

CHILDREN'S LITERATURE AS A SOURCE OF INFORMATION: TURKISH CHILDREN'S NOVELS INTRODUCING THE OCCUPATIONS*

RESEARCH PAPER

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Abstract:

Knowing about occupations is essential in secondary school students' career development. Children's literature has a potential to be a resource for secondary school students to learn about the occupations. Based on this potential, which occupations are given in detail about Turkish children's novels, in other words which occupations are introduced in Turkish children's novels are examined in this study. It is designed as a holistic single-case study. Accordingly, ninety Turkish children's novels are identified as the object of this study by using criterion sampling. Then, document review is conducted on the object using occupational investigation and occupational classification criteria as data collection tools. The resulting data is examined with deductive and inductive content analysis. Findings show that many different occupations from various occupational fields are introduced in Turkish children's novels. Despite the fact that almost all of the novels examined introduce an occupation, a small number of occupations are introduced on average. Additionally, more emphasis is placed on a small occupational group. Turkish children's novels are adequate to introduce the occupations that secondary school students wish to have in the future. However, they are inadequate in offering occupations that will enrich their occupational world. Similarly, they are inadequate in introducing STEM occupations which include important occupations of today and the future. There is a direct proportional and inversely proportional relationship between the skill level and how much an occupation is introduced, and also between the prestige level of the occupations and how much an occupation is introduced. As a result, Turkish children's novels function as a vocational guidance and a source of occupational information. However, this function is very limited due to abovementioned reasons.

Keywords: Children's literature, Turkish children's novels, occupations, occupational information source, vocational guidance

MESLEKİ BİLGİ KAYNAĞI OLARAK ÇOCUK EDEBİYATI: TÜRK ÇOCUK ROMANLARINDA TANITILAN MESLEKLER

Öz: Meslekler hakkında bilgi sahibi olmak, ortaokul öğrencilerinin mesleki gelişimi açısından önemli bir faaliyettir. Çocuk edebiyatı, ortaokul öğrencilerinin meslekler hakkında bilgi sahibi olabileceği bir kaynak olma potansiyeline sahiptir. Söz konusu potansiyele dayanarak bu araştırmada Türk çocuk romanlarında hangi meslekler hakkında detaylı bilgi verildiği, diğer bir ifade ile hangi mesleklerin tanıtıldığı incelenmiştir. Araştırma bütüncül tek durum çalışması şeklinde tasarlanmıştır. Bu doğrultuda, ölçüt örnekleme ile inceleme nesnesi olarak doksan Türk çocuk romanı belirlenmiştir. Belirlenen inceleme nesnesi, meslek inceleme ve meslek sınıflandırma ölçütlerinden oluşan veri toplama araçları doğrultusunda doküman incelemesine tabi tutulmuştur. Elde edilen veriler; tümdengelimsel ve tümevarımsal içerik analizi teknikleriyle incelenmiştir. Yapılan incelemeye göre Türk çocuk romanlarında birçok farklı mesleki alandan birçok farklı meslek tanıtılmaktadır. İncelenen çocuk romanlarının neredeyse tamamında meslek tanıtılmasına rağmen, ortalama olarak az sayıda meslek tanıtılmaktadır. Ayrıca küçük bir meslek grubunun tanıtılmasına diğerlerinden daha fazla odaklanılmaktadır. Türk çocuk romanları ortaokul öğrencilerinin gelecekte sahip olmak istediği meslekleri tanıtmakta yeterlidir. Ancak onların mesleki dünyasını zenginleştirecek meslekleri sunmakta yetersiz kalmaktadır. Benzer şekilde bugünün ve geleceğin önemli mesleklerini içeren STEM mesleklerini tanıtmakta da yetersiz kalmaktadır. Mesleklerin beceri düzeyi ile tanıtılma düzeyi arasında hem doğru orantılı hem de ters orantılı bir ilişki bulunmaktadır. Benzer şekilde mesleklerin prestij düzeyi ile tanıtılma düzeyi arasında da hem doğru hem de ters orantılı ilişki bulunmaktadır. Sonuç olarak Türk çocuk romanları mesleki bilgi kaynağı ve mesleki rehber olma işlevine sahiptir. Ancak belirtilen yetersizlikler nedeniyle bu işlevi oldukça sınırlanmaktadır.

Anahtar Kelimeler: Çocuk edebiyatı, Türk çocuk romanları, meslekler, mesleki bilgi kaynağı, mesleki rehberlik

Introduction

Vocational guidance is a service provided for a person to choose an occupation which suits him/her (Razon, 1983, p. 23). In vocational guidance which constitutes one of the important guidance services of primary school level; students are assisted in acquiring information related to occupations, evaluating this information, and deciding to choose a specific occupation (Barkırcıoğlu, 2005, p. 69). Accordingly, vocational guidance at secondary school level centers around students' research (Akos et al., 2011, p. 211). In this context, students are assisted to conduct research to better explore both their own characteristics and the world of occupations (Yeşilyaprak, 2013, p. 227). At the same time, students' natural tendency towards the occupations in this period is utilized within the scope of vocational guidance and detailed information is presented about the occupations which a child is interested in (Tan and Baloğlu, 2011, p. 144).

It is a very challenging process to provide children with sources of information about the occupations and to guide them (Tricot, 2002, p. 3). Because children do not have access to information about occupations for various reasons such as they do not know which occupational information they need, they do not know where to find the occupational information they need, and they are not aware of the existence of occupational information sources (Harris and Dewdney, 1994). In this regard, it can be stated that occupational information resources have a key role in accessing occupational information.

Occupational information can be deliberately presented to children by second or third parties through specific sources of information. Besides, children can learn consciously or unconsciously from the sources of information around them without other parties (Julien, 1999, p. 38). The resources provided to children within the scope of vocational guidance are often predetermined and are consciously made available to children to provide certain benefits (Dykeman et al., p. 2001). While using such resources, children are subjected to guidance and various interventions in order to have access to occupational information. However, children are becoming more individualized and free (Haddon, 2004, p. 39). As a result of this situation, children have become quite open to the influence of the close environmental resources consisting of people such as family, friends, teachers and distant environmental resources con-

sisting of media tools and famous people consciously or unconsciously (Bright et al., 2005, p. 23). Printed and electronic media resources contain many stimulating messages that children can easily comprehend and that about occupation choice (Jepsen, 1989, p. 75). With the help of these stimulating messages, children obtain various occupational information from media sources both consciously and unconsciously (Sampson et al., 2018, p. 124). Literature books which have the features of being one of these sources have important features such as expanding the thoughts about the occupations and gaining an occupational perspective (Maurer, 2015), influencing and assisting the choice of occupation (Carla and Pruden, 2013; Nhundu, 2007; Weingarten, 1954) and influencing the perception towards occupations (Demir and Demirbaş, 2014; Trepanier-Street and Romatowski, 1999).

