

INVESTIGATION OF SPORTS-THEMED PICTURE BOOKS FOR PRESCHOOL CHILDREN IN TERMS OF GENDER ROLES¹

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ABSTRACT

The main purpose of this research is to examine sports-themed picture books for preschool children in terms of gender. In this study, a qualitative research design based on the document analysis method was preferred. The data of the research were collected from 65 children's picture books. As a result of the examinations on the cover pages of children's picture books, it was determined that 25 different sports branches were presented to children through books. In the analysis of the content of the book, the gender of the main characters and the sport with which this character is identified were examined. As a result of this examination, it was determined that the main characters were female in 34 books and male in 21 books; both male and female characters were included in 6 books. After this stage, which sports the main characters do were examined. It was determined that sports branches such as ice skating and yoga were transferred to children more intensely through female characters. It was determined that some sports branches, such as football and cycling, were transferred more intensely through male characters.

Keywords: Preschool period; children's picture book; sports; gender

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OKUL ÖNCESİ DÖNEM ÇOCUKLARINA YÖNELİK SPOR TEMALİ RESİMLİ ÇOCUK KİTAPLARININ TOPLUMSAL CİNSİYET AÇISINDAN İNCELENMESİ

ÖZET

Bu araştırmanın temel amacı, okul öncesi dönemdeki çocuklara yönelik spor temalı resimli kitapların toplumsal cinsiyet açısından incelenmesidir. Araştırmanın yönteminde doküman analizi yöntemine dayalı nitel bir araştırma tasarımı tercih edilmiştir. Araştırmanın verileri 65 resimli çocuk kitabından toplanmıştır. Resimli çocuk kitaplarının kapak sayfalarında yapılan incelemeler sonucunda 25 farklı spor dalının kitaplar aracılığıyla çocuklara sunulduğu belirlenmiştir. Kitabın içerik analizinde başkahramanların cinsiyetleri ve başkahramanın özdeşleştiği spor dalı incelenmiştir. Bu inceleme sonucunda 34 kitapta başkahramanın kadın, 21 kitapta ise erkek olduğu, 6 kitapta ise hem erkek hem de kadın başkahramanların yer aldığı tespit edilmiştir. Bu aşamadan sonra başkahramanın hangi sporları yaptığı incelenmiştir. Buz pateni, yoga gibi spor dallarının kadın başkahramanlar aracılığıyla çocuklara daha yoğun aktarıldığı belirlenmiştir. Futbol, bisiklet sürme gibi bazı spor dallarının ise erkek başkahramanlar üzerinden daha yoğun aktarıldığı belirlenmiştir.

Anahtar Kelimeler: Okul öncesi dönem; resimli çocuk kitabı; spor; toplumsal cinsiyet

1. INTRODUCTION

Children's literature; a part of literature as a whole, written for children by adults (Alkan-Ersoy & Bayraktar, 2018), it encompasses literature and publications that can support children's cognitive, social, emotional, and language development, contribute to the enhancement of imagination, fulfill aesthetic and diversity needs, and possess the characteristic of educating while entertaining (Şirin, 1998; Zengin & Zengin, 2007).

Children's literature works written by adults in accordance with children's developmental levels and interests positively support all developmental areas of children. In addition to this, these works enhance children's visual perception, support their social and cultural learning, enable them to acquire knowledge about different characters, settings, and situations, and raise awareness related to the book's subject matter (Alkan-Ersoy & Bayraktar, 2018; Özdemir-Beceran & Arı-Arat, 2021). In this context, it is possible to say that children's literature works play an important role in helping children adapt to the society they live in, think, and behave in accordance with social norms.

Children's literature works are divided into different genres. Oral literature types include nursery rhymes, poems, riddles, and fingerplays. Among the types of written children's literature, there are picture books, science fiction works, children's magazines, science, and reference books (Tüfekçi-Can, 2014; Veziroğlu-Çelik, 2021). Picture books which are most used in early childhood, have certain characteristics they should possess. These features are divided into two as internal structure and external structure features. External structure features include aspects such as the book's size, materials used in book production, book weight, book cover and binding, lettering characteristics of the book, and page layout. Internal structure features, on the other hand, refer to the theme, plot, characters, language, and narrative style of the story (Alkan-Ersoy & Bayraktar, 2018).

In picture books, the mentioned theme, subject, main character, and the qualities of the main character are elements that shape children's thoughts. The theme is the author's purpose of writing the

book (Karatay, 2011). In other words, the theme explicitly defines the behaviors and thought structures to be developed in children (Sever, 1995), expressing the fundamental emotions and thoughts intended to be conveyed in the work (Seven, 2011). The subject is a narrower internal structural characteristic than the theme and is determined based on children's interests and needs (Karatay, 2011). It is the subject matter discussed in the story (Gönen et al., 2011; TLA [The Turkish Language Association-Turkish], 2023). The internal element that lives the story, namely the plot created within the theme and subject of the children's picture book, is the main character. The main characters and characters in children's picture books are of utmost importance because they are the individuals with whom children identify and takes as an example (Bulut & Kuşdemir, 2013; Karakuş, 2011; Karakuş, 2013). Gender roles attributed to the characters, the way in which characters are presented and constructed, shape the models with which children identify. In this regard, gender roles in children's literature should be exemplified in accordance with modern life, and there should be no difference in the values and meanings assigned to female and male (Sever, 2004).

