Chodorow (1989) believes that early attachment between mother and child affects boys and girls differently. Although boys are inclined to leave their mothers to distinguish their identities as men, girls do not have to leave their mothers to define their identities as females. Daughters tends to be emotionally connected to the mother and identifies herself with mother both as her primary care giver and as a same-sex person. However, the male child rejects the feminine features and gains masculine characteristics, since he experiences a complete break from her mother in forming his identity.

Chodorow (2004) stated that the mother-daughter relationship should be at the center of women's psychology, and that women who are the first caregivers of children are at a critical point in children's development of their gender roles and the relationship between the sexes. This theory suggests a different approach for gender development of children, focusing on mother- child relationship, and it explains why gender characteristics of female and male are different from each other. Therefore, this theory also provides a basis for this current study while examining different gender role representations in children's storybooks. On the other hand, in this theory, cognitive process and biological factors are not taken into consideration while explaining gender identity and role acquisition. Children also acquired as passive agents and does not

give clear information about the gradual development of children on understanding gender roles and identity. Thus, the aforementioned features of makes this theory weak and insufficient in explaining gender development process.

### **2.2.5. Gender Schema Theory**

Gender schema theory was developed by Sandra Bem in 1981, and it combines social learning and cognitive development theories while explaining how the acquisition of gender roles and identity occurs. This theory gives a comprehensive clarification for gender role development of children by combining how children organize information, and construct their gender identity and roles based on the social expectations of culture. Children begin to form a network of unchanged, rigid and internalized knowledge as they learn the differences between male and female in their society, and Bem called this process as “gender schema” (Bem, 1981).

Many environmental factors such as parents, peers or teachers influence children’s schema formation in the gender socialization process. Firstly, children learn that being a male or a female leads to different treatments and perceptions in social life. Bem also suggests that children are taught sex-related associations which constitute the basis of gender schemas and the belief which gives importance to the dichotomy between male and female. (Bem, 1981; 1983). At the same time, the child learns to assess self-sufficiency in terms of the gender schema, and to adapt to the prototypes stored between their preferences, attitudes, behaviors and personal qualities. Firstly, gender schemas categorize individuals as masculine or feminine by determining the features of each gender. After that, they make connections between other characteristics of those gender categories. Those processes are not simple organizational forms, since there may be many interconnections between categories and schemas (Howard, 2000).

Thus, an individual who has a strong gender schema would be likely to categorize people, characteristics, and behaviors into masculine and feminine categories without considering dimensions unrelated to gender. It is also possible that, for example, those people would be likely to remember things related more to gender rather than nationality, and make easier judgments relevant to gender-related traits than

nationality-related traits. On the other hand, a person who has a weak gender schema would not be inclined to sort people, ideas and behaviors according to gender (Lips, 2005, p.889).

According to this theory, people tend to organize the information in their surroundings which serve as a guide for future behaviors. Gender issue is also a pool of information for individuals, and children begin to use this information pool when they acquire their gender identity (Carli and Bukatko, 2000). Therefore, according to the gender schema theory, young children cognitively arrange and organize information that are derived from the society about gender roles held by adults, such as parents, teachers, etc. (Arliss, 1991; Bem, 1993; Holmes, 2007).

#### **2.2.6. Discussion**

As previously mentioned, gender portrayals in children's story books is the main concept of this study, and in that sense, gender development theories are taken into account in order to understand how those theories explain children's understanding of gender concept. In general, when all theories are considered, it is seen that children aged 3-6 are aware of their and others' gender, and at the end of this period, they are able to understand that the gender of an individual is constant and will not change. This study rather adopts the views of the gender schema theory, which brings about an understanding of specific gender roles belonging to specific gender. This combines the basic views of social learning and cognitive education theories. Gender schema theory provides more explanation for gender stereotypes compared to the other theories mentioned above in terms of gender identity development. While the other theories offer more general assumptions for child development, gender schema theory focuses only on gender development and gives more detailed information about its developmental process. In particular, it recognizes that disaggregation of the sexes is due to the fact that the child is ready to encode and organize all information, including knowledge of the self, in accordance with the definitions of femininity and masculinity. According to the gender schema theory, during socialization process, the child observes the roles and behaviors attributed to male and female characters, and collects data from their interaction with the culture they live in. After collecting data,

the child builds schemas in their minds for each gender and those schemas constitute the gender identity of that child.

In this study, gender development process offered by the gender schema theory is taken into consideration, owing to the fact that picture storybooks are the products of a culture and those books reflect the features of that culture. Therefore, in the socialization process, the child interacts with those books, and gender role portrayals in those books affect children's gender schemas and, ultimately, gender developmental process. To sum up, gender schema theory emphasizes the importance of understanding how children use knowledge structures to organize memory, and describes how these knowledge structures influence children's attention, motivation, impressions of others and behavior. However, the concept to be questioned here is how a child understands the difference between a boy and a girl. The concept that we call socialization emerges at this point. It was previously emphasized that one of the environmental factors in gaining gender roles is picture storybooks. In the socialization process of the child, the story books help the child understand the differences between the sexes. For this reason, in the next section, the concept of socialization and the agents of this concept will be discussed.

### **2.3. Socialization**

This section mainly examines how picture storybooks affect children's gender role development as important agents during socialization process. In order to understand this process, the concept of socialization and the agents (family, school, peers, games and toys, mass media) of this concept are examined. Picture storybooks, in this respect, are regarded as one of the most important socialization agents in gender development.

#### **2.3.1. Concept of Socialization**

Socialization is commonly used by sociologists, social psychologists and educationalists to refer to the lifelong process through which individuals learn the culture of the particular society they live in. Socialization is a process in which individuals adopt and internalize the norms, values, traditions and behaviors of a shared social group (Lutfey and Mortimer, 2006; Parsons, 1951).



In addition to biological evidence, gender socialization, too, contributes to explaining gender differences. Giddens (1993) stated that gender socialization is a more focused form of socialization on how different-sex children are socialized into their gender roles and taught what it means to be male or female (Counry and Counry, 1976). Gender socialization process begins with the simple question of “Is it a boy or a girl?” when a child is born. Therefore, children learn their gender roles via the agents of socialization. The main socialization agencies are defined as family, peer groups, school and the media. Each of these agencies has an impact on gender socialization process (Beal, 1994).

For instance, Yörükoğlu (1984) stated that when we look at the effects of the socialization process in terms of parents, the belief that there is no difference between parents' behaviors towards boys and girls depends on their gender, which is not very realistic. The birth of a boy or a girl is the first condition for gaining sexual identity, but it is not sufficient by itself end not the only condition required. So, it shows that behaviors towards girls and boys are different. As an example, at home among the guests, the girls are expected to behave kind and they offer candy and say welcome, however boys are not expected to behave this politely. The rules for being polite and the etiquette are applied more strictly for girls.

Similar to those examples, Giddens (2000) also emphasizes that the agents of socialization such as toys, picture story books, and television programs targeted towards young children tend to emphasize the differences between male and female features, and toy stores often classify their products according to social sex. For instance, while kitten and rabbit toys are recommended for girls, lion and tiger toys are considered to be more suitable for boys.

From this point, family, school, peer groups, toys and games, and the media, including books written for children can be seen as important agents, because all of them play a significant role in creating self, perception, emotions, attitudes and behavior. It can be concluded that these agents do not exist independently from each other. However, they may be inconsistent in the gendered ideas or attitudes. In the following section, each

agent will be analyzed individually to determine their effects on gender roles in socialization.

### **2.3.2. Agents of Socialization**

#### **2.3.2.1. Family**

Early socialization occurs primarily within the family (Grusec, 2011). Role-learning theorists also (Parsons and Bales 1956; Hartley, 1966; Weinrich, 1978) stated that one of the most significant environments during the critical primary socialization years is the family, since the child observes the behaviors of their mother and father, and takes them as role model; therefore, learns appropriate and inappropriate behaviors that are associated with his/her sex from their family.

Children learn gender roles from their parents through different ways and behaviors, including the way parents dress their children, the way they decorate their children's rooms, the toys they give their children to play with, their own attitudes and behaviors (Hetherington and Parke, 1999). For example, the color pink is associated with girls whereas boys are associated with blue. While much of the research on parental socialization is ambiguous, it is more conclusive in terms of parental attitudes towards toys, games and activities. For instance, girls and boys are also differentiated in terms of toys; such as, girls are expected to play with dolls, while boys are expected to play with trucks (Eccles et al., 1997). Similarly, parents tend to choose a ball for the boy and a doll for the girl. In addition, the choice of toys affects the types of activities in which parents interact with their children; parents play with boys, and especially fathers prefer more physical and rough games (Wharton, 2005).

Sex-specific behaviors of children are also influenced by their parents' childrearing attitudes and practices. For instance, fathers are more rigid, authoritarian and less tolerant of their sons in terms the behaviors that are not suitable for traditionally masculine behaviors (Akşit, 2005, p. 41). Dilek (1997) also mentioned that despite the high level of education and income, it was observed that most of the parents, especially fathers, guide their children in gaining gender identity. On the other hand, children with parents who have an egalitarian opinion on gender have less gender-specific

stereotypes than the children with parents who have traditional views (Fagot & Leinbach, 1995).

In addition to parents, siblings if one has and their genders are important in the acquisition of gender role. For example, in the study of Rust et al. (2000), children who had no siblings had less stereotypical views compared to those with same-sex siblings. However, it was found that children who have same-sex siblings had more stereotypical views than their different-sex siblings.

As a result, in the formation of children's gender perceptions, the family factor is considered to be crucial. Although the role distribution within the family is an area where gender-based inequalities are reproduced, the child's family and the environment in which they are placed guide the child to behave in accordance with his/her gender and directs him/her to behave accordingly.

#### **2.3.2.2. School**

Before children start school, they already have one major role in the family as a son or a daughter. Later, they get into the formal social structure associated with the school system and an informal social structure associated with the peer culture; they become students, classmates and friends by acquiring new roles (Higgins et al., 1983). Schools provide children with a first contact with an environment, where there is an interaction with people who do not belong to the family. This interaction with teachers, classmates, friends as well as the material environment has a significant effect on the development of a child. As in this socialization process, the child is plunged into a situation in which the rules, norms and behaviors are learned and internalized. Children also seize opportunity to prepare themselves for the adult status and roles within the classroom activities. (Elkin and Handel, 1972: 118-121).

The school has an important place in the acquisition and maintenance of gender roles. Transmitter of the culture and facilitating the socialization of the individual, the school medium performs these functions with various elements and materials. Textbooks, which are seen as indispensable tool of education, convey these aims to the individual

with explicit and implicit messages (Baştürk, 2006; Bayrakçı, 2005). When children begin to school, they usually come under the supervision of non-relatives. The school is likely to be the first institution to encourage children to develop loyalty and emotion that goes beyond the family and connects them to a broader social scheme. As a socializing agent, the school should be regarded as the first organizer of social relations (Tasmajian, 2002).

As an important part of the schooling, the effect of teachers is also another significant issue on the gender development of children. Fagot (1977) also indicated that teachers have different attitudes towards boys and girls. For instance, just as girls, boys are also encouraged to engage in quiet activities rather than aggression; however, they receive more disapproval from teachers and peers for cross-gender behavior, such as playing with dolls. On the other hand, girls are not criticized as boys are, when they engage in a cross-sex play. Thus, in the socialization process, each component of schooling has an impact on the gender development of a child.

### **2.3.2.3. Peers**

Peers refer to people who are roughly the same age and who share other social characteristics (e.g., students in a class). Peers have more significant effects on children's gender socialization, although family plays an important role in establishing gender patterns. Lindsey (2005) pointed that parents initiate the first friendships of their children, and they are not separated in terms of gender until the age of 2-3. Later on, peer relationships shape children's choice. Maccoby (1990) observed the participation of children in a peer group as a significant point in development of children and in this process, each sex discovers its gender's place and limits in the society. Maccoby also stated that, this point can be defined as the one at which interests of the two sexes begin to diverge.

The influence of the peer group mainly becomes apparent in the preschool period, when it usually begins to separate along gender lines and develop interest, identity and behavior accordingly. Martin et al. (2013) found that "children reinforce each other to exhibit similar levels of engagement in gender-typed activities, thereby amplifying

children's tendencies to segregate by sex" (p. 932). Golshirazian et al. (2015) concluded that, in this way, children are the primary actors in promoting gender-specific play and behavior. When the typical behaviors of female and male children are observed in peer groups, it is found that they exhibit similar characteristics. For instance, in the groups they form, boys use commands, threats and boasts of authority, refuse to comply with one another's suggestions, give information, and tell jokes. On the other hand, girls in their groups are more likely than boys to come to agreements, to give other girls the chance to speak. This result reveals that although speech serves to the egoistic functions of boys, speech as a social conversation is more important for girls (Maltz and Barker, 1983).

Thus, gender boundaries are enforced by the peers in childhood and then, the worlds of male and female are further divided.

#### **2.3.2.4. Games and Toys**

There are many studies demonstrating the differences between boys' and girls' play all around the world, and there are also many issues addressed in those studies about children's play differences including the roles in children's play, their playmates, play patterns, toys preferences, parents' responses to play of children and so on (Frost et al., 2008). Hines and Kaufman (1994) found in their study that when children have the possibility to choose toys to play, they repeatedly select the toys associated with their gender (as cited in Sheridan, 2011). Boys and girls begin to demonstrate different behaviors from very early ages. According to Scarlett et al. (2005), gender of children extremely effects their preferences of play. According to Olusoga (2008), when children understand the concept of gender and the roles of gender in the community, they reflect their understanding of these into their play.

According to a study conducted in Turkey, most girls of the kindergarten age love painting, teaching, playing with babies and listening to stories. On the other hand, most boys like punching, cycling, and playing with cars and trucks. While girls are interested in stuffed animals, babies and toys related to the kitchen, boys enjoy playing with puzzles, blocks and tools. While playing imaginary games, girls prefer home-

loving games and boys play games in which there are superheroes. Girls generally do not like playing roles such as killers, policemen, or destructors; instead, they prefer home-related roles, marriage-driven plays, cooking and shopping. Boys do not like girls to play roles in home-based games (Dökmen, 2006).

Yıldız and Kayılı (2014) conducted a study to determine the toy preferences of Turkish preschool children according to different variables, and aimed to prove that gender affects toy choices. The results revealed that preschool children's toy preferences have shown statistically significant differences according to the gender variable. Especially, the boys who participated in the study chose mechanical toys and open-ended play materials, while the girls who participated in the study chose dramatic and open-ended play materials. From this point, it can be said that toys and games play an important role in the socializing process; however, such an effect emerges with the guidance of adults since children are not able to express their choices in early years, and parents decide what they should be playing with.

#### **2.3.2.5. Mass Media and Books**

Children are surrounded by verbal and visual media images that involve messages about the activities and roles of females and males, which rely on certain cultural assumptions both inside and outside school. Bandura (1977) defines media socialization as an implicit learning and cultivation process. Moreover, media, as well as conditioning by family, peers, and cultural context, allow for observational learning, which is a process of encoding lasting behavioral scripts and cognitions simply as a result of observing others. The media are among the most common and powerful tools of socialization, influencing how individuals perceive gender roles. For example, TV is one of the most preferred media tools by children. Matlin (1987) stated that children who are under 5 years of age watch TV approximately more than 25 hours a week. It shows that the average time spent watching TV is quite high. In television programs, gender stereotyping is promoted in several ways. For instance, males are presented more than females, especially in cartoons, and males are usually depicted as while working. Although males are depicted as aggressive, professionally competent, powerful, rational and tolerant, females are shown as in need of help, unemployed,

passive and while tending to childcare (Sternglanz and Serbin, 1974).

Another significant aspect of the mass media is written materials. Picture storybooks are one of the most common written materials intended for young children. (Lynch-Brown et al., 2011). A picture storybook involves a plot which is narrated harmoniously through both words and illustrations (Lynch-Brown et al., 2011; Russell, 2001). These books also involve a series of visuals or pictures that are presented alongside the story line, concept and theme (Ussery, 2006). Furthermore, picture storybooks have significant impacts on children's learning process in terms of social norms and appropriate role models about the outside world. (Lear, 2015). Besides, pictures in the books carry thorough meanings which are not clearly stated in the text, and they can affect children unconsciously as a background effect (Nodelman, 1981). Through these books, children are introduced to the adult judgments of the adult world and are guided to become candidates for the adult world (Soyer, Çatalcalı, 2004).

Picture story books are an important source of information for pre-school age children, since children's books have a huge role in the process of children's construction of self-identity (McCabe et al., 2011). According to Naif and Talif (2003), books play a vital role in children's lives and in that sense, children's literature is a significant source for the knowledge construction process during childhood. As children read stories, they face with different kinds of ideas and beliefs in terms of masculinity and femininity (as cited in Taylor, 2003, p. 301). Therefore, children's books allow children to learn about how boys and girls act and behave in their own surroundings (Thyssen, 2008). Children absorb these ideas and beliefs, and their behaviors are shaped under these circumstances as they engage in the society in which they live. For this reason, children's picture storybooks are among the significant tools in terms of gender development in young children.

According to Tibbetts (1978), the following items can be observed to determine whether a literary work for children is sexist: balance in the number of men and women, whether the characters are shown in non-traditional roles, whether the female characters are dominant, active, talented and independent characters, whether the

characters succeed in different tasks from the real life within the gender context (as cited in Roberts et al., 1993).

In order to examine how picture storybooks affect gender developments of children, a number of studies have been carried out in the field both on international and national scale.

## **2.4. Related Studies**

There are studies addressing the representation of gender stereotypes and portrayals of women and men in books. Results of these studies are generally similar, albeit with certain differences. In this part, previous studies on gender portrayals in children's books in international and national studies will be analyzed in order to examine the differences and similarities between different cultures in terms of gender role representations on children's picture storybooks. Most of the studies conducted in the field conclude that male characters are depicted as stronger than females, and their utterances outnumber those of female characters in storybooks, and female characters are represented in traditional ways as mothers and housewives, whereas male characters are depicted as bosses, doctors, politicians, etc. Those studies are discussed in terms of their contribution to the field, and it is also mentioned that how those studies are used in this current study. The studies are listed in a chronological order in order to see the historical development of them.

### **2.4.1. International Studies**

Previous international studies investigated the gender portrayals in terms of several features that are linked to the gender; however, only certain specific variables were considered and not the integrated effects of these variables, which were focused on rather individually. The features mostly linked to gender roles in those studies are; the frequency of female and male characters, gender representation in titles, central roles, illustrations, occupations, gender roles, representation of characters as passive and active, visibility of female characters in outdoor and indoor activities, gender of authors and illustrators, parental gender roles, role of genders in society, accessories, clothes, colors, physical appearances of characters, etc. A number of studies have been



carried out in the field, and the results have usually revealed that female characters are represented more traditionally stereotyped than males, although there are studies which suggest that there is an improvement in the stereotypical representation of females. Nevertheless, studies have been conducted in various different countries, the results do not significantly differ from one another.

Nilsen (1971) conducted a study examining 80 Caldecott medalist and honoree books from 1951 to 1970. Specifically, it is noted that the number of females mentioned in the titles of the books, the total number of characters of each gender, and the total number of characters of each gender depicted in the visual text. She also found that, frequently, women are portrayed while observing on the action rather than participating in it. One significant finding of this study is offering possible reasons as to why this phenomenon seems to be perpetuating itself: the publishing industry and the education system might be encouraging authors to include more male characters in hopes that this will improve the reading levels and habits of young boys.

