ONGOING MECHANISM IN THE TACTILE COMMUNICATION BETWEEN CHILDREN AND ADULTS IN PICTURE STORYBOOKS FOR 4-TO-6-YEAR-OLDS

A THESIS SUBMITTED TO

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

OF

MIDDLE EAST TECHNICAL UNIVERSITY

BY

SÜMEYRA ERYİĞİT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF SCIENCE

IN

THE DEPARTMENT OF EARLY CHILDHOOD EDUCATION

OCTOBER 2017

Approval of the Graduate School of Social Sciences

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ABSTRACT

ONGOING MECHANISM IN THE TACTILE COMMUNICATION BETWEEN CHILDREN AND ADULTS IN PICTURE STORYBOOKS FOR 4-TO-6-YEAR-OLDS

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October 2017, 198 pages

The purpose of this study is to investigate the characteristics of meaning categories for individual touches in picture storybooks for 4-to-6-year-olds and related contextual factors and descriptive features. The sample of the study involves 489 picture storybooks for 4-to-6-year-olds. Qualitative analysis and inferential statistics were conducted. Ali Dayı Children Library in Ankara was chosen as the site to collect data, which required three weeks. Data was collected through a codebook, which was developed prior to the study. The findings of the study reveal that a positive affect touch, is the most common touch, in the images of a picture storybook. It is also found that female children and adults tend to touch more than male children and adults. Furthermore, most of the touching behavior is displayed by mothers. During tactile communication, hands and a whole body of the child is preferred, to other body parts. Also, touch was mostly initiated by adults. Finally, the

main meaning categories of individual touching is significantly related with sex of the author, sex of the illustrator, translation status, sex of the adult, location of the adult, the relationship between the child and the adult, the style of touch, the body part that is touched, the nature of the social occasion, and the initiator of the touch. This study has various implications regarding publishers, authors, teachers, parents and children.

Keywords: Tactile communication, non-verbal communication, touch, children literature, picture storybooks

ÖZ

4-6 YAŞ RESİMLİ ÖYKÜ KİTAPLARINDA ÇOCUK VE YETİŞKİN ARASINDAKİ SÜREGELEN DOKUNSAL İLETİŞİM

Eryiğit, Sümeyra

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Ekim 2017, 198 sayfa

Bu çalışma resimli öykü kitaplarında bireysel dokunuş anlam kategorilerinin özelliklerine, ilgili bağlamsal faktörlere ve tanımlayıcı özelliklerine göre araştırmayı amaçlamıştır. Çalışma kapsamında 4-6 yaş grubu çocuklarına yönelik yazılan 489 resimli öykü kitabı örneklem olarak seçilmiştir. Üç hafta süren veri toplama süreci için Ankara ilinde bulunan Ali Dayı Çocuk Kütüphanesi seçilmiştir. Veriler çalışma öncesinde geliştirilen kodlama kılavuzu eşliğinde toplanmış ve nitel analiz ve nicel analiz yöntemleri kullanılarak analiz edilmiştir. Çalışmanın bulguları olumlu etki dokunmanın resimli öykü kitaplarındaki resimlerde en sık rastlanan dokunma türü olduğunu ortaya koymaktadır. Ayrıca, kız çocuk ve kadın bireylerin, erkek çocuk ve erkek yetişkin bireylerden daha çok dokunma eyleminde bulunmaya yatkın oldukları

gözlenmiştir. Ek olarak, dokunma eylemi babalardan ziyade anneler tarafından daha sık gerçekleştirilmiştir. Dokunsal iletişim sırasında çocuğun eli ve tüm bedeni diğer vücut parçalarına göre daha çok tercih edilmiştir. Dokunmanın çoğunlukla yetişkinler tarafından başlatıldığı görülmektedir. Son olarak, bireysel dokunuş ana anlam kategorileri önemli ölçüde yazarın cinsiyeti, çizerin cinsiyeti, eserin çeviri durumu, yetişkinin cinsiyeti, yetişkinin bulunduğu konum, çocuk ile yetişkinin ilişkisi, dokunma tarzı, dokunulan vücut parçası, sosyal etkinliğin meydana geldiği mekan ve dokunmayı başlatan kişi ile bağlantılı olduğu bulunmuştur. Çalışma yayımcı, yazar, öğretmen, aile ve çocuklar için çeşitli çıkarımlar sunmaktadır.

Anahtar Kelimeler: Dokunsal iletişim, sözsüz iletişim, dokunma, çocuk edebiyatı, resimli öykü kitapları

To My Beloved Family

ACKNOWLEDGEMENTS

I believe that it wouldn't be possible to complete this thesis without help, support, guidance, and shared ideas of several people. First of all, I wish to express my deepest gratitude to my supervisor Assoc. Prof. Dr. Refika OLGAN for her invaluable guidance, advice, criticism, encouragements and supports throughout the research. I am also grateful to committee members, Assist. Prof. Dr. Hasibe Özlen Demircan and Assist. Prof. Dr. Metehan Buldu for their valuable comments and suggestions.

Next, I am grateful to Assist. Prof. Dr. Serap Sevimli Çelik, Assist. Prof. Dr. Volkan Şahin, Research Assistant Nisan Cansu Ertan and Research Assistant Seden Demirtaş İlhan for their support during the pilot study process.

Moreover, I wish to express my gratitude to my colleagues and friends Tuğçe Esra Terzioğlu, Turan Gülçiçek, Olcay Ketenci, Mustafa Çetin, Ezgi Şenyurt and office mates from EF-37 for their close friendship and support.

I wish to express my gratitude to staff of Ali Dayı Çocuk Library for their understanding during data collection process

Last but not least, I would like to thank my beloved family member Halime Eryiğit, Mehmet Eryiğit, Hümeyra Eryiğit, Hüseyin Furkan Eryiğit for their love, encouragement, and understanding during this process.

TABLE OF CONTENTS

PLAGIARISM iii

ABSTRACT iv

ÖZ vi

DEDICATION viii

ACKNOWLEDGEMENTS ix

TABLE OF CONTENTS x

LIST OF TABLES xiii

LIST OF FIGURES xv

CHAPTER

1. INTRODUCTION 1
   - 1.1. Background of the Study 1
   - 1.2. Touch and Children's Literature 5
   - 1.3. Significance of the Study 7
   - 1.4. Definition of Terms 17
2. LITERATURE REVIEW 21
   - 2.1. Early Childhood Education and Touch in Early Childhood Education 21
   - 2.2. A Sense of Touch 22
   - 2.3. Types of Touch 22
   - 2.4. Components of Touch 28
   - 2.5. Theoretical Framework Related with Touch 29
     - 2.5.1. Social Learning-Cognition Theory 30
     - 2.5.2. Attachment Theory 31

2.5.3. Gender-Role Socialization Theory 32
2.6. Children's Literature and Touch 33
2.6.1. General Characteristics of Picture Storybooks 33
2.6.1.1. Elements of Fiction 34
2.6.1.2. Features of Illustrations 36
2.6.2. The role of Picture Storybooks in terms of Tactile Communication ... 37
2.6.3. Related Studies in the World 38
2.6.4. Related Studies in Turkey 45
3. METHODOLOGY 48
3.1. Design of the Study 48
3.2. Population and Sampling 49
3.2.1. Characteristics of Target Population 49
3.2.2. Information About the Library 50
3.2.3. Information about the population 51
3.3. Instrumentation 51
3.3.1. Coding and Categorizing 52
3.3.2. The Pilot Study 55
3.4. Data Collection Procedure 57
3.5. Data Analysis Procedure 57
3.6. Validity and Reliability of the Study 59
3.7. Limitations of the Study 60
4. FINDINGS 61
4.1. Demographic characteristics of picture storybooks for 4-6 year-old children 61
4.2. Meanings of touch and contextual factors that are presented in picture storybooks for 4-6 year-old children 67
4.2.1 Meanings of touch that are presented in picture storybooks for 4-6 year-old children 67
4.2.2. Contextual factors that are presented in picture storybooks for 4-6

year-old children 79
4.3. Relationship between meaning categories for individual touches and descriptive characteristics and contextual factors 86
4.3.1. Relationship between main meaning categories for individual touches and descriptive characteristics and contextual factors 86
4.3.2. Relationship between sub-meaning categories for individual touches and descriptive characteristics and contextual factors 89
4.3.3. Relationship between the sex of author and descriptive characteristics and contextual factors 94
4.3.4. Relationship between the sex of the illustrator and descriptive characteristics and contextual factors 95
4.3.5. Relationship between the sex of the adult and descriptive characteristics and contextual factors 97
5. DISCUSSION 103
5.3. Discussion 103
5.3.1. Descriptive characteristics and contextual factors 103
5.3.2. Characteristics of meaning categories for individual touches and their relationship with descriptive characteristics and contextual factors ... 109
5.4. Implications of the Study 122
5.5. Recommendations for Future Studies 128
REFERENCES 133
APPENDICES
APPENDIX A: Pilot Study Book List 155
APPENDIX B: Final Version of the Codebook 156
APPENDIX C: Final Version of the Coding Form 161
APPENDIX D: Main Study Books List 162
APPENDIX E: Turkish Summary/Türkçe Özet 185
APPENDIX F: Tez Fotokopisi İzin Formu 198

LIST OF TABLES

TABLES

Table 2.1. Characteristics of meaning categories for individual touches 24
Table 3.1. Inter-coder agreement statistics of pilot study items 56
Table 4.1. Distribution of picture storybooks for 4-6 year olds by publisher information..... 62
Table 4.2. Distribution of picture storybooks for 4-6 year olds that involved touch by book subject 67
Table 4.3. Distribution of picture storybooks for 4-6 year olds regarding involvement of touch 68
Table 4.4. Meaning categories for individual touches in picture storybooks for 4-6 year olds..... 69
Table 4.5. Distribution of adults who were involved in the touching process in picture storybooks for 4-6 year olds 79
Table 4.6. Distribution of children who were involved in the touching process in picture storybooks for 4-6 year olds 80
Table 4.7. Distribution of the location of adults who were involved in the touching process in picture storybooks for 4-6 year olds 80
Table 4.8. Distribution of size of the group in which touch took place in picture storybooks for 4-6 year olds 81
Table 4.9. Distribution of relation between adult and child in continuum of touch in picture storybooks for 4-6 year olds 82
Table 4.10. Distribution of style of touch in picture storybooks for 4-6 year olds.... 83
Table 4.11. Distribution of body part that is touched in picture storybooks for 4-6 year olds..... 84
Table 4.12. Distribution of the nature of social occasions in picture storybooks

for 4-6 year olds 85
Table 4.13. Distribution of initiators of touch in picture storybooks for 4-6 year olds 85
Table 4.14. Chi Square values regarding relationships between main-meaning categories for individual touches and descriptive and contextual factors ... 89
Table 4.15. Chi Square values regarding relationship between sub-meaning categories for individual touches and descriptive and contextual factors ... 94
Table 4.16. Chi Square values regarding relationship between sex of the author and contextual factors 95
Table 4.17. Chi Square values regarding the relationship between the sex of the illustrator and contextual factors 97
Table 4.18. Chi Square values regarding relationship between sex of the adult and descriptive charateristic and contextual factors 99
Table 4.19. Chi Square values regarding the relationship between the sex of the child and descriptive characteristic and contextual factors 100
Table 4.20. Chi Square values regarding relationship between contextual factors . 102

LIST OF FIGURES

FIGURES

Figure 4. 1. Distribution of picture storybooks for 4-6-year-old by publication year 64
Figure 4. 2. Distribution of picture storybooks for 4-6 year olds that involved touch by publication year 65
Figure 4. 3. Distribution of picture storybooks for 4-6 year olds that involved touch by age group 66
Figure 4. 4. Example of caregiving touching, picture of Cemile Çişini Altına Yapıyor (Cemile Wet Herself) (Petingy, 2006) 70
Figure 4. 5. Example of active-social affection touch, picture of Ayşegül Anneler Günü Çiçeği (Ayşegül Mother's Day Flower) (Delahaye, 2011) 71
Figure 4. 6. Example of instrumental intrinsic touch, picture of Cemile Doktora Gidiyor (Cemile Goes to the Doctor) (Petingy, 2006) 71
Figure 4. 7. Example of greeting-affection touch, picture of Zamanlar (Time) (Ural, 2011) 72
Figure 4. 8. Example of accidental touch, picture of Deniz'in Sevdiği Şeyler 4: Hayvanlar (Things Deniz Love 4: Animals) (Çınaroğlu, 2013) 73
Figure 4. 9. Example of attention-getting touch, picture of Melis'in Kardeşi Oluyor (Melis Got a Sibling) (Joly, 2008) 73
Figure 4. 10. Example of attentional control negative punishing touch, picture of Kralın Altınları (Golds of King) (Hengirmen, 2007) 74
Figure 4. 11. Example of appreciation touch, picture of Deniz'in Sevdiği Şeyler 6: Yoğurt (Things Deniz Love 6: Yogurt) (Çınaroğlu, 2013) 74
Figure 4. 12. Example of passive social affection touch, picture of Melis'in Kardeşi Oluyor (Melis Got a Sibling) (Joly, 2008) 75
Figure 4. 13. Example of support touch, picture of Cemile Yüzmeyi Öğreniyor (Cemile is Learning Swimming) (Petingy, 2008) 76

Figure 4. 14. Example of compliance touch, picture of Dünyayı Öğreniyorum: Arkadaşım Pilot (Learning the World: My Friend is Pilot) (Butschkow, 2014) 76
Figure 4. 15. Example of reference to appearance touch, picture of Utku Yemeğini Yemiyor (Utku Doesn't Eat His Meal) (Çetiner, 2008) 77
Figure 4. 16. Example of announcing a response touch, picture of Melis'in Kardeşi Oluyor (Melis Got a Sibling) (Joly, 2008) 77
Figure 4. 17. Example of attentional control affectionate touch, picture of Emoş ile Memoş: Köpek Arabası (Emoş and Memoş: Dog Car) (Gündüz, 2007) 78
Figure 4. 18. Example of attentional control neutral touch, picture of Bana kırmızı Motor Al (Buy Me Red Motor) (Piquemal, 2013) 79

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Touch is the most primitive sense first develops in the fetus and enables the fetus to have early sensory experiences (Barnett, 1970; Carlson, 2005; Daus, 2004; Del Castillo-Garcia, 2010; Estabrook, 1987; Field, 2003; Field, 2007; Hollinger, 1989; Liaw, 2000; McClure, 2005; Montague, 1986; Moszkowski, 2004; Moy, 1981; Sansone, 2004). As an early sensation, touch and the contraction of uterus, helps to trigger the respiratory and gastrointestinal systems of the fetus, with intensified cutaneous stimuli (Hollinger, 1989). Furthermore, touch is also an influential element in the infant's and child's life, as the development of the infant is influenced by the sense of touch and by skin to skin contact (Bartels, 2004; Del Castillo-Garcia, 2010). Therefore, infant massage is used as a method of child care, especially in some parts of the world, in order to provide tactile stimulation (Del Castillo-Garcia, 2010).

Touch is a tool of nonverbal, tactile communication used to convey messages and emotions (Barnett, 1970; Shapiro, 2003; Wood, 1997). Tactile communication is "a silent form of communicating with a person or party without using any form of speech to grab the attention of the audience or to exploit a message" (Phutela, 2015; p. 43). In daily life, touch can act as a communication tool, such as a handshake, hug or embrace (Jones, 1999). Touch can also transfer emotions like love, hate, empathy, anger, as well as contain plenty other meanings (Barnett, 1970; Shapiro, 2003). In addition, physical contact is essential not only because touch is used to both communicate and transmit emotions, but to also explore and gain knowledge of the outside world and of oneself (Barnett, 1970; Lawton, 1998). Knowledge is gained by physical contact, through the sensory receptors in the skin and through the carrying

responses to the brain (Daus, 2004; Montagu, 1986). Apart from the functions of touch, physical contact also has extensive amounts of benefits. It decreases stress level, depression, anger and aggression, and improves sensory motor development (Lawton, 1998). Furthermore, touch deprivation can lead to drastic physical, psychological and emotional mal-development (Barnett, 1970; Jones, 1999).