Children's literature works are one of the most effective tools for conveying gender roles to children through the characters created, the plotlines developed, and the messages they convey (Diekman & Murnen, 2004; Oskamp, Kaufman & Wolterbeek, 1996; Pekşen, 2012). The symbolization principle, on which social learning theory is based, states that children store symbols they use through images and words in their memory for future use (Bayrakçı, 2007). When considered in the context of this theory, children's picture books become children's social learning tools as children's literature works with a main character and characters with a story pattern that carries messages specific to the subject they are written (Erbaş, 2019). In other words, children's picture books can be highly educational for social learning when they feature well-constructed models, but they can also lead to negative learning outcomes when incorrect messages and characters are portrayed (Gürşimşek & Günay, 2005; as cited in Bencik-Kangal, Karaaslan & Arslan, 2018). These educational and instructive works, with their capacity to influence, also play a significant role in transmitting gender roles to children.

The concept of gender refers to the societal and psychological aspects of gender. Gender is formed by the influence of the society in which an individual resides and their own psychology. Societies assign distinctive roles to women and men that are in line with their cultures. These roles are expressed as gender roles (Bee & Boyd, 2009; Kaynak & Aktaş, 2017). Environments that create learning opportunities for gender roles start preparing even before a baby is born. For male children, blue clothing and room designs are chosen, while for female children, pink clothing and designs are preferred. As they grow, male children are encouraged to select toys like cars and balls, whereas dolls and domestic play items are preferred for female children (Spears-Brown, 2014). Over the years, children may develop certain stereotypes depending on the cultural characteristics of the society they live in in the context of gender. An example of this is the stereotypes that women are more delicate, fragile and emotional, and men are stronger, tougher and more cold-blooded (Cüceloğlu, 2006; Dökmen, 2015). It is possible to say that every element surrounding the child has a role in the formation

of stereotypes regarding these gender roles. From color choices based on gender to toy selections, from the advertisements children watch to animated cartoons and the children's picture books they read, everything conveys certain messages to children about gender roles (Çınar, 2015; Erbaş, 2019; Kaynak & Aktaş, 2017; Sezen, 2012). Implicit messages about gender roles are not limited to these but can also be conveyed through stereotypes related to professions, clothing preferences, or sports branches.

Sports branches are one of the most common areas where gender stereotypes are observed. For example, violent, strength-based sports are considered suitable for men, while sports that can be performed with a calmer demeanor and without intense competition are seen as more suitable for women. Considering the power of these stereotypes and children's picture books in conveying messages to children and shaping their mentality, this research aims to examine sports-themed children's picture books for preschool children in terms of gender roles. In line with this general aim, the books within the scope of the research were examined in two main dimensions. The first dimension of analysis is the book covers, and the second dimension of analysis is the book contents. The book covers were examined in terms of the book title and cover image, while the book contents were analyzed regarding gender-related emphases in sub-dimensions such as the main character, the flow of the story, and the illustration of the story.

2. METHOD

2.1. Research Model

In this research, a qualitative research design based on document analysis method was preferred because the examination of gender bias in sports-themed children's picture books was planned. Qualitative research is a type of research that aims to provide a realistic and comprehensive understanding of perceptions and events in their natural context using qualitative data collection methods (document analysis, interviews, observations, etc.) (Merriam, 2002). Document analysis, on the other hand, includes the examination of written materials containing information about the subject under investigation (Silverman, 2004).

2.2. The Study Group

To determine the books to be included in the research, picture books for preschool children available on the websites of three major online book retailers (IDEFIX, D&R, and İstanbul Bookstore) were examined. All books in the category targeting preschool children were examined for visual cues related to sports or physical skills on the book covers, book titles, and, if available, book summaries. This process was used to identify the books to be included in the study. The determination of the books to be examined was carried out in August 2021.

As the second stage, access was obtained to 78 of the books that met the established criteria through purchase. After receiving the purchased books, they underwent a second examination. At this point, although there is an emphasis on sports in the cover image or in the title, which does not include

these topics and it is stated that it is suitable for preschool children, the books that are suitable for primary school literate children have been eliminated.