Weitzman et al. (1972) examined 18 prize-winning picture books, and the results revealed that women are greatly underrepresented in the titles, central roles and illustrations. The findings also support the traditional sex-role stereotypes: boys are active while girls are passive; boys lead and rescue others while girls follow and serve others. Moreover, adult men and women are equally sex-stereotyped: men engage in a wide variety of occupations while women are presented only as wives or mothers. The effects of these rigid sex-role portraits on the self-image and aspirations of the developing children are discussed. Similar to the study of Nilsen (1971), Weitzman et al. (1972) also found that females are greatly underrepresented, and they are depicted in more traditional gender roles. Categories of the central role, occupations and roles of female (wife, mother) are also used in this current study.

Kinman and Henderson (1971) examined Newbery Medal Award and Honor Books for gender bias. The researchers evaluated a total of 49 books and found that authors tended to write about males as main characters three times more often than they wrote about females as main characters. Kinman and Henderson updated their study in 1985,

and they examined award-winning children's books from 1977 to 1984, analyzing their content by using guidelines from four different sources. In general, they looked at setting, genre and narrator's point-of-view. The result of the study indicated that there was less gender bias in the books examined than there was in the books included in the original study. As Kinman and Henderson, Grauerholz and Pescosolido (1989) also focused on the gender of central characters and, differently, they sampled more than 2,000 books published between 1909 and 1984. The findings of the study revealed that females were always underrepresented compared to males (2:1), with three times as many male central characters as female characters and four times as many male adult characters as female adult characters. These two studies explored the presence and centrality of males and females in children's picture books published in America, and different from those studies, Kortenhuis and Demarest (1993) reviewed 150 children's picture books in terms of their gender role content. It was found that the frequency of males and females depicted in the stories had indeed become more evenly distributed over the past 50 years, the roles played by males and females have changed, and more female characters were found than in past studies. Girls are now being pictured in more instrumental activities such as playing ball, riding bike, climbing, running, swimming, active outdoor play, etc., but they are still shown in passive dependent activities, which are playing house, picking flowers, assisting in house chores, tending to a sibling, etc. The results of the study are different from those of the studies previously mentioned in terms of portraying girls with more instrumental activities.

Oskamp et al. (1991), conducted a study similar to the study of Weitzman et al. (1972) by assessing preschool books published between 1986 and 1991. The findings showed a significant difference from the study of Weitzman et al. (1972) indicating that there is an increase in the percentage of female characters presented in the preschool literature. Furthermore, most female characters were shown as active and some even more explorative than male characters. In this current study, the categories (female visibility, indoor- outdoor locations) determined by Oskamp et al. are also used to examine gender portrayals.

Narahara (1998) conducted a literature review examining the effect of gender stereotypes in picture story books on the development of gender identity in young children. In this study, it is mentioned that although picture story books have shown some improvement in reducing stereotypes, there still exist gender stereotypes. The results reveal that although there were nearly twice as many female authors as male authors, men play the central role three times more than women and there are fewer males than females in secondary roles, and men appear in the books twice as often as women. The findings reveal that, despite the fact that the majority of authors are women, gender inequality in books continues. The categories which are used by Narahara (1998) are taken into consideration while designing categories for this current study and the gender of central role characters are also examined in this study.

In another study conducted by Gooden and Gooden (2001) between 1995 and 1999, 83 important books prepared for children were examined by using in-depth analysis of the main characters in terms of gender, illustrations and book titles. In this study, it is concluded that women were more frequently included in books as main characters compared to previous years. It also revealed that women are underrepresented in children's literature even though they constitute 51% of the population. In this current study, the categories utilized by Gooden and Gooden (2001) for the gender of main characters and illustrations are also used in order to examine the gender portrayals in the books currently available.

Another study conducted by Brugeilles et al. (2002) presents a different perspective from the other studies dwelling on exploring the gender of the author. In the study, the characters in illustrated children's books were examined in terms of daily activities, and it was investigated whether the book authors influenced the choice of character or the characteristics of male or female characters. As a result of the study, it was observed that the picture books were all male dominated and the characters were mostly adults. It turned out that the books were immediately directed to the hierarchy of sexes with unobtrusive differences. The scholars who conducted this study state that the books are about gender reproduction. It is stated that male and female authors work together to represent women better than men, and that male authors continue to use

masculine attributes in books. In this current study, the categories used in this study have been utilized in terms of examining the daily activities of female and male characters.

Another study conducted by Nilges & Spencer (2002) is about the pictorial representation of physical activity and gender in Caldecott Medal winning children's literature over three time periods (1940–1959, 1960–1979 and 1980–1999). In the study, 57 Caldecott Medal winning books were analyzed under four categories which are books in which females engaged in sedentary roles, books in which females engaged in active roles, books in which males engaged in sedentary roles, and books in which males engaged in active roles. Results indicated that females were more likely to be underrepresented and males were significantly more likely to be portrayed to be active. Over the three time periods, these results did not show a significant difference. Categories for sedentary and active roles are used as a base for this current study, in addition to utilizing these as another way of gender portrayal.

In another study conducted, Anderson and Hamilton (2005) focused on a different point in gender representation, and explored the representation of mothers and fathers, in addition to whether men are stereotyped as relatively absent or inept parents. As a result of the content analysis on parental gender roles shown in the influential 200 illustrated children's books, they concluded that fathers were often underrepresented in the books and also presented as shadow and ineffective male parents. The portrayals of mothers and fathers are also taken into consideration for this current study and while designing parental activities categories.

Another study which was conducted by Kok and Findlay (2006) examined the sex role stereotyping in Australian picture story books published from the mid-1970s to the beginning of 2000s. The study was designed as a content analysis of 25 award winning Australian picture story books. The researchers mainly focused on three important areas; ratios of male characters to female characters in central roles, titles, illustrations, and animal characters; activities of the central character; and an exploration of the text for central characters' traits. The findings of the study reveal that no significant

differences were detected between the ratios of male characters to female characters across the two time periods specified; however, trends towards equality were found between the early and the recent samples in the categories of titles and animal characters. Moreover, no evidence of stereotyping was found with regard to the activities, with male characters not participating in instrumental–independent activities and exhibiting masculine traits any more often than their female counterparts, and with female characters not engaging in passive–dependent activities and exhibiting feminine traits any more often than male characters. This study offers significant results which imply that male characters were not more rigidly stereotyped than female characters.

McCabe et al. (2011), analyzed 5,618 books (i.e., Caldecott award winners, Little Golden Books, and books listed in the Children’s Catalog) which had been published in the United States in the twentieth century, and the study revealed that reported developments were not consistent. Compared to females, males are represented nearly twice as often in titles and 1.6 times as often in central roles. Thus, the results of this study are different from the findings of Kok and Findlay (2006) in terms of central role representation, which shows that gender representations may change from culture to culture. In that sense, the gender of central roles is also examined in this current study and it presents a current analysis of the gender of main characters in the books.

Foster (2014) examined representations of male and female characters in children’s picture books. Data was collected from four book sample groups: best-selling books featuring female protagonists, best-selling books featuring male protagonists, multicultural books featuring female protagonists, and multicultural books featuring male protagonists. A total of 112 books were qualitatively analyzed to investigate how the book narratives and illustrations depicted embodied experiences for male and female characters. The books are examined based on two core categories. The first one identified observed norms and ideals of gender throughout the analyzed books, specifically within the domains of behavior, appearance, and ability. The second core-category delineated discourses that pertained to family relational processes. The results of the study showed that the norms based on appearances were the most common

among women in the best-selling books, and that stereotypes about socioeconomic status and ability were the most common in multicultural picture books where men were involved, and that the role of the family was emphasized more frequently in multicultural books than the best-selling books. This study also presents different approaches for gender role portrayals in books in terms of behavior, appearance, ability, and family role representations, and in this current study, these items are also included in the analysis.

#### **2.4.2. Studies in Turkey**

In Turkey as well, there are studies about gender role representation in children's storybooks, novels, elementary and middle school books and textbooks. It has been noted that the studies in the field have increased since 2000 in Turkey. Referring to the studies conducted in Turkey, it seems that researchers focus mostly on primary school textbooks and course books, and in this part, these studies are presented in order to figure out how studies in Turkey explore gender portrayals in books and what are their findings. It can be said that studies on children's storybooks are dated to relatively recent times. The dimensions of these studies focusing on the text and illustration of the book are: gender of central characters, number of female and male characters, indoor and outdoor leisure activities, family roles, household activities, occupations, games and toys, clothes, colors, accessories, etc. There are studies which examine children's storybooks and are conducted with different books published by different publishers. However, there is no study which compares storybooks written in Turkish language and translated to Turkish language in terms of gender role portrayals. Therefore, in order to fill this gap, this current study can become a good example by focusing on gender roles in both native and translated picture storybooks for children aged 3-6.

In his study, Arslan (2000) selected coursebooks for the National History course taught at 1<sup>st</sup> and 2<sup>nd</sup> grades in middle schools, and examined the texts and visuals in these books in terms of gender roles. As a result of the study, it was determined that the gender roles of women and men were acquired by children in the first years of the primary education. While women were shown in domestic roles (home cleaning/care,

food preparation, elderly care) within the passive identity, men were shown in the public domain within the active identity. It was stated that women are reflected as dependent individuals within the authoritarian structure of decision-making in the books examined by men. These findings are also used as a guide for this current study, since it offers categories related to passive and active identities. The representation of women in domestic roles is an important issue in gender role portrayals in books, and the household activities of female and male characters are also examined in this current study.

Esen and Bağlı (2002) conducted a study to evaluate adult figures on the pictures in textbooks for the courses of Turkish and Alphabet for 1<sup>st</sup> graders. The adult figures in the books were analyzed in terms of their actions, accompanying people whom they were presented with, places where they were shown, objects they interact with. The study revealed that both men and women were presented together with “children” mostly; women were shown at “home and home surroundings”, while men were presented at “outdoors”. In addition to this, according to the pictures, women were shown mostly while they were in the actions related to “looking after children”; on the other hand, men were in the actions related to “public and work.” The pictures also revealed that the female characters were associated with “private” objects, while men were connected with “public” ones. As a result, the study showed that gender stereotypes were transferred to children through textbooks. This study also presents important results for gender role portrayals in textbooks. “Places the characters are shown in” are also seen as a significant point for gender portrayals in books, and for this reason, in this current study, places where the characters are portrayed the most are examined.

Another study conducted by Günay and Gürşimşek (2005) examined male and female characters in 16 children books from 5 different publishers in terms of accessories, clothes, colors, actions, physical appearances and professions. As a result of the study, it was found that women and men exhibited community-approved behaviors, and that their physical appearances were stereotyped. This study is similar to other studies in terms of focusing on actions and professions of the characters; however, it also has

different parts from the other studies due to fact that it also focuses on physical appearances, accessories, colors and clothes of the characters. Therefore, in this current study, the books are also examined regarding accessories, clothes, and physical appearances of characters.

Yorgancı (2008) conducted a study aiming to examine texts and pictures, main and secondary characters, people, accompanying characters, actions, places and objects in all textbooks utilized in the first five years of the primary education. It was found that males are depicted in pictures more than females. Female children were depicted at home; however, male children were shown outside. Moreover, although females are shown with household and mother roles, males are depicted as fathers and as working outside. It was determined that the traces of sexism were observed as a result of the analysis of the pictures and texts of the textbooks intended for primary school students. This study reveals similar results with other studies, in terms of presenting females as mothers and engaging in parental activities, while showing males as fathers and working. Similar to this study, parental activities of the characters are also examined in this current study.

Furthermore, different from the studies mentioned, Köselçer (2009) focused on preschool story and fairytale books, and she conducted a study in Gaziantep, Turkey with the aim of study being to analyze how gender was introduced in preschool story and fairytale books. In this study, 200 story books and 50 fairytale books were selected, and document review technique was used. The researcher focused on important categories during the study: what the occupations of men and women are, with whom men and women figures present themselves, in which places female and male figures are introduced, which gender features the hero has, how females and males are depicted in their family lives. The findings of the study suggested that women's professional life was represented in limited areas and their jobs were not well-defined. Women characters were mostly engaged in maternity roles and duties, and similarly young girls were also associated with domestic duties and roles (Köselçer, 2009). This study is similar to other studies in terms of focusing on similar gender categories and



finding similar result;, however, it retains different features owing to fact that it focuses on preschool story and fairytale books in a specific city.

Çınar- Kitiş (2003) also conducted a study to examine the visuals and contents of the coursebooks and student exercise books of the Turkish Language course, which are being taught in schools upon the permission of the Turkish Head Council of Education and Morality at middle schools (from 5th to 8th grade). Although Kösel (2009) focused on children's storybooks and fairytales, 20 books which were distributed by the Ministry of National Education in the 2012-2013 academic year were used in the study. In the study, the frequency of the main and secondary characters was examined in the texts according to the variables of age and gender by using content analysis method. The figures of males and females were also analyzed regarding "with whom, in what actions, in which places and with what objects" they are depicted. The results of the study showed that males were more apparent in the books examined, and they were visualized in harmony with the gender stereotypes. Moreover, males were seen as main characters more than females. The roles of "mother, teacher and nurse" were mostly attributed to female characters. Thus, the study reveals that traditional gender roles are presented to the students in the course books of the Turkish Language course, and accordingly, gender inequality is constantly reproduced. (Çınar-Kitiş, 2013). This study also presents important findings about gender role portrayals in Turkish Language course books, and it also allows to compare the gender role portrayals in those books and storybooks.

In another study which was conducted by Özkan (2013), the number of women figures in primary school (1-5) course books was to be investigated. Similar to the study conducted by Çınar- Kitiş (2013), this study examined the primary school course books in primary schools in Niğde in the 2008-2009. The sample of the study was comprised of 22 coursebooks. The results revealed that the number of male figures was more than the number of female figures in all coursebooks, except for Science coursebook for first grades, Math coursebook for second grades and Science and Technology coursebook for fifth grade. Moreover, discrimination in the use of female-male figures within professions and sports-related issues is noteworthy in the visuals

of the books (Özkan, 2013). This study focuses on gender categories similar to other studies; however, although the samples are different, the results are similar to each other in terms of depicting males more than females.

In her study, Dilek (2014) examined the professions of female characters in the story books prepared for children aged 4-6. In the study carried out by a qualitative research design, 123 books from 5 publishers were examined and 19 story books which depicted female characters in several professions were selected. Women in selected books were attributed to titles such as housewife, teacher, nurse, dentist, tailor, restaurateur, lawyer, actress and cameraman. It was stated that titles such as housewife, teacher, tailor and restaurateur were considered suitable for women in the traditional understanding. While the titles such as nurse and dentist were indicated in the health sector, which was considered to be suitable for women, the attribution of the titles such as lawyer, actor and cameraman to women showed an equitable approach in the books reviewed. This study also focuses on the occupations of characters. Similar to this study, occupations of the characters are also analyzed in this current study.

In his study, Şentürk (2015) examined 70 storybooks for preschool children depicting different places in terms of gender stereotypes. He analyzed the books in his study using the document review technique through content analysis. As a result of the analysis, it was determined that women and men were represented in similar proportions in the books, women were shown in various professions considered to be suitable for men, and authors and illustrators were mostly women. Therefore, gender stereotypes seemed to be diminished. Similar to the study by Dilek (2014), Şentürk (2015) also focused on the professions of characters. This study is important since it provides data related to gender representation in books.

Kükürer (2015) also carried out a study to analyze secondary school textbooks for social gender equality. The aim of the study was to examine textbooks prepared for Turkish course, which are taught in secondary school in terms of gender equality, and to compare the findings and interpret them accordingly. There were three textbooks published in the past, three textbooks published before the signing of the Convention

on the Elimination of All Forms of Discrimination against Women (CEDAW), and three textbooks published recently. All selected textbooks prepared for Turkish course were published upon the permission of the Ministry of National Education (MONE) Board of Education. According to the findings of the study, it was found that, in visuals and texts, males had more occupational roles and the number of males was more than that of females, and males were depicted more in the family roles than females. The study revealed that, in general terms, the textbooks examined contain elements that are opposite to gender equality and contain sexist stereotypes. This study also has similar points with other studies, differently in this study, textbooks prepared for Turkish course are used as samples, and they are examined according to gender categories.

Kaynak (2017) also sought an explanation to the question “how are gender roles conveyed by the means of linguistic and non-linguistic indicators in preschool story and fable books?” For this study, 50 preschool story and fable books were assessed according to the categories formed in the light of knowledge derived from the literature and the analysis forms were created. Then, these forms were filled upon examining the books. As a result of the evaluations, although the gender roles were still traditionally found in the books reviewed, it was determined that these roles were reflected in an egalitarian manner, which was partially free from traditional approaches and stereotypes.

Koç- Odabaşı (2017) conducted a study by conducting a content analysis to identify social gender equality by examining the texts and images in sociology textbooks in terms of the frequency of women’s and men's images, occupations, and division of labour among family members, public-private sphere and personality characteristics in the scope of their given roles. In the study, 23 high-school sociology course textbooks that were used between 1931 and 2017 were examined. The results of the study revealed that several texts and visuals preventing gender equality were found in the books. This study focused on gender issues in sociology textbooks and they focused on such personality characteristics of character. In this current study, it is also used as a gender category; however, according to the findings, there are no significant

differences between the personality characteristics of female and male characters; therefore, this part is omitted from this current study.

Similar to Kaynak (2017), Rollas-Oğuz (2017) also conducted a study to analyze how gender is represented in preschool storybooks. Three preschool story series are selected to form a representative sample in order to examine the representation of femininity, masculinity, maternity and paternity. As a result, femininity was represented in the passive maternal role, without agency, occupied with domestic activities and spatially at home; however, masculinity was represented as an active subject with agency, spatially in the public space occupied with economic activity. In the study, it was also concluded that girls were represented as passive objects while boys were represented as active objects.

Ünelöz (2017) examined the award-winning novels for children in the context of gender stereotypes. The data of the study were selected from the novels, which were awarded by institutions working on children and youth literature for at least five years in Turkey, and which were published in a three-year period between 2013 and 2015. 9 published books were analyzed descriptively in this study. The main gender category was analyzed by using subcategories; namely, “sharing household chores”, “earning a living for the family”, “having an occupation”, “achieving something independently”, “being a manager/leader” and “game and toy selections” and “personality traits”. The findings indicated that there were many examples supporting gender stereotypes; however, there were expressions objecting to gender stereotypes. This study is important for distinguishing game-toy selection as from the other issues, and it is also used a base for this study.

### **2.4.3. Discussion**

The aforementioned studies that is mentioned above were implemented in different years in various countries possessing diverse cultural traits. Although the position of women in society changes from culture to culture; the representations of the two genders remain almost the same. One of the conclusions that could be drawn from the findings of the studies mentioned in this section is that gender portrayals in storybooks

have not changed over time. Starting from the 1970s, the research is still providing similar results. For instance, men are still presented to be breadwinners who hold different kinds of jobs with a high status in the society. Moreover, they are also presented as involved in active roles outside the house more than females. On the other hand, females are presented mostly within the house as wives and mothers and with limited jobs outside the house.

With changing times, women have become more educated and they start to perform well-paid jobs requiring high levels of skill in different sectors such as management, politics, technology, or engineering as men do. However, although the status of women has changed in society over time, the studies suggest that women are still underrepresented and offered a limited number of choices for occupations and presented with activities related to more domestic roles within the house. This result reveals that traditional gender roles of males and females are widely approved by the society and the new changing status of women has not been accepted yet.

