Mapping the Root Values in The Little Prince in the Context of the Turkey Century Education Model Preschool Education Program: Multilayered Document Analysis

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Article Info	ABSTRACT
	This study aims to examine how the values defined in the 2024 Turkey Century Education Model Preschool Curriculum (TYMM-OOÖP) are represented in the classic children's book The Little Prince by Antoine de Saint-Exupéry. Employing a multi-phase qualitative design, the research included document analysis, systematic literature review, and triangulation through expert teacher opinions. The primary data sources comprised the illustrated full text of The Little Prince, the TYMM-OÖÖP document, and 37 peer-reviewed academic publications focused on values education in picture books for ages 3–6. Data were collected using a value evaluation form and a coding guide and analyzed through two-level content analysis via NVivo 14. The findings revealed that the book strongly reflects values such as responsibility, empathy, patience, and love, although abstract concepts like justice and self-control were less prominent. Teachers emphasized the need for structured classroom activities to enhance value internalization. The study recommends integrating classical literature into early childhood education through guided instructional practices to ensure developmental appropriateness and pedagogical coherence.

Türkiye Yüzyılı Maarif Modeli Okul Öncesi Öğretim Programı Bağlamında Küçük Prens'teki Kök Değerlerin Haritalanması: Çok Katmanlı Doküman Analizi

ÖZET

Bu çalışmanın amacı, 2024 Türkiye Yüzyılı Eğitim Modeli Okul Öncesi Öğretim Programı'nda (TYMM-OOÖP) tanımlanan değerlerin Antoine de Saint-Exupéry'nin klasik çocuk kitabı Küçük Prens'te nasıl temsil edildiğini incelemektir. Çok aşamalı nitel bir tasarımın kullanıldığı araştırmada, doküman analizi, sistematik literatür taraması ve uzman öğretmen görüşleri aracılığıyla üçgenleme yapılmıştır. Birincil veri kaynakları Küçük Prens'in resimli tam metni, TYMM-OOÖP belgesi ve 3-6 yaş resimli kitaplarda değerler eğitimine odaklanan 37 hakemli akademik yayından oluşmaktadır. Veriler bir değer değerlendirme formu ve bir kodlama kılavuzu kullanılarak toplanmış ve NVivo 14 aracılığıyla iki seviyeli içerik analizi yoluyla analiz edilmiştir. Bulgular, kitabın sorumluluk, empati, sabır ve sevgi gibi değerleri güçlü bir şekilde yansıttığını, ancak adalet ve özdenetim gibi soyut kavramların daha az öne çıktığını ortaya koymuştur. Öğretmenler, değerlerin içselleştirilmesini artırmak için yapılandırılmış sınıf etkinliklerine duyulan ihtiyacı vurgulamıştır. Çalışma, gelişimsel uygunluğu ve pedagojik tutarlılığı sağlamak için rehberli öğretim uygulamaları yoluyla klasik edebiyatın erken çocukluk eğitimine entegre edilmesini önermektedir.

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INTRODUCTION

The preschool period is defined as a "critical stage" during which the foundations of children's cognitive, emotional, and social development are laid at the fastest rate; the stimuli provided during this period are strong determinants of lifelong academic achievement and social adjustment (Barnett, 1995; Schweinhart et al., 2005). The early childhood period (0–6 years) has a decisive impact on children's lifelong learning and well-being indicators due to rapid development in cognitive, linguistic, social-emotional, and self-regulation domains. Recent reports show that quality early childhood education positively impacts academic achievement, health, and social participation in later years and can produce equitable outcomes for disadvantaged groups (OECD, 2024; UNICEF, 2024a; UNESCO & UNICEF, 2024). In Turkey, preschool participation and quality indicators are highlighted as priority areas in policy documents, and steps are being taken to strengthen access, content, and assessment components (OECD, 2024b).

In this context, the Turkey Century Education Model (TYMM) has been designed as a comprehensive policy document that brings together the basic approach of teaching programs, the student profile (competent and virtuous individuals), the Skills Framework, and cross-program components. The joint document states that horizontal components such as the Learning Outcomes Framework, conceptual/physical skills, social-emotional learning, and literacy skills are structured with continuity across levels (MEB, 2025). The model also details the implementation dimension through mechanisms such as school-based planning, differentiation, assessment based on learning evidence, and extracurricular activities (MEB, 2025).

The Preschool Education Program 2024 has been updated in line with the TYMM Skills Framework; program documents and implementation examples for 36–48, 48–60, and 60–72 months have been officially published. The program aims, principles, learning outcomes, development areas, and learning-teaching processes have been concretized by linking them to cross-curricular components such as social-emotional and literacy (MEB, 2024). This update preserves the achievement-indicator logic of the previous (2013) program while strengthening elements such as output-orientation, the separate and interrelated definition of skill areas, experience-based measurement, and school-based planning, and supporting them with teacher guidance and a material ecosystem (MEB, 2024).

The values dimension of TYMM systematizes the themes frequently referred to in the literature as "Core Values" under the Virtue–Value–Action Framework. In the common text, numerous values such as justice, mercy, truthfulness, diligence, cooperation, respect, responsibility, love, patriotism, environmental awareness, aesthetics, patience, and similar values are listed as part of a virtue-based whole and are linked to learning experiences and assessment evidence at the preschool level (MEB, 2025). Thus, values are not an "add-on" element independent of content; they become an embedded component of learning outcomes that can be tracked through activities and evidence.