After the second examination stage, it was determined that 65 out of the 78 books met the criteria for inclusion in the research. The research was subsequently conducted using these 65 books. The table below provides information for the books:

Table 1. Information for Sports-Themed Children's Picture Books

		<i>f</i>
Author	Turkish	13
	Foreign	52
Age Recommendation	Yes	8
	No	57
Publishing Company	Türkiye İş Bankası Cultural Publications	12
	1001 Çiçek Publishing	9
	Yapı Kredi Publications	8
	TÜBİTAK (The Scientific and Technological Research Council of Türkiye)	3
	ABM Publishing Children and Youth	3
	Martı Publishing	3
	Other	27
Publication Year	2008-2010	1
	2011-2013	1
	2014-2017	14
	2018-2021	48
	Uncertain	1
Edition	1st - 5th Edition	53
	6th - 10th Edition	9
	11th – 13th Edition	1

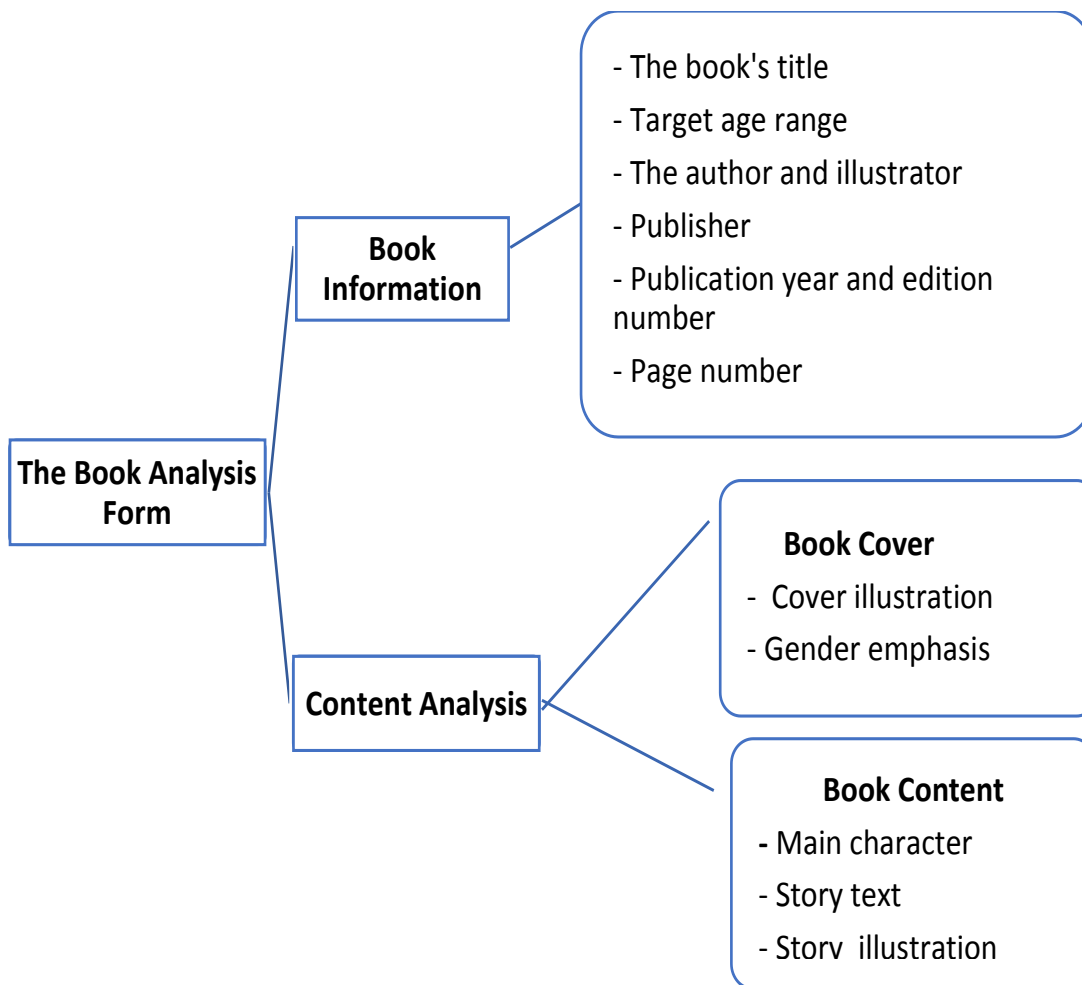
2.3. Data Collection Tools

The Book Analysis Form developed by the researchers was used as a data collection tool. It consists of two sections: the first section contains general information about the books, referred to as the "Book Information" while the second section includes examination headings related to the research, known as the "Content Analysis Form."

Before proceeding with the data collection process, the Book Analysis Form was prepared and sent to three experts in the field of preschool education to obtain their expert opinions. In line with the expert opinions received, no changes were made in Book Information section, but it was decided to combine some evaluation criteria in the Content Analysis Form section. After these adjustments, the Content Analysis Form includes a total of 9 evaluation criteria, with 4 related to the book cover and 5 related to the book's content.

The Book Analysis Form was prepared and used to obtain information about the book's title, target age range, author details, illustrator, publisher information, publication year, edition number, and the number of pages in the Book Information section.

In the first subsection of the Content Analysis Section, the book cover was evaluated. When assessing the book cover, the following aspects were examined: whether a specific sport is depicted on the cover, the presence or absence of visuals that could be considered as emphasizing a particular sport if there is no specific depiction of a sport, and finally, whether there is a gender emphasis on the cover image. In the second subsection, the content of the book was examined. Within the book's content, the following aspects were investigated: whether the main character of the story is a human or an animal, the gender attributed to the main character, whether the sport portrayed in the book is represented as associated with only one gender in the internal illustrations, and whether the sport depicted in the story is narrated as associated with only one gender in the storyline.