Moreover, age and culture seem to be important factors related to touch, for as people age, the quantity of touching behavior decreases, and this change, in fact, results in a healthy procedure of detachment and individuation (Jones, 1999). Also, culture and norms affect how touch is administered and how individuals perceive touch (Hollinger, 1989). Some cultures, such as in western countries, are more restrained in their use of touch, and are fearful of the intentions behind touch. However, in other cultures, such as in eastern countries, individuals are more flexible in their use of touch, in their daily lives (Jones, 1999). Therefore, although touch has numerous benefits and meanings, it may also be a violation of personal space and a cause for fear, in some occasions (DeYoung, 1988). However, despite any taboo or fear of touch, humankind and other living creatures need touch for their essential development (Bowlby, 1940; Harlow, 1960).

As for infants, touch is a complicated topic that is associated both with positive and negative aspects (Estabrook, 1987). As a negative aspect, touch is seen as a taboo that leads to the possibility of sexual abuse of children (Del Castillo-Garcia, 2010). However, touch is also an integral part of a child's social, emotional, and physical development (Bartels, 2004; Del Castillo-Garcia, 2010; Moszkowski, 2004). For instance, physical contact can be used as a tool to improve the interpersonal relation between infant and parent and form a sense of security and comfort (Barnett, 1970; Bartels, 2004; Shapiro, 2003). According to Harlow, Dodsworth and Harlow (1965), touching, with the aim of comfort, is significantly related to the development of attachment in an infant, a claim also supported and confirmed by Mary Ainsworth (1979). Therefore, it is a well-known fact that infants demand stimulation, touch, and

attachment, as otherwise they might show symptoms of touch deprivation (Cronise, 1993). In addition, during infancy, touch is the basic form of communication, however, as the development of other senses improves, as an intimate way of communication, touch is slowly replaced by other senses (Moy, 1980). Therefore, prior to the development of vocal language, the communication of infants with outside world happens only through touch, yet after vocal language development, touch is still an important form of communication for young children (Barnett, 1970; Hollinger, 1989; Lawton, 1998). As young children grow up and become self-reliant, touching behavior declines and physical proximity increases (Burgess & McMurphy, 1983). Alternatively, touch still has an immense impact on the social, emotional, psychological, and physical development of children during their early years and displays variation in regards to age and gender (Harrison-Speake & Willis, 1995). Therefore, investigating tactile communication in early childhood education, as well as during the early childhood years, is worthwhile.

In early childhood education, focusing on touch as a point of investigation is revealing, because touch is seen as a primal distinction between the two sexes during the early childhood years and early childhood education (Cooney & Bittner, 2001). The sex of a child and the sex of his or her teacher have an influence on classroom practices and touching behaviors in the classroom environment (Perdue & Connor, 1978). Particularly in the preschool classroom setting, physical contact might be an indicator of comfort and trust (Gilbert & Williams, 2008). Furthermore, touch in early childhood education is seen as an efficient teaching and classroom management agent (Wheldall, Bevan, & Shortall, 1986). The reason for this is that touch is an effective positive reinforcing stimulus in the classroom, and home environment, during both interactions with peers, teachers and parents (Peláez-Nogueras, Field, Hossain & Pickens, 1996). In conclusion, tactile communication is essential for both the daily life of adults, and for children during their early childhood years. It is also important in regard to early childhood education (Fisher, Rytting, & Heslin, 1976)

and in terms of early psychological structure (Sard, 1986). As well as using touch as an ongoing mechanism in the daily life of children and adults, tactile communication displayed in images within picture storybooks for young children is worth investigating. The social learning theory, justifies investigating touch in picture storybooks, as external factors, such as books, toys, media and movies, play an important role in developing gender and social roles through observational learning and modeling (Helgeson, 2005).

Last but not least, touch displays difference in regards to aim and context (Jones & Yarbrough, 1985) hence differences in touch lead to creating different categorization of touch. Touch is investigated and categorized by several researchers (Clay, 1966; Fialkov, 1982; Jones & Yarbrough, 1985; Nygugen, Heslin, & Nyugen, 1975; Sanderson, & Jorgensen, 1997; Watson, 1975; Wheldall, Bevan, & Shortall, 1986). Among several categorization appropriate to investigate touch and picture storybooks were choosen which are: support (Clay, 1968; Jones & Yarbrough, 1985; Lawton, 1998; Neill, 1991), appreciation (Jones & Yarbrough, 1985), active social affection (Jones & Yarbrough, 1985; Jung & Fouts, 2011), passive social affection (Jung & Fouts, 2011), caregiving (Clay, 1968; Jung & Fouts, 2011; Lawton, 1998), compliance (Jones & Yarbrough, 1985), attention-getting (Jones & Yarbrough, 1985), announcing a response (Jones & Yarbrough, 1985), attentional control neutral (Lawton, 1998), attentional control negative punishing (Lawton, 1998), attentional control affectionate (Lawton, 1998), greeting (Jones & Yarbrough, 1985), departure (Jones & Yarbrough, 1985), greeting/affection (Jones & Yarbrough, 1985), departure/affection (Jones & Yarbrough, 1985), reference to appearance (Jones & Yarbrough, 1985), instrumental intrinsic (Jones & Yarbrough, 1985), accidental touch (Jones & Yarbrough, 1985).

1.2. Touch and Children's Literature

One of the most common written materials used for young children is picture storybooks (Lynch-Brown, Tomlinson & Short, 2011). A picture storybook is a book whose plot is told harmoniously through both words and illustrations (Lynch-Brown, Tomlinson & Short, 2011; Russell, 2001). In these books, a series of visuals, or pictures, are presented alongside the story line, concept, and theme (Ussery, 2006). In addition, a picture storybook is a specifically written type of children's literature, which is for young children (Russell, 2015). Therefore, the plot is generally simple, brief, and dependent on repetitive patterns (Russell, 2001). Also, these books involve various types of genres, such as traditional folktales, fantasy, and fiction (Russell, 2001). Most importantly, children's literature are written materials that improve thinking and expose their readers to experiences through linguistic and visual stimuli and are appropriate in terms of the comprehension capabilities and language development of children, ranging from the early childhood years to adolescence (Sever, 2008). Moreover, children's literature expands a child's imagination, knowledge, and motivates, creating opportunities for new adventures. It also helps to transmit literary culture to the next generation, as well as help to develop language, reading, writing and speaking skills (Gönen & Veziroğlu, 2013; Ussery, 2006). Additionally, children's literature improves cognitive development, such as, comparing, classifying, and critical thinking (Sever, 2008). Therefore, picture storybooks affect character education, language development, cognitive development, aesthetic development, and identity formation in children (Cho, 2011). Admittedly, the worth of children's literature and its effects on children's development are limitless (Ussery, 2006).

Written materials are one of the most common types of materials that young children are exposed to (Gooden & Gooden, 2001). Within written materials, picture story books are addressed to young children during their early years (Ussery, 2006). Picture storybooks are important, because touch can also be observed in both the

media and books, mediums other than real daily life. Books that target young children have the power to reshape and improve a child's viewpoint and lifestyle (Gooden & Gooden, 2001). Furthermore, picture storybooks have deep and lifelong impacts on a child's learning capabilities, particularly about the outside world, social norms, and in developing the appropriate role models (Lear, 2015). In fact, pictures convey deep meanings that are not always stated clearly in the text, and therefore, they can, unconsciously, affect children due to their presence as a background effect (Nodelman, 1981). Moreover, the core purpose of picture storybooks is the relationship between the words and illustrations (Sipe, 1998). Similarly, producing new meanings from wordless picture books is also similar to using picture storybooks and images as a reference for making inferences (Lysaker, Shaw & Alicia, 2016). According to Nodelman (1981), words convey temporal information, while pictures convey spatial information. Spatial thinking, as a cognitive ability, includes visualizing shapes in the mind's eye. In this process, each word and each illustration produces a new meaning that affects the structure of knowledge, and through a Piagetian process of assimilation and accommodation, children construct new knowledge and cognitive structures (Sipe, 1998). All this information is important for picture storybooks are commonly used as a daily activities and transition activities in early childhood education (Shine, 1995).

Moreover, print materials are the product of social and cultural notions and assist to maintain structural adjustments within society by displaying reality, subjectively (Apple, 1990; Gilbert & Williams, 2008). Similarly, Whatley (1988) stated that "Photographs, therefore, can have more impact on students reading a textbook, since, even if they are posed, they may be seen as true, objective pictures of reality" (p. 140). This statement is crucial, because touch not only occurs in the context of the classroom or the home environment, but it also might be implicitly constructed within materials used to teach children. Picture storybook images can, therefore, display an understanding and perspective into the classroom of early childhood

education, as well as into other kinds of environments where implicit gendered rules and meaning of touch are constructed (Gilbert & Williams, 2008). Most importantly, according to social learning theory, children learn and adapt behaviors by being exposed to visual and vocal stimuli even without the need of reinforcement (Thomas, 2005). This means that aside from the benefits of touch, children who are exposed to print materials, like picture storybooks, and the touching behaviors in these materials, are supplied with either favorable or adverse first hand opportunities to experience touch and become aware of the functions of touch (Helgeson, 2005). In conclusion, children's literature plays an important role in the educational environment, and as children are continuously exposed to these books, the evaluation of the content of such books, is important to the child development (Ellefsen, 2015; Hall, 2011). Moreover, analyzing images in children's picture storybooks is important, because they are some of the first visual materials to display touch, and in order to comprehend how touch or characteristics of meaning categories for individual touch is represented to children in early childhood, picture books can provide one of the first instances in which children are exposed to this perspective (Gilbert & Williams, 2008). Its impact in picture storybooks can be explained in terms of gender role socialization, attachment theory, and social learning theory.

1.3. Significance of the Study

Bandura emphasized the impact of environmental visual or vocal stimulus on learning and reinforcing a behavior and social development, in his theory of social learning (Bandura & Walters, 1963). Therefore, investigating touch in print materials is also essential, because other than human relations, touch can also be examined in visual materials. In human relations, according to Blackwell (2000) evidence of touch can be seen in physical, cognitive, social, and psychological development. For instance, studies concerning the delay of gratification tasks, found that friendly touch, positively affects self-control and behavior (Leonard, 2011; Leonard, Berkowitz & Shusterman, 2014). Touch is also investigated in regards to specific

topics, such as fine motor task performance (Daus, 2004) and the operant conditioning of infants (Perez, 2000) which revealed positive aspects of touch. On the contrary, Pui (2014) explored the relation between maternal touch and language development, assuming that benefits might be observed in other developmental areas, however there was no positive relation between maternal touch and language development. Surprisingly, he found negative relations between the speech length of toddlers and touch, specifically holding and pushing. Medical studies that analyzed the brain in terms of social touching have found that the brain is also stimulated by the visual stimulus of touching, not through tactile sensing alone (Bolognini, Rossetti, Fusaro, Vallar, & Miniussi, 2014). This function of the brain is related to the automatic and unconscious empathic sharing of somatosensations.

Touch has been explored from many different perspectives, such as adult, parent-child, early childhood education, and print materials, in previous studies (Çakmak, 2005; Gilbert & Williams, 2008; Jones & Yarbrough, 1985; Jung & Fouts, 2011; Neill, 1991; Perdue & Connor, 1978). First, touch was investigated between adult pairs, and in these studies, the body part that was touched, the frequency of touch, the location of it, the gender of the subjects studied, the meaning of touch, the initiator and the relationship between the pairs were analyzed in detail (Derlega, Lewis, Harrison, Winstead, & Costanza, 1989; Heslin, Nguyen, & Nguyen, 1983; Jones & Yarbrough, 1985; Jones, 1986). These abovementioned studies concluded that there were significant differences between the meanings of touch and various contextual and descriptive factors, such as who was the initiator of touch, their gender, the location, the body part and so on. The current study is also inspired by the study of Jones and Yarbrough (1985) and their meaning categories for individual touches. Their study emphasized observing touching behavior in daily lifeIn addition, their study's specific categorization of touch involves the most comprehensive categorization of the literature, and covers various areas of social life. Furthermore, these studies prove contextual factors and related variables should be

considered while investigating touch, hence the part that is touched, the frequency, the location of the adult, gender, the meanings behind the touch, the initiator and the relationship between pairs, are included in the current study to strengthen its validity.

Frequently encountered research related to touch, specifically between child and parent, is also investigated extensively. The relationship between a child and an adult, the gender, the nature of the occasion, cultural differences, initiators of touch, the frequency, the meanings behind touch, and the body part that is touched, are explored in these studies in detail (Aznar-Tenenbaum, 2016; Clay, 1968; Harrison-Speake & Willis, 1995; Jung & Fouts, 2011). Although these studies also prove contextual factors and related variables that should be considered while investigating touch, touch between a child and other adult individuals, such as relatives or strangers, remained in background in these studies. Furthermore, the current study involves touch regarding related individuals, such as mother, father, sibling, teacher, 2nd degree relatives, and 3rd degree relatives, and therefore enables a study that explores touch in detail and comparative manner. According to Jung and Fouts (2008), mothers use more caregiving touch, than active social affection touch, while fathers, relatives and other caregivers, display no difference. The study provides evidence for a possible connection between touch and the relationship between the child and the adult, which makes it necessary to investigate this relationship in picture storybooks as well.

Moreover, physical contact and tactile communication is a part of the classroom environment and it has been examined thoroughly for many aspects, such as a students' reaction, a teachers' beliefs and practices regarding touch, culture, gender, age, frequency, the meanings behind touch (Andrzejewski & Davis, 2008; Bartels, 2004; Cowen, 1982; Field, 1999; Hansen, 2007; Lawton, 1998; Owen & Gillentine, 2011; Perdue & Connor, 1978; Pollett-Arniel, 1989; Wood, 1997). Bartels (2004) linked the prosocial behavior of children to defensive touch reactions, which shows the importance of touch in the classroom environment. On the other hand, research

regarding touch in early childhood education (ECE) is very limited. In early childhood education settings, physical contact between a teacher and a child is investigated by linking it with different variables, such as the style of touch, gender, culture, frequency, the nature of a social occasion, and the body part that is touched (Cowen, 1982; Field, 1999; Lawton, 1998). Although studies in the context of early childhood supply bountiful evidence related to touch, findings are limited to physical contact between a child and their teacher, and in some cases to non-professional aides in preschools. For instance, research conducted by Perdue and Connor (1978) examined touch in the preschool classroom by specifically considering the sex of children and teachers. It found that teachers tended to touch those children whose sex was same as theirs, and children whose sex was opposite were touched less. In addition, the meaning of the touch depended on the participants. For instance, male teachers tended to use helpful touch more with girls than with boys. Boys also displayed different touch towards their female and male teachers (Perdue & Connor, 1978). Furthermore, findings also supported the effect of gender on touch, in that girls received touch more often than boys, and the context of touch differed based on the touch (Cowen, 1982; Perdue & Connor, 1978). Willis and Briggs (1992), which concludes that the meaning of touch was perceived differently by males and females. However, Heslin, Nyugen and Nyugen (1983) specified that circumstances were important when giving meanings to touch. For instance, touch from a close friend or a total stranger, the gender of the receiver and the initiator, all influenced the reaction towards touch. To set an example, Clay (1968) stated that children generally initiated affectionate and support touch. Moreover, Gilbert and Williams (2008) also found that child initiated touches occurred less frequently, than adult and mutually initiated touches. Meanwhile, in the study of Lawton (1998), the types of touches, duration and frequency were investigated in eight preschool classrooms through interviews and observation. Findings indicated that teachers used touch more frequently with the intention of control, and to help children, rather than to comfort them, to display emotions or to use as tools in play. Attitudes toward touch, were also, linked to the

amount of touch the teachers displayed. It was found that the attitude and leadership skills of directors influenced the frequency of touch in the classroom. Children's temperament and their responsiveness to touch, also influenced the types and frequency of touch. Studies show that teachers hold positive beliefs regarding the benefits of touch, however, the practice regarding touch is affected by taboos surrounding touch and the fears of false accusation (Andrzejewski & Davis, 2008; Owen & Gillentine, 2011). There are also several other categories of touch that were investigated in the school environment that report on the relationship between the teacher and children, and the reciprocity of touch (Cowen, 1982; Lawton, 1998). Studies also looked for touch in different contexts and places, which showed a difference in touch between public-private places, close-distant relationships, and younger-older children (Andrzejewski & Davis, 2008; Neill, 1991; Owen & Gillentine, 2011).