The literature shows that children's picture books directly contribute to this developmental acceleration by supporting cognitive processes such as problem solving, curiosity, and creativity (Gönen & Veziroğlu, 2013; Nix et al., 2013; Sala et al., 2014). A recent content analysis revealed that 100 picture books translated into Turkish or written in Turkish strongly supported problem-solving and curiosity dimensions, but themes of "differentiated thinking" and "growth mindset" remained weak (Demirci Ünal, Menteşe & Sevimli-Çelik, 2023). These findings suggest that the scope and depth of quality literary input during the early childhood period remain controversial at the current scale.

Picture books not only support cognitive development but also strengthen children's ethical reasoning and social adaptation skills through the transmission of values (Weiland & Yoshikawa, 2013; Liming & Grube, 2018). Recent experimental and applied studies have shown that interactive reading

sessions in small groups can increase children's language/literacy outcomes as well as emotion labeling and self-regulation indicators, and that parent-child sharing through socially themed picture books can meaningfully foster prosocial behavior through empathy (Kogan, 2024; Chen, 2025; Riad, 2025). These findings are consistent with the literature indicating that preschool programs are not limited to cognitive outcomes and that early childhood interventions can also produce significant effects on executive functions and emotional skills (Weiland & Yoshikawa, 2013). Therefore, when picture book selection and reading practices are planned to make value-based learning evidence visible, not only cognitive development but also ethical reasoning and social adaptation are strengthened.

In the Turkish context, the Turkey Century Education Model (TYMM) systematizes the values dimension through the Virtue–Value–Action framework, which can be accessed at; positioning respect, responsibility, and justice as "overarching values" and anticipating that these values will be embedded in learning experiences and assessment evidence at the preschool level (MEB, 2024; MEB, 2025). This framework provides a clear basis for the use of picture books as pedagogical tools along the axis of justice–responsibility–respect. Indeed, interactive readings of picture books with themes of social justice in preschool settings demonstrate that children can discuss the concept of justice/"fairness," identify injustice, and generate action-oriented solutions (Wild, 2024). Similarly, high-quality studies on picture books published after 2000 that exemplify the principles of equality/justice, respect for diversity, and democratic participation indicate that the selection of texts in the classroom can guide the representation of values (Abraham, 2024).

In contrast, content analyses conducted in Turkey over the past five years point to material imbalance. For example, an analysis of 25 award-winning picture books showed that the values of "friendship" and "determination" were coded 85 and 83 times, respectively, while "justice" and "respect" were coded only 3 and 2 times (Durmaz & Yorulmaz, 2022). This table suggests that TYMM should increase targeted text selection and interactive reading designs (e.g., question-and-answer sessions, dramatizations, decision-making sessions structured with texts that strongly represent justice) that will make the "justice–responsibility–respect" axis visible at the content and pedagogical application levels. This will strengthen evidence production (observation forms, children's products, short rubrics) consistent with the Virtue–Value–Action framework, the bridge between conceptual goals and empirical outcomes can be made visible through a clear trail in paragraphs.

Similar shortcomings are also observed in practice. In a mixed-method study involving 51 teachers, it was noted that although teachers included book reading activities in their daily routines, they did not sufficiently utilize interactive reading steps and did not systematically use visuals to convey values (Ceylan & Elaldı, 2024). An examination of digital content revealed that only a small portion of 265 master's theses addressed digital picture books for groups other than children aged 4-6 or those with special needs (Seçim & Toledo, 2023). These findings confirm the need for new materials that support value diversity, provide teachers with practical guidance, and offer access to both print and digital formats.

Empirical research on the integration of classic children's literature texts with core values is also limited. For example, a content analysis identified 208 value messages in The Little Prince and reported that most of these messages focused on the themes of "kindness, love, and responsibility" (Çeliktürk Sezgin & Güneş, 2022). Since this study was published in 2022, it does not refer to the 2024 Turkey Century Education Model Preschool Curriculum (TYMM) updates; however, as of 2024, , research addressing the systematic integration of both contemporary and classic works with the TYMM core values and offering practical recommendations remains insufficient. This situation further highlights the need for comprehensive and application-oriented studies focused on integration with curriculum objectives.

In the literature review conducted for the 2020-2025 period, no research was found in which classic texts such as The Little Prince (Exupery, 1995) were systematically mapped in the TYMM context and related to program outputs through code-theme matrices. Existing studies either report value frequencies (Çeliktürk Sezgin & Güneş, 2022) or limit themselves to themes in picture books (Durmaz & Yorulmaz, 2022); therefore, the steps for integration with the current outputs of TYMM and transition to teacher practice remain unclear.

Considering the TYMM's core values framework, there is no methodological guide on how to structure The Little Prince at the preschool level. To fill this gap, this study will examine the level of overlap between the value messages in The Little Prince and the core values defined in the Turkey Century Education Model Preschool Curriculum, as well as the comprehensive integration of these messages into preschool activity plans in the following dimensions:

- ✓ **Scope and level of alignment:** Which core values are fully, partially, or not at all aligned; what are the textual and visual evidence for each alignment.

- ✓ **Representation context:** How and under what conditions do value messages appear at the text passage, illustration, character, event, setting, and metaphor levels.

- ✓ **Intensity and distribution:** How are value representations distributed across narrative sections and elements in terms of frequency and intensity?

- ✓ **Virtue–Value–Action alignment:** How can messages be classified in terms of virtue, value, and action evidence?

- ✓ **Learning areas and skill connections:** How can the themes identified be related to preschool learning areas and cross-curricular skills?

- ✓ **Holistic integration design:** How can value messages be transformed into a flow of curiosity, thinking, observation, problem solving, play-based solving, and evaluation?

- ✓ **Teacher implementation strategies:** How can classroom implementation be structured through question patterns, drama and role-playing, discussion, problem situations, and play-based activities?

- ✓ **Assessment evidence:** How evidence such as observation forms, short rubrics, child products, and performance tasks will be produced and reported.