2.4. Data Collection

In order to determine the books to be included in the research during August 2021, children's books available on online shopping platforms were examined. While book reviews were ongoing, books identified to be within the scope of the research were also procured. All these processes for the identification and procurement of the books continued until September.

As part of the research, expert opinions were obtained for the data collection tool developed for the research, simultaneously with the processes related to the books to be included in the research, and the final version of the data collection tool was established. Starting from September 2021, the Book Analysis Form was filled one by one for the children's picture books supplied, and after this process was completed, the analysis process was started on the information obtained through the forms.

2.5. Data Analysis

Before starting the analysis of the data, both researchers evaluated 5 books independently of each other. By comparing these evaluations, the researchers' coding consistency was determined. In content analysis, the data available is systematically and objectively described, aiming to make inferences. This method is frequently used especially in the analysis of data obtained from observations

and interviews (Mayring, 2005). The consistency between coders regarding the categories was determined to be 93%. It is stated that interrater reliability is achieved when the result calculated with the reliability formula is at a level of 70% (Miles and Huberman, 1994).

3. FINDINGS

The findings related to the book's cover page and the content of the book are discussed under two separate headings in the findings section.

3.1. Findings regarding the cover page

While examining the cover page, the title, cover illustration and gender emphasis of the book were evaluated separately. The findings of these examinations made on the cover page are given in order below.

When the book titles were examined, it was determined that there were words and emphasis on sports branches in the titles of 38 books, while such an emphasis was not determined in the titles of 27 books.

The sports branches and emphases related to sports found in book titles are as follows: 8 books on football, 5 books each on swimming, yoga, dance, 4 books on ballet, 2 books each on cycling, exercise, and 1 book each on skiing, sledging, ice skating, water ballet, gymnastics, sailing, and skating.

When examining the cover illustrations, it was found that 56 books included an illustration related to a sports branch that reflected the content of the book, while 9 books did not include an illustration or image related to the sports branch covered in the book.

The final examination regarding the book cover was whether there was an emphasized gender in the character illustrations on the cover page. According to this analysis, 21 books featured women, 13 books featured men, 19 books featured both women and men, while 12 books did not have any gender emphasis. In cover illustrations that included both women and men, it was observed that characters other than the main character of the story were also depicted in the illustrations.

3.2. Findings regarding the book content

In the examinations conducted on the book's content, the main character of the story was initially considered, followed by the storyline, and finally, the internal illustrations were examined. Findings related to the book's content are presented in the specified order.

The first analysis of the book's content focused on the main character and the gender of this character. The following table was created based on this examination.

Table 1. Findings on The Representation Type and Gender of The Main Character

Main character	Gender Attributed to the Main Character				Total
	Female	Male	Female and Male	Not Stated	
Human	28	11	3	0	42
Animal	5	10	2	3	20
Other	1	0	1	0	2
Total	34	21	6	3	64

When Table 1 was examined, it was determined that the main characters in the books are presented in three different types of characters. Accordingly, the main character appeared as a human in 42 books, as an animal in 20 books, and as a geometric shape and a water fairy in 2 books in children's picture books. There is no data on the main character and the attributed gender of the main character in one book within the scope of the research.

When the main characters were examined in terms of gender, it was determined that there was a total of 34 female main characters, with 28 of them being human characters, 5 being animal characters, and 1 being from other characters. Among human characters, 21 main characters were male, with 11 being human characters and 10 being animal characters. In a total of 6 books, both male and female main characters appeared together. In addition, the gender of 3 animal characters was not specified.

After the examination of the genders of the protagonists, the sports branch emphasized in the book title and cover illustration was analyzed in conjunction with the genders of the main characters. As a result of this stage, it was determined how sports branches in all children's picture books in the research were conveyed to children through different genders. The following table was obtained from this analysis. Since some books featured multiple sports branches, the total numerical values in this table may not directly correspond to the total numerical values in the examinations related to main characters.

Table 2. Findings on The Emphasis on Sports Branches and Gender In The Main Character Dimension

Sports Branch	Gender Emphasis				Total
	Female	Male	Female and Male	Not Stated	
Football	4	7	0	1	12
Swimming	5	5	0	2	12
Ballet	5	0	1	1	7
Yoga	3	0	1	1	5
Ice skating	3	1	1	0	5
Dance	3	2	0	0	5
Cycling	1	2	0	0	3
Gymnastics	1	1	0	1	3
Tennis	1	2	0	0	3
Basketball	1	1	0	0	2
Exercise	0	2	0	0	2
Skiing	1	0	0	1	2
Skipping rope	1	1	0	0	2
Sledging	0	0	1	0	1
Water ballet	1	0	0	0	1
Sailing	1	0	0	0	1
Skating	1	0	0	0	1
Fencing	0	1	0	0	1
Rowing	0	1	0	0	1
Golf	0	1	0	0	1
Parachuting	0	1	0	0	1
Badminton	0	0	1	0	1
Running	0	1	0	0	1
Weightlifting	1	0	0	0	1
American Football	1	0	0	0	1

When Table 2 was examined, it was determined that in certain sports branches, female main characters were more prominently featured than male main characters. These sports branches include ballet, yoga, ice skating, dance, skiing, water ballet, sailing, skating, weightlifting, and American football. In some sports branches, there were no male main characters at all, and only female main characters were used to emphasize the sports branches. Water ballet, sailing, skating, weightlifting, and American football are sports where only female main characters exist.

