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The contribution of picture story books to values education through an integrated educational approach: the case of The Little Prince

Gülçin Güven [1], Seher Yumugan [2], Sümeyye Karagöz [3]

Abstract

This study examines the compatibility of Antoine de Saint-Exupéry's The Little Prince with the Turkish Ministry of National Education's Preschool Education Program and its use within the framework of integrated education. Conducted using a mixed-methods research model, the study randomly assigned 66 children attending an independent preschool in Istanbul-Pendik to an experimental (n = 33) and a control (n = 33) group. The experimental group was given three weeks of interdisciplinary activities based on the book, and data were collected using the Teacher and Family Values Scale and structured observation forms. Quantitative data were analyzed using the independent samples t-test, and qualitative findings were analyzed using content analysis. Results indicate that the experimental group statistically significantly outperformed the control group in the dimensions of responsibility, respect, cooperation, honesty, and friendship ($p < .05$). Qualitative observations confirmed that children made significant progress in establishing empathy, solving group problems, and peer communication. Cohen's d values ranged from .62 to .95 in the data analysis, indicating that the effect sizes were moderate to large. The study was conducted with the approval of the ethics committee and informed parental consent, and data confidentiality was maintained. In terms of originality, the study experimentally matches a text frequently cited in the international literature with Turkey's current preschool program framework for the first time, integrating theoretical discussion with classroom application data. The data obtained show that when picture storybooks are supported by integrated activity plans, they increase the visibility and measurability of values education. The research encourages the inclusion of intercultural literary works in the preschool curriculum; it recommends prioritizing story-based designs in teacher education and continuing similar applications longitudinally in different age and socio-cultural groups. Limitations include the sample being restricted to a single institution and follow-up measurements being limited to six

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[1] Department of Elementary Education, Atatürk Faculty of Education, Marmara University, İstanbul, Türkiye, gulcinm@marmara.edu.tr
[2] Private Frigya Children Preschool, Eskişehir, Türkiye, yumugans34@gmail.com
[3] Marmara University, İstanbul, Türkiye, sumeyyekrgz44@gmail.com

weeks; this calls for broader and longer-term designs in future research. The findings provide concrete evidence for program developers and shed light on the need for policymakers to reassess resource allocation.

Introduction

Early childhood is a period of rapid physical, cognitive, social, and emotional development, representing one of the most critical stages of education. The early childhood period is a time when individuals develop their physical skills, strengthen their thinking abilities, learn to form social relationships, and experience managing their emotions. This process forms the basis of an individual's capacity for learning, adapting, and communicating effectively with their environment in later life.

During this period, children develop language and communication skills while exploring their environment, learn social norms, and gain emotional awareness (Piaget, 1964; Vygotsky, 1978). The early childhood period is a time of rapid physical, cognitive, social, and emotional development, making it one of the most critical stages of education. Recent research shows that early childhood education makes significant contributions to an individual's future academic and social success. Shi and Lee (2021) note that this education strengthens children's intellectual abilities by promoting their cognitive development, while Shavkatovna (2023) emphasizes that preschool education has a positive impact on long-term academic success by increasing learning motivation. Furthermore, play-based approaches have been shown to enrich the development of physical, social, and emotional skills by supporting learning processes in early childhood (de Almeida et al., 2024). The increasing importance given to this area in education policies is improving the quality and accessibility of the education provided (Gu, 2023). It is stated that early childhood education plays a critical role not only for individual development but also for social welfare and economic growth (Olanrewaju & Omeghie, 2024); Saikia (2024) has revealed that investments in this area provide lasting benefits for lifelong learning, employment, and social integration. In Turkey, the Ministry of National Education's Preschool Education Program, which aims to support the cognitive, emotional, and social development of children aged 36-72 months with a holistic approach, takes on particular importance in light of these data (Ministry of National Education [MoNE], 2024). Although the early childhood period in the literature generally corresponds to the age range of approximately 0-8 years, from birth to the first years of primary school (Piaget, 1972; Vygotsky, 1978), this study focuses on the preschool sub-stage of this broad period, namely the 36-72 month group targeted by the MoNE. The Little Prince work examined in this study was not presented directly to this age group but, as detailed in the methodology section, was divided into short sessions, simplified in language, and supported with visuals. Thus, the aim was to convey the values in the book, such as friendship, responsibility, sharing, and empathy, in a way that is consistent with the developmental characteristics of preschool children.

In this context, the fact that the edition of The Little Prince used in the study, published by Can Çocuk Yayınları, is recommended by the publisher for ages 9-12 and grades 5-8 is considered merely a classification related to the primary target audience and is not seen as a direct obstacle to educational adaptation. Findings regarding the multi-layered structure of the work, which can be reinterpreted for different age groups and used as a flexible model text, particularly in values education, have been discussed in detail in recent studies (Gairola, 2023; Sri Revathi & Godwin Raj, 2024; Tasić Mitić et el., 2022; Waruwu et al., 2023). In this study, The Little Prince was not used in its entirety and uninterrupted, but as a series of 9 short sessions derived from 27 chapters, in the form of an illustrated story material with simplified language and supported by visuals. Therefore, the findings should be interpreted as evidence of the effects that emerge when specific sections of the book are used in integrated activities for the 36-72 month age group, adapted by the teacher, rather than as a generalized recommendation for reading the work verbatim in the preschool period.

The critical importance of early childhood education stems from the fact that the education provided during this period shapes both the individual's academic success and social adaptation skills (Ekinci Vural & Kocabaş, 2016; Gu, 2023; Karayel & Öztürk Samur, 2022). Children's learning potential is at its highest during this period, and the education provided plays a decisive role in revealing their individual capacities and developing a healthy personality (Saikia, 2024; UNESCO, 2022).

Research conducted in Turkey indicates that the materials used in preschool education are not fully aligned with the program outcomes specified by the Ministry of National Education (MoNE) and that there are shortcomings in the transmission of universal values to children (Aküzüm & Ergenekon, 2021; Turan & Ulutaş, 2016). Turan and Ulutaş (2016) noted that picture storybooks have deficiencies in terms of content and program alignment. Similarly, a review by Aküzüm and Ergenekon (2021) emphasized that studies on values education in the preschool period are limited and that existing studies are insufficient in practice. Furthermore, Uzun and Köse (2017) drew attention to the problems teachers encounter in implementing values education and stated that material deficiencies constitute a significant obstacle in this process. These shortcomings are not unique to Turkey. International research shows that preschool education has a major impact on cognitive development and intellectual abilities (Shi & Lee, 2021). Furthermore, it is emphasized that early childhood education has a long-term effect on academic achievement and develops social-emotional skills (Shavkatovna, 2023). Play-based approaches in education support children's learning processes and contribute to their physical, social, and emotional development (de Almeida et al., 2024).

The content of materials used in early childhood education needs to be strengthened. Neuman and Powers (2021) note that early childhood education is not given sufficient priority in terms of policy and resource allocation in some countries, which negatively affects the quality of materials available in the classroom. This finding indicates that picture storybooks used in preschool education should be selected and reorganized in a way that supports not only language development but also the values envisaged by the program . In this study, The Little Prince was therefore matched with the MoNE Preschool Education Program (MoNE, 2024) learning outcomes and evaluated as activity material within an integrated book education model. The term "picture books" in the theoretical framework of this study is an umbrella concept covering all children's books that use both text and visuals. However, the material examined in this study corresponds to the sub-type "picture storybook" within this broad category, as the selected work is based on a single fictional narrative, and value acquisition can be more easily integrated with such narratives.