Although the main reason for reading fictional books covered by printed media is personal pleasure (Bawden et al., 2009, p. 75), it is possible to obtain information through such books (Ooi and Li-Liew 2011, p. 749). This information which is gained from fictional books is not only learned but also affect the real life of children (Gerrig and Prentice, 1991, p. 338). Moreover, this information which is based on fiction can have permanent effects on children's lives and can change their world view (Appel and Richter, 2007, p. 144). Naturally, children can regard fictional books as sources of information about the real world, and integrate the information they learn from fiction into the world of knowledge in their minds (Marsh, Meade and Roediger, 2003, p. 520). Fictional sources may contain different information when compared to non-fictional ones and consist of relational processes rather than individual elements (Marsh, Butler and Umanath, 2012, p. 453). In addition, fictional resources which help contextualize with their narrative structure may be more effective in acquiring information than nonfictional sources (Hopkins and Weisberg, 2017, p. 12). In fact, it can be observed that children learn better through fictional books than non-fictional books (Smith, p. 1993, 68). Accordingly, it can be stated that fictional books can be effective in learning occupations which are among the subjects that can be learned through fictional books (Putt, 2011, p. 1).

Fictional books are used by teachers as a source of information because their source is contexts specific to the real world (Marsh, Fazio, 2007, p. 397). It is common for these books to be selected for specific purposes and used in the teaching process in line with these purposes (Gareis, Allard and Saindon, p.

2009). In this deliberate choice made by second and third parties for children, fictional books are expected to have certain effects on children and children are expected to learn certain information. However, in order to enjoy the learning process and to be motivated to learn, children must be free to choose fictional books or at least have the right to express their thoughts (Towey, 2000, p. 134). Children tend to read the fictional books which are appropriate for their developmental level about the subjects they need if they choose the books on their own (Wilhelm, 2015, p. 20). Children's novels can be used as a natural resource in the occupational context, since children in the second stage of primary school are interested in future occupations (Huck, Hepler and Hickman, p. 1987) and children's novels (Akbayır and Şahin, 2005, p. 196) at the same time in line with their developmental features. In a more explicit way, when children are given freedom to choose and read fictional books starting from the beginning of the second stage of primary school, children's novels are considered as a resource in which the interest in occupations will be responded and the information needed for the occupations will be sought consciously.

Children do not always choose and read fictional books for a specific purpose and do not learn consciously through these books. Even if they read to obtain any information, "they can learn other unexpected and interesting information besides the information sought" (Erdelez, 1999, p. 25). Usually, this information which is not urgently needed may be used later (Moyer, 2007, p. 68). In addition, the fact that they actually need this information, which they've learned randomly by reading, may not be noticed until they read it (Williamson, 1998, p. 24). The information that children encounter and learn coincidentally in fictional books has the potential to influence their occupational preferences. This potential shows that fictional books are a source of random occupational information (Broussard and Doty, 2016, p. 5). The fact that students in the second stage of primary school regard the detailed information about the occupations as early and therefore postpone it (Edwards and Poston-Anderson, 1996, p. 216) shows that they will not consciously refer to the sources of information about the occupations. In such a case, their knowledge of the occupations will depend on their encounter with random sources of information - hence fictional books - and exposure to occupational knowledge.

As can be seen, fiction books have many positive features in the occupational context. However, some negative features should also be referred to. Accordingly, it is a strong possibility that the occupations found in the fictional books (if there is any) are not introduced in these books. If occupations are introduced in fictional books, it can be foreseen that there will not be many. Because, even if there is a fiction about the occupations, they must be presented in a narrative context with all the elements of the fiction. As for creating a narrative context, it requires a specific process and structure. In addition, it is often unclear which occupations are introduced in fictional books. This uncertainty persists unless books are presented to children after being read and reviewed by others and unless it is specified in the cover or introductory letter. Finally, it is unclear where and how an occupation is introduced. An occupation can be promoted both quickly in a paragraph and slowly throughout the text.

Theoretically, fictional children's books have the potential to be an important resource for learning the occupations, although they have some limitations. In line with this potential, the occupational aspect of fictional children's literature needs to be demonstrated. When the national and international research were examined, it was found out that fictional children's literature was neglected in the occupational context and no comprehensive research was conducted on it. In order to fill the gap in the literature, this research was conducted. This research is significant in terms of examining how fictional books receive support from children's needs for investigating and discovering the occupations, and in terms of the content they provide for those needs.

The aim of this study is to examine fictional children's books as a source of occupational information. For this purpose, following questions are sought:

- Which occupations are introduced in Turkish children's novels?
- At what skill level are the occupations introduced in Turkish children's novels?
- What is the status of Turkish children's novels in terms of promoting the occupations children want to have in the future?
- What is the status of introducing STEM occupations in Turkish children's novels?
- What is the prestige level of the occupations introduced in Turkish children's novels?

Method

Case study allows to collect in-depth information about a particular situation through the documents which possess characteristics of information source and to describe and exhibit the situation thematically (Creswell, 2016, p. 96), which is why this research is designed as a case study. This research is structured as a holistic single case study because one single case is examined and analysed on a single unit without any sub-category. Accordingly, “the status of Turkish children’s novels in introducing occupations” which displays the characteristics of a single case is examined in depth through “occupations” which display the characteristics of the only unit of analysis.

Research Subject

In the qualitative part of the research, the subject is determined by purposeful sampling. According to this technique, the sample is considered upon and determined in advance for a specific purpose (Punch, 2005, p. 183). Accordingly, it is aimed that the children’s books to be in the genre of novel (because it is the most appropriate type to introduce occupations fictionally), realistic (because it is suitable to introduce genuine occupations) and appropriate for secondary school level (because secondary school children are in the period of research and discovery). In order to ensure the reliability of book selection, “Günüşiği Kitaplığı”, “Tudem” and “Can Çocuk” which provide introductory information about children’s books is preferred. In the catalogs of these publishers, information about book genre (novels, stories, poems, etc.), subgenre (realistic, sci-fi, fantasy, etc.), target audience (primary, secondary, high school, etc.) and other characteristics (theme, subject, message, acquisition, etc.) is included. Based on these catalogs, a list of children’s books meeting the criteria is created. In order to ensure diversity, one book of each Turkish author is chosen based on probability. As a result of this selection, ninety Turkish children’s books are decided (Table 1). Finally, selected children’s books are reviewed by two field experts holding a PhD in children’s literature. Based on these reviews, selected books are deemed appropriate to be examined within the scope of the research.