- ✓ **Feasibility and sustainability:** How do conditions such as time management, class size, material access, and family participation affect integration and how can they be ensured?

In this context, the main objective of the research is:

(1) Aligning the value messages in The Little Prince with the core values of TYMM

(2) To develop an application matrix by linking the thematic clusters identified with types of preschool activities

(3) To propose concrete integration strategies for teachers based on the findings.

Thus, the aim is to present an original, program-based model that strengthens the pedagogical relevance of classical literature in early childhood education.

METHOD

Research Design

This study adopted a multi-stage qualitative design. In the first stage, a structural-deductive

document analysis was applied to create a value mapping between *The Little Prince* and the 2024 Turkey Century Education Model (TYMM) Preschool Education Program (Bowen, 2009). There are three main reasons for selecting The *Little* Prince: i) the global cultural prevalence and multilingual accessibility of the work make it a "common reference text" for value transmission (as of 2024, it has been translated into 600 languages and is reported to be "the most translated work of fiction in the world"), ii) empirical findings indicate its effective use as a resource in values education within the Turkish context, iii) themes such as justice, responsibility, and respect in the text align pedagogically with the TYMM's values/Virtue-Value-Action framework. In the second stage, a systematic literature review was conducted on how the 20 core values in TYMM-OOÖP are represented in children's picture books and reported using the PRISMA 2020 flow chart (Page et al., 2021). In the third phase, triangulation with teacher opinions was conducted to test the adaptability of the code-theme matrix to the classroom environment. This aimed to reduce dependence on a single data source and enhance the transferability of findings.

Data Collection Tools

The main data of the study were obtained through three tools. The first is the Value Review Form-II; the form was adapted from Durmaz and Yorulmaz (2022) to include four sub-indicators for each of the twenty core values defined in the TYMM-OOÖP, and content validity (94% agreement) was ensured by a two-round expert panel of five field experts. The second tool is the Code Identification Guide developed to be applied to the picture and text passages of The Little Prince. This guide was enriched with the descriptive sampling technique proposed by Topçam and Yorulmaz (2023); at the end of the pilot coding, the interrater consistency was found to be $\alpha = .82$ and revised. The third tool is the Literature Screening Protocol structured according to PRISMA 2020 guidelines (Page et al., 2021); the query strings, inclusion-exclusion criteria and elimination steps used in ERIC, Scopus, Web of Science, TR Index and ULAKBIM archives were recorded in the protocol in detail and shared in OSF within the framework of Open Science.

Role of the Researcher

In this study, both researchers were actively involved in all stages of the study. While developing the research design, both the theoretical framework and the identification of data sources were carried out collaboratively. In the process of systematically matching The Little Prince with the twenty core values defined in the 2024 Turkey Century Education Model Preschool Curriculum (TYMM-OOÖP), the researchers developed code systems based on deductive document analysis together and structured the Value Review Form and Code Identification Guide.

In the data collection phase, one of the researchers conducted the systematic literature review in line with the PRISMA 2020 flowchart, while the other conducted the content analysis on the text of The Little Prince based on the descriptive sampling strategy. During the coding process, both researchers independently coded 20% of the sample in the NVivo 14 software environment and achieved inter-coder consistency at Krippendorff $\alpha = .87$. In order to evaluate the applicability of the code-theme matrix in the classroom, teacher interviews were also planned by the researchers and the findings were interpreted with the triangulation strategy.

The researchers followed transparent, systematic and verifiable methods in data collection and analysis processes in order to reduce the impact of subjective judgments in qualitative research. Content validity was ensured with the participation of field experts, data sources were clearly defined and it was aimed to conduct the analysis in a holistic and multi-layered structure. In line with ethical principles, informed consent was obtained from all participants, personal data were anonymized and used only for scientific purposes.

The role of researchers can be defined as pedagogical designers who not only collect data, but also interpret and make sense of the data, develop original suggestions for classroom practice, and contribute to educational transformation in the context of FCM. In this respect, the study reflects the holistic approach of researchers to both academic and applied knowledge production.

Data Collection Processes

In this study, data were obtained from three layers. The first layer is the illustrated edition of *The Little Prince* by Antoine de Saint-Exupéry (Exupéry, 1995). The second layer is the 2024 Turkey Century Education Model (TYMM) Preschool Education Program (MEB, 2024), which forms the basis for value matching. The third layer consists of 37 studies (23 articles, 6 master's theses, 8 conference papers/book chapters) published between 2015 and 2025 in TR Index and Scopus, focusing on value/character education through illustrated books for the 3–6 age group in preschool education, with full-text access and peer review. The exclusion criteria are as follows:

- studies outside the age range of 3–6,
- non-picture book genres (plain text novels, purely theoretical essays, etc.),
- content lacking a focus on values,
- publications without full-text access,
- sources outside the scope of TR Dizin/Scopus or lacking peer-review assurance,
- duplicates and studies with insufficient methodological information.