Picture story books are important materials that develop children's imagination, support their language skills, and convey social values (Sever, 2008). Özdemir and Beceren (2020) states that picture story books are effective in developing children's critical thinking skills, increasing their attention spans, and supporting their empathy skills. Recent international studies also show that picture storybooks contribute to children's language development and cognitive skills. Ratnasari et al. (2024) state that picture storybooks are an effective tool for language learning in early childhood and make learning processes more efficient by capturing children's attention. Similarly, Pu et al. (2023) reveal that picture books are increasingly used in preschool education and that children gain awareness of social and cultural values through stories. However, there are also some issues regarding the content and educational quality of picture storybooks. Phekani (2023) found that early childhood teachers do not sufficiently use picture storybooks to develop social skills and that activities to strengthen children's communication skills are lacking. Furthermore, it is emphasized that picture storybooks play an important role in developing children's imagination and encouraging them to read. Niland (2023) states that picture storybooks nurture children's creativity and help them develop a positive reading identity. However, in his study, Yılmaz (2019) examined 100 picture storybooks published in Turkey in terms of the achievements in the MoNE Preschool Education Program and found that only 25% of these books met the achievements in the program. This situation clearly shows that educational materials need to

be improved in terms of quality and quantity. In this study, the term "picture storybook" refers to books aimed at the preschool age group, which have textual-visual integrity and are structured around a single fictional narrative. Therefore, the discussion covers this narrowed-down genre rather than all subgenres of children's literature.

In recent years, studies directly focused on The Little Prince have also emerged regarding the use of picture storybooks in preschool values education. In their study, Güven and Yumugan (2025) mapped how the core values defined in the Turkey Century Education Model Preschool Teaching Program are represented in the work through a multi-layered document analysis, showing that relational values such as responsibility, empathy, and love are strongly present in the text, while more abstract values such as justice and self-control are relatively weak. The researchers also emphasized, based on teacher opinions, that these values should be supported by structured activities in the classroom environment, a point that justifies the integrated series of activities applied in our study. On the other hand, Zorba et al. (2024), while analyzing The Little Prince with a "plant study map," an ecocentric reading tool, revealed the intertextuality of the text that can be established with science, art, philosophy, and local traditions, showing that the work is a rich model text in children's literature that can be opened to different disciplines. This study proves that the text is not a one-dimensional "children's novel" but a flexible narrative that can be adapted to different educational purposes. When these two studies are evaluated together, it is seen that The Little Prince can be matched with the values framework of the current preschool program and also allows for interdisciplinary readings. Our study aims to contribute to this accumulation by presenting an application example that has been tested within an educational model adapted to the 36-72 month age group, divided into sessions, and integrated.

Antoine de Saint-Exupéry's work, The Little Prince, presents a profound narrative that brings together universal values such as love, friendship, honesty, justice, patience, respect, responsibility, and generosity (Çeliktürk Sezgin & Güneş, 2022). The symbolic language used in the work supports children's critical thinking, empathy, and ability to understand themselves in a social context. Based on Schwartz's (1992) value classification, the work contains 197 different value messages, and it is seen that a significant portion of these values are conveyed directly (Çeliktürk Sezgin & Güneş, 2022). Recent studies emphasize that The Little Prince is not just a children's book, but also a philosophical and educational work that appeals to different age groups (Gairola, 2023). Gairola (2023) states that this work contributes to children's understanding of identity development, social awareness, and the concept of individual freedom. Furthermore, Tasić Mitić et al. (2022) state that The Little Prince offers multi-layered meanings for different individuals and should be approached with individualized teaching models to contribute to children's personal development. The metaphors and symbols in the work offer readers a profound process of reflection on the meaning of life (Sri Revathi & Godwin Raj, 2024). Sri Revathi and Godwin Raj (2024) state that the characters in the work offer important clues for values education through concepts such as responsibility, friendship, and human nature. Therefore, The Little Prince has the potential to be not only a storybook but also a versatile educational material that teachers can use in their activity plans (Waruwu et al., 2023). In light of these findings, The Little Prince should be considered an effective material for values education in early childhood education and should be used by teachers in structured activities aimed at developing critical thinking, empathy, and ethical values. This study aims to evaluate the usability of The Little Prince book as an educational material in preschool education.

The Little Prince is not merely a didactic text serving the transmission of values in modern children's literature; it is also a multi-layered narrative that incorporates universal folkloric and mythological codes. According to Campbell's (1949) "hero's journey" schema, the main character of the work leaves his familiar world (asteroid B-612), undergoes trials in unusual places, encounters different guide figures (fox, snake, pilot), completes his transformation, and gains a superior insight into his true self. Similarly, the "departure-trial-return" sequence defined in Propp's (1968) functional analysis can be

observed sequentially during the Little Prince's visits to six planets: the commanding king takes on the role of "assignment," the conceited "anti-hero," the drunk "obstacle," the businessman "treasure," and the lamplighter "helper." This hierarchical progression offers young readers a universal moral map.

The motif of "journey/companion" found in Turkey's oral culture tradition (Boratav, 2003) shows a structural similarity to the fox-prince relationship in The Little Prince. In Anatolian fairy tales, the hero matures through the advice received from a wise person or an animal-shaped helper encountered during his journey (Elçin, 1997); the fox's call to "tame me" in The *Little* Prince is similar to this motif of the animal giving advice (Saint-Exupéry, 2015). On the other hand, while the motif of friendship in Turkish fairy tales generally aims at collective salvation, in The Little Prince, individual inner discovery is at the forefront; this reinforces the modern existentialist interpretation of the work.

The recurring images of the desert and the well in the text resonate with the theme of "coming of age in desolation" in the Turkish epic tradition. The hero's discovery of his identity in the steppe through a celestial guide in the Epic of Oğuz Khan (Jureyev a& Kochkarov, 2018) is reproduced in the dialogue between the Little Prince and the pilot in the desert. Thus, despite being a Western text, the work builds a cross-cultural bridge that also evokes Eastern-Anatolian narrative patterns.

This folkloric-mythological reading helps explain why the book appeals to a wide range of emotions and thoughts in the context of preschool values education. The archetype of the hero's journey instills self-efficacy and problem-solving confidence in children, while the journey/friend motif embodies the values of empathy and loyalty. From an interdisciplinary perspective, this archetypal backbone of the text allows teachers to enrich story-based activities with universal and local motifs; thus, children's cultural identity construction integrates with the universal human heritage (Dundes, 2007).

Within the scope of the research, the book's plot and characters were analyzed, and the work's compatibility with the gains and indicators determined by the Ministry of National Education was examined. In addition, the contributions of the work to children's cognitive, social-emotional, and language development were investigated using integrated activity plans based on the book.