Table 1. Examined Turkish Children's Novels

B1: Aık, . (2015/2014). <i>MenekŖe istasyonu</i> [A station called violet]. İstanbul: GünüŖiŖi Kitaplıđı.
B2: Adalı, B. (2017/2013). <i>Atlantis'in ocukları 1</i> [Children of Atlantis 1]. İstanbul: Can ocuk.
B3: Ak, B. (2017). <i>Bulutlara Ŗiir yazan ocuk</i> [The child writing poems for the clouds]. İstanbul: GünüŖiŖi Kitaplıđı.
B4: Ak, S. (2017/2016). <i>GökkuŖađı yazı</i> [Rainbow summer]. İstanbul: GünüŖiŖi Kitaplıđı.
B5: Akal, A. (2017/2000). <i>Süper gazeteciler 1</i> [Wonderful journalists 1]. İzmir: Tudem.
B6: Akađuner, Z. (2009). <i>Zaman büyücülerini</i> [Time wizards]. İzmir: Tudem.
B7: Arya, D. (2017/2012). <i>Pera günlükleri 1 Körler ülkesi</i> [Pera diaries 1. Land of blinds]. İstanbul: Can ocuk.
B8: AŖıođlu, T. (2017/2015). <i>DüŖ deposu</i> [Dream store]. İstanbul: Can ocuk.
B9: Atilla, M. (2017/2010). <i>Parktaki gergedanlar</i> [Rhinoceros in the park]. İzmir: Tudem.
B10: Avcı akman, K. (2016). <i>Uyuyan topa</i> [Sleeping teetotum]. İstanbul: Can ocuk.
B11: Avun, B. (2016/2002). <i>İkiz gezginler İstanbul'da</i> [Twin travellers in İstanbul]. İzmir: Tudem.
B12: Aytuđ, G. A. (2017/2016). <i>Maya'nın ađacı</i> [Maya's tree]. İstanbul: GünüŖiŖi Kitaplıđı.
B13: Baykurt, F. (2017/1979). <i>Yandım Ali</i> [Lovelorn Ali]. İstanbul: GünüŖiŖi Kitaplıđı.
B14: BektaŖ, H. (2018/2011). <i>Yoküzler -1 İkiz gezegenler</i> . [Nofaces -1 Twin planets]. İzmir: Tudem.
B15: Bener, Y. (2016/2015). <i>Yaramaz babamla beter amcanın maceraları</i> [Adventures of bad dad and worse uncle]. İstanbul: Can ocuk.
B16: Bertan, İ. (2017/2005). <i>Hızlı Tosbi</i> [Speedy Tosbi]. İstanbul: GünüŖiŖi Kitaplıđı.
B17: BilbaŖar, K. (2018/2006). <i>Yonca Kız</i> [Yonca Girl]. İstanbul: Can ocuk.
B18: Binyazar, A. (2017/2013). <i>KaçıŖ / GünüŖiŖime yolculuk 1</i> [Escape / Adventure to the sunlight 1]. İstanbul: Can ocuk.
B19: Boralođlu, G. (2017/2013). <i>İimdeki ses</i> [The voice in me]. İstanbul: GünüŖiŖi Kitaplıđı.
B20: Bozfrat, A. (2017/2008). <i>Sokakta tek başına</i> [Alone in the streets]. İstanbul: GünüŖiŖi Kitaplıđı.
B21: Buhara, M. (2018/2013). <i>Uamayan kuŖ baykuŖ</i> [Owl the flightless bird]. İstanbul: Can ocuk.
B22: Bulut, Sü. (2017/2013). <i>Palavracılar kralı</i> [King of blah]. İstanbul: Can ocuk.
B23: Cemali, Z. (2017/2003). <i>Patenli kız</i> [The girl on roller-skates]. İstanbul: GünüŖiŖi Kitaplıđı.
B4: Ceylan, S. (2016). <i>Göđün mavi kabuđu</i> [Blue shell of the sky]. İstanbul: Can ocuk.
B25: elik, B. (2015/2010). <i>Sınıfın yenisi</i> [New kid in class]. İstanbul: GünüŖiŖi Kitaplıđı.
B26: etinel, F. (2014) <i>Ayasofya konuŖtu</i> [Talking Hagia Sophia]. İstanbul: GünüŖiŖi Kitaplıđı.
B27: ınarođlu, A. (2016/1997). <i>Mago</i> [Mago]. İzmir: Tudem.
B28: Demiral, S. (2017/2014). <i>Parmak uçları</i> [Finger tips]. İzmir: Tudem.

- B29: Der, A. (2016/2015). *Darmadağın* [Messed up]. İstanbul: Günışığı Kitaplığı.
- B30: Durgut, H. (2016/2011). *Kılıçık uçurtma* [Fishbone kite]. İstanbul: Can Çocuk.
- B31: Dursun-K, T. (2017/1991). *Hoşça kal küçük* [Good bye little one]. İstanbul: Can Çocuk.
- B32: Erbek, T. (2016/2011). *Tipi* [Blizzard]. İstanbul: Can Çocuk.
- B33: Fişekçi, T. (2016/2010). *Yeşil tatil* [Green vacation]. İstanbul: Günışığı Kitaplığı.
- B34: Genç, G. (2015/2010). *Böcek orkestrasının muhteşem turnesi* [Magnificent tour of the insect orchestra]. İstanbul: Can Çocuk.
- B35: Geridönmez, S. (2017/2007). *Kolaysa ağlama* [Don't cry if you can]. İstanbul: Günışığı Kitaplığı.
- B36: Göçmen, D. E. (2017/2012). *Bilmecenin izinde maceranın peşinde* [In pursuit of the adventure on the track of riddle]. İzmir: Tudem.
- B37: Güler, M. (2007). *Ayrılıktan çok aşktan fazla* [More than break up more than love]. İzmir: Tudem.
- B38: Gülü, F. (2017/2014). *Amber'in zaman kapsülü* [Amber's time capsule]. İzmir: Tudem.
- B39: Gümüşay, T. (2017/2001). *6 yıl tam pansiyon* [Six years full board]. İstanbul: Günışığı Kitaplığı.
- B40: Gündüz, D. (2017/2016). *Bisküvi kutusundaki martı* [Seagull in a biscuit can]. İstanbul: Can Çocuk.
- B41: Güneş, E. (2012/2008). *Arada kalanlar* [Caught in the middle]. İzmir: Tudem.
- B42: Güneş, P. (2015/2013). *Fincan teyzenin kurabiyeleri* [Cookies of aunt Fincan]. İzmir: Tudem.
- B43: Güngör, A. (2016/2011). *Dedektif Bol Bel'in serüvenleri -1 Sözcük korsanı* [Inspector Bol-Bel's adventures – 1 Pirates of word]. İzmir: Tudem.
- B44: Işık, K. (2017). *Özgür çocuklar-1 Davetsiz misafir* [Free children-1 Uninvited guest]. İzmir: Tudem.
- B45: Işık, T. (2017). *Kime göre neye göre?* [According to whom and what?]. İzmir: Tudem.
- B46: İplikçi, M. (2017/2014). *Kömür karası çocuk* [The coal black child]. İstanbul: Günışığı Kitaplığı.
- B47: İzbudak-Akıncı, F. (2016). *Üç yapraklı yonca* [Tree leaf clover]. İzmir: Tudem.
- B48: Kâhyaoğlu, E. (2014/2006). *Bıdır'ın günlüğü* [Diary of Bıdır]. İstanbul: Can Çocuk.
- B49: Karakaşlı, K. (2017/2014). *Dört kozalak* [Four pine cones]. İstanbul: Günışığı Kitaplığı.
- B50: Karamuti, N. F. (2016/2013). *Şekercini Patyos* [Patyos the candy gin]. İstanbul: Can Çocuk.
- B51: Kavukçu, C. (2017/2013). *Yolum başındakiler* [At life's onset]. İstanbul: Günışığı Kitaplığı.
- B52: Kılıçoğlu, H. (2016/2014). *On numara çocuklar* [Top ten kids]. İstanbul: Günışığı Kitaplığı.
- B53: Kırıl, G. (2015/2014). *Umut sokağı çocukları* [The hope street kids]. İstanbul: Günışığı Kitaplığı.
- B54: Korkmaz, S. (2010/2003). *Cankurtaran sövalyeleri İstanbul dehlizlerinde* [The knights of Cankurtaran in the underground galleries of İstanbul]. İstanbul: Günışığı Kitaplığı.
- B55: Kutlar Aksoy, S. (2010/2004). *Aşk kalır* [Love stays]. İzmir: Tudem.