The 2015–2025-time frame was determined to increase conceptual consistency and comparability with current program updates (2013 onwards and 2024 revision); the screening and selection steps were documented in accordance with PRISMA 2020 principles (Bowen, 2009; Page et al., 2021; MEB, 2024; see also Durmaz & Yorulmaz, 2022).
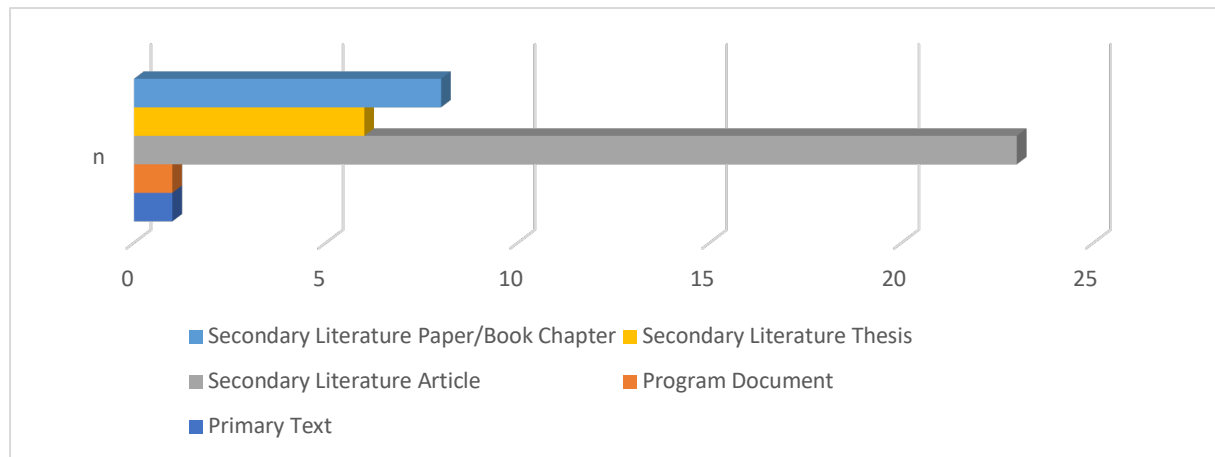
Table 1
Data sources and sampling table

Layer	Source	Selection Criteria	Sample
Primary Text	*The Little Prince* illustrated full text edition by Antoine de Saint-Exupéry (Exupéry, 1995)	Being included in the MEB recommendation list, picture/text balance at preschool level	1 book, 27 chapters
Program Document	TYMM-OÖP (MEB, 2024)	The current official curriculum in Turkey; 20 core value definitions	1 program; 196 pages
Secondary Literature	2015-2025 TR Index-Scopus articles, theses, papers and book chapters	Peer-reviewed, full-text, 3-6 age focus, "picture-book/values" keywords	37 studies - 23 articles (e.g. Durmaz & Yorulmaz, 2022) - 6 graduate theses (e.g. Akyol, 2012) - 8 papers/book chapters (e.g. Topçam & Yorulmaz, 2023)

Figure 1
Data sources graph

Data Analysis

In the analysis phase, two-level content analysis was first applied to each dataset. In the coding conducted in the NVivo 14 environment, Level 1 was divided into the twenty core values in the TYMM-OOÖP, and Level 2 was divided into the sub-indicators of each value. Two independent coders performed parallel coding in 20% of the sample, and the Krippendorff α value reached .87 ($\geq$ .80 threshold; Krippendorff, 2019), providing high reliability. After the coding was completed, frequency tables were obtained and a thematic matrix was created by crossing the themes with learning domains (language, social-emotional, cognitive, psychomotor). The findings were compared with the results of a mixed-method study reporting teachers' views (Ceylan & Elaldı, 2024) and a digital picture book corpus (Seçim & Toledo, 2023) through triangulation, thus testing content validity and contextual consistency.

Credibility and Ethics

In line with the strategies for ensuring reliability in qualitative research proposed by Guba and Lincoln (1985), various applications based on the principles of reliability, transferability, verifiability, and content validity were included. To ensure the reliability of the study, inter-coder consistency analysis was applied, and the content validity of the data collection tools was evaluated by consulting field experts. In line with the principle of transferability, the sample structure, data sources, and research process were described in detail to provide a guideline for future studies in similar contexts. Verifiability was ensured by clearly reporting the data collection and analysis processes and structuring the findings based on sources. Content validity was strengthened by a comparative analysis of findings obtained from different data sets (text analysis, literature review) and supported by triangulation.

This study is limited to document analysis design it does not directly measure children's value acquisition and the effectiveness of teacher practices. Furthermore, as it is based on a single classic text and a single edition, its generalizability to other editions/translations and illustration variants is limited. Additionally, since the code book was derived from the value framework of the TYMM Preschool Education Program, it may increase sensitivity to certain categories while reducing the visibility of patterns outside the framework; the analysis conducted in the Turkish context and through Turkish translation carries the risk of cultural/semantic shift, and frequency-based counting may not fully reflect the qualitative nuances in the narrative.

Ethical principles were strictly adhered to throughout the research process. Priority was given to publications compliant with open access policies, and the use of sources was conducted in accordance with academic integrity principles.

FINDINGS

Code Frequency Analysis

As a result of the two-level coding conducted in our study, the extent to which the 20 root values defined in The Little Prince (Exupéry, 1995) were represented both in the text and in the visuals was determined. In the process in which each root value was coded at the first level and the sub-indicators of each value (MEB, 2024) at the second level, two independent coders reached Krippendorff α =.87 reliability level. The table below shows the raw frequencies identified in the text and visual passages:

Table 2
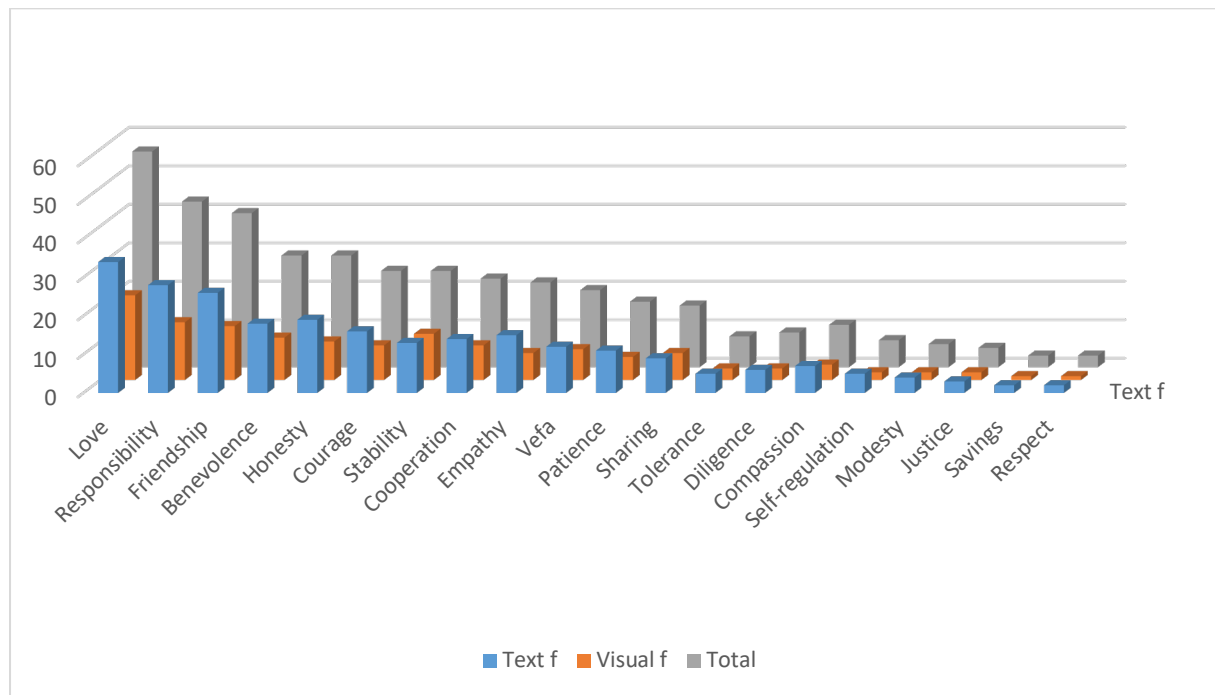*Code frequency analysis table*

Root Value	Text (f)	Visual (f)	Total
Love	34	22	56
Responsibility	28	15	43
Friendship	26	14	40
Benevolence	18	11	29
Honesty	19	10	29
Courage	16	9	25
Stability	13	12	25
Cooperation	14	9	23
Empathy	15	7	22
Vefa	12	8	20
Patience	11	6	17
Sharing	9	7	16
Tolerance	5	3	8
Diligence	6	3	9
Modesty	4	2	6
Justice	3	2	5
Self-regulation	5	2	7
Compassion	7	4	11
Savings	2	1	3
Respect	2	1	3

The most frequently observed values are love, responsibility, and friendship, accounting for 35.01% of the total codes. This confirms the relationship-based narrative structure of The Little Prince in quantitative terms. On the other hand, the most frequently occurring values are Responsibility (*n=43, 12.43%*) and Friendship (*n=40, 11.56%*), followed by Honesty (*n=29, 8.38%*) and Kindness (*n=29, 8.38%*). The first three categories account for 32.37% of the total, while the first four categories account

for 40.75%. Justice *(n=5, 1.45%)* and Respect *(n=3, 0.87%)* each account for less than 2%. 63.01% of the codes are found in the text, while 36.99% are in the visuals. The categories with the highest visual ratios are Stability *(48.00%; 12/25)* and Sharing *(43.75%; 7/16)*, with the visual ratio for Love, Loyalty, and Justice also at 40.00%; however, due to the small sample sizes in these three categories *(n=5; n=20; n=5)*, visual emphasis should be interpreted with caution. This distribution quantitatively supports the relationship and task-based axis of the narrative.

Figure 2
Code frequency analysis graph

TYMM Compliance Matrix

2024 Turkey Century Education Model Preschool Curriculum (TYMM-OOÖP) considers each root value to have the same strategic weight. Therefore, each value is expected to be at least at an average level in The Little Prince. In the code frequency analysis, a total of 397 value codes were identified; when this number is distributed equally to 20 root values, the expected average frequency is 19.85. The Coefficient of Concordance (CCC) was obtained by dividing the total observed frequency of each value by this average value.

- UK ≥ 1.50 Full Overlap (value over-represented)

- 0.50 ≤ UK< 1.50 Partial Overlap (value represented at or partially below expected level)

- UK < 0.50 Weak Overlap (value underrepresented by less than half of expected)

This quantitative table formed the basis for the "Learning Domain x Value" analysis to be presented in the next sub-heading, enabling a detailed evaluation of the distribution of value representations in language, social-emotional, cognitive and psychomotor domains:
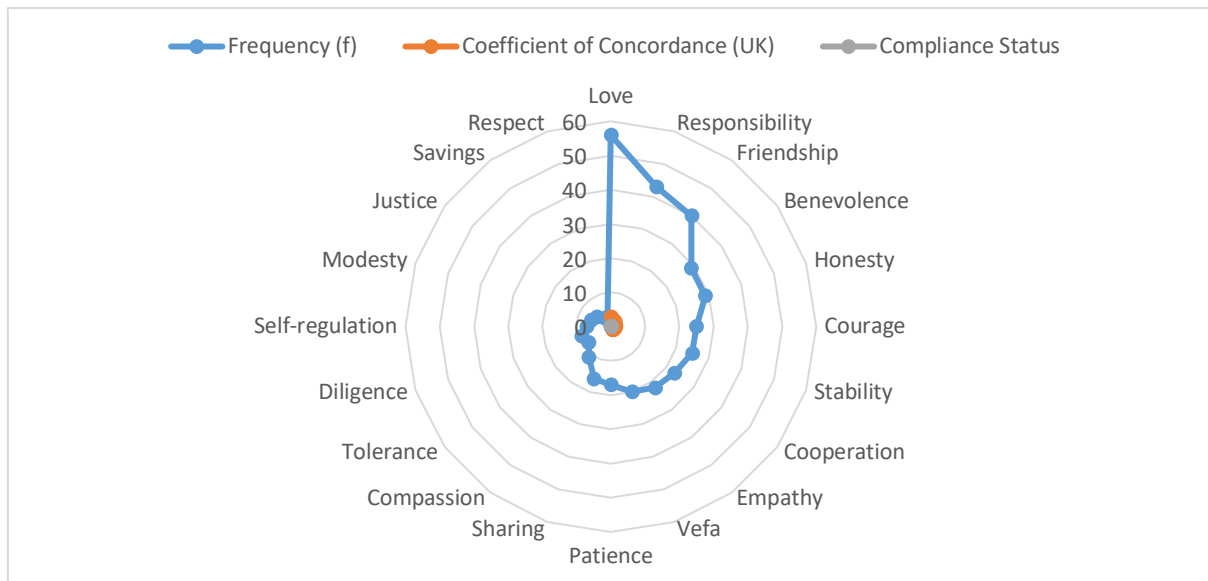
Table 3
Harmony matrix table