It has been observed that the materials used in preschool education in Turkey do not fully align with the objectives and outcomes of the education program and are insufficient in conveying universal values to children (Aküzüm & Ergenekon, 2021; Uzun & Köse, 2017). Research indicates that preschool teachers have a positive attitude towards values education, but that the current program has shortcomings in this regard (Kozikoğlu, 2018). Kurgun and Bümen (2024) revealed that the 2013 Preschool Education Program has shortcomings in terms of scope, phasing, continuity, balance, integration, flexibility, and usability. It was found that some parts of the program were inadequate in terms of flexibility and application. Similarly, Uzun and Köse (2017) stated that teachers found the content of the current program related to values education inadequate and that they generally provided this education on their own initiative. Furthermore, Kozikoğlu (2018) noted that preschool teachers displayed a high level of positive attitude towards values education, but that the program was inadequate in terms of concrete activities and that implementation was generally left to the teachers' initiative. This situation indicates that values education is provided within the implicit curriculum. It has been determined that teachers place the most emphasis on the values of responsibility, cooperation, respect, tolerance, and love in values education, while the most difficult values to instill are empathy, patience, loyalty, and justice (Aküzüm & Ergenekon, 2021). This study addresses these shortcomings and evaluates the potential contributions of The Little Prince book in this area.

In this context, the research seeks to answer the following questions:

- In what ways is Antoine de Saint-Exupéry's The Little Prince compatible with the Ministry of National Education (MoNE) Preschool Education Program outcomes?
- How can The Little Prince book be used as activity material within the framework of an integrated education approach in preschool education?
- What is the contribution of activities supported by The Little Prince book to the developmental areas (social, emotional, language, cognitive, etc.) of children in the preschool period?
- How does students' participation in activities based on The Little Prince book make a difference in terms of educational outcomes?

The findings of the research are expected to serve as a guide for teachers and educational material developers. Furthermore, the study aims to make an original contribution to the literature on the integration of children's literature into education.

Method

The main objective of this research is to determine the degree of structural and content-level alignment between picture storybooks, specifically Antoine de Saint-Exupéry's The Little Prince (Saint-Exupéry, 2015), and to assess its usability as activity material within the integrated education model. To this end, the study was structured to develop and implement activity plans aligned with the teaching program objectives. During the research process, both the educational functionality of the teaching material and its effects on children's developmental gains were examined in a multidimensional manner. A mixed methods approach was adopted in the research; qualitative and quantitative data collection techniques were used together to seek comprehensive answers to the research questions identified.

1. Research Model and Design

This study was designed using a mixed methods research model that combines qualitative and quantitative data collection techniques to examine the applicability of integrated approaches in education (Creswell & Plano Clark, 2015; Johnson & Onwuegbuzie, 2004). In this context, literature review, document analysis, content analysis, observation, and comparative table analysis were utilized as the main research procedures (Baki & Gökçek, 2012). This method allowed for the content and thematic analysis of The Little Prince book, as well as the quantitative assessment of the book's alignment with the Ministry of National Education (MoNE) Preschool Education Program learning outcomes (MoNE, 2024).

2. Population and Sample

The universe of the study encompassed preschool education institutions throughout Turkey; however, the sample was narrowed down for reasons of feasibility and logistics (Patton, 2015). Accordingly, an independent kindergarten in the Pendik district of Istanbul was selected, and the institution's education program and student profile were found to be suitable for the study's objectives (Creswell & Plano Clark, 2015).

Two participant groups were determined for the study: an experimental group and a control group. The experimental group consisted of 33 students, 15 girls and 18 boys, aged between 36 and 72 months; care was taken to ensure that the participants had not previously encountered The Little Prince book. This allowed for a more objective assessment of the book's effectiveness as an educational material (Fraenkel et al., 2018). The control group was selected from 33 students (16 girls, 17 boys) from a different preschool institution with similar characteristics in terms of age range and gender balance. The aim was to create a structure comparable to the experimental group and to support the educational effects of The *Little Prince* with quantitative data (Johnson & Onwuegbuzie, 2004).

Table 1. Frequency and percentage distribution of the study group's personal characteristics

Personal Characteristics		Experimental Group	Control Group
		f	f
Gender	Female	15	16
	Male	18	17
Number of Siblings	Only child	11	14
	One sibling	13	16
	Two or more siblings	9	3
Duration of Attendance at	One year	2	6
Preschool Education	Two years	14	11
Institutions	Three years	14	13
	Four years	3	3
Mother's Education Level	Elementary	0	1
	Middle School	0	0
	High School	4	6
	University	29	26
Father Education	Elementary	0	2
	Middle School	1	0
	High School	1	6
	University	31	25
Mother's Age Group	18-25	0	1
	26-33 years	5	15
	34-41 years old	25	16
	42 years and older	3	1
Father's Age Group	26-33	1	7
	34-41 years old	20	19
	42 years and older	12	7
Teacher Age Group	18-25	1	1
	26-33	1	1
Teacher Seniority Year	1-5 years	1	0
	6-10 years	1	2

Table 1 shows that the gender distribution of children in the experimental and control groups is similar (15 girls and 18 boys in the experimental group; 16 girls and 17 boys in the control group). Purposeful sampling was used to determine both groups, and participants were selected based on their previous lack of exposure to the book. This selection aimed to increase the validity of the research and ensure that the findings produced reliable and consistent results (Cohen et al., 2018; Patton, 2015).

In terms of number of siblings, 11 children in the experimental group were only children, 13 had one sibling, and 9 had two or more siblings. In the control group, 14 children were only children, 16 had one sibling, and 3 had two or more siblings. In terms of the duration of preschool education, 2 children in the experimental group attended for one year, 14 children for two years, 14 children for three years, and 3 children for four years; while 6 children in the control group attended for one year, 11 children for two years, 13 children for three years, and 3 children for four years. Looking at the mothers' educational status, 4 mothers in the experimental group were high school graduates and 29 were university graduates, while 6 mothers in the control group were high school graduates and 26 were university graduates. Looking at the educational status of the fathers, 1 father in the experimental group had a middle school education, 1 had a high school education, and 31 were university graduates; while in the control group, 2 fathers had an elementary school education, 6 had a high school education, and 25 were university graduates. According to the age groups of the mothers, the majority of mothers in the experimental group (25) were in the 34-41 age range, while in the control group, 15 mothers were in the 26-33 age range and 16 mothers were in the 34-41 age range. When examining the age groups of the fathers, most of the fathers in the experimental group (20) were in the 34-41 age range, while 19 fathers in the control group were also in the 34-41 age range.

All four teachers participating in the study were female and had bachelor's degrees. In addition, the experimental group included one teacher with 1-5 years of experience and one teacher with 6-10 years of experience, while the control group included two teachers with 6-10 years of experience. When examining the age distribution of the teachers, one teacher in each of the experimental and control groups is aged 18-25, and one teacher in each group is aged 26-33.

3. Data Collection Tools

The data collection tools in the study were determined in accordance with the purpose and scope of the study (Creswell & Plano Clark, 2015). The Turkish edition of Antoine de Saint-Exupéry's The Little Prince was used as the source of narrative-based integrated activities in the study (Saint-Exupéry, 2015). The study was based on the 112-page hardcover edition published by Can Çocuk Yayınları, based on the joint translation by Tomris Uyar and Cemal Süreya. Although this edition is recommended by the publisher for ages 9-12 and grades 5-8, since the sample of the study consisted of preschool-aged children, the text was divided into sessions by the researcher, explanatory descriptions were shortened, and dialogue sections were presented with visual support. Thus, the value-themed sections of the work were preserved, but a narrative level compatible with children's attention span and language development was achieved. Furthermore, since the publisher's age label for the work is 9-12, the findings reported in this study are only valid under the conditions that selected sections of The Little Prince were presented to the 36-72 month age group in short, visually supported sessions adapted by teachers. This positions the research as a starting point for subsequent studies focusing on book adaptation processes in the preschool context.