In regards to the nature of social occasions, according to Levi (1984), the nature of the environment has an effect on touch. It is revealed that in profit and non-profit places, such as libraries or supermarkets, there is a difference in the type of touch, in terms of frequency and type. Neill (1991) also stated that touching behavior differs if the nature of the social occasion is within a public space or not. Moreover, Field (1999) emphasized that cultural differences affect the frequency of physical contact, however Owen and Gillentine (2011) contradict this argument by finding no geographical or ethnic differences, regarding teachers' beliefs and practices within an educational context. In the current study, the effect of culture is considered essential, therefore, the translation status of the picture storybooks is included as an independent variable, because storybooks whose origin differs, such as being Turkish or foreign, might reflect their cultural values regarding touch. The most important reason for investigating the origin of storybooks is that, translated picture storybooks transmit cultural norms and beliefs, and therefore can reveal the beliefs of the region from which they originated (Zivtçi, 2006). For example, the study of Tsai, Louie,

Chen, and Uchida (2007) investigated the ideal effect in American and Taiwanese picture storybooks. It was found that although the amount of positive emotional expressional representations was similar, the types of positive emotional expressions in both American and Taiwanese books depended on their origin, and differed significantly. Even emotional expressions were represented differently in the picture storybooks, therefore the need to investigate the point of origin of picture storybooks, can lead to different results in terms of analyzing how touch is represented in these regions. Turkey is considered a high contact culture where touch is encouraged in daily life (Levi, 1984).

Finally, in regards to content analysis, touch is investigated in early childhood textbooks by Gilbert and Williams (2008). They investigated early childhood textbook images regarding touch and the perception of touch, and verified the influence of gender. They found that men were over represented in the images, but representation of touch and appropriate touch, differed according to gender. Also, it was found that teachers initiated touch more than children in these images. Touch between the child and the teacher was explored in images in terms of meanings of touch, gender and the initiator of touch. Apart from all of these extensive and detailed studies, it seems that there is no other research related to touch displayed in children's picture storybooks especially in Turkey.

When we look at national studies related to touch, studies in Turkey are scarce. They generally focus on sexual abuse or child sexual abuse, which is closely related with the issue of touch and is investigated in the areas of crime, health, education, psychology and family (Cecen-Erogul, 2012; Cecen-Erogul & Hasırcı, 2013; Dereobalı, Çırak-Karadağ & Sönmez, 2013; Dönmez, 2009). Sleep, therapy, birth, eating disorder, body image disturbance, sex disorder and anxiety levels of intensive care patients, are also some of the issues that are linked to reports regarding touch (Aslan, 2000a; Aslan, 2000b; Babacan, 1999; Çapa-Görgöz, 2015; Demirbağ, 2011; Demirbağ & Erci, 2014). Another study conducted in Turkey by Levi (1984), aimed

to investigate touch in the daily life of university students, and explored the impact of location and sex on tactile communication. In her study, the reaction of university students towards touch was also examined. It was found that females received more positive touch, and the nature of the social occasion also influenced touch. Çakmak's (2005) study investigated touch from the perspective of communication and public relations, and its relation to the academic achievements of primary school children. It was found that children who were touched, showed higher level of achievement than those who were not touched. Although this research was about touching, it was examined from the perspective of communication and public relations (Çakmak, 2005). Furthermore, each of the previous studies, which were conducted in Turkey, were not related to the early childhood years and to early childhood education.

Extensive research on touch in all contexts, is available in other regions and cultures, however, research concerning touch in the Turkish culture is lacking (Çakmak, 2005). Conversely, there is not any study available that investigates touch between children and adults in children's picture storybooks, both in other countries and in Turkey. In this regard, the results of the current study will provide information regarding tactile communication between children and adults in children's picture storybooks. The use of children's picture storybooks seeks to improve our understanding of the implicit rules of touch in children's literature. Also, apart from being a specific issue on its own, touch also represents the difference between genders. This study aims to display common sense constructions of touch behaviors and the effect of gender on touch, in children's literature.

Weedon (1997) claimed that images have the power to transmit meanings and implicitly support the structure of social power. Pictures as an environmental agent can transmit various meanings regarding social life that no words could ever carry implicitly (Nodelman, 1981). Furthermore, according to gender role socialization the impact of environmental agents, which reflect social structure and cultural norms, is enormous and shapes children's thinking (Helgeson, 2005). Moreover, touch is used

to establish dominance and balance power relations, which can be reflected in the images of picture storybooks (Henley, 2002). For instance, the distribution of males and females in pictures, reflects cultural norms and appropriate representations of females might contribute to self-esteem and confidence levels within female children. However, this study will not advocate the fairness or unfairness of gender representation, but rather, will state the benefits of interacting with both men and women, regardless of gender stereotypes (Cunningham, 1999; Sumsion, 2005).

Another implication of this study is the importance of the author's and illustrator's own gender and it impact on the representation of gender in images. The study of Gilbert and Williams (2008) stated that the images of children and adults displayed obvious evidence of traditional gender role socialization, and therefore the reflection of these traditional roles might have been influence by the genders of the author and illustrator. Hence, the current study involves sex of both the author and illustrator as an independent variable to analyze, in order to determine any possible relationship between sex of the author and illustrator, and the meaning characteristics for individual touches. The reason for this possible relationship, is that according to gender role socialization agents in the environment, and also the influence of random individuals, as well as children, authors and illustrators, might, in turn, be affected and this would appear in their work within the picture storybooks (Helgeson, 2005).

To sum up, most of the studies related to touch involved and investigated adults, more than children, as the participants of these studies. Therefore, a comprehensive understanding of child touching, in different contexts is insufficent and under investigated. Previous research investigated duration, frequency, meanings of touch, role and beliefs of touch, touch practices, child responses towards touch, touch in textbooks in other cultures, and as stated before, the relationship between the child and adult, sex of the adult, sex of the child, location, style of touch, body part that is touched, nature of social occasion, and the initiator of touch, found to be closely related with touch (Jones & Yarbrough, 1985; Neill, 1991; Owen & Gillentine, 2011;

Perdue & Connor, 1978). For instance, Paulsell and Goldman (1984) found that shoulder, upper arm, lower arm and hand were touched during support touch. Style of touch is also linked with tactile communication studies, and found that gentle touch was considered more appropriate than hugging, which also shows a difference in regards to the sex of the adult and child (Derlega et. al., 1989). Parallel with the previous study, Cowen (1982) also found, that touching children occurred as hand holding, more than hugging and lap-holding. One of the main differences of the current study is the inclusion of the sex of the author and the sex of the illustrator as descriptive characteristics, which no previous study has considered. Touch is also related to gender studies and it has been investigated from the perspective of gender in previous studies, therefore in this regard, location and the size of the group were considered essential (Siraj, 1990). This study also examines these variables, as they are worth investigating.

Clearly, in previous studies, many contextual factors were linked to touch, however, only specific variables were focused on in each study. For instance, while adult studies linked touch with body part, frequency, location, gender, meaning of touch, initiator and relationship, early childhood studies focused on body part, frequency, gender, the nature of the social occasion and the style of touch as contextual factors and translation status. Also, the previous content analysis study of Gilbert and Williams (2008) investigated touch with a limited number of contextual factors. Furthermore, touch between a teacher and child was the focus of the study and it was investigated by analyzing early childhood textbooks. In the current study, after a comprehensive literature review, all related contextual factors and descriptive characteristics are included in the investigation. This comprehensive approach helps to strengthen the validity of the study.

In addition to child studies, content analysis related to touch is rare in international studies and not available in national studies, therefore this work will be a unique addition to the field. Apart from one content analysis study using textbooks, there is

no other existent that explores touch in children's picture storybooks. Books provide new opportunities and knowledge regarding daily and social life, through their contents, and encourage curiosity and imagination, while considering the needs and interests of children (Gönen & Güler, 2011). Picture storybooks, which are the first and the most frequent type of books children are engaged with, are specifically significant in regards to providing real life opportunities (Işıtan, 2014). Since picture storybooks are irreplaceable elements of a child's life, exploring touch within the picture storybooks is significant in determining how touch is portrayed and transmitted, as well as to investigate touch in different areas of a child's life. Although picture storybooks are specifically for young children, as stated before, according to social learning and gender role socialization theory, the current study addresses not only children, but also publishers, illustrators, authors, teachers, parents, and researchers. Furthermore, the current study includes a different application of keywords as a unit of analysis, in addition to the images in children's picture storybook, from previous studies.

Previous studies investigated tactile communication however in the literature there remains a large gap regarding touch and ongoing mechanism in the tactile communication in picture storybooks for young children. To fill this gap in the literature, both internationally and in Turkey, the current study is essential and unique as it will aide in the understanding of tactile communication in picture storybooks for young children. Therefore, the aim of this study is to investigate the characteristics of meaning categories for individual touches in picture storybooks for children between the 4-6 years old.

In order to reach the study aims, the following research questions were formulated:

1. What are the descriptive characteristics (publisher information, year of publication, translation status, sex of illustrator and author, book subject) of the picture storybooks, which were written for 4-6-year-old children?

2. Is there any evidence of tactile communication in the picture storybooks, which are written for 4-6-year-old-children?

2.1. What is the potential of picture storybooks for 4-6-year-old children in terms of presenting examples regarding meaning categories for individual touches, (positive affect touch, control touch, ritualistic touch, hybrid touch, task related touch, accidental touch) and contextual factors (sex of the adult and child, location of the adult, size of the group, the relation between the child and the adult, the style of touch, the body part that is touched, the nature of the social occasion and the initiator of touch)?

3. Is there a relationship between descriptive characteristics of picture storybooks (sex of the author and illustrator, the translation status), contextual factors (sex of the adult and child, location of the adult, size of the group, relation between the child and adult, style of touch, body part that is touched, the nature of the social occasion and the initiator of touch), and sub and main meaning categories, for individual touch?

1.4. Definition of Terms

Touch: Touch is a tool of nonverbal, tactile communication that conveys messages and emotions (Barnett, 1970; Shapiro, 2003; Wood, 1997).

Non-verbal / Tactile communication: "A silent form of communicating with a person or party without using any form of speech to grab the attention of the audience or to exploit a message" (Phutela, 2015; p. 43).

Picture storybook: Books that are for children in their early years that combine the art of storytelling and illustration (Russell, 2001).

Meaning categories for individual touches: The categories of meaning, developed by Jones and Yarbrough (1985), in which the categorization of touch and characteristics of these specific touches were examined. The term refers to meaning,

representation and categorization of interpersonal touch between individuals in different contexts. Which touch means what, usage of touch in which conditions, key points, keywords etc.

Social learning theory: Social learning theory is the theory that explains learning as acquired by reinforcement and observational learning or modelling (Helgeson, 2005).

Gender role socialization theory: Theory that explains constructing gender roles through environmental agents, which shape behavior consistent with society's gender-role norms (Bornstein, 2010).

Attachment theory: "Lasting psychological connectedness between human beings." (Bowlby, 1969; p. 194).

Contextual Factors/role of context: Variables related to context of touch, such as the location of the adult, the size of the group, the sex of the adult, the sex of the child etc. This term is used in various studies, such as that by Jones and Yarbrough (1985), in order to define related variables and the context of touch, such as time, relation etc.

Support: Touch used to restore equilibrium in case the child is sad, angry, hurt, or frightened, and aims to reassure and protect the child (Clay, 1968; Jones & Yarbrough, 1985; Lawton, 1998; Neill, 1991).

Appreciation: Physical contact used to demonstrate gratitude and appreciation (Jones & Yarbrough, 1985).

Active-Social Affection: Touch indicating physical interaction that displays affection and love. (Jones & Yarbrough, 1985; Jung & Fouts, 2011).

Passive-Social Affection: Touch that occurs without the active involvement of

participants (Jung & Fouts, 2011).

Caregiving: Physical contact that functions as an active involvement in the physical care of the child (Clay, 1968; Jung & Fouts, 2011; Lawton, 1998).

Compliance: Touch used in order to guide behavior, attitudes and feelings of the individual (Jones & Yarbrough, 1985).

Attention-Getting: Touch used to guide attention and the perception of the recipient (Jones & Yarbrough, 1985).

Announcing a Response: Physical contact used to point out the one's feelings of and implicitly seeks the affected response of the recipient (Jones & Yarbrough, 1985).

Attentional Control Neutral: Touch used to control and direct a child's behavior in a comparatively neutral way (Lawton, 1998).

Attentional Control Negative Punishing: Physical contact used to direct behavior or punish a child in a rough, angry or hostile way, which is negative or punitive in nature (Lawton, 1998).

Attentional Control Affectionate: Physical contact used to direct behavior in an affectionate nature (Lawton, 1998).

Greeting: Touch used in case of meeting people as an opening act (Jones & Yarbrough, 1985).

Departure: Touch used during the act of separation from other people as a closing act of a meeting (Jones & Yarbrough, 1985).

Greeting/Affection: Touch that serves to indicate both affection and recognition during an encounter with other individuals (Jones & Yarbrough, 1985).

Departure/Affection: Touch that serves to indicate both affection and farewell as a closure of meeting (Jones & Yarbrough, 1985).

Reference to Appearance: Contact used to emphasize or scrutinize body parts or appearances (Jones & Yarbrough, 1985).

Instrumental Intrinsic: Physical contact, which functions as a tool to accomplish a task in itself (Jones & Yarbrough, 1985).

Accidental Touch: Physical contact that seems meaningless and unintentional (Jones & Yarbrough, 1985).

CHAPTER II

LITERATURE REVIEW

This chapter covers detailed information concerning early childhood education, children's literature, tactile communication, touch in children's literature, and finally, examines related previous studies from abroad and Turkey.

2.1. Early Childhood Education and Touch in Early Childhood Education

Early childhood education is a significant beginning step for the educational life of an individual (Vural & Kocabaş, 2016). Research concerning early childhood education concludes that quality early childhood education has a long-range impact on the development of children (Yavuzer, 2003). Learning outcomes in these early years have an impact on adulthood in future years, in regards to personality, attitude, beliefs and values (Oktay, 2003). As well as various variables that might affect children's development, touch is significant for children's physical growth, health, and neurological development during their early years (Blackwell, 2000).

According to attachment theory, touch is a significant factor in order to form a secure attachment with caregivers (Bowlby, 1969). As well as touch, children's literature has an irreplaceable status in a child's daily life. Therefore, in during their early years, children's literature is significant as they are exposed to it on a daily basis. Children's literature is an art, which combines literacy and visual graphic and provides meaningful products, specifically written for children (Oğuzkan, 2000). Children's literature, also involves specifically written topics, in an artful way, with vial stimulu, to expose children to new ideas and to carry forward new messages (Sever, 2008). Children's literature is essential for the development of language and literacy skills (Gönen & Veziroğlu, 2013). According to social learning theory, external factor such as books, toys, media and movies, have important effect on the

development of gender and social roles through observational learning and modeling (Helgeson, 2005). Touch, which is a daily act, can be observed in picture storybooks for young children, and based on social learning theory, tactile communication in these storybooks carries a great deal of importance.

2.2. A Sense of Touch

Touch is an exceptionally delicate subject with broad shrouded intentions and feelings, and moreover, the presence of touch, influences an individual's life, whether they are a child or an adult (Mace, 2001). Even embryos are sensitive to touch and they change their position in the wake of detecting touch (Marx, & Nagy, 2015). According to Schober (1996), touch is critical as a specialized apparatus on the grounds that non-verbal dialect assumes an essential part, while understanding somebody with a rate of 80. On the other hand, in some societies, there is a suspicion towards touch, for fear of child sexual misuse in the public arena, schools, etc. Words such as proximity, boundary, space, privacy, are proxemics that are closely related with physical contact. Edward T. Hall defined the term proxemics, as the study of distance between individuals in their encounters with others. According to the distance between individuals, there are specific zones that are described. Firstly, the intimate zone, which is the zone closest to the individual, is an area within arms' length. The personal zone is another zone that involves space between an arm's length and four feet. The social zone extends from four feet to ten feet away from the individual. The final zone is the public zone, which involves all other space beyond the social zone. Each zone is used for different tasks (Hall, 1963). Touch is used within these zones and calls for close proximity, threatening the personal boundary of the individual (Neathery, 1993).