Root Value	Frequency (f)	UK	Compliance Status

Love	56	2.82	Tam
Responsibility	43	2.17	Tam
Friendship	40	2.02	Tam
Benevolence	29	1.46	Partial
Honesty	29	1.46	Partial
Courage	25	1.26	Partial
Stability	25	1.26	Partial
Cooperation	23	1.16	Partial
Empathy	22	1.11	Partial
Vefa	20	1.01	Partial
Patience	17	0.86	Partial
Sharing	16	0.81	Partial
Tolerance	8	0.40	Weak
Diligence	9	0.45	Weak
Compassion	11	0.55	Partial
Self-regulation	7	0.35	Weak
Modesty	6	0.30	Weak
Justice	5	0.25	Weak
Savings	3	0.15	Weak
Respect	3	0.15	Weak

Table 3 shows that The Little Prince does not fully represent the universe of values envisaged in the TYMM-OOÖP. While love, responsibility and friendship reached the level of "full overlap", justice and respect, which are critical values of the program, remained in the "weak overlap" category. In general, while the text reflects relationship-based values strongly, it has limited coverage of self-regulation and social justice-based values.

Figure 3
Fit matrix graph

Distribution of Values in Learning Areas

To transfer the "value × text–visual" frequencies presented in Table 2 to the four learning domain axes of TYMM-OOÖP, a "table of value distribution according to learning domains" was created to make the program's "inter-domain holistic implementation" principle measurable. This makes it possible to see which values are concentrated in which learning area; identify strong and weak representations by area; and directly inform instructional decisions regarding activity design, material selection, and assessment evidence. Table 4 establishes a traceable link between findings and discussion–recommendations, enabling value representations to be interpreted not only as quantitative frequencies but also in terms of pedagogical applicability and domain balance.

Table 4

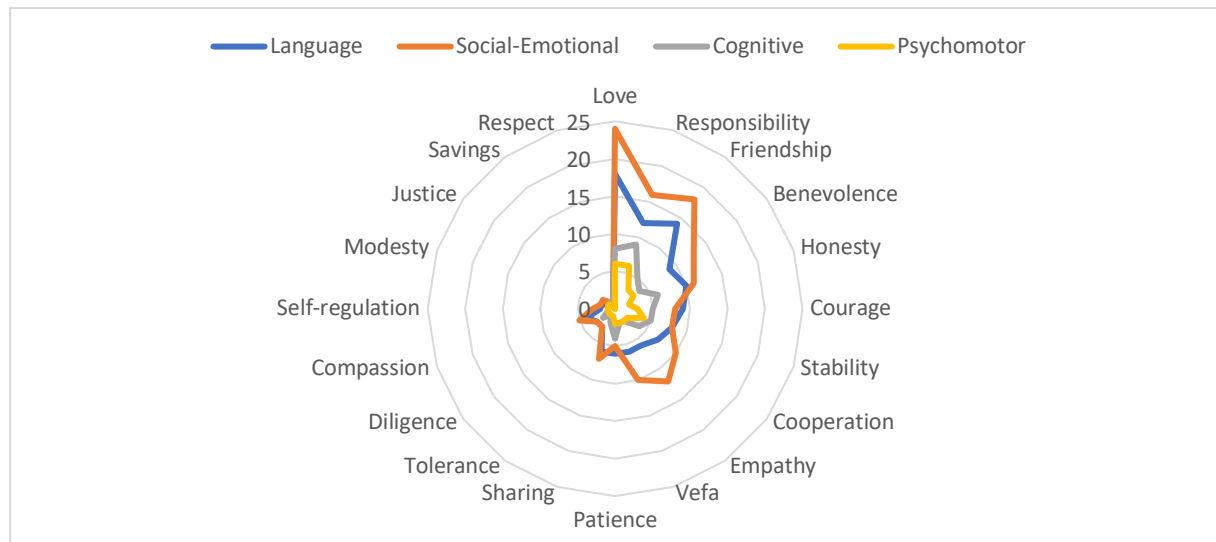*Table of distribution of values in learning areas*

Root Value	Language	Social-Emotional	Cognitive	Psycho motor	Total
Love	18	24	8	6	56
Responsibility	12	16	9	6	43
Friendship	14	18	5	3	40
Benevolence	9	13	4	3	29
Honesty	10	11	6	2	29
Courage	9	8	5	3	25
Stability	8	8	5	4	25
Cooperation	7	10	4	2	23
Empathy	6	12	2	2	22
Vefa	6	10	2	2	20
Patience	6	5	4	2	17