4. Adapting the Implementation Process to Age Levels

The fact that The Little Prince was analyzed across 27 chapters in the research was for the purpose of determining the value themes within the scope of the research; the book was not presented to the children in its entirety, uninterrupted, and as a full text. Taking into account the attention span and language level of preschoolers, the 27 chapters were combined into 9 sessions (3 sessions per week, 3 weeks total) by merging sections with similar themes and values. Each session used only a short narrative section, supported by visuals, followed by a play/drama/art activity that embodied the relevant value. This created a short, repetitive presentation structure aligned with the children's age and developmental characteristics.

The sections of the text with high symbolic and philosophical density (e.g., scenes with strong abstract connotations such as encounters with the fox and the snake) were simplified in line with the views of two teachers experienced in preschool education, behavioral examples were given instead of abstract expressions, and meaning was deepened using teacher-guided question-and-answer techniques when necessary. This adaptation ensures alignment with the "language development," "social-emotional development," and "values education" outcomes outlined in the MoNE Preschool Education Program (MoNE, 2024), with values such as sharing, taking responsibility, friendship, and empathy expressed in everyday language that children can understand. Therefore, the 27-part analysis was used to create the thematic framework of the application, rather than for direct transfer to practice.

While ensuring the appropriateness of the application to age and developmental characteristics, the principle of "values being included in all areas of the program, taking into account the developmental characteristics of children" in the 2024 Preschool Education Program was adopted, and the prepared 9-session integrated activity drafts were shared with two teachers experienced in the field of preschool education. In line with the teachers' opinions, long and abstract explanations were shortened, values were rephrased using behavioral examples referring to children's daily lives, and, when necessary, they were made concrete using question-and-answer and drama techniques. Thus, the book's rich value content was preserved, but the presentation level was made compatible with the language, attention, and social-emotional development characteristics of the sample group.

First, the 27 chapters of The Little Prince were examined using document and content analysis methods; the main idea, character traits, plot, and educational outcomes were evaluated (Bowen, 2009).

The content of the book was matched with the Ministry of National Education (MoNE) Preschool Education Program outcomes, and the developmental areas supported by each chapter were identified (MoNE, 2024). Following these analyses, chapters with similar value themes were grouped together, and the total of 27 chapters were restructured into a nine-session series, taking into account the criteria of duration, language level, and thematic integrity. Each session was placed into a standard session template consisting of a short story narration of approximately 5-7 minutes and a 10-15 minute play, drama, or art activity. The prepared session drafts were submitted to two teachers with at least five years of experience in preschool education for expert opinion. The teachers made suggestions regarding the shortening of long and abstract expressions, the concretization of abstract concepts, and the use of question-and-answer and drama techniques. In line with these suggestions, the necessary language and time adjustments were made, and the adaptation process was structured into a form that was not based on random decisions but was structured and traceable. During classroom applications, factors such as children's level of participation in activities, their interest in activities, their interactions, and the creativity they displayed throughout the process were monitored through teacher observations; these observations were taken into account to improve the quality of the application and to make adjustments during the process (Merriam & Tisdell, 2015). To measure children's value perceptions, the Preschool Values Scale Family and Teacher Form was used, which was validated and approved by Seviye Neslitürk and Çeliköz and developed to determine the value levels of 5-6-year-old children based on family and teacher opinions. The Preschool Values Scale Family and Teacher Form was administered to the families and teachers of 110 students, and the researchers conducted validity and reliability studies ( ). The researchers found that the Kaiser-Meyer-Olkin value for the teacher form was 0.79 and for the family form was 0.77. The Bartlett's Sphericity test X2 value for the teacher form was calculated as 1.587, $p<0.001$; and for the family form, the X2 value was 1.564, $p<0.001$. According to the split-half method, the reliability coefficient for the teacher form is .86; and for the family form, it is .84. The Cronbach Alpha reliability coefficient was found to be .91 for the teacher form and .89 for the family form (Neslitürk & Çeliköz, 2015). The impact of book-based activities on social, emotional, language, cognitive, and self-care skills was supported by quantitative data through the Preschool Values Scale Family and Teacher Forms (Denham et al., 2012). The information obtained during the data collection process was supported by multidimensional analysis approaches; thus, the use of The Little Prince book as activity material in the preschool education context was comprehensively evaluated (Cohen et al., 2018).

5. Differentiation of activities applied in the experimental and control groups

The activities applied to the experimental group in the study were pre-structured by the researcher based on the value themes of The Little Prince book (friendship, responsibility, sharing, empathy, etc.). Each session included reading/narrating the relevant section of the book, followed by a drama, game, art, or language activity that concretized the value. Therefore, in the experimental group, both learning areas (language, social-emotional, cognitive, art) and values education were integrated within the same session, and the materials used were specific to the book.

In the control group, the institution's routine preschool education program was implemented during the same period, and teachers conducted language, cognitive, play, and art activities in line with the daily plan included in the MoNE Preschool Education Program (MoNE, 2024). However, these activities were not designed based on a specific children's book or a single narrative; values were addressed as a separate theme and at the teacher's initiative. In other words, in the control group, integration occurred within the natural flow of the program (e.g., an art activity following a Turkish language activity), but no specific reading-narration-drama series aimed at systematically addressing the values in The Little Prince book was implemented. This distinction allows us to assume that the change observed in the experimental group stemmed from the book's value-based and planned presentation.

In the control group, the daily education plan based on the institution's current 2024 Preschool Education Program was implemented throughout the study period. Teachers sequentially covered Turkish, art, play, movement, and science activities in line with the program's area skills and learning

outcomes, focusing on developing children's effective language use, listening/watching, and speaking skills during the activities. Within this framework, the activities carried out in the control group over three weeks were not entirely devoid of value content. During story reading, poetry listening, free play, group work, and art activities included in the daily education plan, teachers occasionally emphasized values such as cooperation, sharing, responsibility, and respect. For example, in a poetry reading activity on the theme of friendship, children were encouraged to express their feelings; during free play, sharing and waiting for one's turn were supported through toy sharing; and in practices related to maintaining classroom order, the value of responsibility was highlighted. However, unlike the experimental group, this emphasis was not transformed into a system based on a specific literary text, conducted in sequential sessions, and planned around a single value theme. Therefore, the situation compared in this study is not the 'presence or absence of values', but rather the difference between a Little Prince-based, integrated, and pre-structured set of values and implicit values teaching based on teacher initiative within the routine program framework.

In this process, social-emotional learning skills and values such as respect, love, responsibility, helpfulness, sharing, and sensitivity, which are included in the Virtue-Value-Action Model specified in the program, were also naturally supported by the teacher within the flow of daily activities. However, these values were not tied to a specific children's book, a single narrative thread, or multiple activities planned around the same value; teachers emphasized the value according to the content of that day's activity and the needs of the class.

Unlike the experimental group, reading/storytelling activities in the control group were not based on The Little Prince; standard story, poetry, drama, and play activities included in the program were implemented . Teachers in the control group targeted the acquisition of skills specified in the 2024 Preschool Education Program, such as "retelling what they hear in order, expressing their feelings, and collaborating with their peers," but they did not present values education as a series derived from a single text, following one another and integrated around the same theme. Therefore, in the control group, values were addressed to the extent emphasized by the teacher in the daily flow and within the natural course of the program, while in the experimental group, a pre-structured, planned, and sequential presentation was made by the researcher around the value themes of The Little Prince. No additional intervention or training was provided to the teachers in the control group during this process; they were asked to continue their work in line with the existing program.