The sports branches where male main characters are more prominently featured include football, cycling, tennis, exercise, fencing, rowing, golf, parachuting, and running. Similar to female main characters, in some sports branches, only male main characters were observed. The sports branches with only male main characters are exercise, fencing, rowing, golf, parachuting, and running.

The sports branches that featured both female and male main characters were only sledging and badminton.

After examining the sports branches and gender matches through the main characters, the storylines of the books in the study group were discussed one by one. In this context, it was investigated whether the emphasis on the featured sports branches in the determined books was only through the main characters and whether both genders were included in the storyline.

Table 3. Findings on Sports Branches and Gender Emphasis In The Storyline

Sports Branch	Identified with a Single Gender		Not Stated Gender	Included Both Genders
	Female	Male		
Football	0	4	1	7
Swimming	2	2	1	7
Ballet	5	0	1	0
Yoga	3	0	0	2
Ice skating	0	1	0	4
Dance	2	0	0	3
Cycling	1	0	0	1
Gymnastics	1	0	1	1
Tennis	0	1	0	2
Basketball	0	2	0	1
Exercise	0	1	0	1
Skiing	0	0	0	2
Skipping rope	0	1	0	1
Sledging	0	0	0	1
Water ballet	1	0	0	0
Sailing	0	0	0	1
Skating	1	0	0	0
Fencing	0	2	0	0
Rowing	0	2	0	0
Golf	0	2	0	0
Parachuting	0	2	0	0
Badminton	0	0	0	1
Running	0	0	0	1
Weightlifting	0	0	0	1
American Football	0	0	0	1

When Table 3 was examined, it was determined that out of a total of 25 different sports disciplines, 18 of them were not limited to just the main character in the storyline, and both genders were included in the story.

On the other hand, it was observed that in some books, certain sports branches were represented in the storyline with only one gender. In this case, ballet, water ballet, and skating were narrated

exclusively for females, while fencing, rowing, golf, and parachuting were narrated exclusively for males.

After examining the storylines of the books, another aspect of the analysis, the internal illustrations of the books, was considered. It was investigated whether sports branches were specifically emphasized through any gender in the internal illustrations and whether both genders were included in the characters seen while engaging in sports.

Table 4. Findings on Sports Branches and Gender Emphasis in Internal Illustrations

Sports Branch	Identified with a Single Gender		Not Stated Gender	Included Both Genders
	Female	Male		
Football	0	3	0	7
Yoga	2	0	1	2
Swimming	0	1	0	11
Ballet	3	0	0	4
Dance	1	0	0	4
Cycling	0	0	0	2
Exercise	0	1	0	1
Skiing	0	0	0	2
Sledging	0	0	0	1
Ice skating	0	1	0	4
Water ballet	1	0	0	0
Gymnastics	1	0	0	2
Sailing	0	0	0	1
Skating	1	0	0	0
Tennis	0	1	0	2
Fencing	0	1	0	0
Rowing	0	1	0	0
Golf	0	1	0	0
Parachuting	0	1	0	0
Basketball	0	2	0	1
Badminton	0	0	0	1
Running	0	0	0	1
Weightlifting	0	0	0	1
Skipping rope	0	1	0	1
American Football	0	0	0	1

When Table 4 was examined, it was observed that in the illustrations of 19 out of 25 different sports branches, both genders are depicted.

Among the sports branches where only female characters are illustrated in the internal illustrations are water ballet and skating, while among the sports branches where only male characters are illustrated, there are fencing, rowing, golf, and parachuting.

When looking at Tables 2, 3, and 4 collectively, it was concluded that the sports branches where only females are represented in the main characters, storyline, and internal illustrations are water ballet and skating, while the sports branches where only males are represented are fencing, rowing, golf, and parachuting.

4. DISCUSSION

Book covers of children's picture books are the first element through which children gain insight into the book and gather information about it. In this context, for sports-themed children's picture books, the visual representation of the sports branches featured in the content on the cover serves as the initial source of information for children about that sport and its characteristics. As a result of the research conducted by Yilmaz and Pala (2019), in which they examined sports-themed children's picture books, it was stated that these books introduced children to various sports branches, provided information about these sports, helped children learn specific sports terminology, and could have a positive effect on sports habits. In this context, a positive feature for children's picture books to introduce sports branches to children starting from the cover page can be expressed. However, the gender of the main character who plays the sport, which is depicted on the cover page and is the subject of the book, can influence whether a child selects the book for themselves. As Spears-Brown (2014) pointed out, children tend to identify more strongly with individuals of their own gender. This may lead children to form opinions about sports and develop perceptions of which sports are more suitable for a particular gender.