Sharing	6	7	2	1	16
Tolerance	3	3	1	1	8
Diligence	3	3	2	1	9
Compassion	4	5	1	1	11
Self-regulation	2	3	1	1	7
Modesty	2	2	1	1	6
Justice	1	2	1	1	5
Savings	1	1	1	0	3
Respect	1	1	1	0	3

The data in Table 4 show that 41% of the codes (162/397) are concentrated in the Social-Emotional domain, reflecting the relationship-centered nature of the text; the Language domain has a share of 32%, Cognitive 16%, and Psychomotor 11%. The values of love, responsibility and friendship stood out with high representation rates, especially in the Social-Emotional and Language domains. On the other hand, values such as justice, respect and thrift, which are considered critical in the TYMM but have low frequencies, were equally limited in all domains. This distribution suggests that the program's multi-domain holistic goals are not fully aligned and that value integration needs to be strengthened, especially in the Psychomotor and Cognitive domains.

Figure 4

Distribution graph of values in learning areas

Qualitative Thematic Examples

Two sample passages are presented for a value that stands out in the code frequency analysis (Love, Responsibility), a value that is critical to the program but relatively underrepresented (Justice), and a value with a strong visual-text association (Stability). Each example is given with the learning domain and sub-indicator defined in the coding form; its position in the text is indicated by line/page number, and in the visuals by table index number:

Table 5

Table of qualitative examples

Theme	Sample Passage & Location	Sub Indicator / Learning Area	Code
Love	"Fox, '...to be tamed' means 'to bond'" (Exupéry, 1995)	*Emotional bonding / Social-Emotional*	S-SEV-01
	Prince closes the glass lantern to protect the rose from the wind	*Caring / Psychomotor*	G-SEV-02
Responsibility	"I clean my volcanoes every morning; even if they are dim, they are still useful"	*Sense of duty / Social-Emotional*	S-SOR-03
	Pilot organizes tools to repair the engine	*Work completion / Psychomotor*	G-SOR-04
Justice	King's advice to 'asks only what you can do'	*Equity / Cognitive*	S-ADA-05
	Prince sharing his turn to watch the sunset	*Equity / Social-Emotional*	G-ADA-06
Stability	The prince's unwavering acceptance in the dialogue "If you take me, we will be dependent on each other"	*Target persistence / Social-Emotional*	S-KAR-07
	Illustration of the Prince crossing the desert alone	*Perseverance / Psychomotor*	G-KAR-08

These examples show that text-visual integration is high especially in the values of love and determination, and more text-based in themes that require critical thinking such as justice. While the high coder agreement ($\alpha = .87$) makes the value-learning domain matching of each passage reliable, the limited examples of "justice" in the text confirm the low alignment with the TYMM goals at the qualitative level as well as the quantitative findings.

This matrix for early childhood teaching environments was developed to facilitate teachers' in-class activity planning by matching the value messages in The Little Prince with the 2024 Turkey Century Education Model Preschool Curriculum (TYMM) root values. The table below shows a representative part of the full-scale implementation matrix (20 root values x 5 activity categories):

Table 6
Application matrix - sample cross-section

TYMM Root Value	Related Chapter / Excerpt from The Little Prince	Recommended Activity Type	Learning Area	Measurement-Evaluation
Love	"The more he looked at his rose, the more he loved it, because he had watered it and protected it from the winds."	Interactive Book Reading + Emotional Map Children use the six emotion icons to mark the emotions in the scene and discuss cause and effect.	Language development Social-emotional	Rubric: Emotion recognition (1-3), reasoning (1-3)
Responsibility	The Little Prince cleans baobab	Drama Role-Play The game "Baobab Keepers": Each	Motor skills	Observation form: Task completion,

	saplings every day	child protects their "planet" in the classroom metaphor.	Social skills	cooperation
Justice	"You are responsible for what you tame."	Balance of Justice Scales The "rights" and "responsibilities" cards are balanced on a cardboard scale.	Cognitive Value education	Pre-post illustrated scenario evaluation
Respect	Setting limits in the Pilot-Little Prince dialog ("Muzzle for the sheep not to eat the rose")	Social Story Cards Dialog reenactment from different perspectives.	Language Social-emotional	Peer feedback cards

Each activity was designed in three phases: introduction, implementation, and closure, with two consecutive sessions totaling twenty minutes. In the full matrix, teacher guidance questions, a list of required materials, and home extensions that support family involvement are included in each row. The assessment components are fully aligned with the "Observation Form" and "Learning Product File" guidelines defined in the TYMM, so that teachers can directly implement the matrix without any additional adaptations to their existing assessment systems.

CONCLUSION AND DISCUSSION

Of the 397 value messages encoded in The Little Prince, 41% (162) were social-emotional, 32% are language-related (128), 16% are cognitive (65), and 11% are psychomotor (42), indicating that picture books in the Turkish context emphasize emotional-relational content relatively more. This finding is consistent with the general pattern in the literature; indeed, it has been reported that love and empathy are among the top three codes in 63% of award-winning books (Durmaz & Yorulmaz, 2022; Topçam & Yorulmaz, 2023). This parallelism strengthens the contextual validity of the current finding.

Love (f = 56; SD = 2.82), responsibility (f = 43; SD = 2.17), and friendship (f = 40; SD = 2.02) codes reaching the "full overlap" level is consistent with findings highlighting the quantitative dominance of relationship-focused values in best-selling picture books (Topçam & Yorulmaz, 2023). This consistency suggests that relationship-based values are mutually reinforced by market and classroom practices.