6. Implementation Process

The implementation process of the research was carried out in three stages. In the first stage, the suitability of The Little Prince book as educational material was evaluated based on a literature review and expert opinions, and local and international literature was compared accordingly. Table 2 summarizes the distribution of Turkey-focused studies and global studies within the framework of five main themes. This thematic comparison was conducted to objectively determine the original contribution areas of our research. First, by bringing together the topics focused on by local and international literature, it clearly revealed the existing research intensities and gaps, thus substantiating the themes in which the study offered valuable additional contributions. Furthermore, by highlighting the aspects of the findings that align with global trends rather than being limited to the national context, it has strengthened the generalizability of our results. This approach has both concretized the article's potential to fill gaps in the literature and reinforced the scientific originality of the study by positioning its findings within international education debates.

Table 2. Local-International Literature Comparison Table

Theme	Local Examples	International Examples	Common Findings	Significant Differences
Program Alignment	MoNE (2024) program document; Turan and Ulutaş (2016) preschool book-outcome analysis	Pu et al. (2023) picture book-curriculum review; Neuman and Powers (2021) policy priority	Emphasis on curriculum integrity	Detailed local regulatory context; international funding/access barriers are prominent
Value Transfer	Aküzüm and Ergenekon (2021); Uzun and Köse (2017)	Gairola (2023); Waruwu et al. (2023)	Universal values such as love and responsibility are common	Local studies focus on implementation shortcomings, international studies focus on philosophical depth
Teacher Attitudes / Implementation Challenges	Kozikoğlu (2018); emphasis on teacher initiative	Denham et al. (2012) emotional socialization; Chae and Oh (2024) family-teacher relationship	The teacher's role is critical	Material deficiency locally, parent-stakeholder dynamics internationally are prominent
Material Quality	Yılmaz (2019) picture book evaluation	Niland (2023) and Ratnasari et al. (2024)	The benefit of picture books in language and imagination	A 25% gain in alignment issues locally; internationally, intensive pedagogical design recommendations from
Learning Outcomes	Value scale results in your study	Cognitive effects by Shi and Lee (2021); long-term benefits by Olanrewaju and Omeghie (2024)	Increase in social-emotional development	Local data: increase in value scores; internationally, findings on cognitive-academic transfer are frequent.

When comparing the two bodies of literature, it is seen that both emphasize curriculum integrity in terms of program alignment, but local studies highlight regulatory details, while international studies emphasize access and funding difficulties. While the themes of love and responsibility converge on the common ground of value transfer, local research discusses the difficulties encountered in practice, while international literature focuses more on philosophical depth and abstract value analysis. Under the heading of teacher attitudes, local texts focus on material shortages and the limits of teacher initiative, while international texts highlight family-teacher cooperation and stakeholder dynamics. In terms of material quality, achievement alignment issues are noteworthy in Turkey, while external sources mostly offer pedagogical design suggestions. Finally, the theme of learning outcomes has been addressed more intensively in the global literature, and this relates the increase in value scores obtained in your study to a prominent gap in the literature, reinforcing the emphasis on originality.

Following a literature review, the alignment of The Little Prince book with the Ministry of National Education (MoNE) Preschool Education Program outcomes was determined (MoNE, 2024). Furthermore, this research was conducted in the fall semester of 2024 at the education faculty of a state university, and ethical approval was obtained from the university's ethics committee. The participant groups were identified and informed consent forms were distributed to parents at this stage (Fraenkel et al., 2018). In the second stage, the 27 chapters of The *Little Prince* were examined using document and content analysis methods; elements such as the main idea, characters, and plot were matched with the learning outcomes in the MoNE program. The data obtained were reported in terms of development

areas supported on a chapter basis and frequency and percentage distributions, detailing the pedagogical value of the book (Merriam & Tisdell, 2015). In the third stage, the prepared activity plans were used in classroom applications, and plans appropriate to the integrated education approach were developed for each chapter. The plans detailed the purpose, duration, materials, implementation steps, and evaluation methods of the activities. The applications in the experimental group were recorded by observing the children's level of participation, interactions, and gains, and the data obtained were evaluated with qualitative and quantitative analyses (Johnson & Onwuegbuzie, 2004). The implementation process was carried out systematically to support the validity and reliability of the study (Patton, 2015).

7. Data Analysis Methods

The data collected in the study were evaluated using qualitative and quantitative analysis methods (Creswell & Plano Clark, 2015). Within the scope of data analysis, the results of the content and document analysis of The Little Prince book were examined using the thematic content analysis method (Bowen, 2009; Merriam & Tisdell, 2015). The main ideas, character traits, plot, and educational outputs presented in the book chapters were systematically classified, revealing how these elements relate to the Ministry of National Education (MoNE) Preschool Education Program outcomes (MoNE, 2024). In this process, the development areas supported on a chapter basis and the relevant frequency and percentage distributions were determined. Quantitative data analysis was performed by evaluating the results obtained from the observation data and the scale used in the applications (Fraenkel et al., 2018). Data collected through the Preschool Values Scale Family and Teacher Form were analyzed using statistical analysis programs; differences between the experimental and control group data were statistically tested (Field, 2018; Tabachnick & Fidell, 2019). Thus, the effectiveness of The Little Prince book as an educational material was evaluated with a holistic and multidimensional approach in light of quantitative data (Johnson & Onwuegbuzie, 2004). The data obtained in the study were analyzed using the SPSS for Windows program. To evaluate the data, the differences between the pre-test and post-test scores of the children in the experimental and control groups on the Preschool Values Scale Family and Teacher Form were compared using an independent groups t-test. The statistical significance level was set at 0.05 throughout the study.

Findings

In this section, the data obtained in line with the hypotheses of the study were analyzed. First, the results of the independent groups t-test conducted to determine whether the mean pre-test scores of the children in the experimental and control groups on the Preschool Values Scale Family and Teacher Form showed a significant difference are presented in Table 3.

Table 3. Results of the t-test for the mean pre-test scores of the Preschool Values Scale Family Form for children in the experimental and control groups

Subscale	Variable	n	$\bar{X}$	Ss	t	Sd	*p*
Responsibility	Experiment	33	9.48	1.75	1.811	64	.075
	Control	33	8.75	1.50			
Respect	Experience	33	10.54	1.56	1.176	64	.244
	Control	33	10.15	1.12			
Collaboration	Experiment	33	7.87	1.11	.104	64	.918
	Control	33	7.84	1.25			
Integrity	Experience	33	9.12	.92	-,976	64	.333
	Control	33	9.36	1.08			
Friendship	Experience	33	7.45	1.20	-1.585	64	.118
	Control	33	7.87	.96			
Share	Experiment	33	9.06	.42	-2.022	64	.047*
	Control	33	9.33	.64			
Total Score	Experiment	33	53.54	2.89	.320	64	.750
	Control	33	53.33	2.47			

*p<.05

Table 3 shows that, according to the pre-test results of the Preschool Values Scale Family Form, there is no statistically significant difference between the mean scores of children in the experimental and control groups in most subdimensions (Responsibility, Respect, Cooperation, Honesty, Friendship/Companionship) (p>.05). However, in the Sharing sub-dimension, the pre-test mean score of the control group ($\bar{X}$=9.33) was found to be significantly higher than the pre-test mean score of the experimental group ($\bar{X}$=9.06) (p=.047). Furthermore, when examining the total scores, no significant difference was found between the experimental and control groups ($\bar{X}$=53.54 and $\bar{X}$=53.33; p>.05). These results indicate that the experimental and control groups had largely similar values in the pre-test measurement, but the control group's mean score was statistically slightly higher in terms of the Sharing subscale.