Despite all, it is significant to realize that children's storybooks are one of the most important agents of gender socialization process, and children learn the gender roles acknowledged in the society from the storybooks. For that reason, if the imbalanced, stereotyped representations in these storybooks are ignored, it will be difficult to free women from the old-fashioned gender stereotypes and authors might go on publishing gender-biased books, which may cause in future generations the negative, traditional gender stereotypes to be adopted.

## CHAPTER 3

### METHODOLOGY

In this chapter, methodological approach of this study is presented. Specifically, the design of the present study is explained by providing detailed information about the research methodology. In addition to the explanation of the sampling procedure and the characteristics of the sample, data collection and data analysis processes are introduced. Lastly, the issues of validity and reliability and limitations of the study will be examined.

#### **3.1. Design of the Study**

This study adopts a qualitative approach to the question of what are the ways in which gender is portrayed in picture storybooks written for children in the 3-6 age group, and do these gender portrayals entail gender stereotypes that might affect children at a very young age? The researcher has a participatory role in the qualitative methodology, unlike a quantitative one. Qualitative data are also irreducible texts, including words and visuals which are in static or dynamic form. Although these qualitative data are synthesized and even counted, they must first be interpreted in order to distinguish the data, patterns and insights. In addition, the meaning of events, situations and experiences of participants can be understood in detail in qualitative research. Researchers in qualitative studies focus on how  $x$  plays a role in the change of  $y$ , while researchers in quantitative studies focus on whether or not a variance in  $x$  is caused by a variance in  $y$ , and to what extent (Maxwell, 1996).

As a research technique, descriptive qualitative method is used to examine the content of picture storybooks written in Turkish and translated to Turkish targeting children aged 3-6 in terms of gender portrayals. Qualitative descriptive research methods have been used as common procedures for conducting research in many disciplines, including education, psychology and social sciences in general (Nassaji,2015).

Sandelowski (2000) noted that, in descriptive qualitative studies, researchers do not aim to penetrate their data into any interpretive depth; however, these studies tend to present comprehensive summaries of a phenomenon or of events.

Moreover, as a data collection method, the document review method was used in this study, since the data is collected from storybooks that can be defined as written materials including texts and images. Document review method is used in cases for which direct observation and interview cannot be performed in qualitative study, and this method is based on the use of written or visual materials by the researcher in order to increase the validity of the study. Document review is the analysis of written materials including the information about cases or events examined (Creswell, 2014; Yıldırım & Şimşek, 2014).

## **3.2. Sampling**

### **3.2.1. Characteristics of Target Population**

While selecting the target population of this study, purposive sampling method was used. Purposive sampling is defined as a sampling method in which the researcher determines the sample of the study with the help of literature based on a specific research question (Fraenkel et al., 2012). However, there are varieties of the purposive sampling method. One of these is criterion sampling, which is used in this study. There are some predetermined criteria in the criterion sampling method, which are created by the researcher, or a list of criteria used in previous studies can be adopted (Yıldırım & Şimşek, 2013: 135-140). In this study, the criteria generated by the researcher were used. Three criteria were defined to identify the target population of the current study. Firstly, children in the 3-6 age group were selected as the focus, as they start gaining their sexual identity in this period and gender identity becomes more and more important as they begin to focus on all sorts of differences. Children begin to associate with the concept of "girl" or "boy" to certain features, and they start to form stronger rules or expectations which are attributed to each gender. (Kuhn et al., 1978; Martin et al., 2004; Halim & Ruble, 2010). These ages are also considered as the most "rigid" period of gender identity by scholars in that children in this age group are highly aware

of rules and they insist on obeying them. For instance, a child who wants to do or wear things that are not associated with his gender is probably aware that other children will react to it. The persistence of these choices, despite the negative reactions of others, shows that these are strong feelings (Weinraub et al., 1984; Egan et al., 2001; Miller et al., 2009). It shows that the 3-6 age group is a critical period for children and thus, the books targeting children aged 3-6 were selected for the present study.

Secondly, while selecting books, attention was paid to the fact that the main characters were humans, since the gender of animal characters in the books may not be defined clearly and this could complicate the research. Therefore, the books having animals as main characters are not included in this study. Thirdly, the books which have been published in the last 10 years were selected in order to look at the currently mainstream gender representations in storybooks. All accessible books were carefully examined based on the sampling criteria. The books were selected from the shelves for children in the 3-6 age group which are curated by the library officials in Adnan Ötüken Library. The library houses preschool children's books in one of its sections. 347 picture storybooks could be accessed in that section, and the total number of books were informed by the library staff. Among these, the books which are not suitable for this age group, the books covering more than one story and the books with missing or damaged pages distorting the course of the whole story were omitted. As a result of a systematic shelf exploration, 60 picture storybooks were reached and coded. Half of those selected books are native, half of them are translated books.

### **3.2.2. Information About the Library**

Çankaya is the largest district of Ankara with a population of 921.999 (TUIK, 2017). Many well-known universities, state institutions and ministries are located in Çankaya, as well as libraries. As of the year of 2017, there are 1,146 public libraries in Turkey and 25,091,232 people receive library services (General Directorate of Libraries and Publications, 2017). Out of 42 public libraries in Ankara, there are 6 public libraries located in Çankaya, and among these, the Adnan Ötüken Library was chosen, as it offers a diversified collection of picture storybooks for children in the 3-6 age group.



Ankara Adnan Ötügen Library was founded in 1922, relocated in its current place in 1985 and has become an exemplary children's library. The second floor of the library provides services for 3-15 years old children.

### **3.3. Data Collection**

Merriam (1988) pointed out, 'Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem' (p. 118). Moreover, according to Bowen,

Documents provide background and context, additional questions to be asked, supplementary data, a means of tracking change and development, and verification of findings from other data sources. Furthermore, documents may be the most effective means of gathering data when events can no longer be observed or when informants have forgotten the details (p.31-32).

In that sense, document review method is used in this study in order to collect data from the storybooks. Document analysis is defined as the systematic procedure for evaluating or reviewing documents, and also it requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). In the document review process, the researcher first finds the resources that will serve to the determined purpose. They carefully examine the resources, records the necessary information, synthesizes and classifies the resources according to certain criteria (Çepni, 2014: 114-115). The data set which provides the base for the analysis in this study includes native and translated picture story books written for children in the 3-6 age group in Turkey, and the number of gender representations in pictures and texts in each book has been counted. In order to collect data from the books, document review forms were determined and extended before the analysis, based on the gender dimensions mentioned in research questions. The sources are classified according to the items in the forms. Three data collection tools were used in the study; "book information form (APPENDIX A)", "text review form (APPENDIX B)" and "picture review form (APPENDIX C)".

- Book information form: This form includes the name of the book, the name of the author, the year of publication and the publisher.
- Text review form and picture review form: These two forms were generated by examining the related studies that are reviewed in Chapter II. Forms were developed in line with the categories identified according to the main objective of the study.

Data collecting procedure took place in October 2018. For each book, the book information form, the text review form and the picture review form were filled in detail. After filling out the forms, the tables were created based on frequencies and percentages.

### **3.4. Data Analysis**

This study aims to find out whether there are any differences on gender representations of female and male characters in native and translated picture storybooks written for children in the 3-6 age group in Turkey. Based on the objective mentioned above, content analysis was selected as the data analysis technique to answer the research questions set for this study.

#### **3.4.1. Content Analysis**

Content analysis is defined as a research method applied to written or visual materials to describe the properties of the material (Ary et al. p. 457). Content analysis technique can also be defined as “a research technique for making replicable and valid inferences from texts” (Krippendorff, 2004) or “the systematic, objective, quantitative analysis of message characteristics” (Neuendorf, 2002). In that sense, this research methodology was deemed appropriate for this study, since it can be used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts, and to quantify this presence in an objective manner. Furthermore, Weber (1990) mentioned that content analysis technique is more than simple word counts, and the thing which makes this technique particularly rich and meaningful is its reliance on the coding and categorizing of the data.

The basics of categorizing can be summed up in these quotes: "A category is a group of words with similar meaning or connotations" (Weber, 1990, p. 37).

### **3.4.2. Categories for Content Analysis**

Fraenkel et al. (2015) stated that categorization occurs in two ways: the researcher determines the categories used according to literature reviews before the analysis, or the researcher forms the categories as the analysis continues. In this study, the categories are determined based on the related literature that is reviewed in Chapter II. After developing the codebook and coding form, first of all, the thesis supervisor and then two experts who are specialized in the field of early childhood education and child development were also asked to assure the content-related evidence of validity. They examined the forms and looked into the language for precise translations from English to Turkish, in order to contribute to the field. Furthermore, they provided their suggestions in detail, concerning whether the codebook and coding form covered the topic in general, and whether they measured what they were meant to measure. In order to prevent any misunderstandings of content, categorical items were defined and included in the codebook. According to experts' feedback, necessary readjustments were made.

While forming the codebook, the units of analysis were considered. These units defined the specified unit, that is the focus of the analysis, such as pictures, text, etc. (Fraenkel et al., 2015). As a unit of analysis, both pictures and texts were defined in the present study, since storybooks are examined and the codebooks are filled out based on gender categories on both the pictures and texts in the books. Table 1 shows the categories for texts and pictures in the books which are used in content analysis.

Lastly, Fraenkel et al.(2015) state that, in content analysis studies, the results are generally presented as the use of frequencies or proportions of certain data with regard to the whole data; therefore, the results of the study are presented as frequencies and percentages.

Table 1: *Categories in texts and picture forms*

TEXT	PICTURE
Occupation	Physical appearance (Hair length, colors of hair, eyes, lips, body weight)
Personality traits	
Toys	
Activities (free time, household)	
	Clothes, colors of clothes
	Accessories
	Places
	Toys
	Occupation
	Activities (free time, household)

### 3.5. Validity and Reliability of the Study

An important issue for the quality of the content analysis is the validity of the results. Fraenkel et al. (2015) defined validity as the appropriateness, correctness, meaningfulness and usefulness of the specific inferences. In order to ensure validity; external validity, face validity and content validity of the study were considered.

External validity is related to the extent of generalizing the findings (Yıldırım and Şimşek, 2004). Neuendorf (2002) also mentioned that external validity is associated with being representative in results in terms of repeating the study in different settings. The nature of the study requires purposive sampling in order to reach the target population, and in this study, the sample of the research and process are described in detail so that they can be compared with other samples. Moreover, the conclusions in this study would hold for other individuals in other places and at other times, which ensures external validity ensured.

Face validity refers to the degree to which an instrument appears to measure what it aims to (Krippendorff, 2004). In this study, some experts were also consulted to taken to assess validity, and also in order to ensure face validity, a review of the literature

was conducted and the code book was checked several times by the researcher and the advisor.

Content related validity is defined as the degree to which content and format of an instrument address all the components of the content that are measured (Fraenkel et al., 2015). In other words, Bollen (1989) defined content validity as a qualitative type of validity where the domain of the concept is made clear and the analyst judges whether the measures fully represent the domain (p.185).

Before the main study, content related validity is ensured by developing a code book and categories, and by getting expert opinions in early childhood education.

Furthermore, Weber (1990) states that "To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way" (p. 12). As Weber further notes, "reliability problems usually grow out of the ambiguity of word meanings, category definitions, or other coding rules" (p. 15). In that sense, in order to minimize errors and increase the reliability of the data analysis, picture books were selected and assessed by both the researcher and the second coder. The outside coder is a colleague who has been working in TED Ankara College Preschool as a preschool teacher for 7 years and holds an MS degree in Child Development from the Department of Child Development in Ankara University.

### **3.6. Limitations of the Study**

This study has three limitations. Firstly, purposive sampling limits findings to recorded information, and provides no possibility of generalizing the findings. Findings are limited to the target sample of picture storybooks for children in the 3-6 age group, from one library in Çankaya, Ankara. Other written materials; such as coursebooks, concept books and poetry books were not included in the study. Therefore, the study does not provide a sufficient foundation for generalizable conclusions about gender representations in the books written for children.

Secondly, since all categories within the framework were generalized based on the literature review, there might be additional categories, which are overlooked.

Therefore, the results of the study are limited to the themes generated with respect to the literature on gender representations. Thirdly, in addition to the categories, coding is also another limitation, since validity of the study relies on two coder's understanding of the gender categories. It means that, during the coding process, the researcher's own judgments on the subjects may decrease the value of data due to fact that each researcher thinks in a different way.

## **CHAPTER 4**

### **FINDINGS**

This chapter focuses on the analysis of the findings obtained by the present research and offers interpretations for these findings. The study is designed for exploring the operating areas of gender representation in native and translated children's picture storybooks. Categories that are explored are; presence of male and female characters, gender of the main character, places where main male and female characters are displayed, parental activities of characters, activities of characters, working status of characters, toys, accessories of characters, women's clothing, hair length and hair color of the characters, physical appearances of female characters (depiction of eyes and lips). The findings from native and translated books will be presented under these titles. Then, these findings will be compared.

#### **4.1. Total Numbers of Male and Female Characters**

The first category of the study is the frequency of the appearance male and female characters in terms of their appearance in the books since it can be a significant sign of gender balance in storybooks (Arslan, 2000). In that sense, underrepresentation or exclusion of female and male characters are examined in terms of how often they appear in the books. Total numbers of male and female characters in native and translated books are presented in Table 2. The types and genders of the characters in the pictures of the books are encoded.

Frequencies of the appearance of both child and adult female and male characters in the illustrations and texts were determined by counting the number of characters. While analyzing the content of the illustrations, characters who appear in more than one picture or image were counted only once. The illustrations depicting a crowd of people where characters were hard to be identified as either male or female were

excluded from the study. Characters in the crowd that were easier to be identified were counted.

Table 2: *Number of female and male characters*

Character Gender Type	Native		Translated	
	f	%	f	%
Female Child	42	27,81	38	21,35
Female Adult	37	24,50	58	32,58
<b>Female Total</b>	<b>79</b>	<b>52,32</b>	<b>96</b>	<b>53,93</b>
Male Child	42	27,81	42	23,60
Male Adult	30	19,87	40	22,47
<b>Male Total</b>	<b>72</b>	<b>47,68</b>	<b>82</b>	<b>46,07</b>
<b>Total</b>	<b>151</b>	<b>100,00</b>	<b>178</b>	<b>100,00</b>

In native books, the percentage of female characters turned out to be 52%; that is, more than half of the characters are shown as female. The percentage of female characters in translated books is 54%. In both native and translated books, therefore, the percentage of female characters is higher than that of male characters. Another point is that, in native books, the percentages of female and male children are equal to each other with %28, while the percentage of male children (24%) is higher than that of female children (22%) in translated books. In addition to this, in both native and translated books, the number of female adults is more than the number of male adults.

The fact that the number of female characters is more than that of male characters can be regarded as an improvement in terms of ensuring the visibility of women, when the finding is compared with other studies conducted. Moreover, it should also be considered that the representation of female characters still plays a significant role for children in terms of how those female characters are presented and what are the roles, behaviors or activities are attributed to those characters. However, if female characters are mostly shown while doing house core or tending to child care, it means that these



books contribute to gender stereotypes. In other words, the critical point is to present the characters in a balanced way considering both the number of characters and their portrayals in the story, which will be explored below. In addition, male children are presented more than female children in translated books while the numbers of female and male children are equal in native books. It may indicate that native books showed a more balanced and nearly equal representation of females and males. On the other hand, the imbalanced representation of genders was in favor of male characters in translated books.

#### 4.2. Gender of Main Character

The second category examined by this study is the gender of the main characters. Frequencies and percentages for the gender of main characters are presented in Table 3.

Table 3: *Gender of main characters in native books*

Native				Translated					
Female		Male		Female		Male		Female-Male	
f	%	f	%	f	%	f	%	f	%
17	56.67	13	43.33	10	33.33	17	56.67	3	10

Table 3 shows that female characters (57 %) are more frequently presented as main characters compared to male characters (44%) in native books. In translated books, on the other hand, male characters (57%) are shown as main characters more than female characters (34%), while there are also 3 books which have both male and female main characters. The gender of the main character is one of the important categories in assessing gender portrayals in storybooks. Presenting more female main characters in native books can be seen as a positive development in terms of making women more visible. However, the representation of male main characters more than females in

translated books may give the children the message that men should be at the forefront in the society in terms of their roles or status.

**4.3. Places Where Main Male and Female Characters Are Displayed**

The places where main male and female characters are displayed is the third category of this study and relevant data are presented in Table 4.

Table 4: *Places in which main characters are displayed*

Places	Native				Translated					
	Female		Male		Female		Male		Female-Male	
	f	%	f	%	f	%	f	%	f	%
Home	9	52.94	4	30.77	4	40.00	3	17.65		
Outside	8	47.06	9	69.23	6	60.00	14	82.35	3	100.00
<b>Total</b>	<b>17</b>	<b>100.00</b>	<b>13</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>17</b>	<b>100.00</b>	<b>3</b>	<b>100.00</b>

Table 4 shows that in native books, more than half of the female main characters (53%) are shown at home. However, almost half of the main female characters (47%) are presented outside in native books. Male characters are presented outside (69%) more than at home (31%). These findings support stereotypical gender representation of women in terms of showing females mostly at home. In translated books, while female characters are presented outside the home (60%) more than at home (40%), male main characters are more frequently presented outside the home (82%) than at home (18%). There are also 3 translated books with both male and female main characters, and they are also presented outside. The results reveal that in native books, female characters are mostly shown at home, although in translated books, they are mostly shown outside the home. In that sense, native and translated books reveal different results in terms of the places where main characters are mostly displayed, and this can be interpreted as,

in native books, there is clearly a more stereotypical representation, whereas in translated books, female main characters are represented in a fashion opposing the stereotypical portrayal of females. At that point, cultural differences may be considered as an explanation for those different gender representations. Simone de Beauvoir once said: “One is not born, but rather becomes, a woman” (Butler, 1986), regarding the role of culture on gender identity development of an individual. For instance, in such patriarchal cultures, women are mostly associated with house-related tasks and they are expected to be at home, whereas males are mostly associated with outdoor activities. However, with the recent development in such societies, now, women are also involved in the labor force, bringing about portrayals of women out of home and the reflection of this can be seen in the native books which present women outside the home. In that sense, cultural regulations on gender roles of females and males are also reflected in children’s storybooks.

#### **4.4. Parental Activities of Characters**

Parental activities of characters are another important category for the present study, because parental activities, which are attributed to female and male characters, reveal how gender roles are differentiated in terms of parenting. The findings are presented in Table 5.

Parental activities are examined on the basis of a clustering of all activities into three main categories, in order to simplify the wide diversity of activities, and in order to mainly assess the at-home and outside-the-home dichotomy associated with women and men, respectively. These three categories include child care activities (*i.e., feeding the child, changing clothes of the child, taking the child to bed*), home-based activities (*i.e., playing with the child, talking to the child, preaching, having breakfast, lunch, dinner with the child, preparing new year tree, watching TV*) and outdoor activities (*i.e., taking the child to the doctor, going to a park, museum, outside, taking the child to the school, sports acts, going shopping*).

Table 5: *Parental activities of characters*

Parental Activities	Native				Translated			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
Child Care	8	25,81	-		4	16,67	1	10,00
Home-Based Activities	14	45,16	4	44,44	12	50,00	6	60,00
Outdoor Activities	9	29,03	5	55,56	8	33,33	3	30,00
<b>Total</b>	<b>31</b>	<b>100,00</b>	<b>9</b>	<b>100</b>	<b>24</b>	<b>100,00</b>	<b>10</b>	<b>100,00</b>

Table 5 shows that, in native books, a total of 31 female characters are depicted doing parental activities and 71% of them are presented while doing child care and home-based activities with children. The remaining 29% of female characters are portrayed while attending outdoor activities with children. In addition to this, in native books, 9 male characters are presented while attending parental activities and 44% of them are shown while attending home-based activities with children, while 56% of them are presented while attending outdoor activities with children. The important point here is that no male characters are presented while doing child care activities. Another significant point that emerges from Table 5 is that the total frequency of parental activities in native books is attributed more than three times more to female characters than male characters.