As a result of the examination of the main characters in children's picture books, it was determined that in more than half of the books, human characters were the main characters. It is thought that this situation can allow children to establish a deeper identification with the human character they see and their characteristics. This is because children, while trying to adapt to social life, can take characters presented to them as examples, thus learning gender-specific behavior patterns and stereotypes (Kortenhaus & Demarest, 1993). In other words, children are open to social learning when acquiring information about gender roles, so they are likely to be influenced by characters in cartoons, toys, and children's picture books (Baker & Raney, 2007; Erbaş, 2019; Oruç, Tecim & Özyürek, 2018; Sezen, 2012). In addition, Yiğit-Açıkgöz and Yalman (2018) stated that children normalize and accept gender roles, as well as other transmissions such as racism and violence, in digital games (Yiğit-Açıkgöz & Yalman, 2018). Basically, sports branches represent games with specific rules. In this context, it is possible to say that children can internalize gender roles related to sports presented to them in children's picture books.

In sports-themed children's picture books, female characters have been highlighted in more calm and less competitive sports branches such as ballet, yoga, and ice skating. On the other hand, male characters have been presented in relation to more competitive or adrenaline-filled sports branches such as football, tennis, golf, or parachuting. In this context, this result has enabled us to state that gender roles are supported by children's books about sports branches and contribute to the formation of gender stereotypes. Therefore, it is possible to say that the examined books convey the preconception that women are interested in calm and non-exciting sports branches, while men are interested in sports that require strength, competition, and adrenaline. This conclusion is supported by evidence obtained in previous research. As Dökmen (2006) pointed out that there are certain expectations for behavior from women and men in society. These behaviors form gender stereotypes. According to these stereotypes, men are believed to be more active, adventurous, and independent. Various studies also support this perspective; it is mentioned that gender stereotypes associated with more intense physical activity are used for men (Barner, 1999; Powell & Abels, 2002), while for women, performance arts such as dance are used (Lemish, 2010, cited in; Walsh & Leaper, 2019). It is thought that the transmission of these stereotypes to children can lead to limiting children's thoughts from an early age. When looking at the results of this study on sports-themed children's books, it can be said that children may think in terms of gender stereotypes, associating specific genders with certain sports disciplines, especially due to the implicit messages conveyed about sports branches. This situation can lead to a child developing an interest in certain sports branches based on stereotypes rather than their own temperament and physical suitability in the long run. For all these reasons, sports-themed children's books should not contain gender stereotypes in terms of the main characters, illustrations, and storyline dimensions. To achieve this, children's book authors should have a detailed understanding of gender stereotypes and avoid incorporating these stereotypes into their works. In another dimension, publishing companies should also exercise caution when it comes to printing books that contain gender stereotypes. They should carefully review works and identify inappropriate elements in the storyline or illustrations and collaborate with subject matter experts who can provide feedback to the authors.

5. CONCLUSION

In this research, which examined a total of 65 sports-themed children's picture books, the following results were obtained:

When considering the book covers,

- More than half of the books had titles that emphasized a specific sport,
- Almost all of the book covers included illustrations related to the featured sport,
- The gender of the main characters associated with the particular sport could be discerned in

nearly all of the cover illustrations.

When considering the book contents,

- When the main characters were examined in terms of gender, it was found that female characters outnumbered male characters.
- In sports that were presented by associating the gender of the main character, women were associated with more calm and less physically demanding sports, while men were associated with more physically demanding and challenging sports.
- In the storylines, it was observed that some sports were exclusively associated with one gender, and in this context, women were associated with more delicate and less physically demanding sports, while men were associated with more challenging and physically demanding sports.
- When the illustrations in children's books were examined, it was determined that many sports were portrayed in a way that allowed children to see both genders participating.
- In very few books, it was found that some sports were portrayed exclusively through one gender.

6. RECOMMENDATIONS

As a result of this research, it was determined that when introducing sports to children, except for 6 sports, all other sports emphasized that individuals of both genders can participate. Apart from this general result, it is necessary to conduct numerous studies on how sports and gender are presented to children. Therefore, in future research, the following issues can be examined:

- Whether children are influenced by the gender of the main character depicted on the cover when choosing sports-themed picture books.
- Whether children associate specific sports with specific genders when reading sports-themed books.
- Whether parents or teachers pay attention to gender cues when selecting these books.

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

OKUL ÖNCESİ DÖNEM ÇOCUKLARINA YÖNELİK SPOR TEMALİ RESİMLİ ÇOCUK KİTAPLARININ TOPLUMSAL CİNSİYET AÇISINDAN İNCELENMESİ

GİRİŞ

Bu araştırmanın temel amacı, okul öncesi dönem çocuklarına yönelik spor temalı resimli çocuk kitaplarını toplumsal cinsiyet açısından incelemektir. Bu genel amaç doğrultusunda araştırma kapsamındaki kitaplar iki temel boyutta incelenmiştir. İlk inceleme boyutu kitapların kapak sayfaları, ikinci inceleme boyutu ise kitap içeriğidir. Kitapların kapak sayfaları kitap başlığı ve kapak resmi; kitap içerikleri ise ana karakter, hikaye akışı ve hikayenin resimlenmesi alt boyutlarında toplumsal cinsiyet vurguları açısından incelenmiştir.