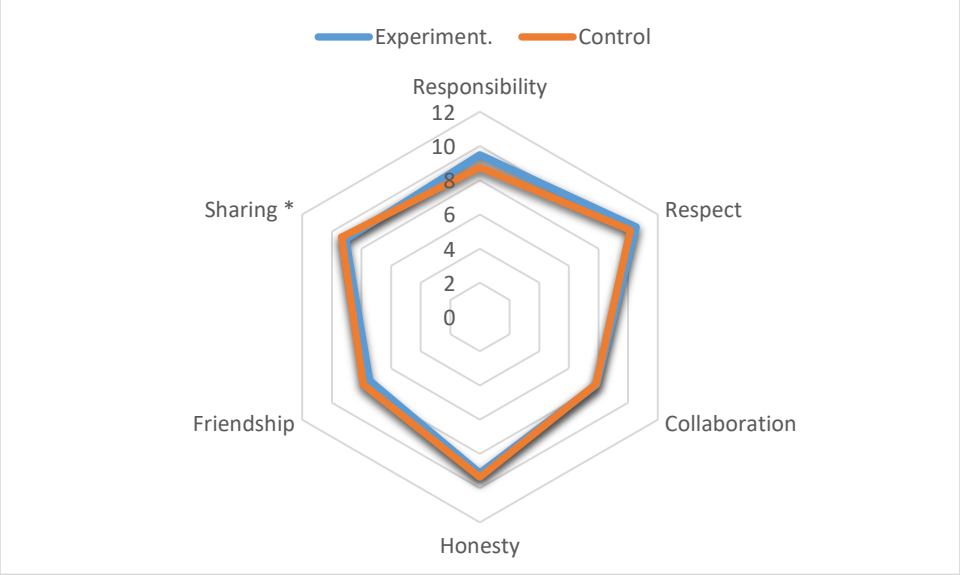


Figure 2. t-Test Results for the Pre-Test Mean Scores of the Preschool Values Scale Family Form in the Experimental and Control Groups

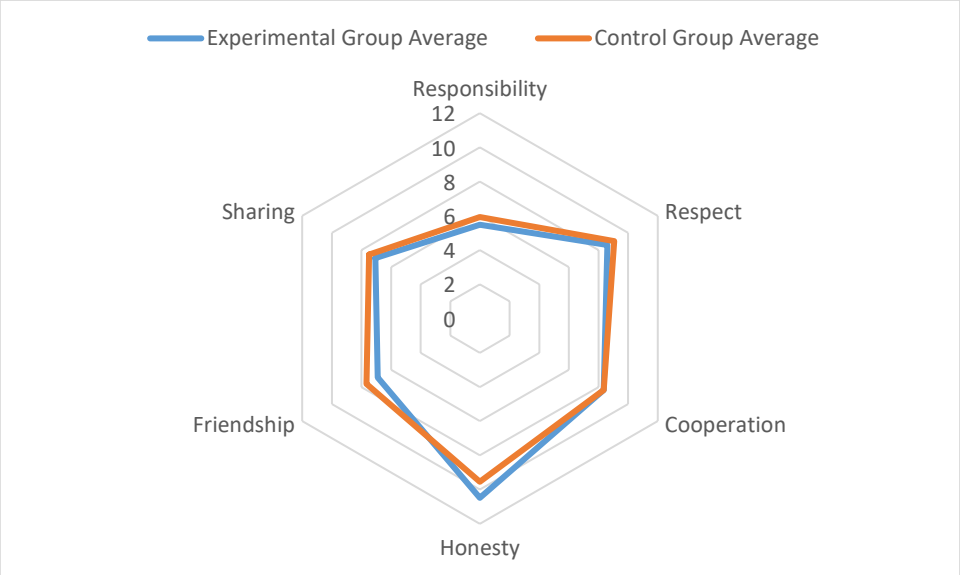
When examining Figure 2, it is seen that the profiles of the experimental and control groups in terms of value dimensions are largely similar; only a clear divergence in favor of the control group is observed on the sharing axis. This finding visually confirms the significant difference detected in the family reports.

Table 4. t-Test Results for the Pre-Test Mean Scores of the Preschool Values Scale Teacher Form for Children in the Experimental and Control Groups

Subscale	Variable	n	$\bar{X}$	Ss	t	Sd	*p*
Responsibility	Experiment	33	5.48	.87	-1.275	64	.207
	Control	33	5.93	1.85			
Respect	Experience	33	8.60	.99	-1.794	64	.077
	Control	33	9.06	1.05			
Collaboration	Experiment	33	8.36	1.05	,000	64	1,000
	Control	33	8.36	.99			
Integrity	Experience	33	10.48	.79	3,447	64	.001*
	Control	33	9.54	1.34			
Friendship	Experience	33	6.90	.63	-3.990	64	,000*
	Control	33	7.66	.88			
Sharing	Experiment	33	7.06	.49	-2.432	64	.018*
	Control	33	7.48	.87			
Total Score	Experiment	33	46.90	1.52	-1.803	64	.076
	Control	33	48.06	3.33			

*p<.05

Table 4 shows that the pre-test mean scores of children in the experimental and control groups on the Preschool Values Scale Teacher Form differ based on subdimensions. There is no statistically significant difference between the experimental and control groups in terms of the mean scores for Responsibility, Respect, Cooperation, and Total Score (p>.05). However, in the Honesty sub-dimension, the mean score of the experimental group ($\bar{X}$=10.48) was found to be significantly higher than that of the control group ($\bar{X}$=9.54) (p=.001). In the Friendship sub-dimension, the control group's average score ($\bar{X}$=7.66) was statistically higher than that of the experimental group ($\bar{X}$=6.90) (p=.000). In the Sharing sub-dimension, the control group ($\bar{X}$=7.48) again had a higher mean score than the experimental group ($\bar{X}$=7.06), and this difference was significant (p=.018). Therefore, in the pre-test measurements, the experimental group had a higher average score in honesty, while the control group had higher average scores than the experimental group in friendship and sharing values. When these results are evaluated, the fact that the groups are similar in terms of total mean scores and that the means in the subdimensions where significant differences were found favor different groups can be interpreted as meaning that the experimental and control groups can be considered largely similar in the pre-test measurements.



Graph 3. t-Test Results for the Pre-Test Score Averages of the Preschool Values Scale Teacher Form for Children in the Experimental and Control Groups

When examining Figure 3, it is seen that the profiles of the Experimental and Control groups regarding value dimensions are generally quite close to each other. The values of the groups almost overlap in the sub-dimensions of Responsibility, Respect, and Cooperation, while a slight increase in favor of the experimental group is observed in the Honesty dimension. It is evident that the control group has a higher average than the experimental group in the Friendship/Companionship dimension, and the most noticeable difference is again in favor of the control group in the Sharing sub-dimension.