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- B56: Kür, İ. (2017/2010). *Mutlu ve Zor yıllar; Coşkun'un serüvenleri 1* [Happy and rough years; Coşkun's adventures 1]. İstanbul: Can Çocuk.
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- B57: Okdemir, Ş. (2017). *Cennetin sahipleri* [Owners of the heaven]. İzmir: Tudem.
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- B58: Okyay Ruhan, L. (2014/2012). *Leylek havada* [Wanderlust]. İstanbul: Günışığı Kitaplığı.
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- B59: Okyay, S. (2016/2010). *İlk romanım* [My first novel]. İstanbul: Can Çocuk.
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- B60: Önderoğlu, N. (2016/2015). *Bana sesini bırak* [Lend me your voice]. İstanbul: Günışığı Kitaplığı.
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- B61: Öner, Ç. (2017/1990). *Gülibik* [Gülibik]. İstanbul: Can Çocuk.
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- B62: Özakin, A. (2012/2007). *Ateşkıız ile Tarlakuşu* [Blazegirl and the Farmbird]. İstanbul: Can Çocuk.
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- B63: Özcan, P. (2016 /2005). *Üstüme kar yağıyor* [Snow falling on me]. İstanbul: Günışığı Kitaplığı.
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- B64: Öztopçu, K. (2014/2009). *Saklıköy'ün kuşçusu* [The birdman of Saklıköy]. İstanbul: Günışığı Kitaplığı.
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- B65: Öztürk, G. (2017). *Ben bir hayaletim* [I am a ghost]. İzmir: Tudem.
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- B66: Polat, R. (2014). *Devin şarkısı* [Song of the giant]. İstanbul: Günışığı Kitaplığı.
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- B67: Sarısayın, A. (2017/2013). *Köpeğimin adı Erik* [My dog's name is Erik]. İstanbul: Can Çocuk.
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- B68: Saygı, S. (2016/2010). *Şimugula* [Shimugula]. İstanbul: Günışığı Kitaplığı.
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- B69: Saygın Armutak, Y. (2017/2012). *Baykuş yemini* [The owl oath]. İstanbul: Günışığı Kitaplığı.
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- B70: Selimoğlu, Z. (2017/1989). *Yavru kayak* [Baby boat]. İstanbul: Can Çocuk.
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- B71: Sertbarut, M. (2017/2005). *Sisin sakladıkları* [Things that the mist covers]. İzmir: Tudem.
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- B72: Servi, H. (2016/2014). *Yo-Yo* [Yo-Yo]. İzmir: Tudem.
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- B73: Sever, D. (2017). *Gerçeklerin peşinde - 1 Büyük yarış* [Chasing after truths -1 Big race]. İzmir: Tudem.
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- B74: Sezer, Ç. (2017). *Hayat pastanesi* [Life patisserie]. İstanbul: Günışığı Kitaplığı.
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- B75: Soğangöz, P. (2017/2009). *Narin* [Narin]. İstanbul: Can Çocuk.
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- B76: Soysal, M. (2017). *Daralan* [In a tight spot]. İstanbul: Günışığı Kitaplığı.
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- B77: Şahan, G. (2011). *Yaz kampı* [Summer camp]. İzmir: Tudem.
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- B78: Şahin, O. (2017/2012). *Kanatları yamalı kuş* [The bird with patch wings]. İstanbul: Can Çocuk.
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- B79: Şeker, H (2017/2006). *Ayrı dünyalar* [Separate worlds]. İzmir: Tudem.
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- B80: Tansel, M. (2017/2013). *Büyüyünce ne olacaksın?* [What will you be in the future?]. İstanbul: Can Çocuk.
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- B81: Tapuç, Z. (2016/2014). *Sihirli yüzük* [Magical ring]. İzmir: Tudem.
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- B82: Temiz, N. (2016). *Kanadımdaki deniz* [Sea on my wing]. İstanbul: Can Çocuk.
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- B83: Tohumcu, A. (2017/2013). *Üç kişilik ordu; Eksimus serüvenleri 1* [Army with three soldiers; Eksimus adventures 1]. İstanbul: Can Çocuk.
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- B84: Tok, G., & Çadırcı, Ü. (2008/2005). *Teneke kaplı İvan* [Tin coated Ivan]. İzmir: Tudem.
-
- B85: Tosuner, N. (2017/2015). *Kitabın adı* [Name of the book]. İstanbul: Günışığı Kitaplığı.
-
- B86: Uslu, F. (2017/2012). *Çat kapı dayım* [My uncle out of the blue]. İstanbul: Günışığı Kitaplığı.
-
- B87: Uşar, İ. (2017/2013). *Lataşiba: İki kentin arasında* [Latashiba: Between two cities]. İstanbul: Günışığı Kitaplığı.
-
- B88: Yardımcı, D. (2017). *Hayal sözleşmesi* [Dream contract]. İzmir: Tudem.
-
- B89: Yener, M. (2015/2003). *Mavi zamanlar* [Blue times]. İzmir: Tudem.
-
- B90: Ziyalan, N. (2015/2010). *Attım kapağı yurtdışına* [Sydney, here i come]. İstanbul: Günışığı Kitaplığı.
-

Data Collection Tool

Document analysis technique is administered in the research. Document analysis is the collection and examination of written and visual materials (Sönmez and Alacapınar, 2014, 95). Before conducting the research, researcher can form basic categories or themes to be used in document analysis based on the theories in the field (Yıldırım and Şimşek, 2013, 228). Accordingly, the categories to be used in document analysis are gathered from the literature before conducting the research.

The information which the secondary school students who are in the research and learning stage as a level of occupational development should have about the occupations (Kuzgun, 2009; Usluer, 2005; Yeşilyaprak, 2013) constitute the criteria used in document analysis. Through these criteria listed below, it was determined whether detailed information about the occupations was presented in Turkish children's novels, in other words whether the occupations were introduced or not.

- What are the duties within responsibility and tasks to be performed in the occupation?
- What are the individual characteristics required by the occupation?
- What tools and materials are used when doing the work in occupation?
- What kind of working environment and working conditions does the occupation have?
- What are the opportunities to find a job in the occupation?

- How much salary does the occupation offer?
- What kind of educational background/training/practice does the occupation call for?
- What are the opportunities for advancement and promotion in the occupation?
- What are other opportunities provided by the occupation?

The International Standard Classification of Occupations (ISCO-08) was used to determine which occupations exist in Turkish children's novels, to associate and thus classify these occupations. This occupational classification system allows for a hierarchical grouping of occupations from specific to general. Thus, occupations in Turkish children's novels could be examined both individually and in groups.