In translated books, on the other hand, there are 24 female characters shown while attending parental activities, compared to only 10 male characters, and 17% of them are displayed as involved in child care activities, 50% in home-based activities and 33% in outdoor activities with children. When the rates of women involved in child care and home-based activities are combined, the percentage of women displayed at home reaches to almost similar to native books. On the other hand, of the 10 male characters presented in parental activities, 60% are presented while attending home-

based activities and 30% are presented while doing outdoor activities with children, whereas just 1 male character is presented while doing child care activities. Total percentage of parental activities attributed to female characters is 2.5 times more than male characters.

These figures demonstrate, firstly, that female characters are shown more than male characters in activities attributed to parents in both native and translated books. Therefore, despite cultural differences, female characters were given more space than male characters in terms of parental activities in both native and translated books. In that sense, the mother-child relationship is seen as generally strong in the books reviewed, but the father-child relationship seems to come in the second place. Therefore, these findings support gender stereotyping through associating females with parental activities more than males can be observed in children's storybooks. Child care, home-based and outdoor activities related to children are mostly associated with female characters in both native and translated books, and it is shown that although there are cultural differences, stereotypical representations of parental activities are similar to each other. Here are some examples of texts and illustrations from the books examined:

In one of the native books, which is about a story of a girl whose parents are getting divorced, the father is shown while he is talking to his daughter as a home-based parental activity (Figure 1).



Figure 2: An example of home-based parental activities (Book 4)

In another native book, the mother is pictured with her children while she is changing the clothes of one of them (Figure 2). This example supports the stereotypical representation of the female assuming the child care role.

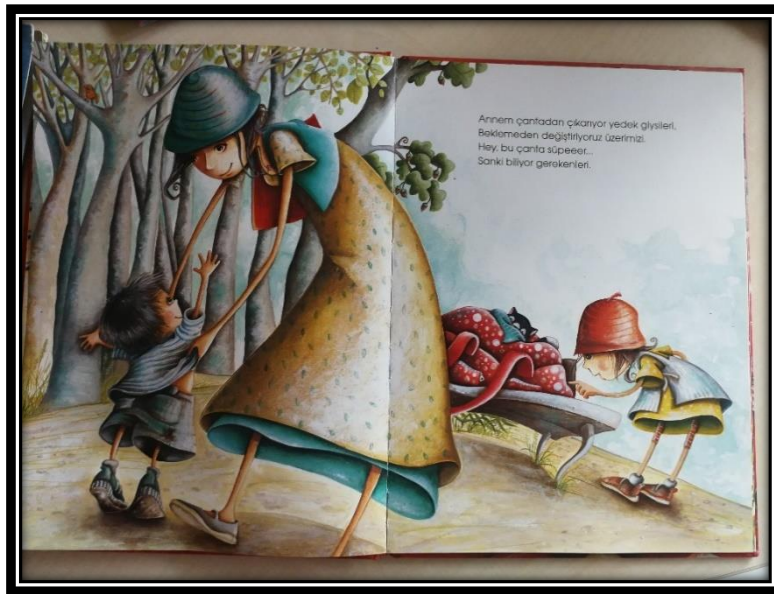


Figure 3: An example of a child care activities (Book 23)

In a translated book, which is about a boy who has a baby sister, the father is pictured while he is playing with the child as a home-based activity (Figure 3).

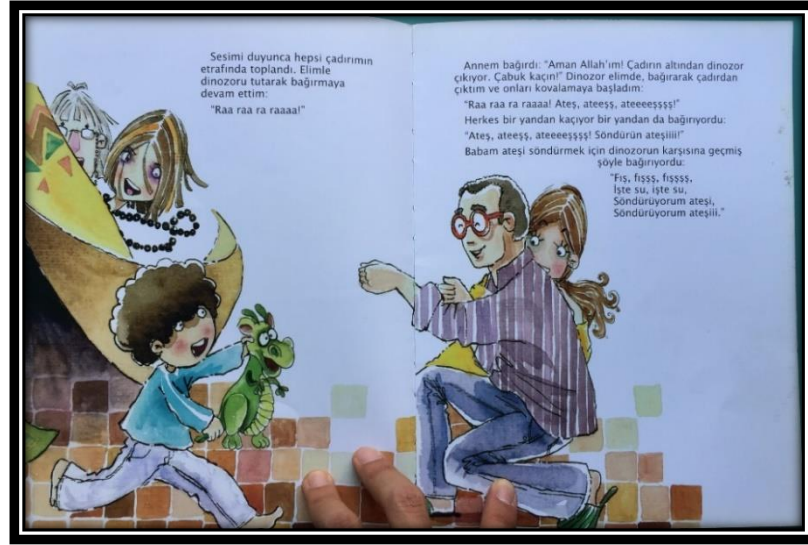


Figure 4: An example of home-based activities (Book 35)

Another example is from one of the translated books, which is about visiting a doctor. In this book, the father is pictured while he is changing his son's clothes as a counter-example of stereotypical gender roles (Figure 4).

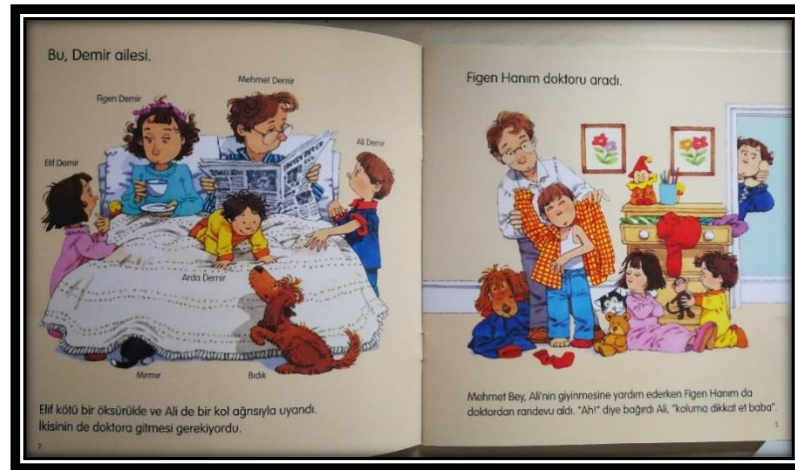


Figure 5: An example of child care activities (Book 53)

In Book 9, which is about a girl whose mother died, the text also gives an example for the child care activity of a female character: "My mother was combing my hair with my blue comb, my father was reading the newspaper as usual (Book 9, p.4)." In that

book, brushing the child's hair is attributed to mother while the father is reading a book.

Moreover, in book 30, which is about a girl and her dog, the text includes an example for the home-based activity of a male character with the child: "My father is such a delightful person, he plays with me when he comes back from work (Book 30, p.12)." In that book, the father is shown while playing with his daughter and it is also mentioned that the father goes to work outside home.

An example of an outdoor activity of the mother with the child is given from one of the translated books which is about a boy who is going to see a doctor (Book 40): "This morning when my mother woke me up, she reminded me: Yusuf, you have an appointment with the doctor, do not forget! I am going to pick you up and go to doctor's office (Book 40, p.3)." In that book, the mother is shown in an outdoor-based activity with her child, and while it can be argued that this is a stereotypical representation of the mother due to taking care of the child, presenting women outside home is an important step to challenge the stereotypical representation of females.

According to this result, we can interpret that women's primary duty is presented as spending time with children within home and taking care of them. Child-rearing, which is one of the most important and difficult tasks in life, is left almost entirely to women. The mother is depicted as responsible for caring for, feeding and talking with the child in both native and translated books, although there exist cultural differences on gender role development of females and males. From this point, it can be said that some gender role representations may be similar in different cultures.

#### **4.5. Activities of Characters**

In this study, another important category to assess gender portrayals in picture storybooks concerns the activities of characters. The activities of characters are examined on the basis of three main dimensions, in order to simplify the variety of activities portrayed or mentioned in the books and to provide clarity: (i) Household duties (i.e., *cooking, cleaning, hanging clothes*); (ii) Home-based leisure activities (i.e., *reading, painting, knitting, sewing, watching TV, surfing on the Internet*); and



(iii) Outdoor activities (i.e., *shopping, driving, sports activities, dancing, art and cultural activities, fishing*). The findings on this category are presented in Table 6.

Table 6: *Activities of characters in books*

Activities	Native				Translated			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
Household duties	22	66,67	6	35,29	13	34,21	5	17,86
Home-based leisure activities	7	21,21	6	35,29	11	28,95	12	42,86
Outdoor activities	4	12,12	5	29,41	14	36,84	11	39,29
<b>Total</b>	<b>33</b>	<b>100,00</b>	<b>17</b>	<b>100,00</b>	<b>38</b>	<b>100,00</b>	<b>28</b>	<b>100,00</b>

Table 6 shows that, in native books, 33 female characters are presented while doing an activity, and 67% of them are shown doing household duties, while 21% of them are shown in home-based leisure activities. It means that a total of 88% of the females are presented at home dealing with household duties or home-based activities. On the other hand, of the 17 male characters in native books, 35% are presented while doing a household duty, 35% are shown while doing a home-based activity and 29% of them are presented while doing an outdoor activity.

In translated books, of 38 female characters, 34% are presented while doing household duties, 29% are presented doing home-based leisure activities, and lastly, 37% are shown while doing an outdoor activity. On the other hand, in translated books, of 28 male characters, 18% are presented doing household duties, 43% are presented in a home-based activity, and lastly, 39% are presented in outdoor activities.

When the results are examined in a comparative perspective, it should be underlined that, in both native and translated books, female characters are presented while doing household duties, significantly more than male characters. In native books, 22 female characters are presented in household activities and in translated books, 13 female characters are presented in household activities. The number of female characters who

are responsible for household activities in both native and translated books is too large to be underestimated. From this point, it can be concluded that, although there exist cultural differences between those books, household activities are mostly associated with female characters in both groups of books. This representation of household duties indicates that women have more responsibilities than men at home. The children's storybooks seem to support the traditional image of women keeping the fire burning at home.

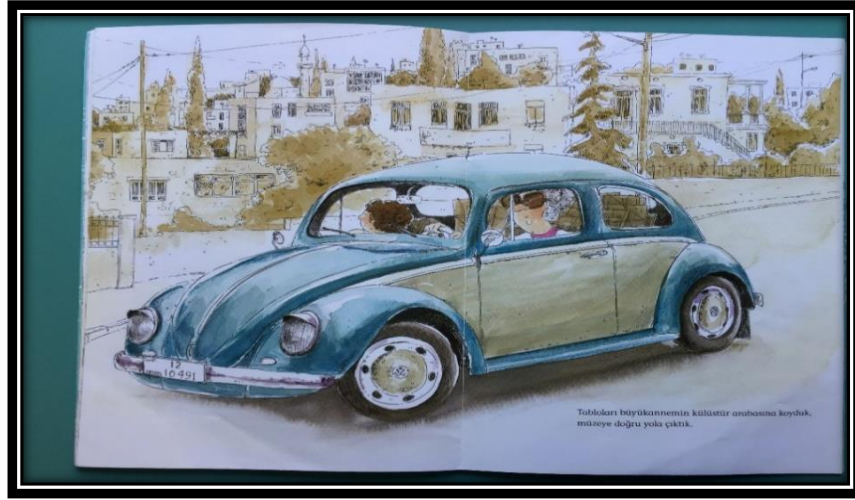
Furthermore, although outdoor activities are more likely to be associated with male characters in native books, translated books show an opposite trend. Thus, it can be argued that native books reinforce gender stereotypes in the respect of associating females with the activities within the confines of the home. While the representation of females in outdoor activities mostly in translated books do not support gender stereotyped representation, translated books also present gender stereotyping in household activities, given the strong association of household activities with female characters in such books.

Here are some examples of texts and illustrations from the books: In one of the native books, the female character is pictured while knitting as a home-based leisure activity (Figure 5). Knitting is an activity which is attributed to female characters, and this picture supports the stereotypical representation of a female.



Figure 5: An example of home-based leisure activities (Book 15)

Another example is from a translated storybook and it is about a grandmother spending time with her grandson. The female character is presented while driving a car as an outdoor leisure activity (Figure 6). While driving is mostly associated with male characters, here, it can be seen as a challenge to the stereotypical representation that the female character is presented while driving.



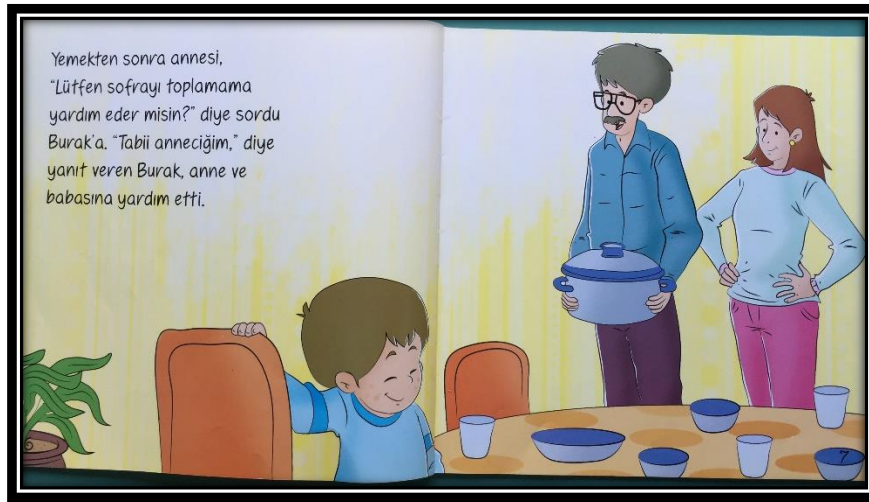
*Figure 6: An example of outdoor leisure activities (Book 39)*



*Figure 7: An example of household activities (Book 25)*

In one of the native books, as seen in Figure 7, the female character is pictured while preparing food. Cooking and preparing activities are mostly associated with female characters, and in this picture, the female character is stereotypically presented.

In another native book, the male character is depicted while cleaning the dinner table, opposing stereotypical representations (Figure 8).



*Figure 8: An example of household activities (Book 6)*

In a native book (Book 3), which is about a boy's zoo trip, the text contains an example for outdoor leisure activities: "Their father Nunu was going to drive the car, and their mother Lulu got the front seat" (Book 3, p.10). In the text, the driving activity is attributed to the male character which supports the stereotypical gender representation.

In another native book (Book 16), which is about seasons, there is also an example for household activities which are attributed to female characters: "Radiators were on, stoves were lighted. They cooked chestnuts on the stove. The mothers prepared some 'boza (a traditional fermented drink)'" (Book16, p.4). This example also supports the stereotypical gender representation of female characters by presenting one in a household activity.

In addition to these examples, in one of the translated books (Book 52), an example for outdoor leisure activities is seen in the text:

“One day, Çiko’s father decided to go fishing... Çiko went on walking and arrived a river. At that moment he came up with an idea and he said : “I am going to catch some fish”. When I got back home my mom asked” (Book 52, p.1-3). In this example, the father and the son are presented in an outdoor activity and the mother is presented while she is at home. This example also supports the stereotypical representations of female and male characters.

Overall, in native books, only 4 females are shown while attending outdoor activities. This finding reveals that females are mostly visible at home, and they are invisible outside, which is a reflection of the culture in which they live. However, in translated books, female characters are shown also in both home-based and outdoor-based activities, in addition to attending household activities. This result indicates the cultural differences on gender role distributions on activities of female and male characters. Moreover, in both translated and native books, household activities are presented as duties of females and cultural differences on gender roles are not observed in that point.

#### **4.6. Working Status of Characters**

Working status of characters is another category which is examined in this study, as it is expected to give important insights into the issue of whether preschool picture storybooks contain stereotypical representations in their gender portrayals. Data related to the working status of female and male characters in the examined books are presented in Table 7. The numbers and percentages indicate the number of characters who are in labor force, that is, who are depicted as working either in texts or pictures, out of the total numbers (female or male) presented in the last row in the table. The full list of the occupations that are attributed to female and male characters in the books are presented in Appendix E.

Table 7: *Working status of characters in native and translated books*

Working Status Of Characters	Native				Translated			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
	9	24,32	22	73,33	11	18,97	30	75,00
<b>Total</b>	<b>37</b>	<b>100,00</b>	<b>30</b>	<b>100,00</b>	<b>58</b>	<b>100,00</b>	<b>40</b>	<b>100,00</b>

The figures presented above reveal that the number of male characters who are depicted as working is remarkably more than that of female characters and reach to almost 75% of all male characters, in both native and translated books. In native books, 24% of all female characters are depicted as working, while this rate is even below 20% in translated books. The imbalance between the percentages obviously indicates that the labor force is highly dominated by males. Recognition of women as individuals among the working class has not become widespread yet.

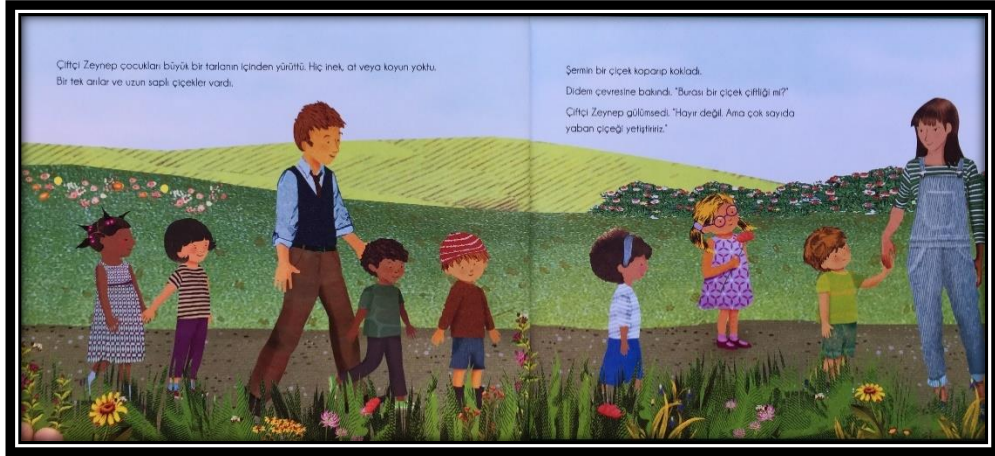
On the other hand, it is also important to look at the nature of the jobs that are performed by both genders. The jobs defined as the domain of males are predominantly from more respected, professional and more interesting categories; such as astronaut, manager, doctor, pharmacist, teacher, painter, race pilot, firefighter and police, while also including less skilled and more routine categories of fisherman, butcher, reeve, postman, farmer, and bus driver. On the other hand, females are still predominantly depicted as working in lower-ranked, less-paid and traditional positions as housewives, secretaries, cinema staff, nurse etc. When the figures are compared, being a teacher is only attributed to female characters in native books; however, male characters are shown as teacher more than female characters in translated books. In addition to this, being a doctor is attributed to male characters more than female characters in native books; however, the numbers of female and male doctors are equal

in translated books. Moreover, being a secretary is only attributed to female characters in both native and translated books.