Table 5. t-Test Results for the Final Test Mean Scores of the Preschool Values Scale Family Form for Children in the Experimental and Control Groups

Sub-dimension	Variable	n	$\bar{X}$	Ss	t	Sd	*p*
Responsibility	Experiment	33	9.39	1.56	1.705	64	0.093
	Control	33	8.78	1.31			
Respect	Experience	33	10.69	1.26	1.109	64	.272
	Control	33	10.39	.93			
Collaboration	Experience	33	7.69	.98	1.042	64	.301
	Control	33	7.45	.90			
Integrity	Experience	33	8.93	.96	-,731	64	.468
	Control	33	9.12	1.05			
Friendship	Experience	33	7.30	.76	.574	64	.568
	Control	33	7.21	.48			
Share	Experiment	33	9.15	.36	2,079	64	.042*
	Control	33	8.81	.84			
Total Score	Experiment	33	53.18	2.39	2.613	64	.011*
	Control	33	51.78	1.91			

*p<.05

When Table 5 is examined, it is seen that there are significant differences between the post-test mean scores of the children in the experimental and control groups on the Preschool Values Scale Family Form in terms of the Sharing subscale and Total Score after the intervention program was applied to the experimental group. In the Sharing subscale, the experimental group ($\bar{X}$=9.15) scored significantly higher than the control group ($\bar{X}$=8.81) (p=.042). When examining the total score averages, it is noteworthy that the experimental group ($\bar{X}$=53.18) scored significantly higher than the control group ($\bar{X}$=51.78) (p=.011).

In contrast, no significant difference was found between the experimental and control group mean scores in the subdimensions of Responsibility, Respect, Cooperation, Honesty, and Friendship (p>.05). These findings show that, according to family reports, the experimental group scored higher than the control group, particularly in terms of sharing and overall value levels (total score) after the intervention.

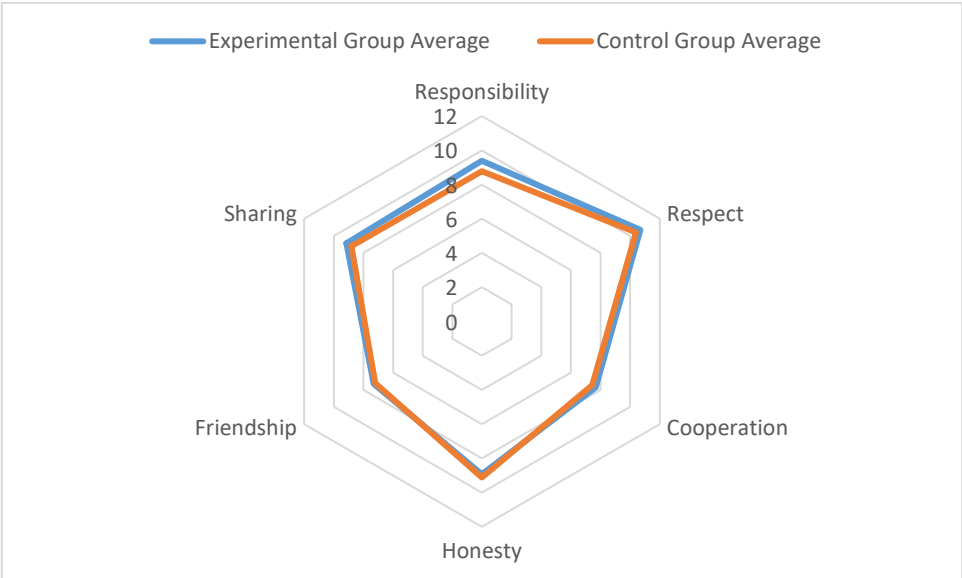


Figure 4. t-Test Results for the Post-Test Mean Scores of the Preschool Values Scale Family Form for Children in the Experimental and Control Groups

When examining Figure 4, it is seen that the profiles of the experimental and control groups in terms of value dimensions are generally close to each other, but there is a clear differentiation in favor of the experimental group, especially on the Sharing axis. The profiles of both groups largely overlap in the sub-dimensions of Responsibility, Respect, Cooperation, Honesty, and Friendship/Companionship, with no significant distance indicating a meaningful divergence. In contrast, the experimental group has a higher average than the control group in the Sharing dimension, which is clearly visible graphically; this supports the idea that the experimental group showed a significant improvement in sharing values after the intervention. Furthermore, the experimental group's superiority over the control group in the Total Score is also noteworthy.

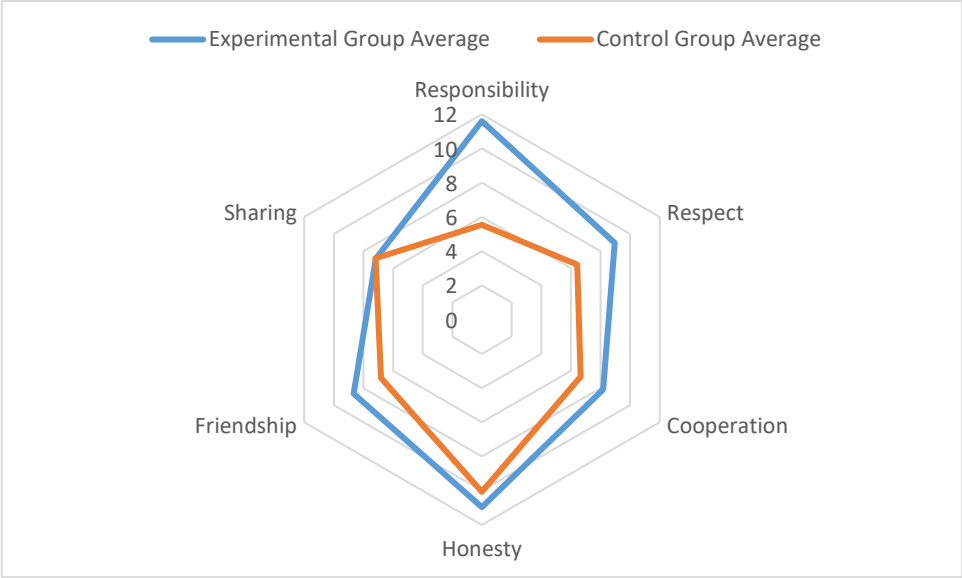
Table 6. Results of the t-test for the post-test mean scores on the Preschool Values Scale Teacher Form for children in the experimental and control groups

Sub-dimension	Variable	n	$\bar{X}$	Ss	t	Sd	*p*
Responsibility	Experiment	33	ACTIVE,60	1.22	38,744	64	,000*
	Control	33	5.54	1.09			
Respect	Experience	33	8.96	.63	9.679	64	,000*
	Control	33	6.42	1.37			
Collaboration	Experiment	33	8.18	.98	6,452	64	,000*
	Control	33	6.66	.92			
Integrity	Experience	33	10.96	.84	3,989	64	,000*
	Control	33	10.06	.99			
Friendship	Experience	33	8.66	.85	10.579	64	,000*
	Control	33	6.81	.52			
Share	Experiment	33	7.15	.44	-,272	64	.787
	Control	33	7.18	.46			
Total Score	Experiment	33	55.57	2.33	15.777	64	,000*
	Control	33	47.66	1.68			

*p<.05

When Table 6 is examined, it is seen that there are statistically significant differences in most of the final test score averages of the children in the experimental and control groups on the Preschool Values Scale Teacher Form. In particular, it is noteworthy that the mean scores of the experimental group are significantly higher than those of the control group in terms of the subdimensions of Responsibility, Respect, Cooperation, Honesty, Friendship/Companionship, and Total Score (p<.05). In contrast, no significant difference was found between the two groups in the subdimension of Sharing (p=.787).