YÖNTEM

Bu bölümde araştırmanın modeline, evren ve örnekleme, ölçme aracının geliştirilmesine, verilerin toplanması ve çözümlenmesine ilişkin bilgilere yer verilmiştir.

Araştırmanın Modeli

Bu çalışmada, spor temalı resimli çocuk kitaplarında cinsiyetçiliğin incelenmesi planlandığı için, doküman analizi yöntemine dayalı nitel bir araştırma tasarımı tercih edilmiştir. Nitel araştırma, nitel veri toplama yöntemlerinin kullanıldığı (doküman analizi, görüşme, gözlem vb.) alguların ve olayların doğal ortamında gerçekçi ve bütüncül bir şekilde ortaya koyulmasını amaçlayan bir araştırma türüdür (Merriam, 2002). Doküman analizi ise araştırılması planlanan konu hakkında bilgi içeren yazılı materyallerin incelenmesini kapsamaktadır (Silverman, 2004).

Çalışma Grubu

Araştırmaya dahil olacak kitapların belirlenebilmesi için çevrimiçi kitap satışı yapan üç büyük web sitesinin (IDEFIX, D&R ve İstanbul Kitapçısı) okul öncesi dönem çocuklarına yönelik resimli çocuk kitapları incelenmiştir. Okul öncesi dönem çocuklarına yönelik kategoride yer alan tüm kitapların kapak görselinde, kitap başlığında ve varsa kitap özetinde spora ya da hareket becerisine ilişkin vurgu olup olmadığı incelenerek çalışma kapsamında yer alacak olan kitaplar belirlenmiştir. İncelenecek kitapların belirlenmesi 2021 yılı Ağustos ayı içerisinde gerçekleştirilmiştir.

İkinci aşama olarak belirlenen kriterlere uygun bu kitaplardan satışta olan 78'ine satın alma yoluyla erişim sağlanmıştır. Satın alınan kitapların teslim alınmasının ardından kitaplar ikinci bir incelemeye tabi tutulmuştur. Bu noktada ise kapak görselinde ya da başlığında spora ilişkin vurgu olup içeriğinde bu konulara yer vermeyen ve okul öncesi dönem çocukların uygun olduğu belirtilmesine karşın ilkökul seviyesindeki okuma yazma bilen çocuklara uygun olan kitaplar elenmiştir. İkinci inceleme aşamasının ardından 78 kitaptan 65'inin araştırma kapsamında yer alabilecek şartları sağladığı belirlenmiştir ve araştırma bu 65 kitap üzerinden gerçekleştirilmiştir.

Veri Toplama Aracı

Araştırmanın analizinde araştırmacılar tarafından geliştirilen ve uzman görüşleriyle son halini alan “Kitap Analiz Formu” kullanılmıştır.

Kitap Analiz Formunun, Kitap Künyesi bölümü kitabın adı, hitap ettiği yaş aralığı, yazar bilgileri, resimleyeni, yayınevi bilgisi, yayın yılı, baskı sayısı ve kitabın sayfa sayısı bilgilerini elde edebilmek için hazırlanmış ve kullanılmıştır.

İçerik Analizi Bölümünün ilk alt bölümünde kitap kapağı değerlendirilmiştir. Kitap kapağı değerlendirilirken kapak görselinde özel olarak bir spor dalının resmedilmesi durumu, kapak görselinde bir spor dalına dönük özel çizim yoksa bir spor dalına vurgu sayılabilecek görsellerin yer alıp almama durumu ve son olarak da kapak görselinde cinsiyet vurgusu olma durumu incelenmiştir. İkinci bölümde ise kitap içeriği incelenmiştir. Kitap içeriğinde ise hikâyenin başkahramanının insan ya da hayvan olma durumu, başkahramana atfedilen cinsiyetin ne olduğu, kitapta anlatılan spor dalının kitap içi görsellerinde bu spor dalının tek bir cinsiyetle özdeşleştirilerek anlatılma durumunun olup olmadığı ve hikâye akışında ele alınan spor dalının tek bir cinsiyetle özdeşleştirilerek anlatılma durumunun olup olmadığı araştırılmıştır.

Verilerin toplanması

2021 yılı Ağustos ayı boyunca araştırmaya dahil edilecek kitapların belirlenebilmesi için online satış yapan platformlardaki çocuk kitapları incelenmiştir. Kitap incelemeleri devam ederken eş zamanlı olarak araştırma kapsamına gireceği belirlenen kitaplar tedarik edilmeye başlanmıştır. Kitapların belirlenmesi ve tedarik edilmesine yönelik tüm bu süreçler Eylül ayına kadar sürmüştür.