Women are mainly presented as serving the patriarchal society. This difference also clearly shows that men can hold variety of jobs. In terms of content of jobs, we see that women do not go beyond traditional occupations and also that men do not deviate from professions that are not peculiar to themselves. Therefore, it can be argued that storybooks reinforce the higher position of men in economic life. Those differences are shaped by culture considering what behaviors are acceptable for men and women.

Although there are some variances from culture to culture, most of them have some type of labor division which underlies what tasks or jobs are appropriate for males and females. While there are differences, there are consistencies as well. For instance, in such cultures women tend to have less autonomy, fewer resources, and limited power concerning decision making (Schalkwyk, 2000).

Here are such examples of illustrations and texts from the books:



*Figure 9: An example of a male teacher and a female farmer (Book 34)*

In a translated book about beekeeping, the teaching profession is attributed to the male character, and farming profession is attributed to both the male and female characters (Figure 9). When the pictures of the book are examined, it is seen that the number of male farmers is more than the number of female farmers (Book 34, page 7). However, depicting female characters in different kinds of professions should be considered as a



crucial improvement compared to the previous studies which present women as holding limited kinds of jobs.

In Book 39, the female character (mother) is pictured wearing a suit and she goes to work. And the dialog between her and her son is as follows: “My son, I have a meeting in Ministry today.” From this speech, it is concluded that she is working at a job, but the profession is not well-defined (p.1-2). Still, the fact that she has a meeting with high-level bureaucrats or state officials gives the impression that she is a professional with a possibly high-status job, which appears as a challenge to stereotypical gender representations.

In the book (Book 8) that describes the surgery process of a girl, the secretary, nurse and hospital staff are the professions attributed to female characters, while the male character is depicted as a doctor. (as seen in Figure 10).

In this example, while male characters are mostly depicted as holding higher positions, females are depicted as holding lower-level job positions, and this supports the stereotypical gender representations.

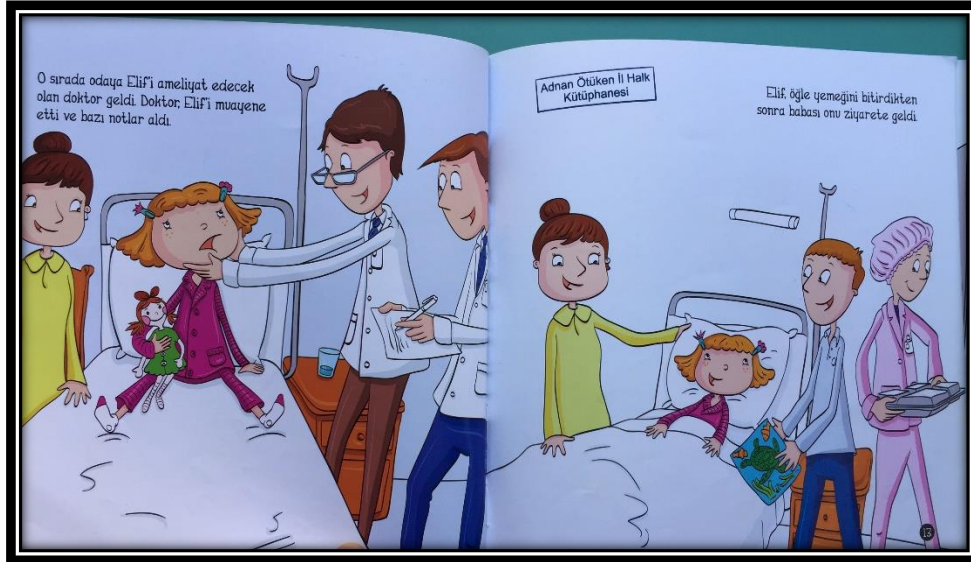


Figure 10: An example of male doctor-female hospital staff (Book 8)



In a translated book (Book 49) where the children talk about their father’s occupations, the following conversation takes place: “Ozan said: My father is a firefighter... Meltem said: My father is a doctor... Tolga said: My father is a teacher.” (Book 49,p.9-16). This example shows that the occupations of male and female characters are clearly defined, and there are many different occupations for the male characters.

In another book (Book 51), which is about a child who likes to build, the occupation of the male character is defined as follows: “Little Cem holding a job, he is an architect!” (p.1). In this book, being an architect as a profession is also attributed to the male character, which reinforces a stereotypical portrayal of genders.

Therefore, in both native and translated books, the number of female characters who are working in a job is considerably less than that of male characters. This finding demonstrates that while males are seen as the breadwinners, females are the responsible ones for taking care of the house in most cultures.

#### 4.7. Toys

Toys which are associated with female and male characters constitute another category examined in this study, as they are also important to assess whether the representations present gender stereotypes. In Table 8, the toys are examined in 6 sub-categories, including fantasy toys (i.e., *kitchen toys, animal toys, plushes, puppets*), lego-blocks, balls, dolls, park-garden-sand toys (i.e.,*bicycle, sled, park toys*), and transportation toys (i.e., *cars, trucks, etc.*).

Table 8: *Toys played by female and male characters*

Toys	Native				Translated			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
Fantasy toys	6	30,00	8	26,67	8	44,44	11	34,375

Lego-blocks	1	5,00	4	13,33	1	5,56	4	12,5
Ball	2	10,00	11	36,67	1	5,56	2	6,25
Doll	4	20,00	-		-		-	
Park- Garden- Sand Toys	5	25,00	4	13,33	8	44,44	6	18,75
Transportation Toys	2	10,00	3	10,00	-		9	28,125
<b>Total</b>	<b>20</b>	<b>100,00</b>	<b>30</b>	<b>100,00</b>	<b>18</b>	<b>100,00</b>	<b>32</b>	<b>100</b>

As stated above, most of the toys are chosen in a "gender-appropriate" manner for girls or boys under the influence of their families, press and market regulations. These selected toys are seen as important factors that prepare the children for the roles they will undertake in adulthood. The findings on Table 12 reveal that boys are shown with toys more than girls in both native (30 against 20) and translated (32 against 18) books. This finding demonstrates that male children are mostly presented while playing with a toy in both native and translated books. On the other hand, when the figures are compared, it is seen that balls, transportation toys and lego-blocks are mostly associated with male characters in both native and translated books. This finding reinforces the stereotypical representation of genders in respect of presenting female and male children playing with those toys in different frequencies. Although female characters are shown with dolls and kitchen toys in native books, there is no female character shown with dolls in translated books. Furthermore, in native books, balls are mostly preferred by boys whereas in translated books, it is not so common a choice among boys. In that sense, gender stereotyping still exists, however, not depicting female characters with dolls can be an important improvement, since dolls are usually associated with female children and it restricts their opportunity to play with other toys.

In one of the native books, the female child character is pictured with kitchen toys, dolls and plushes as seen in Figure 11. This example also supports the stereotypical representation of the female gender with the toys which are mostly associated with female characters.



Figure 11: An example of kitchen toys, doll and plush (Book 16)

Another example is from a translated book. As it is seen in Figure 12, there is a truck, a car and balls in the room of the boy. This picture also reinforces the gender stereotyping in toys.

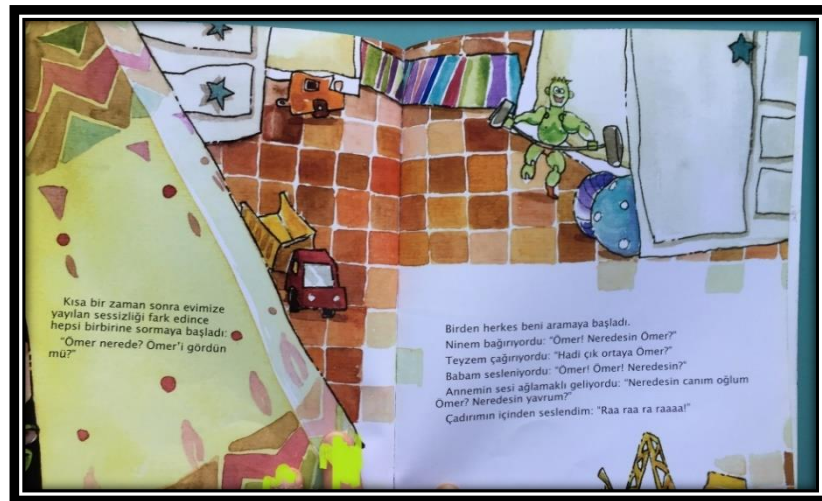


Figure 12: An example of truck, car and ball (Book 35)

These findings can lead to the differentiation of toys by the toy industry, parents, teachers or children as “female toys” and “male toys”, and such a discrimination may contribute to gender stereotyping. Olusoga (2008) also stated that when children understand the concept of gender and roles of gender in the community, they reflect their understanding into their play. In that sense, the representation of toys in the examined books can be evaluated as the reflection of cultures and the gender roles which are assigned by these cultures. At this point, while in native books, a “doll” is portrayed as a feminine toy, in translated books, there is no evidence supporting this stereotype, and this difference might have been caused by culturally-embedded gender roles.

#### 4.8. Accessories

Accessories of the female and male characters constitute another important category examined by this study. Table 9 presents only the accessories which are considered important in reproducing gender stereotypes, and while many accessories are portrayed in the books, those that are less significant and those that have been portrayed less frequently (such as scarves, watches, gloves, belts, etc.) have not been taken into account here, in order to simplify the analysis.

Table 9: *Accessories in books*

Accessories	Native				Translated			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
Hair Accessories	29	60,42			18	30,51		
Eyeglasses	6	12,50	8	38,10	10	16,95	16	50
Jewelry	4	8,33	1	4,76	8	13,56		
Bags	5	10,42	1	4,76	9	15,25		
Ties			2	9,52			6	18,75

Kitchen Apron	2	4,17			3	5,08	2	6,25
Hats	2	4,17	9	42,86	11	18,64	8	25
<b>Total</b>	<b>48</b>	<b>100,00</b>	<b>21</b>	<b>100,00</b>	<b>59</b>	<b>100,00</b>	<b>32</b>	<b>100</b>

Table 9 shows that, in native books, women are shown more than twice with accessories than men. Female characters are mostly shown with hair accessories (60%), while male characters are mostly shown with hats (43%). The accessories that male characters often use can be sorted in a descending order by the given in the tables as glasses, hats and ties. This finding may be interpreted as, in order to describe a male character, glasses, hats and ties are mostly used in native books.

Examination of the accessories in translated books shows a similar trend. Female characters are mostly shown with hair accessories (31%), and in native books, they are almost shown twice as much more with hair accessories (60%). This finding indicates that, in native books, in order to describe a female character, hair accessories are utilized more than they have been in translated books. Male characters are mostly shown with eyeglasses (50%). In the second place, male characters are shown with hat. The accessories that men often use can be sorted in a descending order by given in the tables as glasses, hats and ties, similar to native books.

Hats are mostly attributed to the male characters in native books; however, in translated books, hats are mostly used by female characters. Moreover, eyeglasses are mostly used by the male characters in both native and translated books. Jewelry is another distinguishing accessory between male and female characters. Women are mainly pictured with earrings or other jewelries, which clearly shows that jewelry is associated with the female gender in both native and translated books. Another accessory code is kitchen apron which is used by females more than males, since females are more associated with household activities, and they need to wear kitchen apron more often. Bags are also another group of significant accessories used as a gender indicator in those books. In native books, females are shown with bags more

than males; however, in translated books, only female characters are presented with bags. This reveals that bags are also another type of accessories which are used to define the female gender.

In Figure 13, although the female character is out of home, she is pictured with a kitchen apron.

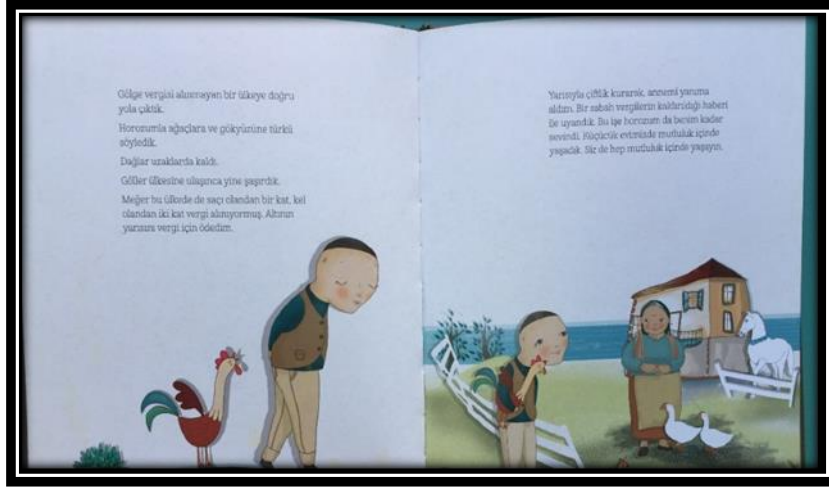


Figure 13: An example of kitchen apron (Book 10)

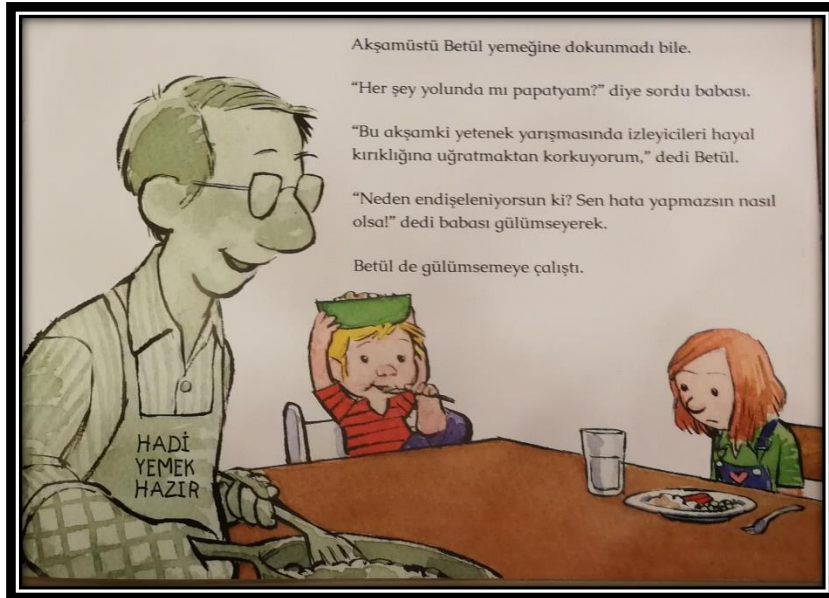


Figure 14: An example of kitchen apron (Book 46)

In one of the translated books, the kitchen apron is also used by a male character as it is seen in Figure 14. Therefore, the accessories (hair accessories, eyeglasses, kitchen apron, bag and tie) which are used in native and translated storybooks might be seen as gender indicators, since they are utilized to describe the male and female characters in the books. However, although kitchen apron is mostly used by female characters, there are also male characters presented with kitchen apron in translated books. This can be seen as an important indicator for gender roles which are against stereotypical representation. This can be caused by cultural factors due to fact that, with an increasing number of working females, males are also started to attend household activities and the use of kitchen apron may be evaluated as the reflection of this change in the society. Furthermore, the portrayals of hair accessories as feminine and the representations of eyeglasses as masculine accessories may also be explained depending on culturally-embedded gender roles.

#### 4.9. Women's Clothing

In this study, the women's clothing is also examined based on the frequencies of depictions in skirt-dress and pants, since men's choices of clothing do not show a great variation in the direction of stereotypes. Therefore, only female characters' choices of clothes are shown in the table below.

Table 10: *Women's clothing in books*

Women's Clothing	Native		Translated	
	f	%	f	%
Skirt- Dress	54	68,35	67	69,79
Pants	25	31,65	29	30,21
<b>Total</b>	<b>79</b>	<b>100,00</b>	<b>96</b>	<b>100,00</b>

Table 10 shows that, in native books, 68% of the female characters are pictured with a skirt or dress, while 32% of the female characters are presented with pants.

Translated books show a similar trend: 70% of the female characters are pictured with a skirt or dress and 30% are presented with pants. The percentages given for women's clothing preferences are close to each other in native and translated books. Therefore, skirts and dresses in those books are used to define the female characters and these clothes are categorized as feminine clothes. The gender discrimination of clothes also change according to cultural norms, beliefs and regulations, since there are no exact rules which propose that females should wear skirts or dresses. All of these *de facto* rules and regulations are constituted by the society.

#### 4.10. Physical Appearance of Female Characters

Physical appearance of characters is another important category to assess gender portrayals, particularly in terms of hair length, face and body size of characters. Hair lengths of the female and male characters in native and translated books are presented in Table 11.

Table 11: *Hair lengths of the characters*

Hair Lengths Of Characters	Native				Translated			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
Long	46	58.23			55	57.29		
Medium	29	36.71	3	4.17	29	30.21	1	1.22
Short			61	84.72	6	6.25	65	79.27
Bald			5	6.94			10	12.20
Indefinite	2	2.53	3	4.17	6	6.25	6	7.32
<b>Total</b>	<b>79</b>	<b>100.00</b>	<b>72</b>	<b>100.00</b>	<b>96</b>	<b>100.00</b>	<b>82</b>	<b>100.00</b>



Table 11 shows that, in native books, females are mostly pictured long-haired (58%) and males are mostly shown short-haired (85%). Furthermore, there is no male character with long hair and there is no female character with short hair. Those results indicate that hair lengths of the characters represent the gender stereotypes in those books, since, although there are many female characters who have short hair and male characters who have long hair, they are not presented in this way.

Translated books show a similar pattern in that females are mostly shown with long hair (57%) and males are mostly shown with short hair (79%). Although there are short-haired women, there is no male character with long hair. Women with short hair can be considered more acceptable than men with long hair.

When hair length representations in native and translated books are compared to each other, the results are similar. However, females are pictured with short hair in translated books, albeit in a limited number. It can be concluded that showing females short-haired can be seen as an improvement, when it is compared with the presentation of females in native books in terms of gender roles. Weitz (2001) stated that gender as a cultural principle is closely associated with hair, and the relationship between hair and gender expression is common many societies. Moreover, many cultural norms regarding women's hair state that women's hair should look different from men's (Synnott, 1987). In that sense, hair is seen as a gender indicator of cultures, and this study also reveals that, in both native and translated books, long hair used to define a female character. Moreover, short hair is attributed to only the male characters in native books, while in translated books, there are also short-haired females. The portrayal of females as short-haired can be evaluated as a cultural regulation related to genders.

Table 12: *Physical appearance of adult female characters in native books*

Face	Native -Female		Translated-Female	
	f	%	f	%

Lips Are Clear And Pink	11	29.73	17	29.31
Eyelashes Are Clear	12	32.43	19	32.76
<b>Total Number of Characters</b>	<b>37</b>		<b>58</b>	

In order to examine the physical portrayals of adult female characters in storybooks in more detail, depictions of the lashes and lips of female characters were also examined, as shown on Table 13. Accordingly, lips of 30% of the female characters are clearly depicted with red color or lipstick in native books. Eyelashes of 32% of the female characters are also clearly depicted. In translated books, lips of 29% of the female characters are clearly depicted with red color or lipstick. Eyelashes of 33% of the female characters are also clearly depicted. These figures show similar patterns in native and translated books.

These findings reveal that there is a high proportion of male and female characters that do not have any gender-specific clues (lips and eyelashes are clear or not) on their faces, and it is thought that the elements of sexism do not take up too much of the face drawing of the characters, and the characters are not distinguished according to the drawings on their faces in the examined books.