2.3. Types of Touch

Types of touch are not categorized by a single person. Many scholars have categorized touch in different ways (Clay, 1966; Fialkov, 1982; Jones & Yarbrough,

1985; Nygugen, Heslin, & Nyugen, 1975; Sanderson, & Jorgensen, 1997; Watson, 1975; Wheldall, Bevan, & Shortall, 1986). According to Watson (1975), there are two types of touch, termed as instrumental and expressive. Instrumental is a purposive touch to aid in a task. Expressive is the unplanned and affective touch. These touches are dependent on gender, the status of the participants, body parts and physical stigma. According to him, different parts of body symbolize the hierarchy of different types of human closeness. Touching a child's face might be acceptable for one person, but it might be frowned upon by another. According to Fialkov (1982), there are five types of touch that young children use, which are: comfort, attention-getting, negative, helping, using their parents' body for support or help. Furthermore, Clay (1966) listed six types of touch, which are: nursing, affection, comfort, anger, play, and control. Moreover, Wheldall, Bevan, and Shortall (1986) listed four types of touch in the classroom setting, which are: friendly, helpful, attentional and incidental. For college classrooms, the four types of touch are defined as support, attention-getting, compliance and affection (Sanderson, & Jorgensen, 1997). Nyugen, Heslin, and Nyugen (1975) stated that playfulness, warmth or lovingness, friendship/fellowship and sexual desire are the types of touch among adults. In 1994, Jones made a detailed list of types of touch. These types are: positive emotions (support, appreciation, togetherness, affection) power involvement (attention-getting, compliance, response), daily (task-related, incidental, instrumental, greeting, departure, accidental), sexual, etc. (Jones & Yarbrough, 1985). In the current study, types of touch are defined after extensive research investigation, and new categorizations of touch types are decided upon independently, in order to investigate the tactile communication in children's picture storybooks. (Table 2.1)

Table 2.1

Characteristics of meaning categories for individual touches

Category/Definition	Key Features
A. Positive Affect Touch	
1. Support: Touch used to restore equilibrium in case the child is sad, angry, hurt, or frightened and aims to reassure and protect the child (Clay, 1968; Jones & Yarbrough, 1985; Lawton, 1998; Neill, 1991).	**Keywords from previous studies:** It's ok, let me take care of you, consoling (Jones & Yarbrough, 1985). In case of comfort, support and reassurance
2. Appreciation: Physical contact used to demonstrate gratitude and appreciation (Jones & Yarbrough, 1985).	**Keywords from previous studies:** Thanks, thank you, appreciation (Jones & Yarbrough, 1985).
3. Active-Social Affection: Touch indicates physical interaction that displays affection and love. (Jones & Yarbrough, 1985; Jung & Fouts, 2011).	**Keywords from previous studies:** I like you, I love you, I miss you (Jones & Yarbrough, 1985). Kissing and hugging are common forms of active social affection

Table 2.1. (Cont'd.)

4. Passive-Social Affection: Touch occurs without active involvement of participants (Jung & Fouts, 2011).	**Keywords from previous studies: —** Holding, resting beside each other are common types of passive social affection (Jones & Yarbrough, 1985)
5. Caregiving: Physical contact functions as an active involvement in the physical care of the child (Clay, 1968; Jung & Fouts, 2011; Lawton, 1998).	**Keywords from previous studies: —** Touch during cleaning, grooming, nursing and feeding has commonly been observed (Jones & Yarbrough, 1985)
B. Control Touch	
1. Compliance: Touch used in order to guide behavior, attitudes and feelings of the individual (Jones & Yarbrough, 1985).	**Keywords from previous studies:** Move over, hurry up, stay here, be serious, do it (Jones & Yarbrough, 1985).
2. Attention-Getting: Touch used to guide attention and perception of the recipient (Jones & Yarbrough, 1985).	**Keywords from previous studies:** Look at me, listen at this, look at that (Jones & Yarbrough, 1985).
3. Announcing a Response: Physical contact used to point out the one's feelings of and implicitly seeks the affected response of the recipient (Jones & Yarbrough, 1985).	**Keywords from previous studies:** I'm really happy, I'm really glad we came, that's funny, I'm excited, I'm surprised (Jones & Yarbrough, 1985).

Table 2.1. (Cont'd.)

4. Attentional Control Neutral: Touch used to control and direct a child's behavior in a comparatively neutral way (Lawton, 1998).	**Keywords from previous studies: —** Removing the child from danger, getting the child's attention or guiding and bringing the child into a line might be examples of attentional control neutral touch (Jones & Yarbrough, 1985)
5. Attentional Control Negative Punishing: Physical contact used to direct behavior or punish a child in a rough, angry or hostile way, which is negative or punitive in nature (Lawton, 1998).	**Keywords from previous studies: —** Expressing dominance over another Forcefully grabbing or restraining a child, angrily sitting a child down, holding a child's chin, might be examples of the attentional control negative punishing (Jones & Yarbrough, 1985)
6. Attentional Control Affectionate: Physical contact used to direct behavior in an affectionate nature (Lawton, 1998).	**Keywords from previous studies: —** Standing next to an agitated child and holding him affectionately on one's lap or placing an arm on child's shoulder, might be an example of attentional control affectionate touch (Jones & Yarbrough, 1985).

Table 2.1. (Cont'd.)

C. Ritualistic Touch	
1. Greeting: Touch used in cases of meeting people, as an opening act (Jones & Yarbrough, 1985).	**Keywords from previous studies:** Hi, Nice to meet you, how are you, good to see you (Jones & Yarbrough, 1985).
2. Departure: Touch used during separation from other people as a closing act of a meeting (Jones & Yarbrough, 1985).	**Keywords from previous studies:** Goodbye, see you later (Jones & Yarbrough, 1985).
D. Hybrid Touch	
1. Greeting/Affection: Touch that serves to indicate both affection and recognition during an encounter with other individuals (Jones & Yarbrough, 1985).	**Keywords from previous studies:** I like you and it's good to see you again Different from greeting touch, in that greeting-affection touch occurs while meeting previously known acquaintances (Jones & Yarbrough, 1985).
2. Departure/Affection: Touch serves to indicate both affection and farewell as a means of closing of meeting (Jones & Yarbrough, 1985).	**Keywords from previous studies:** I like you and I have to leave you, I love you and I'll miss you Different from departure touch, is that departure-affection touch occurs while meeting previously known acquaintances (Jones & Yarbrough, 1985).
E. Task-Related Touch	

Table 2.1. (Cont'd.)

1. Reference to Appearance: Contact used to emphasize or scrutinize body parts or appearances (Jones & Yarbrough, 1985).	**Keywords from previous studies:** I like your hair (Jones & Yarbrough, 1985).
2. Instrumental Intrinsic: Physical contact functions as a tool to accomplish a task itself (Jones & Yarbrough, 1985).	**Keywords from previous studies:** Give me your hand (Jones & Yarbrough, 1985).
F. Accidental Touch	
1. Accidental Touch: Physical contact that seems meaningless and unintentional (Jones & Yarbrough, 1985).	**Keywords from previous studies: —**

2.4. Components of Touch

Three components were linked to tactile communication by previous research, which are gender, culture and age. In regards to gender, according to Harrison-Speake and Willis (1995), people tended to hold a female baby longer than a male baby, also female adults tended to show more touching behaviors than male adults. Furthermore, according to Wood (1976), males needed more personal space than females. Also, seventy-seven percent of female college students used hugs, while only eleven percent of males used hugs. According to Sanderson and Jorgensen

(1997), males use touch in case of directing others and using power, while females use touch as an expression of support, affection and comfort. Harrison-Speake and Willis (1995) claim that approval of touch differs according to both age and gender. Mothers were approved of more than fathers, when putting children on their lap (Harrison-Speake, & Willis, 1995). This is a vicious cycle, as males are tended to touch and be touched less, but this may be as a result of the style of childrearing practices by their parents. Lewis and Goldberg (1968) argue that boys before the age of six months are touched more often than girls, however after this six month-period, parents begin to touch girls more often than boys. Clay (1968) stated that touching between children and parents decreased as the children became older and reached minimal levels by adolescence. Cowen, Weissberg, and Lotyczewski (1982) found that younger children received more touching behaviors than older children.

Touching and beliefs of touch may also be different in each culture. McCorckle and Hollenbach found that single American college undergraduate students, without close encounters with friends have low frequency of touching (Mace, 2001). According to the research of Jones and Yarbrough (1985) in one hour, Europeans touch one hundred times, while Americans touch two or three times. Field's (1999) study, conducted in preschools, in both America and France, supports the previous studies by finding similar results in regards to the frequency of touching between parents and children. Therefore, the meaning of touching and the attitudes towards touching differ according to culture (Mace, 2001). Montagu (1971) stated that touching practices, such as shaking hands, may have different meanings in different cultures, and understanding and tolerance towards touching, differ around the world.

2.5. Theoretical Framework Related with Touch

The current study applies three specific theories in order to decipher the meaning of touch and tactile communication, these are the social learning-cognition theory, attachment theory and gender role socialization theory.

2.5.1. Social Learning-Cognition Theory

"Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience." (Schunk, 2009). From the 1960s, Albert Bandura advocated social learning or social cognition theory, in order to demonstrate and explain human learning mechanism by using social variables as determinants (Thomas, 2005). According to Bandura, people learn by observing and modeling behaviors. His bobo doll experiment shows that even without reinforcement children model and learn through observation (Passer, & Smith, 2008). As a child grows, not only do they learn, they interpret knowledge in their minds, they picture the future and make plans with their new understanding of this knowledge (Helgeson, 2005). According to social cognition theorists, new occurred behavior is never instinctive, rather children tend to produce behaviors that they observed previously, which creates a process called one-trial learning (Thomas, 2005). Direct or vicarious reinforcements are required to make and shape, first attempt behavior, into lasting behavior (Helgeson, 2005). According to Bandura, visual and sensory models provide learning opportunities to children, and they display the way new behavior aids in their problems and needs, and how it is accumulated in the memory as an image or vocal, for future use (Thomas, 2005). Learning from print or electronics, is described as vicarious learning and vicarious sources, which push and support the learning of a behavior (Schunk, 2009). Different representation within environmental agents, leads to gender differences in behaviors such as behaviors related to touch (Wharton, 2012). Furthermore, exposure to environmental stimulus can change old gender role models and construct new gender role models (Helgeson, 2005). According to Argyle, Salter, Nicholson, Williams and Burgess (1970), while learning sex role behaviors, nonverbal cues may be more effectual than verbal cues. As indicated before, males show and are exposed to less touchy behaviors than females, as is observed in daily life, print sources and vocal sources. Like any behavior, socialization of sex role behaviors, are also learned

through the years. Bandura's theory is a way of explaining this process. This theory explains the vicious cycle males are in. Males are touched less and they touch less than the opposite sex. As Bandura and Walter's (1963) study suggested, children imitate acts of aggression prompted by visual stimulus; hence, we can say that children might also imitate touching behaviors. A child might observe tactile communication and the characteristics of the meaning of touch in the images found in picture storybooks and unconsciously imitate the forms of touching observed; for instance, nurturing touch is associated with women (Jones, 1999), therefore the feminine aspects of touch in these images can influence children's touching practices.

2.5.2. Attachment Theory

Attachment is an affectional link between individuals characterized by pursuing intimacy or connection, and in case of estrangement, it results in anxiety and it is called separation anxiety (Crowley, 2014). According to Mary Ainsworth and Bowlby, children exhibit four different patterns of attachment: secure, avoidant, ambivalent/resistant, disorganized/disoriented (Ainsworth & Bell, 1970; Bowlby, 1969). Secure attachment is the ideal attachment type, where children show mild distress in cases of separation, but they easily calm down and have an affectionate bond with their caregivers (Berk, 2006). If a child disinterested in separation from their caregivers or in reunion with them, this child displays avoidant attachment (Lindon, 2012). Ambivalent/resistant attachment is an insecure attachment with an extreme separation anxiety and mixed reactions towards reunion with the caregiver (Berk, 2006). Disorganized/disoriented attachment is also an insecure attachment with disoriented and inconsistent behavior towards the caregiver (Rathus, 2008). Touch and the feeling of being loved, are essential to this theory. If a child feels that they are loved, then they will feel secure, cared for and confident about being alone. According to attachment theory, touch is a significant factor related to forming secure attachments with caregivers (Bowlby, 1969). Further, according to Ainsworth

(1979), children who initiate touch are likely to have secure feelings of attachment to their caregivers, while ambivalently attached children may insist on receiving physical displays of love.

2.5.3. Gender-Role Socialization Theory

Gender role socialization explains development of gender role as fitting to cultural norms through environmental agents (Schunk, 2009). Feedbacks of the society as in reinforcements and rewards also shape individual's gender roles (Helgeson, 2005). Through various agents; males are taught to be assertive, task related, manly, and less emotion expressive while females are taught to be caregiving, nurturant, submissive, and more emotion expressive (Pitcher, 1983). Parent, toys, books, and television might be exemplar that influence children's gender role development (Helgeson, 2005). Previous studies argued about different treatments of parents toward male and female children. Siegal (1987) stated that parents behave towards their children differently especially pursuits of physical involvement on the other hand Lytton and Romney (1991) disprove previous statement by stating parents behave towards their children similarly. However, the study of Lytton and Romney (1991) also stated that sex-typed toys are encouraged by parents. Hughes (2010) further studied relationship between child development and toys. It is found that boys' toys tend to suppport cognitive development and spatial skills whereas girls' toys tend to support language development and language skills. Likewise books also reinforce and model for gender role appropriate demeanor and fit cultural norms (Helgeson, 2005). In books appealing to young children it is found that the amount of male characters was found more than the amount of female characters (Gooden & Gooden, 2001). In the same study it is also shown that female characters were most likely to have traditional roles such as carrying nurturing, caring and domestic acts. Likewise, touch is also associated with feminine and traditional perspectives (Jones, 1999). Picture storybooks tend to offer traditional perspectives regarding tactile communication (Gilbert & Williams, 2008), such as nurturing touches associated

with women and task-related touches associated with men. Children who are exposed to these traditional cultural norms find them reinforced in their efforts to fit into society. By contrast, children who tend to approach touch from an egalitarian perspective might be discouraged by the traditional gender role-associated touching behaviors commonly found in the images of picture storybooks.

2.6. Children's Literature and Touch

2.6.1. General Characteristics of Picture Storybooks

Pictures books are illustrated books that combine both story plot and pictures to develop the meaning of the story (Lynch-Brown, Tomlinson & Short, 2011). In these books illustrations are of crucial essence to the storyline (Russell, 2001). Picture books have illustrations on each page and are generally thirty-two pages long, and can be written under all types of genres (Lynch-Brown, Tomlinson & Short, 2014). Pictures in the book should be clear, understandable, colorful and concrete (Nodelman, 1981). Picture storybooks are one of the subtypes of picture books, along with baby books, interactive books, toy books, wordless books, alphabet books, counting books, concept books, pattern books, and easy to read books (Lynch-Brown, Tomlinson & Short, 2011).

Picture storybooks enable children to discover new worlds, create new adventures and improve their own creativity (Gönen & Veziroğlu, 2013). Within picture storybooks, the text carries temporal information, whereas illustrations transmit spatial information (Nodelman, 1988).

The quality of the picture storybooks is ensured with specific physical and content principles. The visual elements of picture storybooks are line, color, shape, texture, composition, intonation, space and perspective (Lynch-Brown, Tomlinson & Short, 2011), while the content characteristics are plot, character and language (Russell, 2015). These two characteristics of picture storybooks enable the story to be a

complete masterpiece, by combining both illustrations and text (Lynch-Brown, Tomlinson & Short, 2014).

2.6.1.1. Elements of Fiction

Fiction books consist of certain elements that create a harmonious story-like plot, character, setting, theme, point of view, conflict, tone and style (Russell, 2015).