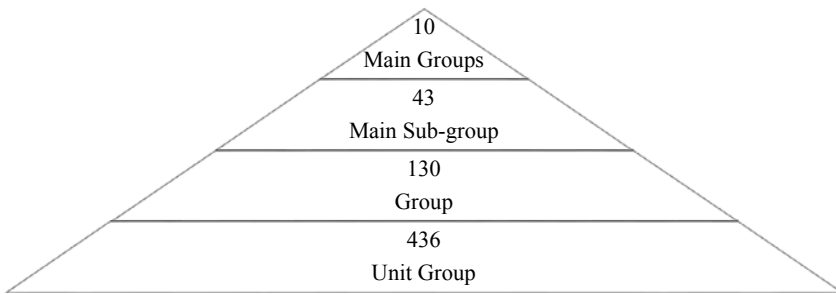


Image 1: ISCO-08 Occupation Classification System

Data Analysis

The data obtained from the research subject is examined by deductive content analysis, at the first stage. Analysis of relevant data according to pre-determined themes or categories is defined as deductive content analysis (Patton, 2014, 453). In this context, deductive content analysis is administered on the occupations identified in Turkish children's novels in accordance with the criteria in Table 2. At the second stage, the data obtained from the study object is analyzed by inductive content analysis. Inductive approach does not apply categorical constraints to the research data as in the deductive approach and it is ensured that frequent, dominant or important themes in the data appear in

the findings (Thomas, 2006, 238). Accordingly, occupations about which sufficient information is presented are clustered under “Introduced Occupations” category created by the researcher.

The strategy followed in examining the occupations identified in Turkish children’s novels and deciding whether the occupations are introduced is explained below.

- It was examined whether any information was provided for at least one criterion for the observed occupation. If no information was provided, the occupation was labelled as “not introduced”. If any information was provided under at least one criterion, it was proceeded to the next step. In the next stage, the quality of the information presented about the occupation was examined. Accordingly, the information presented for at least one criterion was handled in a holistic way. Accordingly, if the information provided about an occupation is detailed enough to introduce the relevant occupation, the occupation is labelled as “introduced”, otherwise labelled as “not introduced”.
- Which features of an occupation were introduced was not examined within the scope of the research. Giving detailed information within the scope of any occupational qualification was deemed sufficient to introduce the relevant occupation. While examining whether the information presented for the occupation is detailed or not, a strict criterion or list of criteria have not been adhered to. In view of this flexibility, it is assumed that the detailed information provided for only one feature of the occupation introduces the occupation. Similarly, when information on various features of an occupation is presented, it is assumed that the information which is partially detailed in each occupational characteristic introduces the occupation. Because, these pieces of semi-detailed information display a detailed structure when taken as a whole. In short, whether the occupations were introduced or not was decided according to the context in which the information was presented. For this reason, occupational information with varying levels of detail may show similar competences in the introduction of the occupations to which they relate. During the examination process of the observed occupations, the quality of the information presented was used as a criterion, but the

quantity of the information presented was not used as a criterion. The quantity element is considered as an indicator that reflects the "introduced" and "not introduced" status of an occupation. Accordingly, the space occupied by the information presented for the introduced occupation is limited to at least one paragraph or more. In addition, this introductory information may in some cases spread to consecutive pages, in some cases to part of the story and in some cases to the entire story. In some cases, no information is given to "not introduced" occupations, while in some cases very limited information can be provided. Accordingly, occupations those are not introduced are often limited in size to a few words and a few sentences.

- While examining the occupations encountered in children's novels, occupational information resources were used. In this direction, the accuracy of the information (work and tasks, tools and equipment, working environment and conditions, etc.) presented for an occupation in Turkish children's novels was checked. Inaccurate information was not included in the research.

In the last stage of the data analysis, the introduced occupations and occupational groups were examined and compared quantitatively (frequency, ranking, percentage). As a result of this comparison, they are labeled as high, medium or low level introduced occupations.

Finally, occupations and occupational groups introduced in Turkish children's novels were profiled. In this respect, first, studies investigating different occupations with different perspectives were examined. This review mostly covers national research. Then, within the scope of vocational guidance, introduced occupations were analyzed based on the studies focusing on the concepts of "education, importance, future and prestige".

Miles and Huberman's (1994) reliability formula [$\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$] is used in the data analysis process. According to the reliability formula, the alignment between the researchers is calculated as 90%. With a reliability score over 70%, it can be stated that data is analysed reliably.

Findings and Discussion

Introduced Occupations

In the examined ninety children novels, it was observed that a total of 105 different occupations were introduced. The frequency (f) of the findings for the distribution of the introduced occupations in each child novel is given. The list of books to which the book codes (B) belong is in Table 1.

The number of occupations which were introduced in Turkish children's novels: B16 (f=14), B90 (f=12), B37 (f=12), B78 (f=11), B1 (f=10), B30 (f=10), B17 (f=10), B80 (f=9), B55 (f=9), B42 (f=9), B84 (f=9), B58 (f=8), B72 (f=7), B39 (f=7), B31 (f=7), B5 (f=7), B71 (f=7), B88 (f=7), B23 (f=7), B8 (f=7), B4 (f=6), B63 (f=6), B52 (f=6), B73 (f=6), B60 (f=6), B6 (f=6), B62 (f=6), B26 (f=6), B27 (f=6), B51 (f=6), B38 (f=6), B41 (f=6), B2 (f=5), B46 (f=5), B15 (f=5), B74 (f=5), B79 (f=5), B19 (f=5), B56 (f=5), B69 (f=5), B9 (f=5), B89 (f=5), B66 (f=5), B40 (f=5), B83 (f=5), B53 (f=5), B12 (f=4), B67 (f=4), B35 (f=4), B77 (f=4), B36 (f=4), B14 (f=4), B11 (f=4), B54 (f=4), B10 (f=4), B13 (f=4), B81 (f=4), B61 (f=4), B50 (f=4), B57 (f=3), B76 (f=3), B64 (f=3), B33 (f=3), B45 (f=3), B3 (f=3), B7 (f=3), B75 (f=3), B68 (f=3), B32 (f=3), B20 (f=3), B86 (f=3), B85 (f=3), B65 (f=3), B87 (f=3), B82 (f=3), B59 (f=2), B43 (f=2), B29 (f=2), B47 (f=2), B21 (f=2), B28 (f=2), B34 (f=2), B44 (f=2), B18 (f=1), B49 (f=1), B25 (f=1), B22 (f=1), B70 (f=1), B48 (f=1), B24 (f=0).

According to the list above, at least one occupation is introduced in eighty-nine of ninety children's novels. Eighty-nine of the ninety children's novels is quite a high rate. However, in each of these children's novels, on an average 5 different occupations are introduced, ranging from 14-1. Therefore, it is observed that in each children's novel, occupations are introduced on a low level. It is also found out that children's novels do not differ significantly from each other in terms of the occupations it contains.

As stated before, a total of 105 different occupations are introduced in ninety children's novels examined. The total frequency of these occupations in different children's novels is 443. Since the frequency of some occupations in children's novels is the same, these occupations constitute 17 different rows according to their frequency. The frequencies (f) and ranking (r) of these occupations are presented below.