Table 13: *Physical appearance of adult female characters in native books*

Body Size	Native Female		Translated Female	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Fat	3	8.11	9	15.52
Thin- Medium	34	91.89	49	84.48
<b>Total Number Of Characters</b>	<b>37</b>		<b>58</b>	

In order to examine the body sizes of the adult female characters in storybooks, it was analyzed how the female characters were shown according to their weight. Following the analysis, it was observed that 8% of the female characters are pictured as fat and 92% of the female characters are depicted as thin-medium.

Moreover, 16% of the female characters are pictured as fat and 85% of the female characters are depicted as thin-medium in translated books. In addition to this, female characters are mostly shown as thin or medium-weight.

#### **4.11. Summary of Main Points Derived From the Analysis of Books**

##### **4.11.1. Gender Role Portrayals in Native Books**

- The appearances of female and male characters is close to each other.
- Female characters are presented as main characters more than male characters.
- Female characters are shown more than male characters in parental activities.
- Female characters are mostly depicted within the household, doing household duties or household-based leisure activities.
- Female characters' participation in work life and their occupational roles are presented to a limited extent.
- Balls, cars, trucks, lego-blocks and park garden toys are pictured mostly with male characters. Pets, dolls, bicycles and kitchen toys are mostly pictured with female characters, and dolls, bicycles and kitchen toys are exclusively pictured with female characters.
- Female characters are mostly shown with hairclips, eyeglasses and jewelry. The accessories that male characters are mostly depicted with include glasses, hats and ties.
- Dresses and skirts are used to emphasize female identity.
- Ratios of the numbers of female and male characters depicted outside home to the total number of female and male characters, respectively, are close to each other. However, female main characters are pictured at home more than male main characters.

- Female characters are almost exclusively pictured as long-haired and male characters are overwhelmingly shown as short-haired.
- Eyelashes and lips are used to feature female characters, who are, in addition, mostly shown as thin or medium-weight.

#### **4.11.2. Gender Role Portrayals in Translated Books**

- Appearances of female and male characters is close to each other.
- Male characters are more likely to be presented as main characters, while there are 3 books where there are both female and male main characters.
- Female characters are mostly associated with family roles and parental activities.
- Female characters are mostly depicted doing household activities, while male characters are shown mostly in outdoors activities; such as doing sports, surfing on the internet, and fishing more than female characters.
- Females' participation in work life and their occupational roles are presented to a limited extent.
- Animal toys, balls, cars, trucks, lego-blocks and puppets are the toys that are mostly associated with male characters.
- Dresses and skirts are used to underline female identity.
- Female characters are mostly shown with hairclips, eyeglasses and jewelry, while the accessories that are associated with male characters include glasses, hats and ties.
- Female and male main characters are presented outside more than at home. However, male main characters are mostly pictured outside the home and the books with male and female main characters also portray the main characters outside.
- Females are mostly shown with long hair and males are mostly shown with short hair. Although there are short-haired women, there is no male character with long hair.

Eyelashes and lips are used to emphasize female characters, while female characters are mostly shown as thin or medium-weight.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1. Summary of the Study**

The present study aims to examine the ways in which gender is portrayed in picture storybooks written for children in the 3-6 age group in Turkey, and to assess whether these gender portrayals entail gender stereotypes that might affect children at a very young age. In order to address these, this study adopts a comparative perspective and examines both native and translated picture storybooks in order to assess cultural variations on gender portrayals. With this objective, the study examines 60 picture storybooks which have been published in last ten years and written for children aged 3-6. Half of the selected books are translated and the other half of them are native books. Gender representations in translated and native books were examined through the following categories: number of male and female characters, gender of the main character, places where main male and female characters are displayed, parental activities, activities of male and female characters, working status of male and female characters, accessories of male and female characters, clothing of female characters, hair length of male and female characters, physical features of female characters (definite eyelashes, lips, body size).

#### **5.2. Conclusion and Interpretation of the Findings**

The analysis presented shows that the amount of female and male characters portrayed is close to each other in both native and translated books. This implies that the characters in the books are generally reflected equally, and such a result does not correspond with the results of the studies of Narahara (1998) and Brugeilles, Cromer & Cromer (2002). In his study, Narahara (1998) found that men appeared in the books twice as often as women. In addition to this, the study conducted by Brugeilles, Cromer & Cromer (2002) found that picture books were male-dominated and the characters

were mostly adults. On the other hand, Şentürk (2015) found that the numbers of female and male characters were close to each other in a study examining the story books published for children in the preschool period in terms of gender stereotypes. Therefore, it can be said that the results of this study are similar to those of the previous studies conducted recently, and also, there is no significant difference between native and translated books as to the number of female and male characters, except that the number of male children in translated books is greater than that of female characters. This result also indicates that cultural variations on gender representations in those books have not been observed clearly; however, the imbalanced representation of genders was in favor of males in translated books.

Secondly, this study found that female characters are presented as main characters more than male characters in native books. Similarly, Gooden and Gooden (2001) reported in their study examining 83 important books published for children between 1995 and 1999 by using in-depth analysis of the main characters in terms of gender, illustrations and book titles, that women were more often included in books as main characters. However, in translated books, male characters are presented as main characters while there are three books which have both female and male main characters. McCabe et al. (2011) reported similarly that a higher number of males were found in central roles, which guided children to believe females were less important than males, and to accept the invisibility of girls. Therefore, it can be said that there is an improvement of visibility of female characters as main characters in storybooks; however, it is also seen that male domination in central roles in translated books can be considered as an evidence supporting gender stereotyping. This message may lead to underrepresentation of females in books and also in real life. Therefore, it is seen that there are considerable differences on the portrayals of the main character's gender between native and translated books. While the imbalanced representation of genders was in favor of females in native books, it was in favor of males in translated books. This difference on gender portrayals could have been caused by cultural differences due to fact that, in some cultures, females are underrepresented in their social life and they are mostly associated with house-related activities. That is why they have lost

their visibility in the society. On the other hand, males are depicted as more active in such societies and they are more visible in many activities than females. The imbalanced representation of females and males in the storybooks implies that, although men and women seem to be equal in terms of their share in the world population, many women are still invisible due to the lack of recognition in patriarchal societies. In many cultures, women are not recognized as individuals having equal rights with men, but they are viewed as wives and mothers whose duty is to take care of both their husbands and children.

Another important finding in this study is related to the places where the main characters are mostly shown. The amount of female main characters at home and outside the home is close to each other in native books. Furthermore, 9 male main characters are pictured outside home and only 4 main male characters are shown at home. Similarly, Esen and Bağlı (year) found that women were shown at “home and the vicinity of home”, while men were presented “outside”. As a result, the study showed that gender stereotypes were transmitted to children through textbooks. Such a finding supports the traditional gender stereotype which associates females with home-related roles and males with roles outside home. On the other hand, female and male main characters are presented outside the home more than at home in translated books. However, male main characters are mostly pictured outside home, and the books with male and female main characters picture main characters outside home. In that sense, native and translated books reveal different results in terms of the places where main characters are mostly displayed in, and this can be interpreted as that, in native books, there is clearly a more stereotypical representation, whereas in translated books, female main characters are represented in a way contrary to the stereotypical portrayal of females. Differences on stereotypical representations of females and males in native and translated books may be seen as a reflection of cultural attitudes, behaviors and roles which are attributed to females and males.

Another finding of the study is that female characters are shown significantly more than male characters as involved in parental activities in both native and translated books. Furthermore, the frequencies of parental activities in native books are more

than those in translated books. These results might have been caused by cultural factors; such as values, beliefs, and customs which are associated with gender roles. In the books examined, female characters are given more coverage than male characters; however, they are mostly associated with maternity and domestic roles. The mother-child relationship is generally in the first place in the books reviewed, with a significantly less emphasis put on the father-child relationship. Similarly, Anderson and Hamilton (2005), in their study looking at how mothers and fathers are described in illustrated children's books, concluded that the father-child relationship was more ineffective than the mother-child relationship. In addition to this, Rollas-Oğuz (2017) found that femininity was represented in the passive maternal role without agency, occupied with domestic activities and spatially at home; however, masculinity is represented as an active subject with agency, spatially in the public space and occupied with economic activity. Esen and Bağlı (2002) also found that women were shown mostly while engaging in actions “related to children”; on the other hand, men were observed to be engaging in actions “related to public and work.” It can be said that the findings of those studies are similar to those of this study. However, in contrast to those studies, another study conducted by Kükreç (2015) found that males had more occupational roles and were portrayed more than females in visuals and texts, and males were depicted more in the family roles than females. The study revealed that the textbooks examined contain elements that oppose gender equality and contain sexist stereotypes. Thus, according to the findings of this study, although there are cultural differences, there are no significant differences in both native and translated books in terms of parental activities, and in both types of books, females are mostly associated with family roles and gender stereotyping can be seen in that respect. From this point, it can be interpreted that women's primary duties are presented as spending time with children at home and taking care of them, and child-rearing, which is one of the most important and difficult tasks of life, is almost entirely associated with women in most cultures. Thus, it can be said that some gender roles attributed to males and females may be similar in different cultures.



Another finding of the study is that female characters are shown more than male characters in the activities of cooking, preparing food and cleaning home in both native and translated books. On the other hand, male characters are shown while driving, reading newspapers, painting, doing sports, surfing on the Internet and fishing more than female characters both in native books and in translated books. Knitting and sewing activities are only attributed to female characters in both native and translated books. Vatandaş (2007), in his study examining the perception of gender and gender roles, similarly found that the role of women was in the form of cleaning, preparing food for children, looking after them, helping them in dressing and handcrafting. Another finding reveals that art and cultural activities are attributed equally to both female and male characters in native and translated books. This result does not correspond with the results of Şentürk (2015), which pointed out that men were more involved in artistic activities than women. Another study which was conducted by Kok and Findlay(2006) indicated that there was not enough evidence to support the idea that male characters are more rigidly stereotyped than female characters. The number of males and females engaging in both activity types and trait types were not found to differ significantly. This finding also does not correspond with results of this current study. When we compare native and translated books, it should be underlined that the number of female characters who are responsible for household activities in both native and translated books is too large to be underestimated. From this point, despite cultural differences between those books, household activities are mostly associated with female characters in both types of books. This representation of household duties indicates that women have more responsibilities than men at home in many cultures. Thus, the children's storybooks seem to support the traditional image of women keeping the fire at home burning. Furthermore, although in native books, outdoor activities are more likely to be associated with male characters, translated books show an opposite trend. Thus, it can be argued that native books reinforce gender stereotypes in terms of associating females with the activities within the confines of the home. While the representation of females in outdoor activities mostly in translated books challenges gender stereotyped representation, translated books also present gender stereotyping in household activities, with a strong association of household activities

with female characters. Furthermore, with the developments of societies, females are also involved in labor force and they are also holding jobs to bring home the bread as men do. Therefore, the household activities are shared by both females and males. However, in both native and translated books, this development on societies may not be observed due to the fact that they still attribute household activities to females.

The results obtained from other studies show that women's work life was a limited theme and their professional roles were not stated in both native and translated books. Kükürer (2015), for example, found that males were in occupational roles more than females in visuals and texts. Similarly, Köşeler (2009) found that women's professional life was represented in limited areas and their jobs were not well-defined. Kitiş-Çınar (2013) also found that the roles of "mother, teacher and nurse" were mostly attributed to women characters. In that sense, it can be said that these studies have reached similar results with this study. One of the stereotypical representations in this study is the attribution of the teaching profession to women in native storybooks. This situation is an indicator of the association of teaching profession with women in our society. As a result, the teaching qualification, a profession related to child education, has been attributed to women. In his study on sexism in coursebooks, Arslan (2000) reveals that the teaching profession ranks first among the professions attributed to women in 6 coursebooks taught at 1st and 2nd grades in middle schools. Another study which was conducted by Liben et al. (2001) found that, among 37 professions, those including professorship or tinkering were regarded as more masculine, and the professions such as gymnastics and teaching were regarded as more feminine occupations. It was found that girls prefer similar professions to the ones that are masculine. Therefore, the current study revealed that, in native and translated books, work force was highly dominated by males. The recognition of women as working individuals has not become widespread yet. The reasons of this inequality may not be caused only by the gender discrimination factor. For example, in many countries, men and women may not have an opportunity to choose their ideal jobs due to the economic problems that they face with. Therefore, they are employed in many sectors without considering gender dominance in the work place. In that respect, men also might work

in jobs that are under female domination. However, the education level of women has increased over the past decades and women are also employed in well-paid and high-status jobs which were traditionally assigned to men. Developments about the labor force of women have not been reflected in the examined books, and it might show that in those cultures in which the examined books are written, those developments may not occur or may not have appeared yet.

Another finding of this study is related to toy preferences of the characters in storybooks. In native books, it is found that the frequencies of interactions with animal toys and sleds are equal in both female and male characters. Plushes, balls, cars, trucks, lego-blocks, rattles and park-garden toys are pictured mostly with male characters. Pets, dolls, bicycles and kitchen toys are pictured mostly with female characters, while dolls, bicycles and kitchen toys are pictured only with female characters. Animal toys, balls, cars, trucks, lego-blocks and puppets are mostly attributed to male characters in translated books. Yavuzer (2017) mentions that the gender factor is important in the selection of toys for children. The most preferred toys for girls are dolls, models, building toys. The toys selected for boys are wheeled, battery-operated and remote-controlled vehicles, balls, guns, building toys. This information has been approved by both parents and toy selections of children. Similarly, Güder- Yağan and Alabay (2016) found in their study about the toy preferences of children aged 3-6 in terms of gender stereotypes that most of the girls had a tea set, sewing kit and toys; such as baby girl dolls, but boys preferred toys; such as cars, speed motors, trucks, construction machines and repair kits. Although female characters are shown with dolls and kitchen toys in native books, there is no female shown with those toys in translated books. Playing with toy vehicles is one of the stereotypes in the society, since it is considered as a kind of game for boys. Similarly, playing with a doll is among the stereotypes in the society, since it is considered as a kind of game for girls. In the native books reviewed, the role of playing games with dolls is mostly attributed to girls. In the books examined, it is concluded that boys play with balls, while the lack of balls as a choice among girls' game preferences supports traditional stereotypes. In translated books, female and male characters are equally shown while playing plushes, bicycles, park-

garden-sand toys. When the results are compared, balls, vehicle toys and lego-blocks are mostly attributed to male characters in both native and translated books. Therefore, the toys which are traditionally attributed to males are frequently observed in the examined books. In that point, while in native books, “doll” is portrayed as a feminine toy, in translated books, there is no evidence that support this stereotype, and this difference can be caused by culturally-embedded gender roles. In that sense, the representation of toys in the examined books can be evaluated as that it is a reflection of cultures and the gender roles which are assigned by those cultures.

Another finding of this study is related to the accessories worn by characters. In native books, female characters are mostly shown with hairclips, eyeglasses and jewelry. The accessories that men often wear can be ordered as glasses, hats and ties. In addition to this, the accessories worn by the characters in translated books are similar to those native books. Female characters are mostly shown with hairclips, eyeglasses and jewelry. In their study, Gürşimşek and Günay (2005) concluded that accessories preferred by women are scarves, necklaces, earrings and crowns. Men's accessories include hats and glasses, similar to this study. In parallel with this study, Şentürk (2015) concluded that the most preferred accessories for women were hairpins and earrings, whereas the most preferred accessories for men were hats and glasses. Therefore, in this study, the accessories (hair accessories, eyeglasses, kitchen aprons, bags and ties) which are used in native and translated storybooks, may be seen as gender indicators, since they are utilized to describe the male and female characters in the books. However, although kitchen aprons are mostly used by female characters, there is also a male character presented with a kitchen apron in translated books. This difference can be explained depending on cultural factors, due to fact that, with an increasing number of working females, males also started to attend household activities and the use of kitchen aprons may be evaluated as the reflection of this change in the society. Furthermore, the portrayals of hair accessories as feminine and the representations of eyeglasses and ties as masculine accessories may also be caused by culturally-embedded gender roles.

This study also presents findings related to women's clothing. In both native and translated books, it is seen that, in total, female characters are predominantly depicted in dresses and skirts rather than pants. Gürşimşek and Günay (2005) stated that dresses and skirts are important factors determining the identity of women, while pants are used to define male identity. Therefore, in this study, skirts and dresses are used to define female characters in the examined books and these are categorized as feminine clothes. The gender discrimination of clothes is also changing according to cultural norms, beliefs and regulations, since there are no exact rules which propose that females should wear skirts or dresses. All of these *de facto* rules and regulations are constituted by the society. In that point, the cultural attitudes towards women's clothing may be evaluated as similar based on the findings of this study.

Finally, this study presents findings related to physical features, hair length and hair colors of the characters. In native books, females are mostly pictured as long-haired and males are mostly shown as short-haired. Furthermore, there is no male character with long hair and there is no female character with short hair. Those results indicate that hair length of the characters is presented in a gender stereotyped way in those books. The results also reveal that females are mostly shown with long hair and males are mostly shown with short hair in translated books. Although there are short-haired women, there is no male character with long hair. Women with short hair can be considered to be more acceptable than men with long hair. Therefore, hair is seen as a gender indicator of cultures, and this study also reveals that, in both native and translated books, long hair is used to define a female character.

Lastly, it was examined whether the eyelashes and lips of female characters were clearly depicted in order to examine the physical portrayals of adult female characters in the storybooks. According to the results, in both native and translated books, eyelashes and lips are featured to identify some of the female characters, and there is no significant difference between native and translated books in terms of this issue. Günay and Gürşimşek (2005) also stated that lipstick or red lips are mostly associated with female characters. These findings reveal that there is a high proportion of male and female characters that do not have any gender-specific clues (whether lips and

eyelashes are noticeable or not) on their faces. It is thought that the elements of sexism do not observed too much in the face drawing of the characters and the characters are not separated according to the drawings on their faces in the examined books. In addition to this, when the body sizes of female characters are examined, it is found that female characters are mostly shown as thin or medium-weight in both native and translated books, and having such body sizes is associated with females in both types of books. Therefore, both native and translated books reach to similar representations on the physical appearances of characters.

Throughout the whole study, it was observed that female and male characters in native and translated books are still stereotypically represented in many ways and across many areas. Previous research also found similar results with the current study, despite developments and changes in the society. On the other hand, there are also differences between native and translated picture storybooks in terms of their gender representations. In that regard, cultural differences should be taken into consideration. As it is discussed in the chapter related to the theoretical framework of this study, there are different gender development theories which explain that gender development depends on social and cultural factors in the society in which the individual lives. According to the gender schema theory, people tend to organize the information in their surroundings which serves as a guide for future behaviors. Individuals learn the behaviors or attitudes which are associated with their sex from the society, and they regulate themselves according to their culture. They formulate their gender schemas with the information that they learn from their environment, and those schemas constitute their gender perspective. In this regard, it can be concluded that gender portrayal differences between native and translated books can be caused by the society and culture in which the books are written. In addition to this, the reasons behind the presentation of gender roles depending on traditional gender stereotypes should be taken into consideration. The fact that a book contains sexist content does not mean that the author or the illustrator has such a viewpoint. It is not surprising that authors and illustrators can be influenced by the judgments of a society, since they are parts of that society. As another reason, the author and illustrator may act in this way due to

concerns related to publishing. For example, a children's book about a homosexual individual may not be published in every society. Furthermore, there are also good examples of storybooks in terms of gender role portrayals, and as gender equity awareness increases, the gender role portrayal in story books will be more equal for genders. At this point, some suggestions can be made to families, educators, writers, illustrators and future researchers.