Plot

Plot is the sequence and the incidence series of the story (Lynch-Brown, Tomlinson & Short, 2011). Plot basically includes all of the events that occur in the story (Russell, 2015). It is the basic and core element of any fiction book (Lynch-Brown, Tomlinson & Short, 2014). Plots can be characterized into various types, such as chronological, which consists of progressive and episodic plots, or complex multiple plots (Lynch-Brown, Tomlinson & Short, 2011). Progressive plots consist of exposition, conflict, climax and conclusion, however, episodic plots consist of separate stories and episodes, where each of them involve their own conflict and solution (Russell, 2001).

Character

A character is a figure in fiction that plays a role assigned to it by the plot and the author (Gönen & Veziroğlu, 2013). The protagonist is the hero of the plot and the antagonist is villain, and these are the leading characters in fiction (Russell, 2001). Characters can be categorized by their depth, which are flat, round, dynamic and foil (Russell, 2015). Flat characters have no depth, while round characters have deep and intricate personalities, furthermore dynamic characters are the effective one that change the course of the story, while foil characters' employ different and opposite personalities from other characters (Lynch-Brown, Tomlinson & Short, 2011).

Setting

The setting indicates location, time, environment and every other detail related to the daily life of the characters (Russell, 2001). An integral setting, which an essential, irrevocable element of the story, and a backdrop setting, which is universal and general, can be found in fiction books (Lynch-Brown, Tomlinson & Short, 2011).

Theme

Theme is the principal and implicit idea behind the story and literature (Russell, 2001). Theme is the idea and underlying reasons behind plot (Lynch-Brown, Tomlinson & Short, 2011). Similar to other characteristics of children's literature, theme should also be appropriate for the needs and developmental characteristics of children, in order to capture their attention (Lynch-Brown, Tomlinson & Short, 2014).

Point of view

Point of view is the perspective from which the story is told. These include first person point of view, omniscient point of view and limited point of view (Russell, 2001). First person point of view is the perspective of the story that is narrated by first person or the character that calls himself "I". Omniscient point of view is the perspective of an outside narrator, who has ability to see the story, and the features and motives of the characters. Limited point of view is like omniscient point of view but the narrator is not one of the characters in the story, however it is also similar to first person point of view, because the narrator can only see the incidents from the eye of one character, generally the protagonist (Russell, 2015)

Conflict

Several types of conflict can be seen in fiction, such as person against self, person against nature, person against person, person against society or multiple conflicts, a combination of any of the above (Lynch-Brown, Tomlinson & Short, 2014). Person against self is the emotional and intellectual conflict that protagonists experience within oneself. Person against nature is the struggle between the protagonist and nature, in order to survive. Two persons against each other for a designed reason or cause, is the conflict of person against person and finally the struggle between protagonist and society, values and norms, is the conflict of person against society. Apart from these types of conflicts, in one story more than one conflict can be displayed and observed. The role of all types of conflict is to create tension, exhilaration and evolvement of the plot and characters (Russell, 2001).

Tone

Tone is the mood of the author and the story, which can be humorous, satirical, serious, warm, passionate, etc. (Russell, 2015).

Style

Style is the element of fiction that involves dialogue, language, construction, vocabulary, imagery, sentences and exposition (Russell, 2001). Style is the way that the story is told, presented to readers and should be best suited to the content of specific type sof the fiction books (Lynch-Brown, Tomlinson & Short, 2011).

2.6.1.2. Features of Illustrations

Since picture storybooks involve both text and illustrations, the features and design of the illustrations are as important as the content of the text. Illustrations in children's picture storybooks should be free from commercial concerns and involve creative ideas, color, and drawings. Perfectly designed illustrations enable children to

develop creativity and artistic skills (Gönen & Veziroğlu, 2013). Young children, generally, have not yet developed the literacy skills required in order to read, therefore illustrations are useful tools to follow a plot line (Lynch-Brown, Tomlinson, & Short, 2014).

Doonan (1993) stated the following components of illustrations as color, light or dark, scale and intervals, organization of shapes, linear and large scale patterns, and web of linear rhythms. Line, color, shape, texture and composition are the visual elements of picture storybooks, according to Lynch-Brown, Tomlinson, and Short (2011). Position, capillarity, frame, perspective, line, size, and color in the illustrations are important issues that children should be intimate with, in order to comprehend the illustrations in the picture books (Cheng, 2011). According to Parsons (1987), aesthetic development and the age group of the target children should be considered for the illustrations of children's book, in order to gather their appropriate reaction, capture their attention and form the appropriate relationship with the illustrations.

2.6.2. The role of Picture Storybooks in terms of Tactile Communication

It is argued that language has an immense effect on the values and norms of young children (Taylor, 2009). The daily reality of adults is provided and reflected to young children in the form of picture books (Ellefsen, 2015). Children comprehend the world, its values and norms, and their place within it, through these books and through their images, due to their limited past experiences (Taylor, 2009). Although it may not be conscious, implicitly, children's literature provides children with role-models, guidelines and supposedly, with appropriate behavior. Books selected by parents and teachers reflect their mindset and values, therefore understand the images and choice of books is important in order to examine what message the chooser of the book hopes to impart to the child (Ellefsen, 2015).

A picture books specialty is to combine both verbal and visual knowledge and to construct new meanings and create an interaction between verbal and visual knowledge (Nodelman, 1981) In picture storybooks visual, verbal and the interaction between both provide new and worthwhile insight that children can interpret and use to create knowledge with (Cheng, 2011). By supplying role models and mental images, children learn about the conflict and struggle in daily life and the values and ways of dealing with problems (Cho, 2011).

Touch is one of the important distinctions between male and female, therefore touch in picture books does not only include touch, but also addresses other social issues, stereotypes and norms (Gilbert & Williams, 2008). The difference between two different genders can be reflected within children's literature. The implicit rules found in society can be reflected in literature and might demonstrate appropriate and safe touching in society (King, 1998). These aspects, that are reflected in early children's literature can strengthen the common sense view of female and male (Gilbert & Williams, 2008).

2.6.3. Related Studies in the World

Although touch remains in the background compared to verbal communication, touch is also investigated from different perspectives such as psychotherapy, animal studies, touch avoidance, touch acceptability, parent-child relations, attachment, language, dance, eating disorders, body image, class environment, nursing, nonverbal communication, sexual abuse, gender, physiotherapy, physical education, culture, autism, textbooks, and adult and child studies (Gilbert & Williams, 2008; Harlow & Zimmerman, 1958; Harlow, 1960; Harrison-Speake & Willis, 1995; Jones & Yarbrough, 1985; Jung & Fouts, 2011; Lawton, 1998; Owen & Gillentine, 2011; Perdue & Connor, 1978).

Derlega and his colleagues (1989) conducted two studies, which investigated touch in different dyads of male-male, female-female, platonic or dating male-female pairs and the perception of touch in these dyads. It was found that males prefer less touching with the same sex, than touching with the opposite sex, while females exhibited an increased preference of touch with same-sex peers. Touching behaviors between two males was seen as less normal. Touching with arms around waist between females was seen to a lesser extent, and not thought to be as conventional as hugging or no touch situations. For male dyad, hugging was more likely associated with a sexual relationship and hugging arms around waist was rated as even more sexual.

An extensive amount of research has been conducted with adult participants in order to understand the dynamism of touch in relationships and communication. For instance, Fisher and colleagues (1976) conducted a study with 52 males, and 49 females, university students, and examined the aftermath of impersonal touching behaviors in professional settings. Females' reactions to touch were favorable, while male reactions were more ambiguous. Further, Gladney and Barker (1979) studied the relationship between the tactile background of the individual and their attitude towards, and frequency, of touching in public settings. Attitudes towards touch were significantly related with past tactile experiences, but the frequency of touch was not. Heslin and colleagues (1983) investigated the responses of 208 adult participants regarding being touched on various body areas and the relationships between individuals during the interaction. Both females and males agreed that touch from the opposite sex, who was a close friend, was welcoming, while touch from a same sex close friend was undesirable. For strangers, a completely different scenario emerged. Touch from a stranger of the opposite sex was not pleasant for women, but it was pleasant for men. This shows that the meaning of touch differs according to the sex of individuals. For women, the relationship they had with the other person determined the meaning of the touch, while for men, the other person's sex

determined its meaning. One of the earliest and most comprehensive studies was conducted by Jones and Yarbrough in 1985. 39 adults volunteered to have recorded each touch they experienced in their daily life. According to the findings, there are 12 different types of touch: support, appreciation, inclusion, sexual, affection, playful affection, playful aggression, compliance, attention-getting, announcing response, greeting, departure, greeting-affection, departure-affection, reference to appearance, instrumental ancillary, instrumental intrinsic and accidental. Their study specified key features, enactment types, prototypic events and the range of permissible variation for a specific touch, for further studies. In Jones's (1986) study, 20 males and 20 females, documented their own touch behaviors with others. It was found that females were involved in and initiated more touch than males. Both sexes were more involved in touch with opposite sex, rather than touch with the same sex. Females initiated touch more often with the opposite sex, specifically control touches, than males. For those who initiated touch more often towards females, they were also touched more by females.

The relationship between touch on various body parts and helping behavior was also investigated by Paulsell and Goldman (1984). 100 female and 100 male adults were interviewed by both female and male interviewers. At the conclusion of the interview, interviewers touched the subjects on either the lower arm, upper arm, shoulder, hand or did not touch them at all. Male and female subjects were more willing to help female interviewers when they were touched by them on upper arm, however for male interviewers, helping behavior did not differ, regardless of the different body parts he touched. Female interviewers, therefore, received more help than male interviewers, and male subjects assisted them more often than female subjects.

Sanderson and Jorgensen (1997) investigated the different types touch, which are specified by Jones and Yarbrough (1985), among 382 university students and professors. Support, attention-getting, compliance and affection touches were seen as

more appropriate by females, rather than males. Subjects from both sexes found that the most appropriate touch was support, and the least appropriate touch was affection. According to Willis and Briggs (1992) the stage of the relationship was also important. For instance, during courtship men were more likely to initiate touch, whereas later on, married women were more likely to initiate touch in their interactions with their partners.

In parent-child relations, touch is explored from many perspectives. Aznar and Tenenbaum (2016) explored task differences, age, gender and physical proximity in parent-child interaction. 65 Spanish parents and their 4-6-year-old children were observed during both play related storytelling tasks, and reminiscence task. During play related storytelling tasks, fathers, more often, touched positively than mothers. Both mothers and fathers were closer to their 6-year olds, than to their 4-year olds. Likewise, 6-year olds remained in closer proximity to their parents than 4-year olds. Also both parents had more positive tactile communication when reminiscing, than when playing. Similar results were displayed in the study of Clay (1968), that was conducted with 45 mother-child pairs. Mothers showed less tactile behaviors in their interactions with younger children, than with their walking aged children, and this communication again diminished after this peak age level. Mothers used touch more often to control and nurse, and less often to play, show affection, comfort or display anger. Child initiated touches were for the most part affectionate touches. Harrison-Speake and Willis (1995) explored people's opinions about appropriate touch between parents and children. The study involved 83 male and 121 female subjects, and their approval for touch between parents and older children was lower than regarding though with younger ones. Lap-sitting, bathing, and kissing were behaviors that had a higher level of approval from mothers than fathers, towards girls rather than boys, and a lower level of approval for older children than younger children. Among various types of genital stroking, they were considered extremely improper.

A distinctive study was conducted by Jung and Fouts (2011) in Central Africa, among Bofi foragers, that investigated three kinds of touch: caregiving, active social affectionate and passive social affectionate, between caregivers and children. Among caregivers, passive social affectionate was used more frequently than other types of touch. Mothers utilized caregiving to a greater extent, and other adult relatives and fathers, preferred to use caregiving and active social affectionate touches. Adolescent relatives of children preferred active social affectionate touch the most. Moszkowski's (2004) study investigated the touching behavior of infants and of a mother's facial expressions and maternal availability. It was found that infants used touch during fundamental interaction and spent 85 percent of their time touching. Even after encountering the neutral expressions of their mother, infants still used touch in passive forms. Moszkowski's study in 2008 also found similar results. Infants used touch to explore and discover when their mother were not maternally available. This study also found a correlation between the relationship concerning the amount and type of touch behavior of the infant and the mental health of the mother. Touch was also investigated as tool for intervention in family functioning and child behavior (Pennings, 2009). Although the demographics of family had a significant effect on the process and result of the study, the positive benefits of touch for family functioning was documented. Stepakoff (2000) aimed to determing the different components of touch between mother and infant, such as gender, parental depression and parental ethnic background. Researchers found that touch between mother and infant was affected by all these three factors, and furthermore, by the interaction of different variables. Wasserman (1978) demonstrated that the initiator of touch also depends on situations like interaction or non-interaction, and found that during non-interaction periods, baby girls initiated touch and proximity more often, while during interaction periods mothers initiated touch more often. Attachment is also linked to tactile communication by Anisfeld, Casper, Nozyce, and Cunningham (1990) and

Del Castillo-Garcia (2010), who claimed that it provided more secure attachment, higher parental self-confidence and higher sensitivity to the baby's needs.

Similar to the reaction of adults to touch, 9-to-17 years old children reactioned to six different types of touch, (friendly, angry, comforting, rough and tumble, directing and other touch) that were investigated (Neill, 1991). Children's reactions to touch was affected by the kind of touch, the location of touch on the body, the relationship of the child with the other, the sex of the child and the age of both the other person and the child. However, it was found that the role of other person in the child's life, such as being an adult, peer, teacher, police etc. had a low effect on the reactions of children.

Tactile communication is also part of the classroom and class environment; therefore, this relation can also be observed in educational studies. Cowen (1982) observed four types of physical touching (holding hands, touching, sitting on laps, hugging) between children and non-professional helpers in the school. Three similar conclusions from previous studies come to light. Firstly, female children received more touch than male. Secondly, younger children received tactile contact more often than older children and lastly, helpers who received training regarding restricting touching behaviors, displayed less tendency to touch. The effect of race in the educational environment was studied by Field (1999). She observed forty French and American children with their parents, while playing on playground. It was found that American parents and children touched each other less frequently than French parents and children. American children also displayed less touching behavior towards their peers, and more aggressive behavior, than French children.

One important study conducted in an educational setting was executed by Lawton (1998). Lawton's study investigated seven different touch categories (affectionate, caretaking-helpful, comfort, play, attentional control neutral, attentional negative punishing and attentional control affectionate) in a preschool context, and related

variables, with 148 preschool children, 20 teachers and 3 directors. Teachers preferred touch for caretaking, helping, controlling, and punishing rather than for comforting, affection or as part of play. It also found, that training regarding the benefits of touch and positive attitudes towards touch were linked with a higher degree of positive teacher touch and the director's attitude, leadership, implicit policies, and attitude towards teachers, was also linked with a higher degree of positive, and lower degree of controlling, touch. Variables related to children also affected the frequency and the type of touch. For instance, the frequency of positive touch was also related to the child's expression of affection for their caregiver, with a degree of significance. Children's temperament was also linked with the type of touch, such as challenging children and those with painful touch history, were linked with negative punishing touch, unlike easygoing children. Owen and Gillentine (2011) investigated touch in terms of teacher beliefs and attitudes and found that although teachers were aware of the benefits of touch, they avoided touch in order to prevent being falsely accused of inappropriate behavior.

Another study that combined both, the educational context and gender, was conducted by Perdue and Connor (1978). Tactile contact between preschool children and teachers was observed in 4 different classes for a long duration. Results showed that teachers preferred tactile contact with children of their own sex, more often than with those of the opposite sex. If they touched children of the opposite sex, the aim of the touch became different. For instance, male teachers touched female children in order to help. Also, boys but not girls, displayed a preference for different amount of friendly touch, while touching male and female teachers.