Introduced Occupations in Turkish children's novels: *Teacher* (f=55 r=1), *police officer* (f=20 r=2), *shopkeeper* (f=19 r=3), *medical doctor* (f=18 r=4), *education manager* (f=16 r=5), *driver* (f=13 r=6), *farmer-gardener* (f=11 r=7), *waiter* (f=10 r=8), *stall-street salesperson* (f=9 r=9), *journalist* (f=9 r=9), *musician-singer-composer* (f=8 r=10), *author* (f=8 r=10), *fisher* (f=8 r=10), *baker-pastry cook-confectioner* (f=8 r=10), *security guard* (f=7 r=11), *animal producer* (f=7 r=11), *visual artist* (f=7 r=11), *actor* (f=6 r=12), *cleaner-helper* (f=6 r=12), *managing director and chief executive* (f=6 r=12), *building caretaker* (f=5 r=13), *hotel manager* (f=5 r=13), *archaeologist* (f=5 r=13), *cook* (f=5 r=13), *hunter and trapper* (f=5 r=13), *child care worker* (f=5 r=13), *restaurant manager* (f=5 r=13), *announcer on radio, television and other media* (f=4 r=14), *clown-magician-acrobat etc. artist* (f=4 r=14), *mail clerk and postman* (f=4 r=14), *hairdresser-beautician* (f=4 r=14), *film, stage director and producer* (f=4 r=14), *nurse-midwife* (f=4 r=14), *academician* (f=4 r=14), *non-commissioned armed forces officer* (f=4 r=14), *architect* (f=4 r=14), *veterinarian* (f=4 r=14), *shop sales assistant* (f=4 r=14), *policy and planning manager*(f=4 r=14), *legislator* (f=4 r=14), *biologist-botanist-zoologist* (f=4 r=14), *psychologist* (f=3 r=15), *athlete-sport player* (f=3 r=15), *photographer* (f=3 r=15), *tailor-dressmaker*(f=3 r=15), *carpenter-joiner* (f=3 r=15), *pet groomer-animal care worker* (f=3 r=15), *travel guide* (f=3 r=15), *transport conductor* (f=3 r=15), *handcraft worker* (f=3 r=15), *transport clerk* (f=3 r=165), *engineer* (f=2 r=15), *lawyer-prosecutor-judge* (f=2 r=16), *sports coach-sports instructor* (f=2 r=16), *machinery mechanic and repairer*(f=2 r=16), *commissioned armed forces officer* (f=2 r=16), *ships' captain* (f=2 r=16), *mining and construction labourer* (f=2 r=16), *dentist* (f=2 r=16), *secretary* (f=2 r=16), *scientist*(f=2 r=16), *astrologer-fortuneteller* (f=2 r=16), *physicist* (f=2 r=16), *finance manager* (f=2 r=16), *senior government official* (f=2 r=16), *chemist* (f=2 r=16), *cabin attendant-ship's steward* (f=2 r=16), *receptionist* (f=2 r=16), *museum technician* (f=1 r=17), *miner* (f=1 r=17), *camera operator* (f=1 r=17), *dancer* (f=1 r=17), *sheet metal worker* (f=1 r=17), *kitchen helper* (f=1 r=17), *museum curator* (f=1 r=17), *firefighter* (f=1 r=17), *bank teller* (f=1 r=17), *customs officer* (f=1 r=17), *prison guard* (f=1 r=17), *construction supervisor* (f=1 r=17), *detective* (f=1 r=17), *antique dealer* (f=1 r=17), *butcher* (f=1 r=17), *technical service personnel* (f=1 r=17), *sewer-embroiderer* (f=1 r=17), *general office clerk* (f=1 r=17), *blacksmith* (f=1 r=17), *educational counselor* (f=1 r=17), *cashier-ticket clerk* (f=1 r=17), *consular officer* (f=1 r=17), *electronics mechanic* (f=1 r=17), *retail and wholesale trade manager* (f=1 r=17), *fashion model* (f=1 r=17), *technician* (f=1 r=17), *sales manager* (f=1 r=17), *health care assistant* (f=1 r=17), *zoo*

manager (f=1 r=17), *bailiff* (f=1 r=17), *fish farmer* (f=1 r=17), *pharmaceutical technician* (f=1 r=17), *mining labourer* (f=1 r=17), *crop farm labourer* (f=1 r=17), *village head* (f=1 r=17), *senior official of special-interest organization* (f=1 r=17), *geophysicist* (f=1 r=17).

Large Scale Occupational Groups

105 different occupations introduced in Turkish children's novels are gathered under 10 large scale occupational groups. The frequency (f), percentage (%) and ranking (r) of these occupational groups are given below.

In Turkish children's novels, *professionals* (f=167 %38 r=1) are introduced on a significantly high level. After this occupational group, there is a sharp decrease in the frequency. Accordingly, *services and sales workers* (f=106 %24 r=2) are introduced as the second most common in children's novels. These two occupational groups constitute more than half of the introduced occupations (f=273 %62).

Following the above two occupational groups in Turkish children's novels, there is a sharp decrease in the frequency. In this direction, *managers* (f=49 %11 r=3) are in the third place. This group of occupations are followed by *skilled agricultural, forestry and fishery workers* (f=32 %7 r=4), *craft and related trades workers* (f=25 %6 r=5), *technicians and associate professionals* (f=20 %5 r=6). These four occupational groups constitute the quarter (f=126 %28) of the introduced occupations.

The least introduced occupations in Turkish children's novels are *plant and machine operators and assemblers* (f=14 %3 r=7), *clerical support workers* (f=13 %3 r=8), *elementary occupations* (f=11 %2 r=9), *armed forces occupations* (f=6 %1 r=10). these four occupational groups constitute a very small proportion (f=44 %10) of all introduced occupations

Small Scale Occupational Groups

There are 38 small scale occupational groups under 10 large scale occupational groups introduced in Turkish children's novels. The frequency (f) and ranking (r) of these occupational groups are given below.

Within the scope of *professionals; legal, social and cultural professionals* (f=62 r=1), *teaching professionals* (f=59 r=2), *health professionals* (f=28 r=6), *science and*

engineering professionals (f=17 r=8), business and administration professionals (f=1 r=19) are introduced.

Within the scope of *services and sales workers; personal services workers (f=37 r=3), sales workers (f=34 r=4), protective services workers (f=29 r=5), personal care workers (f=6 r=15) are introduced.*

Within the scope of *managers; production and specialized services managers (f=16 r=9), chief executives, senior officials and legislators (f=14 r=10), hospitality, retail and other services managers (f=12 r=12), administrative and commercial managers (f=7 r=14) are introduced.*

Within the scope of *skilled agricultural, forestry and fishery workers; skilled agricultural workers (f=18 r=7), skilled forestry, fishery and hunting workers (f=14 r=10) are introduced.*

Within the scope of *Craft and related trades workers; food processing, woodworking, garment and other craft and related trades workers (f=14 r=10), metal, machinery and related trades workers (f=4 r=16), handicraft and printing workers (f=3 r=17), building and related trades workers (f=3 r=17), electrical and electronics trades workers (f=1 r=19) are introduced.*

Within the scope of *technicians and associate professionals; legal, social, cultural and related associate professionals (f=10 r=13), science and engineering associate professionals (f=4 r=16), business and administration associate professionals (f=4 r=16), information and communications technicians (f=1 r=19), health associate professionals (f=1 r=19) are introduced.*

Within the scope of *plant and machine operators and assemblers; drivers and mobile plant operators (f=13 r=11), stationary plant and machine operators (f=1 r=19) are introduced.*

Within the scope of *Clerical support workers; other clerical support workers (f=4 r=16), general and keyboard clerks (f=3 r=17), customer services clerks (f=3 r=17), numerical and material recording clerks (f=3 r=17) are introduced.*

Within the scope of *elementary occupations; cleaners and helpers (f=6 r=15), other elementary workers (f=2 r=18), labourers in mining, construction, manufacturing and transport (f=1 r=19), food preparation assistants (f=1 r=19), agricultural, forestry and fishery labourers (f=1 r=19) are introduced.*

Within the scope of *armed forces occupations; non-commissioned armed forces officers (f=4 r=16)*, *commissioned armed forces officers (f=2 r=18)* are introduced.