These results show that, according to teacher observations, children in the experimental group scored higher than children in the control group on many subdimensions (responsibility, respect, cooperation, honesty, friendship) in terms of values education after the intervention program was implemented.



Graph 5. t-Test Results for the Mean Post-Test Scores on the Preschool Values Scale Teacher Form for Children in the Experimental and Control Groups

When examining Figure 5, a striking difference can be seen between the value profiles of the experimental and control groups. The experimental group scored significantly higher than the control group on the subdimensions of Responsibility, Respect, Cooperation, Honesty, and Friendship/Companionship. It is particularly noteworthy that the experimental group's score is much higher than that of the control group in the Responsibility dimension. In the Honesty sub-dimension, although the difference between the experimental and control groups is relatively smaller, the experimental group still has an advantage. In the Sharing sub-dimension, there is no significant divergence between the two groups, and the graph lines almost coincide on this axis. The total score data also clearly shows on the graph that the experimental group has a significant advantage over the control group in terms of overall value development.

Discussion, Conclusions, and Recommendations

This study aimed to evaluate the compatibility of Antoine de Saint-Exupéry's The Little Prince with the Ministry of National Education (MoNE) Preschool Education Program outcomes and its usability as educational material within an integrated education approach. In light of the quantitative findings, it was concluded that The Little Prince book makes important contributions to values education in the preschool period. The findings reveal that the book is particularly effective in conveying universal values such as responsibility, respect, cooperation, honesty, friendship, and sharing, and that it makes important contributions to children's social-emotional development. In this respect, our findings support studies that reveal the representation of values at the text level (Güven & Yumugan, 2025), but unlike them, they show that this representation can be conveyed to preschool children through short, visually supported, and game-based sessions. Furthermore, the interdisciplinary reading opportunity presented by Zorba et al. (2024) explains why the work is a preferred resource in an integrated educational approach.

According to the pre-test results of the study, the experimental and control groups were generally similar in terms of their perception of values at the beginning, with only certain differences observed in the values of sharing and honesty. However, after the intervention, it was determined that the experimental group had significantly higher total value scores and sharing sub-dimension scores according to the family form. In particular, the significant increase in the total score averages in the experimental group indicates that activities based on The Little Prince book positively affected children's overall value acquisition. This situation reveals that the work has the potential to be used as an effective material within the scope of an integrated education approach (Shavkatovna, 2023).

According to the final test scores on the teacher form, it was determined that the experimental group had statistically significantly higher scores than the control group in terms of responsibility, respect, cooperation, honesty, and friendship/companionship values. It is noteworthy that no significant difference was observed in the sharing sub-dimension. This result shows that teachers can observe children's behaviors in a different context from their families and that classroom activities have significant effects, especially in the social-emotional domain (Saikia, 2024). This supports the idea that the content of the work is rich in supporting children's social-emotional development and strengthening skills such as empathy, social awareness, and cooperation (Neuman & Powers, 2021).

From this perspective, the superiority observed in the final test scores of the experimental group is related to the presentation of these values in a planned, sequential, and integrated system based on a single text, rather than the children's first encounter with these values. Children in the control group also encounter values such as respect, responsibility, sharing, and cooperation within the daily flow of the MoNE Preschool Education Program, but this encounter occurs more at the level of an implicit program based on the teacher's momentary emphasis and guidance. The Little Prince-based application, on the other hand, horizontally linked the values through recurring characters and symbols across story, play, and drama activities, thus creating a more consistent learning context for children, both cognitively and emotionally. The fact that the effect sizes calculated in the experimental group were at a medium-high level indicates that the level of structured integration can make a meaningful difference in value acquisition.

The findings of this study are consistent with those of previous research in the field. Similar to studies emphasizing that picture storybooks support social and cognitive skills (Niland, 2023; Pu et al., 2023; Ratnasari et al., 2024), it has been determined that The Little Prince book has a significant impact, particularly on social-emotional skills. As emphasized by Çeliktürk Sezgin and Güneş (2022) and Gairola (2023), our findings are consistent with the values contained in The Little Prince supporting children's empathy, critical thinking, and social awareness skills. On the other hand, it is noteworthy that there are some differences between the observations of families and those of teachers. While families report significant differences in the value of sharing, teachers do not observe a significant difference in this area, pointing to the influence of different contexts between home and school environments. This situation necessitates that future studies examine family and teacher assessments in greater depth. Indeed, similar findings exist in the literature regarding how differences in observations between teachers and parents affect children's development. While teachers observe children's value development in the classroom environment, parents may note that different values come to the fore in the home environment (Lee, 2024). Furthermore, the fact that parents can observe the development of children's social skills more closely, while teachers can better assess their academic and group interactions, is cited as one of the reasons for this difference (Chae & Oh, 2024). However, it can be said that teachers' observations during the implementation process provide more objective and consistent results in measuring value acquisition (Olanrewaju & Omeghie, 2024). Strengthening the collaboration processes between educators and parents can reduce such observation differences and enable a more comprehensive assessment of children's gains in the values education process (Syuraini et al., 2022).

In conclusion, it has been found that using The Little Prince book in preschool education through integrated activities makes a meaningful contribution to supporting and strengthening the educational outcomes defined by the Ministry of National Education. The Little Prince book could be given a more prominent place in educational programs. Furthermore, it is important to review educational policies regarding the integration of similar works into educational processes and to support material development processes (Gu, 2023). When evaluated in terms of cultural identity construction, contribution to the tradition of folk storytelling, and trans-cultural value transfer, the integration of The Little Prince into the preschool education program has not only reinforced cognitive and social-emotional learning outcomes but also served as a "bridge of meaning" that enriches children's cultural self-identity. Thanks to the hero's journey schema, children experienced the "search for identity" metaphorically at a universal archetypal level ( ) through universal archetypes (Campbell, 1949), while

identifying with the journey/friend motif in the Turkish oral narrative tradition (Boratav, 2003), thus finding an opportunity to connect with local cultural roots. Thus, the work offers a contemporary contribution to the folk narrative heritage, intuitively combining the lines of fairy tales, epics, and modern literature to bring the "collective cultural memory" into the current classroom environment (Dundes, 2007). On the other hand, The Little Prince's multilingual, multicultural readership makes the values within the text (empathy, responsibility, friendship, etc.) shareable on a transnational level, presenting a powerful example of the trans-cultural value transfer in children's literature (O'Sullivan, 2004). Therefore, the findings of the study show that story-based activities make strategic contributions not only to pedagogical processes but also to intercultural adaptation and identity construction processes.

The findings obtained as a result of this study reveal that the potential of materials used in preschool education to support children's values education needs to be examined in more detail. Story-based learning approaches can be given more space in education programs. Future studies could increase the generalizability of the findings by conducting applications in different age groups and contexts and could comparatively analyze the effectiveness of different materials in education. Furthermore, longitudinal studies on the long-term effects of integrated educational practices based on children's literature could make significant contributions to the literature. These findings should be evaluated in the context of a single institution, a three-week implementation period, and the presentation of specific sections of the book adapted by the teacher.

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