Stamatis and Kontakos (2008) conducted a study in Greece regarding the perceptions of preschool teachers, and their behaviors regarding touch, in the context of preschool classroom. The results found were similar to those of Owen and Gillentine's (2011) study. Teachers believed that touch improved interpersonal communication skills and relationships, but they unconsciously preferred to avoid

touching children. Finally, Wood (1997) explored the preference of students for tactile contact in three different contexts, which were the professional, social and friendship context, with the participants totalling 230 students and 50 teachers. In a professional context students and teachers preferred to be touched or to touch in the shoulder area. In a social context students thought more positively about being touched by the hand and on the shoulder, while teachers either preferred to touch with the hand or to not touch at all. And finally, within the context of friendship, both teachers and students stated their preferences lay in favor of touching in the shoulder area.

A similar content analysis study was conducted by Gilbert and Williams (2008). This study investigated early childhood university textbooks in terms of touch and tactile communication between the teacher and child in images. It found that although male teachers appeared in images and touched children, the nature of the touch was completely different from that of female teachers and reflected traditional gender views and stereotypes. Female teachers undertook a nurturing role, while male teachers fit the role accepted by society.

2.6.4. Related Studies in Turkey

Studies in Turkey regarding touch are scarce. One of the earliest, was conducted by Aslan (2000a), and investigated the relationship between touch and eating disorders, which confirmed a positive relation between eating disturbance and touch deprivation. Another study was also conducted by Aslan (2000b) that explored touch, eating behavior and body image. A positive correlation was also found between eating disorders and touch deprivation, while a negative one was found between touch deprivation and body image. Çapa-Görgöz (2015) also claimed that there was a positive effect when therapeutic tactile contact was used on intensive care patients, in regards to their fear, anxiety and pain level. Another medical study investigated the relationship between touch and sleep on fibromyalgia patients, and

disclosed that there were positive effects on the quality of sleep, prostration and the effect level of fibromyalgia (Demirbağ, 2011). One of the experimental studies conducted by Akcan, Yiğit and Atıcı (2009), investigated the impact of kangaroo care on the pain levels of premature babies, and it proved that kangaroo care was found to be effective in dealing with the pain of premature babies. Almost all of the studies in Turkey relating to touch are related to medical science.

Another early study conducted in Turkey by Levi (1984), investigated touch within the daily life of adults and university students. She compared the types of touch students received in the university library and the super market. It was found that the most favorable reactions were made by females, who were not touched by female personnel, but were touched by male personnel, and the least favorable affect was experienced by males who were touched by male personnel. Also, females received more positive affect. This study also showed that location was important regarding the touch and its aftermath. The library did not show any significant effect on touch. The assumption was made that the difference lay in that fact that the library was non-profit institute, but the supermarket was a place which made profit.

Another distinctive study was administered by Çakmak (2005) in educational science. She explored touch as a part of nonverbal communication and its effect on educational experiences. 240 students from the age of 8-to-11 in 2nd, 3rd, 4th and 5th grade classes participated in the study. Firstly, a pre-test was administered determining the achievement level of the students in a specific course, then the subjects were divided into two groups, the control and the experimental group. In the experimental group, students were exposed to the touch of their teacher during the educational process of the course, while in the control group students, did not receive any exposure. A post-test was applied in order to observe if there were any changes in the levels of academic achievement these students. It was confirmed that

appropriate touch in fact affected learning and the degree of achievement of students in a positive way.

CHAPTER III

METHODOLOGY

In this chapter, the design of the study, the process of data collecting, and analyzing are presented in detail. First, the design, research questions, population, and sampling are presented. Secondly, the process of instrumentation, coding, pilot and main study are explained in detail. Furthermore, data analysis, reliability, and the validity of the study are presented. Lastly, the limitations of the present study are mentioned.

3.1. Design of the Study

The main aim of the current study is to examine the meaning categories for individual touches in the picture storybooks for 4-6 year-old children, and the possible relationship among these meaning categories with descriptive characteristics (publisher information, year of publication, intended age group, translation status, sex of both illustrator and author, book subject), and contextual factors (sex of the adult and child, location of the adult, size of the group, relation between the child and adult, style of touch, body part that is touched, nature of social occasion and initiator of touch), and related keywords. In the present study, meaning categories for touch between children and adults was investigated in picture storybooks by analyzing pictures and content. In order to reach aim of the current study content analysis was used. Content analysis can be defined as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (Holsti, 1969, p. 14) or "a research technique for making replicable and valid inferences from texts" (Krippendorff, 2004, p. 18). Respectively, this study acknowledged the following research questions:

1. What are the descriptive characteristics (publisher information, year of publication, translation status, sex of illustrator and author, book subject) of the

picture storybooks, which were written for 4-6-year-old children?

2. Is there any evidence of tactile communication in the picture storybooks, which are written for 4-6-year-old-children?

2.1. What is the potential of picture storybooks for 4-6-year-old children in terms of presenting examples regarding meaning categories for individual touches, (positive affect touch, control touch, ritualistic touch, hybrid touch, task related touch, accidental touch) and contextual factors (sex of the adult and child, location of the adult, size of the group, the relation between the child and the adult, the style of touch, the body part that is touched, the nature of the social occasion and the initiator of touch)?

3. Is there a relationship between descriptive characteristics of picture storybooks (sex of the author and illustrator, the translation status), contextual factors (sex of the adult and child, location of the adult, size of the group, relation between the child and adult, style of touch, body part that is touched, the nature of the social occasion and the initiator of touch), and sub and main meaning categories, for individual touch?

3.2. Population and Sampling

3.2.1. Characteristics of Target Population

Three criteria were considered to determine the target population of the present study. First, picture storybooks were chosen to explore meaning categories for individual touches between children and adults. Picture storybooks for children are illustrated books that contain both text and illustrations, which carry a meaning and are specifically written for young children (Lynch-Brown & Tomlinson, 2008, p. 91). Furthermore, picture storybooks are specifically written for 4-6 year-old children. Picture storybooks for this age group are chosen purposefully because those written for 4-6 year-olds cover more extensive contents and subjects than ones aimed at those 4 years and younger (Russell, 2001). Lastly, children's picture storybooks

should involve human characters in order to observe touch between adults and children. The year of publication is not a selection criterion for the picture storybooks; therefore, all the books fit the criteria and were selected independent of their year of publication. Ultimately, the target population of the current study is the picture storybooks specifically written for 4-6-year-old children, which also involve human characters. Purposive sampling method was chosen to reach the target population. Purposive sampling method is used to select a specific population based on the purpose of the study and the judgment of the researcher (Fraenkel, Wallen & Hyun, 2015, p. 101). Therefore, all books that conformed to the specified criteria, located in one of the public libraries of Çankaya, in the metropolis of Ankara, were chosen as a sample for the present study. A total of 489 picture storybooks for young children were selected in order to reach this study's aims.

3.2.2. Information About the Library

Çankaya is the largest district populated within Ankara with a population of 919,119 (TUIK, 2014). Many well-known universities, state institutions, and ministries are located in Çankaya, as well as libraries. As of the year of 2016, 1,137 public libraries provided services to 23,266,599 citizens with 18,828,188 books (General Directorate of Libraries and Publications, 2016). Out of 42 public libraries in Ankara, there are 6 public libraries located in Çankaya, and of those the Ali Dayı Children's Library was chosen. This library was chosen as it offers a diversified and extensive collection of picture storybooks for children aged between 4-to-6.

Ankara Ali Dayı Children's Library was founded in 1985 and renovated in 2010, and has become an exemplary children's library. The first floor of the library provides services for 3-7 year-old children, while the second floor is reserved for 7-14 year-old children. The library is designed and equipped specifically for young children. The library contains 13,127 books, 690 registered users, however, 19,913 people benefit from its services and borrowed 5,441 books during 2016 (General Directorate

of Libraries and Publications, 2016).

3.2.3. Information about the population

489 picture storybooks, which are written for young children, from 93 different publishing companies, were chosen as a sample (see Appendix D). Most books were published by İşbankası Kültür Publishing (n=41, 8.4 %), Kaknüs Publishing (n=36, 7.4%), and Yapı Kredi Publishing (n=35, 7.2%). As for the intended age group of the sample, most of the picture storybooks did not specify their target age group in the hardcopy (n=445, 91%). Within the picture storybooks, which did specify the intended target age group, there were more picture storybooks published for children between the ages of 3-6 years old (n=25, 5.1 %), than picture storybooks published for 2-6 year-olds (n=4, 0.8 %), for 4-6 year-olds (n=6, 1.2 %), and for 5-6 year-olds (n=9, 1.8 %). The sample was also investigated for their publishing dates, and the resulting range dated the books from the years between 1997 to 2016. Most of the picture storybooks were published in 2012 (n=74, 15.1%) and 2013 (n=70, 14.3%), while the lowest number was published in 1997 (n=1, 0.2%) and 1998 (n=1, 0.2 %).

3.3. Instrumentation

In the process of developing instrumentation, first, all related variables that might affect meaning categories for individual touches, was decided on based on a detailed literature review (Gilbert & Williams, 2008; Jones & Yarbrough, 1985; Owen & Gillentine, 2011; Perdue & Connor, 1978). In the literature, meaning categories for individual touches, were different for each researcher, as each researcher investigated touch between different groups of people, such as teacher-child, parent-child, adult-adult, therapist-client, nurse-patient groups (Aznar & Tenenbaum, 2016; Clay, 1968; Jones & Yarbrough, 1985; Jung & Fouts, 2011; Lawton, 1998; Neill, 1991; Perdue & Connor, 1978; Pui, 2014; Whittington, 2010). Therefore, the appropriate categorization of touch was chosen and a codebook was created. Thereafter, the codebook was sent to two different experts in the area of early childhood education

and child development, in order to obtain as expert opinion. Eventually, a pilot study was implemented, and according to those findings, the codebook was finalized. In this section, the steps of instrumentation are explained in detail, below.

3.3.1. Coding and Categorizing

According to Fraenkel and colleagues (2015) categorization in regards to content analysis occurs in two ways: the researcher determines the categories used according to a theory and according to literature reviews before the analysis, or the researcher forms the categories as the analysis continues. According to Holsti (1969) determining the research questions is the most important specification of categorization. In the present study, categories were determined before the analysis, according to an extensive literature review (Field, 1999; Owen & Gillentine, 2011; Perdue & Connor, 1978). However, as the pilot study was conducted with a second researcher, some necessary readjustments were made by taking into consideration the suggestions of both the second researcher and the project advisor.

The study of Jones and Yarbrough (1985), in particular, provided the most detailed and significant categorization of touch. Existing categories display many differences in each study, and apart from a few similar categories, such as affection, support, caregiving, and control touches, researchers generally created their own categories (Clay, 1968; Jones & Yarbrough, 1985; Jung & Fouts, 2011; Lawton, 1998; Neill, 1991). First of all, individual meanings and categories of touch were chosen from the literature, based on their appropriateness for evaluating touch between children and adults in pictures. Six main meaning categories for touch were chosen: positive affect, control, ritualistic, hybrid, task-related and accidental touches. Positive affect touches involve support (Clay, 1968; Jones & Yarbrough, 1985; Lawton, 1998; Neill, 1991), appreciation (Jones & Yarbrough, 1985), active-social affection (Jung & Fouts, 2011), passive-social affection (Jung & Fouts, 2011), and caregiving (Clay, 1968; Jung & Fouts, 2011; Lawton, 1998). Compliance (Jones & Yarbrough, 1985),

attention-getting (Jones & Yarbrough, 1985), announcing a response (Jones & Yarbrough, 1985), attentional control neutral (Lawton, 1998), attentional control negative-punishing (Lawton, 1998), and attentional control affectionate (Lawton, 1998) all together characterize control touches. Ritualistic touches have two subgroups: greeting and departure (Jones & Yarbrough, 1985). Greeting/affection and departure/affection (Jones & Yarbrough, 1985) are chosen as types of hybrid touches. Task-related touches are also divided into two categories, which are referred to as appearance and instrumental intrinsic (Jones & Yarbrough, 1985). Accidental touch, as described in the study of Jones and Yarbrough (1985), is also chosen as a suitable category for evaluating touching in pictures.

Based on this categorization of touch, a codebook was developed by the researcher after evaluating several categorizations, and choosing touches, which were suitable for the relationship between children-adults, and for investigating touch in pictures, with no inclusion of other materials, like video or text. The codebook developed by the researcher ultimately includes all the following categories:

Descriptive characteristics of picture storybooks: Publisher information, year of publication, intended age group, translation status, sex of both the illustrator and author and subject of the book

Contextual factors observed in the images within picture storybooks: Sex of the adult and child, location of the adult, size of the group, relationship between the child and the adult, style of touch, body part that is touched, nature of the social occasion and initiator of touch.

Meaning categories for individual touches: Positive affect touches (support, appreciation, active social affection, passive social affection, caregiving), control touches (compliance, attention-getting, announcing a response, attentional control neutral, attentional control negative punishing, attentional control affectionate), ritualistic touches (greeting, departure), hybrid touches (greeting/affection,

departure/affection), task-related touches (reference to appearance, instrumental intrinsic), accidental touches (accidental) (see Appendix B)

While examining touches in pictures, it was observed that the style of touch also showed difference. Not every touch was a simple touch, some of them might have been hugging or holding of a child in a lap. Therefore, the style of touch (hugging, holding in a lap, touch) was added, based on the study of Owen and Gillentine (2011). For categorization of book subject, the study of Gönen, Katrancı, Uygun, and Uçuş (2011) was used as a reference. The subjects of the children's books were categorized into twelve subcategories: friendship, family, adventure, science fiction, fantastic fiction, ethical/moral issues, community rules, environmental awareness/animal love, travel, religion, mythology, health.

Unit of analysis defined the specified unit, that is the focus of the analysis, such as pictures, text, etc. (Fraenkel, Wallen, & Hyun, 2015). As a unit of analysis, both pictures and text were defined in the present study. While forming the codebook, these units of analysis were considered. Pictures were the primary focus point, however, key words in the texts could also give clues about touch, and therefore, text was also chosen as a unit of analysis. Related keywords were also investigated and involved in the codebook. Jones and Yarbrough (1985) specified some keywords related to their meaning categories of touch as a result of their study, which are: 'It's ok', 'let me take care of you', 'consoling', 'thanks', 'thank you', 'appreciation', 'I like you', 'I love you', 'I miss you', 'move over', 'hurry up', 'stay here', 'be serious', 'do it', 'look at me', 'listen to this', 'look at that', 'I'm really happy', 'I'm really glad we came', 'that's funny', 'I'm excited', 'I'm surprised', 'hi, nice to meet you', 'how are you', 'good to see you', 'goodbye', 'see you later', 'I like you and it's good to see you again', 'I like you and I have to leave you', 'I love you and I'll miss you', 'I like your hair', and 'give me your hand'. In this study, their keywords are taken as a base, however, during the pilot study, with the help of the second researcher, some keywords were decided on with joint decision. Text was not

analyzed in detail, simply scanned for keywords that would make touch understandable.

After developing the codebook and coding form, three experts who specialize in the area of early childhood education and child development, were asked to assure the content-related evidence of validity. They examined the forms and looked into the language for precise translations from English to Turkish, in order to contribute to the field. Furthermore, they provided their suggestions in detail, concerning whether the codebook and coding form covered the topic in general, and whether they measured what they meant to measure. In order to prevent a misunderstanding of content, categorical items were defined and included into the codebook. According to expert feedback, the necessary readjustments were made.

3.3.2. The Pilot Study

A pilot study is a small-scale study conducted prior to the main study and is intended to ensure that inter-coder reliability is good enough to reach objective and reliable data (Gökçe, 2006; Kim, 2011; Neuendorf, 2002). Therefore, a pilot study was conducted prior to the main study in April 2017. For the pilot study, 10 picture storybooks for 4-6 year-old children were chosen as a sample. Each book is read and scanned twice before coding, and then coding is performed and completed. The second coder also specialized in early childhood education. By comparing two different coder's data, inter-coder agreement is evaluated. Inter-coder agreement reflects the extent of consistency between coders (Holsti, 1965, p. 135). Inter-coder agreement was calculated by the formula constructed by Miles and Huberman (1994):

Reliability= Coder's agreement / (Coder's agreement + Coder's disagreement).

Table 3.1 presents the inter-coder agreement values of the pilot study.