Occupational Skills

According to the International Standard Classification of Occupations (ISCO-08), there are four levels of occupational skills structured around the content, complexity, scope and formal and informal level of education required to carry out the occupation. Accordingly, the first level is classified as the lowest and the fourth level as the highest skill level. Occupations at skill level 1 typically involve the performance of simple and routine physical or manual tasks. Occupations at Skill Level 2 typically involve the performance of tasks such as operating machinery and electronic equipment; driving vehicles; maintenance and repair of electrical and mechanical equipment; and manipulation, ordering and storage of information. Occupations at Skill Level 3 typically involve the performance of complex technical and practical tasks that require an extensive body of factual, technical and procedural knowledge in a specialized field. Occupations at Skill Level 4 typically involve the performance of tasks that require complex problem-solving, decision-making and creativity based on an extensive body of theoretical and factual knowledge in a specialized field (ILO, 2012).

In Turkish children's novels, 5 occupations were introduced at the first skill level ($f=11$), 45 occupations were introduced at the second skill level ($f=194$), 18 occupations were introduced at the third skill level ($f=32$), 37 occupations were introduced at the fourth skill level ($f=206$). The occupations which were introduced the most are at the fourth and second, the least are at the first and third skill levels. Accordingly, *mental skill, extended interpersonal skill (f=206)* and *hand skill, relatively advanced literacy and numeracy skill, good interpersonal skill (f=194)* come into prominence. *Technical skills, high level of literacy and numeracy and well developed interpersonal skill (f=32)*, *physical strength, and basic level of literacy and numeracy (f=11)* stays in the background. Hence, occupations with the highest skill level are introduced at a high level and occupations with the lowest skill level are introduced at a low level. However, it is seen that the occupations with lower skill level are introduced at a high level and the occupations with higher skill level are introduced at a low level. Accordingly, it is possible to say that the introduced occupations in Turkish children's novels exhibit a mixed structure in terms of skill level and skill type.

Occupational Preferences

Students in Turkey are limited to teacher, medical doctor, lawyer-judge-prosecutor, and engineer (Atli, 2016). As a matter of fact, when the occupations which secondary school students want to choose in the future are examined, it is seen that *education, health* (Balçın and Topaloğlu, 2018) and *teacher, medical doctor, police officer, nurse, engineer, lawyer-prosecutor-judge* (Canal, 2013) come into prominence. When other studies are examined, it is seen that students mostly preferred occupations such as *teacher, engineer, medical doctor, architect, lawyer-prosecutor-judge* (Tosun, 2013). Since such occupations are commonly seen in a social life, occupy a place in one's life intensively, and since their names are encountered frequently, students are interested in these occupations (Altay-Köse, Yangın, 2015, p. 60). It is seen that especially students who have little opportunity to learn about occupations prefer occupations such as *police officer, teacher and nurse* (Aktın, 2017).

Occupations such as *teacher, medical doctor and police officer* which are among the occupations that secondary school students were mostly interested in are introduced at a high level in children's novels. *Lawyer-prosecutor-judge and engineer* which rank among the most popular occupations of secondary school students are introduced at low a level. Similarly, some occupations which students are interested in such as *architect and nurse* rank among the occupations which are introduced at a low level. It is clear that preferred occupations are generally within the scope of *professionals*. In Turkish children's novels, *professionals* are introduced mostly. According to studies examined, it can be said that Turkish children's novels introduce occupations which are suitable for the occupational preferences of secondary school students by displaying different qualifications. In this respect, Turkish children's novels have a supporting and reinforcing role on occupational preferences.

Children encounter and learn about occupations such as *teacher, police officer, medical doctor, engineer, lawyer-prosecutor-judge, nurse* etc. in their daily lives, directly or indirectly. At this point, in order to make a difference, children's novels need to offer the opportunity to discover many different occupations which students rarely or never encountered in their lives. Because children's novels extend their lives which may be individual and monotonous, emotionally and intellectually, and offer a rich world with both realities of life

and fiction (Arici, 2016, p. 128). However occupations which students are not interested in at all and may encounter directly in their daily lives such as *shopkeeper, education manager, driver, farmer-gardener, waiter, stall-street salesperson, fisher, baker-pastry cook-confectionery maker, security guard, animal producer, cleaner-helper* are introduced at a significant level in Turkish children's novels. Similarly, occupations which students are not interested in at all and may encounter indirectly in their daily lives such as *musician-singer-composer, actor, author, visual artist, journalist* are also introduced at an important level. Among the other occupations introduced, there are many occupations that students do not prefer and may encounter directly or indirectly in their daily lives. In this respect, it can be said that Turkish children's novels do not have an occupational structure to promote the occupations outside the current world of the students.

STEM Occupations

Occupations in science, technology, engineering and mathematics (STEM) are critical to the development of a country, today's fastest growing and important occupations that will shape our future (Langdon, McKittrick, Khan and Doms, 2011, 1). These occupations are defined as the "occupations of the future" (Vilorio, 2014) because of their importance and potential. Similarly, they are regarded as the occupations which will shape of the future of Turkey (Turkish Industry and Business Association, 2017). Turkey is said to be in great need of making STEM education for students to acquire required qualifications (Akgündüz et al., 2015, p. 20). Turkey has been focusing on STEM education and STEM occupations more, recently. However, studies show that secondary school students have low or average interest in STEM occupations and their interest from 5th grade to 8th grade has decreased (Karakaya, Avgın and Yılmaz, 2018: Uğraş, 2019: Altan, Üçüncüoğlu and Zileli, 2018: Aydın, Saka and Guzey, 2017). Moreover, it is observed that secondary school students have incomplete or incorrect information about STEM occupations (Gülhan and Şahin, 2018).

Using real and fiction stories in STEM field enables students to learn about this field and affects their attitude towards it (Demircioğlu, Demircioğlu and Ayas, 2006: Pekmezci, 2014). At this point, there is an organic link between children's literature and STEM occupations both cognitively and affectively.