### **5.3. Implications**

#### **5.3.1. Implications for Parents**

Parents should pay attention to the principle of gender equality when recommending books to their children. In books written for children, such a principle is important for children to develop healthy and balanced personalities.

#### **5.3.2. Implications for Educators**

School administrators and story book selection committees of schools could use the findings of the research as criteria while choosing storybooks free of gender bias in order to be used in classrooms. These criteria might include the investigated categories in the present study. However, if the school administrators and teachers are not authorized to select the story books to be used, they need to be aware of the possibility of negative representations of men and women in the content of the books. Teachers should adapt the contents of storybooks in order to eliminate gender bias and should provide the learners with new materials in which men and women are equally represented. Therefore, preschool educators should select the books in their classroom libraries considering gender equality.

#### **5.3.3. Implications for Authors and Illustrators**

All story book authors and publishers must be aware of the possible negative results of gender inequality in classroom materials, and the way it may negatively influence the gender socialization process of the learners.

The authors and illustrators of children's books should consider not using gender-stereotyped forms in their books.

In order to produce storybooks free from gender inequalities and gender bias, both international and local authors and publishers, should refer to and try to benefit from the findings of the academic research investigating gender representations in the classroom materials.

#### **5.4. Recommendations for Further Research**

The books which are published in different countries and even provinces can be examined.

Assuming that the social structure generating change and development differs from time to time, this issue should be addressed at certain intervals, not only in the stories and fairy tales but also in the general sense.

Lastly, it might be informative to conduct research concerning how teacher education curricula in early childhood education departments guide teacher trainees related to the in-class use of storybooks from a gender perspective. It would also be beneficial to investigate teachers' and students' perceptions of gender representations in the storybooks, and observe teacher-student, student-student interactions in the classroom environment from a gender perspective.



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## **APPENDICES**

### **A. BOOK IDENTITY FORM**

- Number of The Book
- Name of the book
- Writer's Name
- Illustrator's Name
- Number of publication
- Date of publication
- Publisher

### B. TEXT ANALYSIS FORM

	FEMALE	MALE	UNDEFINED
what are the characteristics of the activities (housework, free-time,etc.) that are attributed to each sex in the story?			
What are parental activities that are attributed to each sex in the story?			
what are the characteristics of the profession attributed to each sex in the story?			
what are the characteristics of the toys that are attributed to each sex?			
what are the characteristics of the personality traits attributed to each sex in the story?			

### C. PICTURE ANALYSIS FORM

Sex	1.character  2.character  3.
Physical appearances of characters	1.character  eyes:  lips:  fat- thin:  hair lengthy:  hair color:  2.character  3.
clothes	1.character  2.character  3.
accessories	1.character  2.character  3.
place	1.character



	2.character 3.
Occupation	1.character 2.character 3.
Toys	1.character 2.character 3.

## D. BOOK LIST

### Native Books

1. Doğum Günü Armağarı
2. Kınalı Kedicik
3. Yuyu Hayvanat Bahçesinde
4. Babasının Başka Evi Var
5. Selimin Maceraları
6. Sihirli Bir Kelime: Lütfen
7. Kıskanç Kurbağa Eda
8. Elif Ameliyat Oluyor
9. Hayat Devam Ediyor
10. Horozlu Çocuk
11. Psikolojik Yardım Alıyorum
12. Küçük Sihirbaz
13. Yağmur'un Rüyası
14. Piraye'nin Bir günü
15. Biri Annemi Durdursun
16. Mevsimler
17. Kedişin Armağarı
18. Şapkadaki Balık
19. Kalbine Dokun
20. Bir Yaz Öyküsü
21. Vitaminlerin Ziyareti
22. Kuğular Aç Kalmasın
23. Annemin Çantası
24. Balaban Şakrak
25. Arkadaşım Papi
26. Benim Güzel Mücevherlerim

27. Eskiler Alırım
28. Kendi Bildiđin Gibi Resim Yap
29. Baloncu Dede ve Üç Küçük Yaramaz
30. Benekli

### **Translated Books**

31. Karlı Bir Gün
32. Kative ve Ayçiçekleri
33. Leo'nun Kabusları
34. Haydi Sayalım Arılar
35. Peki Ya Ben
36. Büyük Sözcük Fabrikaları
37. En Güzel Hediye
38. Masal Battaniyesi
39. Nefise Nine
40. Randevum Var
41. Ayılar Kitap Okumaz
42. Oliver
43. Zambaklar Ülkesi
44. Tuhaf Bir Gün
45. Bizim Kendi Ağacımız
46. Hiç Hata Yapmayan Kız
47. Aile En İyi İlaçtır
48. Sümbül Hanım'ın Şapkaları
49. Babam Ne İş Yapar
50. Yeniden Kullanıyorum
51. Mimar Cem
52. Usta Balıkçı Çiko
53. Doktorda
54. Claude Monet ve Sihir Bahçesi
55. Ay'ı Kim Çaldı

56. Afacan Maymun
57. Demek Abla Oluyorsun
58. Benim Hayır Benim
59. Babam Uyumak Bilmiyor
60. Unutkan Mumi

## E. OCCUPATIONS OF CHARACTERS

### Occupations of Characters In Native Books

Occupations	Female	Male
Bus Driver		1
Apartment Superintendent		1
Zoo Staff		3
Teacher	5	
Cinema Staff	1	
Traffic Police		1
Nurse	1	
Secretary	1	
Doctor	1	3
Hospital Staff		2
King		2
Captain		2
Balloon Operator		1
Shepherd		2
Carpenter		1
Court Joker		1
Poet		1
Rag-and-Bone Man		1
<b>TOTAL</b>	<b>9</b>	<b>22</b>

### Occupations Of Characters in Translated Books

Occupations	Female	Male
Bus Driver		1
Secretary	2	
Doctor	2	2
King		1
Rag And Bone Man		1
Waiter		1
Painter		2
Caregiver	1	
Race Pilot		1
Teacher	1	3
Astronaut		2
Farmer	3	4
Postman		1
Reeve		1
School Manager		1
Butcher		1
Museum Manager		1
Police		1
Hat Shop Owner	1	
Firefighter		1
Architect		1
Fisherman		1
Pharmacist		1
Servant	1	1
<b>TOTAL</b>	<b>11</b>	<b>30</b>

## F. TURKISH SUMMARY/TÜRKÇE ÖZET

Okul öncesi dönem, çocukların gelişim ve öğrenimleri için en önemli dönemdir (Barnett, 2003; Berk, 2005; Drummond ve Seid, 2001; Essa, 2002). Çocuk gelişimi, bir çocuğun büyüdükçe daha karmaşık şeyleri yapabilme süreci olarak tanımlanabilir (Boyse, 2013). Bu nedenle, erken çocukluk döneminin bilişsel, fiziksel, sosyal, duygusal ve dil gelişimi ve öğrenimi üzerinde önemli etkileri vardır. Çocukların cinsiyet ve cinsel kimliklerinin oluşumu da ilk öğrenme deneyimleri arasında yer alır. Toplumsal cinsiyet gelişimi sürecinde, bir çocuğun cinsiyet algısı çocuğun hayatında önemli bir yere sahiptir ve hayatlarının nasıl sürdüğüne dair önemli bir rol oynar (Narahara, 1998; Greco, 2013). Resimli hikaye kitapları çocukların gelişim sürecinde çok önemli bir rol oynar ve okul öncesi eğitim çağındaki çocuklar için önemli bir bilgi kaynağı sağlar. Erken yıllarda, çocuklar önemli miktarda bilgi edinirler ve bu onların sosyal kimliklerinin gelişimine katkıda bulunur (Drees and Phye, 2001: 49). Çocukların cinsiyet rollerini oluşturdukları süreç bilgi oluşturma sürecinin önemli bir parçasıdır. Aslında, toplumsal cinsiyetin çocukların toplumdaki statülerini belirlediği “temel boyut” olduğu düşünülmektedir (Taylor, 2003: 310). Çocuk kitapları toplumda toplumsal cinsiyet klişelerinin yeniden yapılandırılmasını sağlayabilir. Bu nedenle, çocukların kalıp yargıları ve cinsiyet ayrımcılığını içeren ve okuma alışkanlıkları kazanırken ilk önyargı kazanmalarına neden olan kitaplara maruz kalmaları nedeniyle ortaya çıkan risklerin altını çizmek önemlidir (Sever ve Aslan, 2012). Literatür incelendiğinde hem ulusal hem de uluslararası düzeyde yürütülen, çocuk kitaplarındaki cinsiyet rollerinin nasıl gösterildiğini inceleyen ve benzer sonuçlara ulaşan çalışmalar bulunmaktadır.

Diğer çalışmalardan farklı olarak bu çalışmanın amacı, yıllar içinde toplumda meydana gelen gelişmelere dayanarak, cinsiyet rolleri temsilinde değişiklik olup olmadığını analiz etmektir. Aynı zamanda Türkiye’de 3-6 yaş arası çocuklar için yayınlanan yerli ve çeviri resimli hikaye kitaplarında toplumsal cinsiyet rollerinin nasıl temsil

edildiğini incelemek ve aynı zamanda yerli ve çeviri kitaplardaki cinsiyet rollerinin temsilini karşılaştırmaktır.

Bu araştırmanın ana araştırma sorusu şu şekildedir: 3-6 yaş grubundaki çocuklar için yazılmış resimli hikaye kitaplarında cinsiyetin nasıl temsil edilmiştir ve bu cinsiyet temsilleri çocukları etkileyebilecek toplumsal cinsiyet kalıp yargıları oluşturur mu? Bunları değerlendirmek için, bu çalışma aynı zamanda karşılaştırmalı bir bakış açısı benimsemiştir ve cinsiyet portrelerinde kültürel farklılıkları değerlendirmek için hem yerel hem de tercüme edilmiş resimli hikaye kitaplarını incelemektedir. Bu amaç ile, Türkiye'de 3-6 yaş grubu için yayınlanmış resimli hikaye kitaplarında cinsiyet rollerinin nasıl temsil edildiğini anlamak ve kadın ve erkek karakterlerin toplumsal cinsiyet kalıp yargıları içerip içermediğini sorgulamak amacıyla bu çalışma kitapları aşağıdaki boyutlara göre incelemektedir:

- Erkek ve kadın karakter sayısı
- Ana karakterin cinsiyeti
- Ana erkek ve dişi karakterlerin gösterildiği yerler
- Ebeveyn aktiviteleri
- Erkek ve kadın karakterlerin aktiviteleri
- Erkek ve kadın karakterlerin çalışma durumu
- Erkek ve kadın karakterlerin aksesuarları
- Kadın karakterlerin giyimi
- Erkek ve bayan karakterlerin saç uzunluğu
- Kadın karakterlerin fiziksel özellikleri

Çalışmada varılacak sonuçların doğru bir şekilde analiz edilebilmesi için çalışmanın içinde yer alan terimlerin kullanım amacına uygun olarak tanımlanması oldukça önemlidir. Bu bakış açısıyla aşağıda çalışmada geçen terimler tanımlanmıştır.

Cinsiyet: 'Cinsiyet', kadın ve erkek arasındaki biyolojik farklılıklara atıfta bulunan bir kelimedir (Oakley, 1985, s. 16)



Toplumsal Cinsiyet: 'Toplumsal Cinsiyet' bir kültür meselesidir; kadın ve erkeklerin 'erkeklik' ve 'kadınsı' olarak sınıflandırılmasını ifade eder (Oakley, 1985, s. 16).

Feminen- Maskülen: Sandra Bem (1971), kadınlık(feminen) ve erkeklik(maskülen) olarak iki temel cinsiyet rolü özelliğini kavramsallaştırmıştır. Kadınlık, şefkat, neşelilik, besleyici ve benzerini içeren davranış kümesini ifade eder. Erkeklik ise risk alma, rekabet etme, baskın ve benzer olma riskini içerir (Bem, 1971).

Cinsiyet kimliği: Bir kişinin kendini kadın veya erkek olarak tanımlaması algısı olarak tanımlanır. (Zucker ve Bradley, 1995)

Cinsiyet Rolü: Cinsiyet rolü, kültür normlarına göre cinsiyet kimliğinin ifadesidir (Hawkesworth, 1997).

Cinsiyet stereotipi: Toplumdaki kadın ve erkeklere atfedilen özellikler ve nitelikler hakkında genelleştirilmiş inanışlardır (Eagly, 1987)

Resimli Hikaye Kitabı: Çocuklar için erken yaşlarda hikaye anlatımı ve illüstrasyon sanatını birleştiren kitaplar olarak tanımlanır (Russell, 2001).

Bireylerde toplumsal cinsiyet gelişim sürecine odaklanan tüm yaklaşımlar, biyolojik cinsiyete paralel olarak bireylerin, içinde yaşadıkları toplumun ortak değerlerine uygun olarak kademeli olarak toplumsal cinsiyet rolleri edindiklerini iddia eder.

Toplumsal cinsiyet gelişiminin nasıl gerçekleştiği, bu süreçte bireylerin cinsiyet kimliğinin nasıl kazandığı ve toplumlarda cinsiyet farklılıklarının nasıl açıklandığı ile ilgili teorik yaklaşımlar vardır. Literatürün toplumsal cinsiyet rollerine ilişkin açıklamalarına, bilişsel gelişim kuramı, nesne ilişkileri kuramı, sosyal rol kuramı, sosyal öğrenme kuramı, toplumsal cinsiyet şema kuramı rehberlik eder. Bu çalışmaya rehberlik etmesi açısından en çok cinsiyet şema kuramından yararlanılmıştır. Sandra Lipsitz Bem'in ileri sürdüğü bu kuram, sosyal öğrenme ve bilişsel gelişim kuramlarının temel görüşlerini birleştirir. Bu kurama göre çocuk, cinsiyetleri ayrıştırmayı içinde yaşadığı toplumun kadınlık ve erkeklik tanımlarına göre zihninde şekillendirmesi bakımından bilişsel gelişim kuramına, cinsiyeti tipleştirme sürecinin

öğrenilmiş ve değiştirilebilir bir süreç olduğunu belirterek ise sosyal öğrenme kuramına benzer (Bem,1981). Toplumsal Cinsiyet Şeması teorisi, gelişimsel psikolojide cinsiyet tiplemesini anlamaya yardımcı olan bilişsel gelişim kuramının önemli bir alt kümesidir. Bu şema bilişsel bir yapıdır, bireyin algılayış biçimini yönlendiren ve düzenleyen bir ağa benzetilir. Bu teoriye göre, insanlar çevrelerindeki bilgileri organize etme eğilimindedirler ve bu da gelecekteki davranışlar için bir rehber görevi görür. Toplumsal cinsiyet sorunu da bireyler için bilgilendirme alanıdır ve çocuklar bu bilgileri toplumsal cinsiyet kimliğini kazandıklarında kullanmaya başlarlar (Carli ve Bukatko, 2000). Bu şemaların oluşma süreci sosyalleşme esnasında oluşur ve bu noktada sosyalleşme araçlara devreye girer. Sosyalleşme araçlarından biri olan çocuk kitapları da bu noktada değer kazanmaktadır. Çocukların cinsiyet rollerinin gelişiminde birçok çevresel faktör rol oynamaktadır. Bu çevresel faktörler aile, okul, oyunlar, oyuncaklar ve kitle iletişim araçları gibi araçlardan oluşur. Bu faktörler sosyalleşme sürecini oluşturur. Toplumsal cinsiyet kavramını anlamak için toplumsallaşma kavramını anlamak ve resimli hikaye kitapları aracılığıyla erken çocukluk döneminde toplumsal cinsiyet kalıplarının nasıl tanıtıldığını anlamak gerekir. Bu sosyalleşme araçları toplumsal cinsiyet geliştirme sürecine etkileri açısından tartışılmıştır.

Sosyalleşme, bireylerin paylaşılan bir sosyal grubun normlarını, değerlerini, geleneklerini ve davranışlarını benimsediği ve içselleştirdiği süreçtir (Lutfey ve Mortimer, 2006; Parsons, 1951). Sosyalleşme sırasında, çocuklar kendi kültürlerinin dilini ve hayatlarında oynayacakları rolleri öğrenirler. Ayrıca diğer sosyal rolleri de öğrenirler; öğrenci, erkek ve kız kardeş, kız ve erkek, erkek ve kadın olmak. Bu roller bireyden bireye ve kültürden kültüre değişiyor. Çocuklar deneyim kazandıkça, toplumsal cinsiyet rollerini özümser ve onları kişiliklerinin bir parçası olarak görürler. Sosyalleşme sürecinde çocukların gelişimini etkileyen araçlar çalışmada ayrıntılı olarak açıklanmıştır. Çocuğun gelişimini etkileyen sosyalleşme araçları;

**Aile;** Erken sosyalleşmenin öncelikle aile içinde gerçekleştiği düşünülmektedir (Grusec, 2011). Rol öğrenme kuramcıları da (Parsons ve Bales 1956; Hartley1966; Weinrich, 1978) kritik birincil sosyalleşme yıllarında en önemli kurumlardan birinin,

çocuğun anne ve babanın davranışlarını gözlemlediğinden ve onları rol model olarak aldığından aile olduğunu belirtmiştir. Bu nedenle, çocuklar cinsiyetleriyle ilişkili olan uygun ve uygunsuz davranışları ailelerinden öğrenirler. **Okul;**Okul, cinsiyet rollerinin edinimi ve sürdürülmesinde önemli bir yere sahiptir. Kültürün vericisi ve bireyin sosyalleşmesi olarak okul, bu fonksiyonları çeşitli unsurlar ve materyallerle gerçekleştirir. Eğitimin vazgeçilmez bir aracı olarak görülen ders kitapları, bu amaçları bireye açık ve kapalı mesajlarla iletmektedir (Baştürk, 2006; Bayrakçı, 2005;).**Akran;**Akran grubunun etkisi, okul öncesi dönemde, genellikle cinsiyet çizgileri boyunca ayrılmaya başladığı ve buna göre ilgi, kimlik ve davranış geliştirdiği zaman belirgin hale gelir. Martin, Kornienko, Schaefer, Hanish, Fabes ve Goble (2013), “çocukların birbirleriyle cinsiyete dayalı aktivitelerde benzer düzeylerde katılım göstermelerinde birbirlerini destekledikleri ve böylece çocukların cinsiyete göre ayrılma eğilimlerini güçlendirdikleri sonucuna varmıştır (s. 932). **Oyun;** Dökmen (2006) okul öncesi dönemde çocuk oyuncakları ve oyun tercihlerini anlattı. Anaokulundaki çoğu kız, resim yapmayı, resim yapmayı, öğretmeyi, bebeklerle oynamayı ve hikayeleri dinlemeyi sever. Çoğu erkek delme, bisiklete binme, araba ve kamyonla oynamayı sever. Kızlar, hayvanlar, bebekler ve mutfakla ilgili oyuncaklarla ilgilenirken, çocuklar bulmacalar, bloklar ve aletler ile oynamayı severler. Hayali oyunlar oynarken, kızlar evcilik oyunları tercih eder ve erkekler süper kahramanların oynadığı oyunları oynarlar. Kızlar genellikle evle ilgili rolleri, evliliğe dayalı oyunları, yemek pişirme ve alışverişi tercih ederken katiller, polisler ya da yıkıcılar oynamaktan hoşlanmazlar. Çocuklar ev oyunlarında kızların uzun rol oynamasını sevmezler.