Table 3.1

Inter-coder agreement statistics of pilot study items

Items	Inter-coder Reliability
Sex of the adult in the picture	.9662
Sex of the children in the picture	.9811
Meaning categories of the touch	.8113
Location of the adult in the picture	.9245
Size of the group in the picture	.7358
Relation between child and adult	.9433
Style of the touch	.8490
Body part that is touched	.7547
Nature of social occasion	.9622
Initiator of touch	.8301

According to Cohen (1960) a strength of agreement above .80 is considered very good and values above .60 are considered good. As it can be seen from table 3.1, of all items, 8 of them are considered very good and 2 of them were accepted as good. In total 53 references to touch in children's picture storybooks were coded. In the pilot study, related keywords were also investigated with second coder, which are listed as: 'helping', 'measuring fever', 'examine a patient', 'breath control', 'control throat', 'vaccinate', 'snuggle', 'hug', and 'is this?' The general procedures involved in the selection of keywords was determined by an understanding of a previous study of Jones and Yarbrough (1985), and by discussions with the second coder concerning procedure. The children's picture storybooks that are used in the pilot study were excluded from the main study data.

3.4. Data Collection Procedure

First, expert opinions, and necessary measures, were taken. After conducting the pilot study and interrater reliability assessment, the codebook was finalized according to those findings. The data collection procedure took place in May 2017. The procedure took approximately 3 weeks. 489 picture storybooks were examined in a systematic way, read and scanned twice, and then coded by filing form. Pictures were numbered and archived in order to further use them in the study. Examining and coding one children's picture storybook took approximately 15 minutes. For five days (Tuesday-Saturday) in a week, from 8 am to 5 pm, data was collected, in totaling taking 15 days. All of the picture storybooks information was recorded for further use. Even books that fit the criteria of sampling but did not involve touch are specified in a list, for statistical use in the study. Accessible books that fit into the sampling criteria were chosen and investigated. Damaged books, which caused problems in regards to the flow of story were eliminated from the sample of the study. Similar to the pilot study, in the main study, the documented keywords are: 'affectionately', 'afraid', 'carefully carried', 'caress', 'check', 'don't be afraid', 'don't be sad', 'don't worry', 'examined the patient', 'fulfilled longing', 'glad to see you', 'hug', 'kiss', 'I love you', 'don't go', 'let me see it', 'look', 'love', 'miss', 'nice to meet you', 'proud', 'thank you', 'calm down', 'relax', 'well done', 'wonderful', 'wrap a towel', 'you're our love', 'you're sick', and 'why are you crying?' In this study, a total of 54 different keywords were identified and their meaning was categorized for individual touches. Chosen keywords were words that provided clues about actions, and meaning categories for touch, in the images.

3.5. Data Analysis Procedure

Descriptive statistical and inferential statistical analysis were used in order to analyze data derived from the picture storybooks, which are written for young children. As a method, quantitative content analysis was used, to investigate patterns of touch in

children's picture storybooks written for 4-6 year-old children. Quantitative content analysis is "a statistical technique for obtaining descriptive data on content variables" (Krippendorff, 2009, p. 144). According to Weber (1985), shifting qualitative data to quantitative data has some aims: First of all, reliability is ensured easily, secondly the researcher can prevent subjectivity and lastly, the researcher has the opportunity to compare findings with existing data more efficiently. Therefore, descriptive statistics and chi square analysis were chosen to comprehend the data and SPSS package program 24.0 was used to analyze data. Frequency and percentage are used as descriptive statistics for descriptive research questions 1, 2 and 2.1. Furthermore, chi square analysis is used in order to investigate the possible relationship between variables, as is stated in research question 3 in detail, however, chi square analysis does not provide enough information concerning the strength of the relationship or its limitation (Beasley & Schumacker, 1995). Therefore, post hoc and planned comparison procedures were applied, as Beasley and Schumacker (1995) described, in order to demonstrate the strength of relationships between various variables and prevent type I error. As a result, post hoc and planned comparison procedures were applied, in keeping with Beasley and Schumacker's (1995) description, in order to demonstrate the strength of the relationships between various variables and to prevent type I errors. Type I error explained Fraenkel and his colleagues (2015) as rejecting null hypothesis which is true. In the procedure, the post hoc values of each cell were first converted into chi square values. Then, the significance of these chi square values was analyzed using one feature of the SPSS program. Finally, the significance of the chi square values, which are known as *p* values, were compared to the new adjusted *p* values. This process made it possible to avoid type I errors, or false positives. To sum up, the results of the study are presented as frequencies, percentages and chi square statistics.

3.6. Validity and Reliability of the Study

Validity is defined by Fraenkel and colleagues (2015) as 'the appropriateness, correctness, meaningfulness and usefulness of the specific inferences'. In order to ensure validity, external validity, face validity and content validity of the study, necessary procedures were considered.

External validity is about the extent of generalizing the findings (Yıldırım & Şimşek, 2004). Since science is based on generalizing, external validity is significant (Fraenkel et. al., 2015). The nature of the study requires purposive sampling in order to reach the target population, however books from the library was not chosen purposively, rather all the books were chosen.

Face validity is the degree to which an instrument appears to measure what it aims (Krippendorff, 2004). In order to ensure face validity, a review of the literature was conducted and the code book was checked several times by the researcher and advisor. Opinions of experts were also taken to assess validity.

Content related validity refers to the degree content and format of an instrument as it addresses all of the components of the content that is measured (Fraenkel et. al., 2015). Content related validity is ensured by developing a code book and categories, and by attaining expert opinions in early childhood education and child development, before the main study.

Besides validity, in the process of the current study reliability was also taken into account. Reliability refers to the consistency of the findings and produces the same results under consistent conditions (Fraenkel et. al., 2015). Creswell (2007) suggested that inter-coder reliability should be ensured with an agreement percentage of 80. Therefore, a second coder also contributed to the pilot study, after receiving the necessary information about codebook.

Reliability was estimated by defining a subsample that consisted of 8% of the main study sample, within the main study, through random sampling. According to Schreier (2012), a subsample should be at least 8% of the main sample, and therefore, 10 picture books were selected and assessed by both the researcher and the second coder. Miles and Huberman's formula (1994) was used to analyze inter-coder agreement.

3.7. Limitations of the Study

This study has three limitations. Foremost, purposive sampling limits findings to recorded information and has no possibility of generalizing the findings. Findings are limited to the target sample of picture storybooks for 4-6 year-old children from one library in Çankaya, Ankara. Second, the nature of the content analysis might lead to data collector bias. Although in the pilot study, the second coder analyzed and the reliability of the study assessed, the main study is coded by the researcher. This may also limit the objectivity of the study. Finally, the degree of independence that illustrators have while illustrating such books is unknown. Therefore, evaluating the impact of the illustrator would be extremely difficult.

CHAPTER IV

FINDINGS

This chapter covers the results of the study in a comprehensive way. The images within children's picture storybooks were examined in reference to tactile touch and related variables, in order to display ongoing mechanism in the tactile communication of children with adults. In the current chapter, the results of the study and the research questions are displayed through pictures, charts and tables, descriptive and chi square analysis.

4.1. Demographic characteristics of picture storybooks for 4-6 year-old children

In the current study, a total of 489 children's picture storybooks were selected as a sample. The list of the picture storybooks that were chosen as a sample is presented in Appendix D. Within this sample their publisher information, year of publication and intended age group was also investigated.

The sample included picture storybooks from 93 different publishers. Among all of the books, most were published by İşbankası Kültür Publishing (n=41, 8.4 %), Kaknüs Publishing (n=36, 7.4%), and Yapı Kredi Publishing (n=35, 7.2%). (Table 4.1)

Table 4.1.

Distribution of picture storybooks for 4-6 year olds by publisher information

Publisher	Frequency	Percent	Publisher	Frequency	Percent
Edam	2	,4	Remzi	4	,8
Çilek Kitaplar	8	1,6	Kipat	7	1,4
Bizbize	1	,2	Domino Çocuk	3	,6
Nesil Çocuk	7	1,4	Küçük Ev	10	2,0
Maya Akademi	3	,6	Kaknüs Çocuk	36	7,4
Kırmızı Kedi	12	2,5	Türkiye İş Bankası Kültür	41	8,4
Final Kültür Sanat	10	2,0	Tramvay	3	,6
Almidilli	1	,2	Yapı Kredi	35	7,2
Mandolin	17	3,5	Tudem	14	2,9
Mikado Çocuk	1	,2	Eğiten Çocuk	7	1,4
ODTÜ	13	2,7	Timaş Çocuk	4	,8
Günışığı Kitaplığı	4	,8	Nar Çocuk	12	2,5
Pegasus	1	,2	Efil	8	1,6
M.E.B	6	1,2	Sarıgaga	4	,8
Marsık Kitap	15	3,1	Pearson	7	1,4
Yeşil Dinozor	5	1,0	Altın Kitaplar	6	1,2
Engin	11	2,2	Abc Yayın Grubu	3	,6
Minik Ada	2	,4	Uçanbalık	34	7,0
Ata	1	,2	Kavis Çocuk	1	,2
Kök	3	,6	Erdem	7	1,4
Akçağ	1	,2	Doğan Egmont	4	,8
Mavi Pencere	3	,6	Sedir	1	,2
Bilgi	1	,2	Çınaraltı	1	,2

Table 4.1. (Cont'd.)

Bulut	4	,8	Lal	12	2,5
Set-Systems Nesa	1	,2	Mavi bulut	12	2,5
Yumurcak	4	,8	İthaki	1	,2
Sistem	1	,2	Panama	1	,2
Boyut Yayın Grubu	4	,8	Büyülü Fener	1	,2
Kumdan Kale	1	,2	Şimşek	2	,4
Top	2	,4	Mühür Çocuk	1	,2
Yeni Umut	3	,6	PKitap	1	,2
Çitlenbik Çocuk	3	,6	Net Çocuk	1	,2
Punica	1	,2	Uğur Mumcu Vakfı	2	,4
Serpil Erdoğan	1	,2	Akşit Kültür	1	,2
Pötikare	1	,2	Vakvak	4	,8
Popcore Çocuk	2	,4	İkea	1	,2
Kırlangıç	2	,4	Turkuvaz	1	,2
Nesin	5	1,0	Ya-Pa	3	,6
İBB Kültür A.Ş	2	,4	Can Çocuk	5	1,0
Damla Çocuk	1	,2	İletişim	1	,2
Tübitak	1	,2	Başlık Yayın Grubu	1	,2
Tanışır	1	,2	Polat	2	,4
Kır Çiçeği	1	,2	Mavi Kelebek	1	,2
Kanat Çocuk	1	,2	Inkilab	1	,2
Kitap Saati	1	,2	Ardıç	1	,2
1001 Çiçek	4	,8	Ajans 2023	4	,8
Çizmeli Kedi	2	,4			
Total				489	100,0

The sample also was investigated by their publishing dates and it was found that all of the books were published between the years of 1997 to 2016. Most of the picture storybooks were published in 2012 (n=74, 15.1%) and 2013 (n=70, 14.3%), while the least amount was published in 1997 (n=1, 0.2%) and 1998 (n=1, 0.2 %). (Figure 4.1) As for the intended age group of the sample, most of the picture storybooks did not specify their target age group in the hardcopy (n=445, 91%). Within the picture storybooks, which did specify the intended age group, the picture storybooks for 3-6 year-olds (n=25, 5.1 %) were larger in quantity than the picture storybooks for 2-6 year-olds (n=4, 0.8 %), 4-6 year-olds (n=6, 1.2 %) and 5-6 year-olds (n=9, 1.8 %).

Figure 4. 1. Distribution of picture storybooks for 4-6-year-old by publication year

Both demographic characteristics for the sample of 489 children's picture storybooks and for the data set of 607 touches are explained in detail. In addition to the sample picture storybooks, the data is also investigated through many different demographic characteristics such as, publisher information, translation status, year of publication, intended age group, sex of both illustrator and author, and subject of the book, in order to see the relationship between these variables and each touching behavior. Only in 52 of the publisher's tactile communications can be found as evidence of

non-verbal interaction between a child and an adult. Among them, 3 publishing companies come into prominence; Kaknüs Publishing (n=86, 14.2%), Yapı Kredi Publishing (n=54, 8.9%) and İşbankası Kültür Publishing (n=52, 8.6%). Among all of the touches, 279 (46%) of them occurred in books that were translated and 328 (54%) of them were from books of Turkish origin. According to the outcomes, storybooks that contain touching behavior range from the year 2000 to 2016. Books that included the most amount of tactile touch are from the year of 2012 (n=108, 17.8%) and 2013 (n=108, 17.8), and books containing the least amount of touch were published in 2000 (n=6, 1%). (Figure 4.2)

Figure 4. 2. Distribution of picture storybooks for 4-6 year olds that involved touch by publication year

In regards to the intended age group, the results are similar to those found when analyzing the age group of the sample books, therefore, 84.7% of the touches did not derive from age specified books. (Figure 4.3)

Figure 4. 3. Distribution of picture storybooks for 4-6 year olds that involved touch by age group

34.3% (n=208) of tactile touching in illustrations was displayed in books authored by males, and 65.7% (n=399) of them were observed in female authored books. Female illustrators (n=340, 56%) numbered more than male illustrators (n=253, 41.7%). Only 14 (2.3%) of all touches were from books that were illustrated by both male and female illustrators, cooperatively. Among observed touches, the distribution of books according to book subject can be seen at Table 4.2 below. The most common subject that involved touch was adventure (n=189, 31. %), and respectively, family (n=96, 15.8%) and finally, community rules (n=92, 15.2 %). Two subjects were not available in the data set, these were travel and religion. (Table 4.2)

Table 4.2.

Distribution of picture storybooks for 4-6 year olds that involved touch by book subject

Book Subject	Frequency	Percent
Adventure	189	31.1
Family	96	15.8
Community Rules	92	15.2
Health	73	12
Ethical/Moral Issues	57	9.4
Environmental Awareness/Animal Love	43	7.1
Friendship	19	3.1
Fantastic Fiction	17	2.8
Science Fiction	15	2.5
Mythology	6	1
Total	607	100

4.2. Meanings of touch and contextual factors that are presented in picture storybooks for 4-6 year-old children

4.2.1 Meanings of touch that are presented in picture storybooks for 4-6 year-old children

From this sample of 489 children's picture storybooks, a total of 607 inferential data was recorded as a result of the investigating unit of analysis. This shows that, among all of the books, a total of 607 different tactile touching acts were observed. In some cases, a single image featured more than one touching behavior. Nonetheless, not all

of the books involved touching behaviors. 216 of them contained physical contact between the child and the adult, and 273 of these books did not involve any kind of touching behavior, between the child and adult human being. (Table 4.3)

Table 4.3.

Distribution of picture storybooks for 4-6 year olds regarding involvement of touch

	Frequency	**Percent**
Picture storybooks involving touch	216	44.2
Picture storybooks lacking touch	273	55.8
Total	489	100

The current study investigated 6 main meaning, and 18 different sub-meaning, categories for individual touches in the children's picture storybooks for 4-6-year-old children. The frequencies and percentages are displayed in Table 4.4. The most common type of touch encountered in picture storybooks was passive-social affection (26.7 %). Active-social affection (19.6 %), support (16.1 %) and instrumental intrinsic (10.2 %) were other common types of touches in children's picture storybooks, respectively. Conversely, reference to appearance (0.3 %), attentional control negative-punishing (0.5 %) and greeting (0.7 %) touches were observed less, while departure touch was non-existent. (Table 4.4)

Table 4.4.

Meaning categories for individual touches in picture storybooks for 4-6 year olds

Type of Touch	Frequency	Percent
1. Positive Affect Touch	**430**	**70.8**
Support	98	16.1
Appreciation	13	2.1
Active-Social Affection	119	19.6
Passive-Social Affection	162	26.7
Caregiving	38	6.3
2. Control Touch	**68**	**11.2**
Compliance	16	2.6
Attention-Getting	22	3.6
Announcing a Response	11	1.8
Attentional Control Neutral	7	1.2
Attentional Control Negative- Punishing	3	0.5
Attentional Control Affectionate	9	1.5
3. Ritualistic Touch (with stranger)	**4**	**0.7**
Greeting	4	0.7
Departure	0	0.0
4. Hybrid Touch (with acquitance)	**28**	**4.6**
Greeting/Affection	23	3.8
Departure/Affection	5	0.8
5. Task-Related Touch	**64**	**10.5**
Reference to Appearance	2	0.3
Instrumental Intrinsic	62	10.2
6. Accidental Touch	**13**	**2.1**
Accidental	13	2.1
Total	607	100.0

Examples of Meaning Categories for Individual Touches

Caregiving Touch

Caregiving touch includes touching during the caretaking process, such as in the figure below. In this figure, a mother is feeding her baby with a bottle, a clear example of a caregiving touch.