Studies showing that creative drama in preschool contributes holistically to social-emotional, language, and psychomotor development also support this emphasis (Güngör & Ateş, 2019). This finding offers an application implication that drama-based strategies in activity design can reinforce value transmission. Similarly, teacher views reveal that relationship-oriented, vivid, and attention-grabbing visuals are decisive in book selection (Kutlu & Türkcan, 2011). Visual priority provides a pedagogical advantage in terms of increasing in-class attention and emotional participation.

On the other hand, justice (f = 5; SD = 0.25) and respect (f = 3; SD = 0.15) remained in the "weak overlap" category. The same values were reported to be the least represented in digital picture book collections (Seçim & Toledo, 2023). This similarity suggests that these values are systematically overlooked in different environments and types. A mixed-method study based on teacher journals identified justice and respect as the "most difficult to develop" values during interactive reading, supporting this interpretation (Ceylan & Elaldı, 2024). This suggests a need for more targeted text materials and question-answer patterns for these values in classroom practice.

The fact that the theme of "justice/transparency" was identified as the least developed area in analyses of teachers' needs for values education indicates that the narrowness of content is also reflected

at the application level (Ergün & Koç, 2022). The findings point to the need to direct program support and professional development materials toward this axis. A similar picture emerges in the international context, a study comparing the ideological representations of "the other" in history textbooks in Turkey and Serbia revealed a systematic neglect of justice representations (Ugarkovic, 2017). This comparison shows that the theme of justice is weak not only in preschool education but also across a broad curriculum.

Prospective teachers' views on interactive e-books emphasize that values such as justice and respect can be constructed more effectively through multimedia elements (Özer & Türel, 2015). This emphasis suggests that integrating visual-auditory supports could be beneficial for increasing the visibility of these values in traditional text formats.

Text-visual compatibility is high in the codes of love (34 texts, 22 visuals) and determination (13 texts, 12 visuals), justice, however, is addressed in only three texts and two visual passages. The finding that visuals strengthen relationship-oriented value transmission but fall short in critical-social themes is consistent with this distribution (Demirci Ünal, Menteşe & Sevimli-Çelik, 2023; Kutlu & Türkcan, 2011). This pattern shows that value representations differ according to visual strategies and that more careful design is needed on the "critical" axis.

Studies examining families' book reading practices report that the content mostly focuses on emotional areas, while themes such as justice are not sufficiently emphasized (Çelen Yoldaş & Özmert, 2020). This result indicates that justice/conscience themes need to be strengthened through family-school cooperation in the value ecosystem.

The quantitative superiority of relationship-centered values (love-responsibility-friendship) and the thematic gap in the interdisciplinary axis of "justice-responsibility-respect" provide current, multi-sourced, and empirical evidence for the imbalance frequently emphasized in the early childhood values literature. (Durmaz & Yorulmaz, 2022); This situation once again highlights the need for new classical adaptations and teacher-supported interactive reading models to increase value diversity.

This study is limited to document analysis, it does not directly measure children's acquisition of values or the effectiveness of teacher practices. Since the study is based on a single classic text and a single edition, generalizability is limited when considering different editions, translation choices, and illustration sets. The analysis process was conducted within the Turkish context and the conceptual language of the TYMM Preschool Education Program, since the meaning universe of values may vary across cultures, possible semantic shifts between the original French text and the Turkish translation have the potential to influence the findings. Biases related to the measurement tool are also evident: Since the code book was derived from the core values of TYMM, sensitivity to certain categories may increase, while the visibility of value patterns that do not fit into this framework (e.g., aesthetics, humor, creativity) may decrease, furthermore, unitization and intensity criteria (frequency-based counting) may not fully reflect the qualitative subtleties in the narrative. Even with reliability checks, the influence of coders and the subjectivity of interpreters cannot be completely eliminated. Finally, the years covered by the literature selected for context analysis, the indexes, language, and full-text access conditions carry the risk of publication bias. For these reasons, the findings will gain stronger external validity when supported by multiple text/edition comparisons, replication studies in different cultural contexts, and classroom application data. Although inter-coder agreement is high ($\alpha = .87$), sub-indicator interpretations may be influenced by cultural context, and potential updates to the TYMM-OOÖP may alter value priorities. In the future, testing the effectiveness of classroom interventions using experimental or mixed methods, conducting multiple text comparisons, and testing digital-interactive book versions with larger samples, including children with special needs, will increase the generalizability and practical value of the findings. This study is the first comprehensive analysis

systematically aligning The Little Prince with the core values of TMM-PTP; it claims to provide a unique application guide for the literature by offering a code-theme matrix that directly references teachers' integrated activity designs.

SUGGESTIONS

As a result, it is recommended to develop original activity plans and visually enriched book sets focused on the Little Prince in order to strengthen root values such as "justice" and "respect", which are represented with low frequency within the scope of the 2024 Turkey Century Education Model. These materials should be designed to increase value diversity in teachers' classroom practices and should be integrated with assessment and evaluation tools. Secondly, future research should not be limited to a single classical text; adopting a multi-text approach in which different classical and contemporary works are examined together will expand the balance between values and cultural representation. In parallel, designing digital content for teachers, such as augmented reality plug-ins and interactive e-books, will make it possible to test the effect of these materials on children's value internalization level with experimental designs.

Ethical Statement

This study is based on secondary qualitative content analysis of documents obtained from public/open academic sources that do not involve human or animal participants. Since no personal data was collected and no intervention/experimental application was conducted, ethical committee approval is not required. Research and publication ethics principles have been adhered to.

Author Contributions

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Data Collection (CRediT 2) Author 1 (%50) – Author 2 (%50)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%50) – Author 2 (%50)

Writing the Article (CRediT 12-13) Author 1 (%50) – Author 2 (%50)

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There is no conflict of interest between the authors in this study.

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