Bu noktadan hareketle, oyuncakların ve oyunların sosyalleşme sürecinde önemli bir rol oynadığı söylenebilir, ancak bu etki yetişkinlerin yönüyle ortaya çıkmaktadır, çünkü ilk yıllarda çocuklar seçimlerini ifade etmemektedir ve ebeveynler ne yapmaları gerektiğine karar vermişlerdir. **Kitle İletişim Araçları ve Kitaplar;** Okul öncesi dönem çocukları çeşitli televizyon kanalları, çocuk programları, çizgi filmler, DVD'ler gibi birçok kitle iletişim araçlarına maruz kalmaktadırlar, okul öncesi dönemde internet kaynakları mevcuttur ve çocuklar bu kaynaklara kolayca erişebilmektedirler.

Kitle iletişim araçlarından biri de çocuk kitaplarıdır. Çocuk kitapları hem eğitim kurumları hem de eğlence etkinlikleri için önemli materyallerdir. Bu kitaplar aracılığıyla çocuklar yetişkin dünyasının yetişkin yargılarına tanıtılmakta ve yetişkin dünyasına aday olmaya yönlendirilmektedir (Soyer, 2004). Bir sonraki bölümde, resimli hikaye kitaplarının özellikleri sosyalleşme sürecinde resim hikaye kitaplarının rolü incelenecektir.

Okul öncesi çağındaki çocuklar için resimli hikaye kitapları bilgilerin yer aldığı önemli bir kaynaktır. Bu kitaplar okuyuculara sosyal normlar ve kurallardan bilgi ve örnekler sağlar. Resimli hikaye kitaplarında da uygun cinsiyet rolleri tanımlanmış ve temsil edilmiştir. Çocuk kitaplarının, çocukluk çağının başlangıcında çocuklar tarafından sıklıkla okunduğundan, çocukların kimliklerinin tanınması sürecinde büyük rol oynadığı belirtilmektedir (McCabe, J., Fairchild, E., Grauerholz, L., Pescosolido, BA, & Tope, D., 2011).

Çocuk kitapları, çocukların erkek ve kız çocuklarının kendi çevrelerinde nasıl davrandıkları ve nasıl davrandıkları hakkında bilgi edinmelerine izin verir (Thyssen, 2008). Bu nedenle, Naif ve Talif (2003) göre, kitaplar çocukların yaşamlarında önemli bir rol oynamaktadır ve bu anlamda çocuk edebiyatı çocukluk döneminde bilgi oluşturma sürecinde önemli bir kaynaktır ve çocuklar erkeklik ve kadınlık açısından farklı fikir ve inançlarla karşılaşacakları hikayeleri okurlar (Taylor, 2003, s. 301). Çocuklar bu fikirleri ve inançları özümser ve davranışları, yaşadıkları topluma girdikçe bu koşullar altında şekillenir. Çocuk edebiyatı ürünlerinde cinsel rolün, çağdaş yaşamın gereklerine göre örneklendirilmesi gerekir, Aynı zamanda erkek ve kadına verilen değer ile yüklü olan anlam arasında hiçbir fark olmamalıdır. Bu kitaplar, çocukların kendi cinsleri içinde kişiliklerini bulmalarına ve geliştirmelerine yardımcı olmalıdır. Bu nedenle, kitaplar cinsel kimlikler, özellikle de geleneksel anlayışla ilgili herhangi bir yargı içermemelidir (Sever, 2008).

Çalışmaya yol göstermesi amacıyla literatür taraması yapılmıştır. Literatür incelendiğinde, okul öncesi dönemde toplumsal cinsiyet kalıp yargıları konusunda çok sayıda uluslararası çalışma olduğu, Türkiye'de de bu konuyla ilgili yapılan

çalışmaların son yıllarda arttığı görülmüştür. Yapılan çalışmaların büyük bir çoğunluğu diğer eğitim seviyelerindeki kitapların daha incelendiği görülmüştür. Buna bağlı olarak ve son yıllarda okul öncesi çocuklara yönelik kitap çeşitlerinin artması sebebiyle bu alanda güncel bir çalışma yapılması gerektiği sonucuna varılmıştır. Diğer araştırmalardan farklı olarak bu çalışmada hem yerli ve çeviri kitaplar göz önünde bulundurulacak ve bu kitaplardaki cinsiyet rolleri temsili üzerine karşılaştırmalı bir betimsel nitel araştırma yapılacaktır. Sonuç olarak, bu araştırmanın temel amacı, Türkiye'deki okul öncesi çocuklar için son yıllarda yazılmış (3-6 yaş) resimli hikaye kitaplarının cinsiyet rollerini nasıl temsil ettiğini analiz etmek ve toplumsal cinsiyet rolleri temsillerinde yerli ve çevrilmiş resimli hikaye kitapları arasında herhangi bir farklılık bulunup bulunmadığını incelemektir.

Bu çalışmanın hedef popülasyonu olarak 3-6 yaş çocuklar için yazılmış resim hikaye kitapları tercih edilmiştir ve bu çalışmada amaçlı örnekleme yöntemi kullanılmıştır. Kitaplar Ankara İli Çankaya ilçesinde yer alan Adnan Ötügen Halk Kütüphanesi'nin okul öncesi döneme ait kitapların yer aldığı alandan seçilmiştir. Amaçlı örnekleme yöntemlerinin çeşitleri vardır. Bu kriterlerden biri, ölçüt örneklemesidir. Bu çalışmada ölçüt örnekleme yöntemi kullanılmıştır. Ölçüt örnekleme yönteminde önceden belirlenmiş bazı kriterler vardır. Burada belirtilen kriterler ya da ölçütler araştırmacı tarafından oluşturulabilir ya da daha önce hazırlanmış kriterlerin bir listesi kullanılabilir (Yıldırım ve Şimşek, 2013: 135-140). Bu çalışmada araştırmacı tarafından hazırlanan kriterler kullanılmıştır. Mevcut çalışmanın hedeflenen nüfusunu tanımlamak için üç kriter tanımlanmıştır. Bu nedenlerle, mevcut çalışma için 3-6 yaş grubunu hedef alan kitap seçilmiştir. İkincisi, kitap seçerken, cinsiyet özelliklerinin net bir şekilde görülmesi için ana karakterlerin insan olduğu gerçeğine dikkat edilmiştir. Üçüncü olarak, son zamanlarda yayınlanan kitaplar, hikaye kitaplarındaki güncel toplumsal cinsiyet temsilcilerine bakmak için seçilmiştir.

Döküman toplaması için döküman analizi tekniği kullanılmış ve oluşturulan formlarla döküman toplanmıştır.

Araştırmada üç veri toplama aracı kullanılmıştır; "kitap bilgi formu", "metin inceleme formu" ve "resim inceleme formu".

- Kitap bilgi formu: Bu form kitap bilgi formu örneklerinden yararlanılarak oluşturulmuştur. Bu form kitabın ismini, yazarın ismini, yazarın ismini, yayın yılı ve yayınevini içerir.
- Metin inceleme formu - resim inceleme formu: Bu iki form ilgili çalışmaları inceleyerek hazırlanmıştır. Formlar, sorun kategorisine göre alt kategoriler belirlendikten sonra geliştirildi. Metin ve görüntü inceleme formundaki metinlerin içeriğini kitaplardaki kadın ve erkek karakter sayıları, ebeveyn rolleri ve etkinlikleri, karakterlerin katıldıkları aktiviteler, kişilik özellikleri, meslekler, oyuncaklar, aksesuarlar, kıyafetler, kıyafetlerin renkleri, ana karakterlerin cinsiyeti, ana karakterlerin en çok gösterildiği mekanlar, fiziksel özellikler (saç uzunluğu, saç rengi, kilo, kirpiklerin ve dudakların belirgin olması) oluşturmaktadır. Veri analizi tekniği olarak içerik analizi kullanılmış ve resimli hikaye kitapları kitaplarda bulunun kadın erkek kahraman sayıları, ebeveyn rolleri, ev içi ve ev dışı diğer aktiviteler, kadın ve erkek karakterlerin çalışma durumları, oyuncaklar, aksesuarlar, kadınların giyim tercihleri, ana karakterin cinsiyeti, ana karakterin en çok hangi mekanda gösterildiği, ve karakterlerin fiziksel özellikleri açısından incelenmiştir. Metin ve resim inceleme formunda elde edilen veriler yerli ve çeviri ktiaplar için ayrı tablolar halinde sunulmuştur ve kategorilerin görülme sıklığına göre bulgular yorumlanmıştır. Yerli ve çeviri kitaplardaki cinsiyet rolleri temsilleri kıyaslanmış ve bulgular ayrıntılı biçimde verilmiştir. Elde edilen bulgular özetle şu şekildedir:

Yerli kitaplara ait bulgular :

- Kadın ve erkek karakterlerin oranının yerli kitaplarda birbirine yakın olduğu bulunmuştur.
- Çalışma ayrıca, kadın karakterlerin, kitaplarda ebeveynlere atfedilen etkinliklerde erkek karakterlerden daha fazla gösterildiğini göstermektedir.

- Bu çalışmada kadın karakterler çoğunlukla ev içi faaliyetleri ile tasvir edilmiştir.
- Kadınların çalışma hayatı ve mesleki rolleri sınırlı olarak sunulmuş ve açıkça tanımlanmamıştır.
- Peluş, top, ulaşım, lego-blok, çingirak ve park bahçesi oyuncakları çoğunlukla erkek karakterlerle resmedilmiştir. Evde beslenen hayvan, bebek, bisiklet ve mutfak oyuncakları çoğunlukla kadın karakterler ile resmedilmiştir ve bebek, bisiklet ve mutfak oyuncakları sadece kadın karakterleriyle resmedilmiştir.
- Yerli kitaplarda, en çok toka, gözlük ve takı ile kadın karakterleri gösterilir. Erkeklerin sıklıkla kullandığı aksesuarlar gözlük, şapka ve kravat olarak sipariş edilebilir.
- Kadın kimliğini tanımlamak için elbise ve eteğin kullanıldığı görülmüştür.
- Kadın karakterler ana karakter olarak erkek karakterlerden daha fazla sunulmuştur.
- Kadın ve erkek karakterlerin ev dışında temsil edilme oranı birbirine yakındır. Ayrıca, kadın ana karakter evde erkek ana karakterden daha fazla resimde görülmektedir.
- Kadın karakterler çoğunlukla resimde uzun saçlı ve erkeklerde çoğunlukla kısa saçlı gösterilmiştir.
- Kadın karakterlerin çoğunun kirpikleri ve dudakları belirgin resmedilmiştir buna ek olarak kadın karakterler çoğunlukla ince/zayıf gösterilmişlerdir.

Çeviri Kitaplara ait bulgular:

- Kadın ve erkek karakterlerin oranının çeviri kitaplarda birbirine yakın olduğu bulunmuştur.
- Kadın karakterler çoğunlukla aile rolleri ve ebeveyn etkinlikleri ile ilişkilidir.

- Kadın karakterler çoğunlukla ev aktiviteleri ile betimlenmiş olup, ancak resim yapma, spor aktiviteleri , internette sörf ve balıkçılık aktivitelerinde kadın karakterlerden daha fazla erkek karakterlerin gösterildiği bulunmuştur.
- Kadınların çalışma hayatı ve mesleki rolleri sınırlı olarak sunulmuş ve açıkça tanımlanmamıştır.
- Hayvan oyuncak, top, taşıma oyuncuğu, lego blok ve kukla, çoğunlukla tercüme edilen kitaplarda erkek karakterlere atfedilir.
- Kadın karakterler daha çok elbise ve etek ile resmedilmiştir.
- Kadın karakterler en çok toka, gözlük ve takı ile gösterilir, erkeklerin sıklıkla kullandığı aksesuarlar gözlük, şapka ve kravat olarak tanımlanmıştır.
- Ancak, tercüme edilen kitaplarda erkek karakterler ana karakterler olarak daha fazla gösterilmekte ve kadın ve erkek ana karakteri olan 3 kitap bulunmaktadır.
- Kadın ve erkek ana karakterler ev dışında daha fazla sunulmuştur. Ancak, çoğunlukla erkek ana karakterler ev dışında resmedilmiştir ve erkek ve kadın ana karakterleri olan kitaplar da ev dışında resmedilmiştir.
- Kadın karakterler çoğunlukla uzun saçlı gösterilmektedir ve erkeklerin çoğu çeviri kitaplarda kısa saçlı olarak gösterilmektedir. Kısa saçlı kadınlar olsa da, uzun saçlı erkek karakter yoktur.
- Kadın karakterlerin çoğunun kirpikleri ve dudakları belirgin olarak resmedilmiş, buna ek olarak dişi karakterleri çoğunlukla ince/zayıf olarak resmedilmişlerdir.

Bu araştırmada incelenen kitaplarda geleneksel cinsiyet rollerinin hala yer almasına rağmen, geleneksel yaklaşımlardan ve toplumsal cinsiyet kalıp yargılarından uzaklaşarak eşitliği bir yaklaşım sergilendiği sonucuna varılmıştır. Kadın karakterlerin ev içi faaliyetlerde daha çok gösterilmesi, kadınlara atfedilen kişilik özelliklerinin sevecen, mutlu, duygusal gibi özellikler olması ve öfkeli olmanın erkeklere atfedilmesi, kadın karakterlerin sınırlı sayıda bir mesleği icra ederken



gösterilmesi, erkek karakterlerden daha çok aksesuarla resmedilmesi, kıyafet tercihinde kadın karakterlerin daha çok elbise ve etekle gösterilmesi, kadın karakterlerin uzun saçlı erkek karakterlerin kısa saçlı gösterilmesi, kadın karakterlerin kirlerinin ve dudaklarını belirgin resmedilmesi ve yine kadın karakterlerin resimlerde genellikle ince olarak resmedilmesi kadın ve erkek karakterlerin toplumsal cinsiyet kalıpyargıları doğrultusunda temsil edilmesinin birer örneğidir. Bununla birlikte, erkek karakterlerin ve kadın karakterlerin sayılarının birbirine yakın olması, kadın ana karakterin daha fazla gösterilmesi, ev içi işlerde erkeklerin yer alması, ebeveyn rollerinde babanın rolünün da gösterilmesi, kadın karakterlerin ev dışında temsil edilmesi de toplumsal cinsiyet eşitliği konusunda ilerleme kaydedildiğinin birer göstergesi olarak düşünülebilir.

Ek olarak, yerli ve çeviri kitaplarda cinsiyet rolleri temsilde benzerlikler olduğu gibi farklılıklara da rastlanmıştır. Teorik çerçeve bölümünde tartışıldığı gibi, cinsiyet gelişimini, bireyin yaşadığı toplumda sosyal ve kültürel faktörlere bağlı olduğunu açıklayan farklı cinsiyet gelişimi teorileri vardır. Cinsiyet şeması teorisine göre, insanlar bilgileri gelecekteki davranışlar için bir rehber görevi gören ortamlarında düzenleme eğilimindedir. Bireyler cinsiyetleri ile ilişkili davranış veya tutumları toplumdan öğrenir ve kültürlerine göre kendilerini düzenlerler. Cinsiyet şemalarını çevrelerinden öğrendikleri bilgilerle formüle ederler ve bu şemalar cinsiyet perspektifini oluşturur. Bu noktadan itibaren, yerli ve çevrilmemiş kitaplar arasındaki toplumsal cinsiyetle ilgili farklılıkların kitapların yazıldığı toplum ve kültürden kaynaklanabileceği sonucuna varılabilir.

Bu farklılıkların toplumlar arasındaki kültürden kaynaklanabileceği gibi, yayın kaygısı gibi faktörlerin de yer aldığı düşünülmektedir. Sonuçta yazar ve çizerler de aynı toplumun içinden gelmekte olup kendi kültürlerinin esintilerini kitaplarında yansıtmaktadırlar. Toplumsal cinsiyet eşitliği farkındalığı kazandıkça kitaplarda gösterilen cinsiyet rolleri temsillerinde de eşitliğin giderek artacağı düşünülmektedir. Bu nokta da ailelere, eğitimcilere, yazar ve çizerlere ve gelecek araştırmacılara bazı önerilerde bulunulabilir.

### **Aileye Yönelik Öneriler**

Ebeveynler, çocuklarına kitap seçerken cinsiyet eşitliği ilkesine dikkat etmelidir. Çocuklar için yazılmış kitaplarda, böyle bir ilke çocuğun sağlıklı ve dengeli bir kişilik geliştirmesi için önemlidir.

### **Eğitimcilere Yönelik Öneriler**

Okul yöneticileri ve okulların ders kitabı seçim komiteleri, sınıfta kullanılmak üzere cinsiyet önyargısı içermeyen hikaye kitapları seçerken araştırmanın bulgularını ölçüt olarak kullanabilirler. Kriterlerin bu yönleri bu çalışmada incelenen kategorileri içerebilir. Bununla birlikte, okul idarecileri ve öğretmenleri kullanılacak olan ders kitabını seçme yetkisine sahip değilse, kitabın içeriğinde kadın ve erkeklerin olumsuz temsil edilme ihtimalinin farkında olmaları gerekir. Öğretmenler, toplumsal cinsiyet yanlılığını ortadan kaldırmak için hikaye kitaplarının içeriğini uyarlamalı ve öğrencilere kadın ve erkeklerin eşit şekilde temsil edildiği yeni materyaller sağlamalıdır. Bu nedenle, okul öncesi eğitimciler sınıf kitaplığındaki kitapları cinsiyet eşitliği dikkate alarak seçmelidir.

### **Yazar, Çizer ve Yayıncılara Yönelik Öneriler**

Tüm ders kitabı yazarları ve yayıncıları, sınıf materyallerinde cinsiyet eşitsizliğinin olası olumsuz sonuçlarından ve öğrencilerin cinsiyet sosyalleşme sürecini olumsuz yönde etkileyebileceğinden haberdar olmalıdır.

Cinsiyet eşitsizliği ve cinsiyet yanlılığı içermeyen hikaye kitapları üretmek için, uluslararası ve yerel olanlar da dahil olmak üzere yazarlar ve yayıncılar, sınıf materyallerinde cinsiyet temsillerini araştıran akademik araştırmanın bulgularından bahsetmeli ve bunlardan yararlanmaya çalışmalıdır.

Çocuk kitaplarının yazarı ve çizeri, kitaplarında cinsiyet klişe kalıpları kullanmamaya özen göstermelidir.

## **Gelecek Arařtırmalar İin Öneriler**

Farklı lkelerde ve hatta illerde yayınlanan kitaplar incelenebilir.

Deęişim ve gelişme yaratan toplumsal yapının zaman zaman farklı olduğunu varsayalım ve bu konu yalnızca hikaye ve masallarda değil, genel anlamda da belli aralıklarla ele alınmalıdır.

Son olarak, erken ocukluk bölümlerinde öğretmen eğitimi müfredatının, sınıf kitaplarının sınıf içi kullanımıyla ilgili öğretmen kursiyerlerine toplumsal cinsiyet perspektifinden nasıl rehberlik ettiği konusunda araştırma yapmak bilgilendirici olabilir. Öğretmenlerin ve öğrencilerin hikaye kitaplarındaki cinsiyet temsilleri algılarını arařtırmak ve sınıftaki öğretmen-öğrenci, öğrenci-öğrenci etkileşimlerini cinsiyet perspektifinden gözlemek de faydalı olacaktır.

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Bölümü / Department : Toplumsal Cinsiyet ve Kadın Çalışmaları Programı

**TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) :** A Comparative Content Analysis Of Gender Portrayals In Children's Picture Story Books: In The Case Of Native And Translated Books Written For Children Aged 3-6

**TEZİN TÜRÜ / DEGREE:** Yüksek Lisans / Master  Doktora / PhD

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