Araştırma kapsamında yer alacak kitaplara yönelik işlemlerle eş zamanlı olarak araştırma için geliştirilen veri toplama aracı için uzman görüşleri alınmıştır ve veri toplama aracına son hali verilmiştir. 2021 Eylül ayı itibarıyla de tedarik edilen resimli çocuk kitapları için tek tek Kitap Analiz Formu doldurulmuş ve bu işlem bittikten sonra formlar aracılığıyla elde edilen bilgiler üzerinden analiz süreci başlanmıştır.

Verilerin analizi

Verilerin analizine başlanmadan önce her iki araştırmacı da 5 kitabın değerlendirmesini birbirlerinden bağımsız olarak yapmıştır. Yapılan bu değerlendirmeler karşılaştırarak araştırmacıların kodlama tutarlılıkları belirlenmiştir. İçerik analizinde elde edilen veriler objektif ve sistematik bir şekilde tanımlanarak çıkarımlarda bulunulmaya çalışılır. Bu yöntem özellikle gözlem ve görüşmelerden elde edilen verilerin analizinde sıklıkla kullanılır (Mayring, 2005). Oluşturulan kategoriler hakkında, kodlayıcılar arasındaki tutarlılık %93 olarak belirlenmiştir. Güvenirlik formülüyle hesaplanan sonucun %70 düzeyinde olması durumunda (Miles ve Huberman, 1994) değerlendiriciler arası güvenilirliğin sağlanmış olacağı belirtilmektedir.

BULGULAR ve SONUÇ

Resimli çocuk kitaplarının kapak sayfalarına yönelik yapılan incelemeler doğrultusunda 25 farklı spor dalının çocuklara kitaplar aracılığı ile sunulduğu belirlenmiştir. Bazı resimli çocuk

kitaplarında bu spor dalları tek bir cinsiyetle bağdaştırılmış bir şekilde resmedilirken bazı kitaplarda her iki cinsiyetten de karaktere kapak sayfasında yer verilmiştir. Bazı kitapların kapak sayfasında ise resmedilen ana karakterin cinsiyeti anlaşılammaktadır. Kitap içeriğine ilişkin analizlerde ise öncelikli olarak hikayenin ana karakterleri incelenmiştir. Bu inceleme sonucunda ana karakterler, insan, hayvan ve diğer olmak üzere üç kategoride toplanmıştır. Bu incelemenin ardından ana karakterlerin cinsiyeti ve bu karakterin özdeşleştirildiği spor dalı incelenmiştir. Bu inceleme sonucunda ise 34 kitapta ana karakterin kadın, 21 kitapta erkek olduğu, 6 kitapta hem kadın hem erkek karakterlerin birlikte yer aldığı ve 3 kitapta ise ana karakterin cinsiyetine dair vurgu olmadığı belirlenmiştir. Bu aşamanın ardından ise ana karakterlerin hangi sporları yaptığı incelenmiştir. Bu incelemede ise futbol ve bisiklet sürme gibi bazı spor dallarının erkek karakterler üzerinden daha yoğun bir şekilde aktarıldığı; buz pateni ve yoga gibi spor dallarının ise kadın karakterler üzerinden daha yoğun bir şekilde çocuklara aktarıldığı belirlenmiştir. Hikaye akışında ve resimlemede kitapta ele alınan spor dalının her iki cinsiyet üzerinden de vurgulanıp vurgulanmadığı incelendiğinde ise bazı hikaye akışlarında ve resimlemelerde spor dalı tek bir cinsiyet üzerinden aktarılırken bazı kitaplarda ise iki cinsiyete de yer verildiği belirlenmiştir.

Bu araştırmanın sonucunda:

Kitap kapağı ele alındığında,

- Kitapların yarısından fazlasının başlığında spor dalına yönelik vurguların yer aldığı,
 - Kapak çizimlerinde kitapların tamamına yakınında spor dalına ilişkin çizimlerin olduğu,
 - Spor dalıyla bağlantısı kurulan baş kahramanların neredeyse tamamına yakınının cinsiyetinin kapak çizimlerinde anlaşılabilirdiği,
- Kitap içerikleri incelendiğinde,
- Baş kahramanlar cinsiyetleri açısından incelendiğinde kadın karakterlerin erkek karakterlerden daha fazla sayıda olduğu,
 - Baş kahramanın cinsiyetiyle özdeşleştirilerek sunulan spor dallarında kadınların daha sakin ve güç gerektirmeyen, erkeklerinse daha güç gerektiren ve zorlu spor dallarıyla bağdaştırıldığı,
 - Hikayelerin akışında da yine bazı spor dallarının sadece tek bir cinsiyetle bağdaştırıldığı ve bu kapsamda kadınların daha narin ve güç gerektirmeyen erkeklerinse daha zorlu ve güç gerektiren spor dallarıyla özdeşleştirildiği,
 - Çocuk kitaplarının çizimleri incelendiğinde ise pek çok spor dalı aktarılırken her iki cinsiyeti de çocukların görmesini sağlayacak resimlemelerin olduğu belirlenmiştir.
 - Çok az sayıda kitapta ise bazı spor dallarının sadece tek bir cinsiyet üzerinden aktarıldığı tespit edilmiştir.