STEM occupations introduced in children's novels are listed as *architect, biologist-botanist-zoologist, engineer, scientist, physicist, chemist, geophysicist*. Considering that 105 different occupations are introduced in children's novels, it is seen that STEM occupations are in the minority. In addition, since all of these occupations are introduced at a low level, the impact of STEM occupations in children's novels is further diminished. Moreover, existing STEM occupations seem to be mainly related to *science* and *engineering* fields. Occupations based on *Mathematics* and *technology* are not introduced. Children are not as engaged with other fields as with technology in their daily lives. Therefore, it is noteworthy that occupations related to computer, internet and software are not introduced in children's novels.

As mentioned previously, Turkish children's novels have the potential to enable students to learn and to be interested in STEM occupations. This potential is important considering the fact that children in Turkey don't pay adequate attention to STEM occupations or that they have the incomplete or incorrect information. However, when the introduced occupations are examined, it is seen that Turkish children's novels fail to put it into practice.

Occupational Prestige

Occupational prestige is about how individuals or societies perceive, evaluate and develop an attitude towards an occupation (Seçer, 2007). Four main variables namely as living standards, reputation in a community, power and influence on people, and the value provided to society determine the prestige level of an occupation (Goldthorpe and Hope, 1972, p. 35). The sub-variables that determine the prestige of an occupation are education, salary, status, age, gender, seniority, culture, etc. (Habip, 2018). In this respect, a hierarchy is formed among the occupations in terms of prestige. Many studies around the world reveal which occupation has how much prestige. The number of current or comprehensive study on occupational prestige in Turkey is very limited. The occupational prestige surveys are problematic because of various reasons such as occupational reputation is ranked according to the subjective judgment of the researchers, occupational groups are formed by irregular occupation categories, very limited number of occupations are approached, etc. Due to the limitations specified in this section, merely "Occupational Reputation Scale in Turkey" which is quite extensive and detailed research

conducted by Sunar (2015) nationwide in Turkey with the support of state is taken into account. In this research, 126 occupations representing different occupational fields according to ISCO-08 were subjected to prestige ranking according to participant scores.

High skill level *professionals* and *managers* are regarded as highly prestigious by Turkish society. In Turkish children's novels, *professionals* are introduced at a high level. *Managers* are in the forefront of occupational groups, although they are introduced less than *professionals*. In Turkish society, low skill level occupational groups, especially *elementary occupations*, are seen as less prestigious. However, in Turkish children's novels, low skill level occupations are introduced at both high and low levels.

Among the highly prestigious occupations, *teacher*, *medical doctor* and *police officer* are introduced at a high level. Similarly *author* which is a highly prestigious occupation is also introduced at an important level. However, highly prestigious occupations such as *academician*, *lawyer-prosecutor-judge*, *dentist*, *commissioned armed forces officer*, *legislator*, *architect*, *psychologist*, *senior government official*, *engineer*, *non-commissioned armed forces officer*, *managing director and chief executive*, *nurse-midwife*, *veterinarian*, *scientist* are introduced at an average or a low level. Similarly, occupations which are introduced at an average or a high level such as *shopkeeper*, *driver*, *farmer-gardener*, *waiter*, *stall-street salesperson*, *journalist*, *musician-singer-composer*, *fisher*, *baker-pastry cook-confectionery maker*, *security guard*, *animal producer*, *visual artist*, *actor*, *cleaner and helper* and *building caretaker* are sometimes average mostly low prestigious occupations. Apart from these occupations, prestige level of approximately 30 occupations show similarities with the level that they are introduced. These similarities are particularly observed in low skill level occupations such as *crop farm laborers*, *mining laborers*, *health care assistants*, *cashier-ticket clerk*, *blacksmith*, *sewer-embroiderers*, *butcher*, *astrologer-fortuneteller*, *secretary*, *receptionist*. Additionally, in Turkey, STEM occupations such as *architect*, *engineer*, *biologist-botanist-zoologist*, *software and applications developer*, *chemist*, etc. are regarded mostly as highly prestigious, partly as average prestigious. However, as mentioned previously, a small number of STEM occupations are introduced in Turkish children's novels, and at a low level. In this respect, many occupations which are introduced at a high level are low-prestigious, many highly prestigious occupations are introduced at an average or a low level, some highly prestigious occupa-

tions are introduced at a high level, and for many occupations, there is a link between the level of prestige and the level at which occupation is introduced. There is a strong relationship between the prestige level and the occupations' introduction level at a low level, and a weaker relationship between the prestige level and the occupations' introduction level at a high level.

In Turkey, occupations with a high salary and a high employment rate, requiring good level of education, contributing directly to the society, which are executed with mental effort are seen as highly prestigious and occupations without listed qualifications are regarded as less prestigious (Sunar, 2015). Accordingly, in Turkish children's novels, it is more beneficial to introduce occupations according to the social perception. In other words, less prestigious occupations should be introduced less and highly prestigious occupations should be introduced more, if considered pragmatically. This expectation is both actualized and not actualized in Turkish children's novels. However, the difference between the prominent occupations in terms of prestige and the prominent occupations in terms of the introduction level limits the occupational quality of Turkish children's novels.

Result

Since many different occupations and occupational groups are introduced, Turkish children's novels can be defined as a source of occupational information. However, these novels generally focus on a limited number of occupations and occupational groups. Most occupations and occupational groups stay in the background. At the same time, a small number of occupations are introduced on average in each children's novel. These adversities restrict Turkish children's novels' being a source of occupational information. However, the fact that at least one occupation is introduced in almost all Turkish children's novels reinforces their function as a source of occupational knowledge.

Occupations introduced in Turkish children's novels support the current occupational aspirations and tendencies of the students. However, it is inadequate to introduce occupations that will provide students with an alternative occupational future and to enrich their occupational world. Similarly, they fail to introduce STEM occupations which include the most important occupations of today, and which are regarded as the occupations of future to the students. Therefore, it does not have the occupational structure to prepare

students for the occupational world of today and tomorrow. As the prestige level is determined according to education, salary, employment, etc. it is a negative situation in the occupational context for Turkish children's novels that the highly prestigious occupations are introduced less and the low prestige occupations are introduced more. However, it should be added that many occupations are introduced from the higher to lower level according to the prestige level. Finally, high skill level occupations and low skill level occupations are introduced at both high and low levels. As a result, it is possible to evaluate Turkish children's novels both positively and negatively in terms of vocational guidance. Therefore, a definite result cannot be reached. However, the dominance of negative situations limits the function of Turkish children's novels as a vocational guidance.

Why is it important for Turkish children's novels to be a source of occupational information and to provide vocational guidance? Because vocational counseling guidance services at the secondary school level are inadequate in Turkey (Karakaş, 2012; Önder, 2008; Özakca, 2008). The inadequacy of vocational guidance services in the school increases the importance of students to learn about the occupations through out-of-school activities. Secondary school students in Turkey spare notable time to read books as an extra curricular activity (Bayat and Çetinkaya, 2018; Deniz, 2015). Most of the books that secondary school students read are novels, and very few of them are informative books (Ministry of National Education, 2007, p. 29). Thus, secondary school students are naturally exposed to the occupations introduced in children's novels that are a part of their daily lives and gain knowledge about the occupations in a purposeful or a random way. At this point, what kind of vocational guidance that Turkish children's novels are will affect the occupational development of secondary school students.

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