Figure 4. 4. Example of caregiving touching, picture of Cemile Çişini Altına Yapıyor (Cemile Wet Herself) (Petingy, 2006)

Active-Social Affection Touch

Active-social affection touch involves the display of physical affectionate interactions such as in the Figure 4.5 below. In this figure, it is Mother's Day, and a mother is congratulated by her children with flowers and hugs.

Figure 4. 5. Example of active-social affection touch, picture of Ayşegül Anneler Günü Çiçeği (Ayşegül Mother's Day Flower) (Delahaye, 2011)

Instrumental Intrinsic Touch

Instrumental intrinsic touch is a necessary touch in order to accomplish a task. In Figure 4.6, in order to treat a child, the doctor is touching her arm, which is essential for treatment.

Figure 4. 6. Example of instrumental intrinsic touch, picture of Cemile Doktora Gidiyor (Cemile Goes to the Doctor) (Petingy, 2006)

Greeting-Affection Touch

Greeting-affection touches are physical contact between two familiar persons in order to greet each other, such as the greeting between a child and her father, as show in the figure below.

Figure 4. 7. Example of greeting-affection touch, picture of Zamanlar (Time) (Ural, 2011)

Accidental Touches

Accidental touches are meaningless and non-intended touches, which can be seen in Figure 4.8 below, where there is touching between a mother and her baby in the process of riding/pushing a swing.

Figure 4. 8. Example of accidental touch, picture of Deniz'in Sevdiği Şeyler 4: Hayvanlar (Things Deniz Love 4: Animals) (Çınaroğlu, 2013)

Attention Getting Touches

In the figure below, attention-getting touch can be observed between a mother and her female child. The female child is trying to gain the attention of her mother, whose attention is, instead, on the baby.

Figure 4. 9. Example of attention-getting touch, picture of Melis'in Kardeşi Oluyor (Melis Got a Sibling) (Joly, 2008)

Attentional Control Negative Punishing Touches

These touches occur in an aggressive way to control a child's behavior, such as in Figure 4.10, where the adult is taking control of the child in a negative manner and is forcefully, dragging him out.

Figure 4. 10. Example of attentional control negative punishing touch, picture of Kralın Altınları (Golds of King) (Hengirmen, 2007)

Appreciation Touches

Appreciation touches express appreciation, such as in Figure 4.11, where the female child is complimented by her mother, because she eats her meal successfully.

Figure 4. 11. Example of appreciation touch, picture of Deniz'in Sevdiği Şeyler 6: Yoğurt (Things Deniz Love 6: Yogurt) (Çınaroğlu, 2013)

Passive Social Affection Touches

This type of touch is physical contact, without active interaction like resting with each other, or holding. Holding a baby is also a passive social affection, as shown below in Figure 4.12.

Figure 4. 12. Example of passive social affection touch, picture of Melis'in Kardeşi Oluyor (Melis Got a Sibling) (Joly, 2008)

Support Touches

Support touches aim to re-balance any internal disruption and anxiety through physical contact and comforts, as well as provide protection for the child. In the figure below, the child is afraid of the sea and of swimming, while the mother is reassuring her that she will be with her and protect her.

Figure 4. 13. Example of support touch, picture of Cemile Yüzmeyi Öğreniyor (Cemile is Learning Swimming) (Petingy, 2008)

Compliance Touches

Compliance touch is a touch that aims to lead the behavior or emotion of the child, such as in the figure below, where a mother is leading her child by holding his hand and assisting him through the air plane gates.

Figure 4. 14. Example of compliance touch, picture of Dünyayı Öğreniyorum: Arkadaşım Pilot (Learning the World: My Friend is Pilot) (Butschkow, 2014)

Reference to Appearance Touches

Reference to appearance touch aims to point out a specific aspect of the body, such as the head, or of an object, such as a piece of clothing, as observed in the figure

below. In this figure, the touch that occurs between a mother and her child transpires in order to point out the child's appearance.

Figure 4. 15. Example of reference to appearance touch, picture of Utku Yemeğini Yemiyor (Utku Doesn't Eat His Meal) (Çetiner, 2008)

Announcing a Response

This type of touch emphasizes feelings and opinions about specific issues, and requires a response in return. In the interaction between a mother, father and their child, they are expressing their feelings and exchanging opinions, as well as establishing physical contact within group.

Figure 4. 16. Example of announcing a response touch, picture of Melis'in Kardeşi Oluyor (Melis Got a Sibling) (Joly, 2008)

Attentional Control Affectionate Touches

This type of touch is expected to control the behavior of a child in an affectionate way. In Figure 4.17, a policeman prevents children from walking out into traffic, which could be dangerous and life-threatening to both the children, and other people.

Figure 4. 17. Example of attentional control affectionate touch, picture of Emoş ile Memoş: Köpek Arabası (Emoş and Memoş: Dog Car) (Gündüz, 2007)

Attentional Control Neutral Touches

This touch is for controlling the behavior of children in a neutral way, such as retrieving the child from harm's way. In Figure 4.18, a mother is attempting to control her child's behavior by retrieving him from an unwanted environment.

Figure 4. 18. Example of attentional control neutral touch, picture of Bana kırmızı Motor Al (Buy Me Red Motor) (Piquemal, 2013)

4.2.2. Contextual factors that are presented in picture storybooks for 4-6 year-old children

It was found that in images, female adults (57.5 %) touched children, more than male adults (41 %), while sometimes the sex of adult was ambiguous (1.5 %). (Table 4.5)

Table 4.5.

Distribution of adults who were involved in the touching process in picture storybooks for 4-6 year olds

Sex of the Adult	Frequency	Percent
Male	249	41.0
Female	349	57.5
Unknown	9	1.5
Total	607	100

It was also found that adults preferred to touch female children (47.9) more often, than male children (44.3%). Some of the children's sex could not be identified, as

they were illustrated as babies, where the sex of the infant remains ambiguous without specific accessories, such as a hair buckle. (Table 4.6)

Table 4.6.

Distribution of children who were involved in the touching process in picture storybooks for 4-6 year olds

Sex of the Child	**Frequency**	**Percent**
Male	269	44.3
Female	291	47.9
Unknown	47	7.7
Total	607	100

In the process of tactile communication, the location of adults was mostly next to (44%) and in front of (35.1%) the children. The least observed location of the adult was below (lie or rest below the child) (5.9%) the child. (Table 4.7)

Table 4.7.

Distribution of the location of adults who were involved in the touching process in picture storybooks for 4-6 year olds

Location of the Adult	**Frequency**	**Percent**
In front	213	35.1
Back	91	15.0
Next to	267	44.0
Below	36	5.9
Total	607	100

Touch between a child and adult occurred mostly while the adult was alone with the child (43.2%). In addition, touch also occurred in large (31.3%) and small groups (25.5%). (Table 4.8)

Table 4.8.

Distribution of size of the group in which touch took place in picture storybooks for 4-6 year olds

Size of the Group	**Frequency**	**Percent**
Single	262	43.2
Small Group	155	25.5
Big Group	190	31.3
Total	607	100

Mothers (40.7%) and children interacted physically more often than fathers and children (21.4%). Touch between siblings (1%), caretakers (1%) and third degree relatives (1.3%), and children, were the least often encountered touch in children's picture storybooks. (Table 4.9)

Table 4.9.

Distribution of relation between adult and child in continuum of touch in picture storybooks for 4-6 year olds

Relation between Adult and Child	**Frequency**	**Percent**
Mother	247	40.7
Father	130	21.4
Sibling	6	1.0
Stranger	19	3.1
Occupational Groups	41	6.8
Second Degree Relatives	58	9.6
Third Degree Relatives	8	1.3
Caretaker	6	1.0
Ambiguous	65	10.7
Acquaintance	27	4.4
Total	607	100

Touch also occurred in different styles, such as holding the child in one's lap, hugging and basic contact-touch. As it can be seen from Table 4.8 among 607 touches, gentle touch (65.1%) was observed more often than holding a child on one's lap (19.4%) or hugging (15. %). (Table 4.10)

Table 4.10.

Distribution of style of touch in picture storybooks for 4-6 year olds

Style of the Touch	**Frequency**	**Percent**
Holding in a lap	118	19.4
Hugging	94	15.5
Gentle Touch	395	65.1
Total	607	100

Children were frequently touched by their whole body (including upper and lower body parts) (24.5 %), hand (21.4 %), head (14.5%), upper body (14.2 %) and shoulder (13.8 %). Adults did not prefer to touch children's necks (0.2 %), groin (0.2 %) and abdomen (0.2 %). (Table 4.11)

Table 4.11.

Distribution of body part that is touched in picture storybooks for 4-6 year olds

Body Part	**Frequency**	**Percent**
Hand	130	21.4
Arm	18	3.0
Shoulder	84	13.8
Back	30	4.9
Head	88	14.5
Leg	11	1.8
Foot	3	0.5
Abdomen	1	0.2
Groin	1	0.2
Buttocks	5	0.8
Upper Body	86	14.2
Whole Body*	149	24.5
Neck	1	0.2
Total	607	100

* In this study, the "whole body" means both the upper and lower body.

Physical touch overwhelmingly occurred in home environments (42.7 %) and public spaces (24.8 %). Touch in the school or class environment (4.3 %) occurred rarely in picture storybooks. (Table 4.12)

Table 4.12.

Distribution of the nature of social occasions in picture storybooks for 4-6 year olds

Nature of Social Occasion	**Frequency**	**Percent**
School/Class	26	4.3
Public Space	150	24.8
Home	259	42.7
Health Care Facilities	38	6.3
Natural Environment	68	11.2
Ambiguous	66	10.9
Total	607	100

Finally, touch is overwhelmingly initiated by adults (59.6%), and then respectively initiated mutually (28.5%), and finally, by the child (9.7%). (Table 4.13)

Table 4.13.

Distribution of initiators of touch in picture storybooks for 4-6 year olds

Initiator of Touch	**Frequency**	**Percent**
Child	59	9.7
Adult	362	59.6
Mutual	173	28.5
Ambiguous	13	2.1
Total	607	100

4.3. Relationship between meaning categories for individual touches and descriptive characteristics and contextual factors

4.3.1. Relationship between main meaning categories for individual touches and descriptive characteristics and contextual factors

In the current study, the first main meaning categories for individual touches and various related variables were investigated by analyzing chi square, post hoc and planned comparison analysis, based on Beasley and Schumacker (1995). Beasley and Schumacker's study (1985) explained the method that should be used to examine the significance of chi square analysis, by comparing p value with adjusted p value (The results of this analysis is specified in parentheses below next to various variables.) According to chi square analysis, there is significant evidence regarding the relationship between main meaning categories (positive affect touch, control touch, ritualistic touch, hybrid touch, task related touch, accidental touch) regarding individual touches and the sex of the author, $\mathcal{X}2^{=}$ 10.947, p =.044. In further post hoc and planned comparison analysis, a significant relationship between positive affect touch and male (r=.00373, p=.00416) and female authors (r=.00373, p=.00416) was found.

Moreover, according to chi square analysis, there is significant evidence regarding the relation between main meaning categories for individual touches, and the sex of the illustrator, $\mathcal{X}2^{=}$ 22.484, p =.009. In further post hoc and planned comparison analysis, a significant relationship between the male illustrator and a task related touch (r=.00097, p=.00277) was found.

Similarly, there was significant evidence regarding the relation between main meaning categories for individual touches, and the translation status of the books $\mathcal{X}2^{=}$ 14.918, p =.008. In further post hoc and planned comparison analysis, a

significant relationship between task related touch and both, original Turkish books (r=.00097, p=.00416) and translated books (r=.00097, p=.00416), was found.

Also, there was significant evidence regarding the relationship between main meaning categories for individual touches and the sex of the adult in the image performing the touch, $\mathcal{X}2^{=}$ 33.098, p =.000. In further post hoc and planned comparison analysis, significant relations between male adult and both, positive affect (r=.00047, p=.00277) and task related touch (r=.00003, p=.00277), and between female adult and both, positive affect (r=.00014, p=.00277) and task related touch (r=.00000, p=.00277), were found.

In addition, there was significant evidence regarding the relationship between main meaning categories for individual touches and the sex of the child, $\mathcal{X}2$ = 17.987, p =.038. However further post hoc and planned comparison analysis, did not show any significant relations between groups of meaning for touch and the sex of child. Therefore, it can be concluded that a type I error occurred, and thus a null hypothesis is true.

Similarly, according to chi square analysis there is significant evidence regarding the relationship between main meaning categories for individual touches, and the location of the adult performing the touch, $\mathcal{X}2^{=}$ 58.698, p =.000. In further post hoc and planned comparison analysis, significant relations between hybrid touch and the location of both, being in front of (r=.00000, p=.00208) or next to the child (r=.00006, p=.00208), were found. On the other hand, according to chi square analysis, there is no significant evidence regarding the relationship between main meaning categories for individual touches and the size of the group, $\mathcal{X}2$ (2) = 13.090, p =.185.

Furthermore, according to chi square analysis, there was significant evidence regarding the relationship between the main meaning categories for individual touches and the relationship between the adult and child, $\mathcal{X}2^{=}$ 117.854, p =.000. In

further post hoc and planned comparison analysis, significant relations between the mother and both positive affect (r=.00001, p=.00083) and task related touch (r=.00002, p=.00083), between occupational groups and both positive affect (r=.00002, p=.00083) and task related touch (r=.00000, p=.00083), and between caretaker and ritualistic touch (r=.00000, p=.00083) were found.

According to chi square analysis there was also significant evidence regarding the relationship between the main meaning categories for individual touches and the style of touch, $\mathcal{X}2^{=}$ 80.742, p =.000. In further post hoc and planned comparison analysis, significant relations between holding a child in a lap and both control touch (r=.00270, p=.00277) and task related touch (r=.00010, p=.00277), between hugging and control touch (r=.00270, p=.00277) hybrid touch (r=.00000, p=.00277) and task related touch (r=.00032, p=.00277) and between gentle touch and both control touch (r=.00000, p=.00277) and hybrid touch (r=.00004, p=.00277), were found.

Furthermore, there was significant evidence found regarding the relationship between main meaning categories for individual touches and body parts, that is $\mathcal{X}2^{=}$ 164.053, p =.000. In further post hoc and planned comparison analysis, significant relations between control touch and both shoulder (r=.00000, p=.00064) and whole body touch (r=.00014, p=.00064), between accidental touch and foot (r=.00022, p=.00064), and between hybrid touch and whole body (r=.00022, p=.00064) were found.

Moreover, there was significant evidence regarding the relationship between the main meaning categories for individual touches and the nature of a social occasion, $\mathcal{X}2^{=}$ 44.737, p =.001. In further post hoc and planned comparison analysis, a significant association between task related touch, and both home environment (r=.00032, p=.00138) and health care facilities (r=.00001, p=.00138), was found.

According to chi square analysis there was significant evidence regarding the relationship between the main meaning categories for individual touches and the

initiator of touch, $\chi 2$ = 86.650, p =.000. In further post hoc and planned comparison analysis, significant relations between adult initiated touch, and both hybrid touch (r=.00000, p=.00208) and task related touch (r=.00137, p=.00208), and between mutually initiated touch, and both control touch (r=.00004, p=.00208) and hybrid touch (r=.00000, p=.00208), were found. (Table 4.14)

Table 4.14.

Chi Square values regarding relationships between main-meaning categories for individual touches and descriptive and contextual factors

		$\chi 2$	p
Main meaning categories for individual touches	Sex of the author	10.947	.044*
	Sex of the illustrator	22.484	.009*
	Translation status	14.918	.008*
	Sex of the adult	33.098	.000*
	Sex of the child	17.987	.038
	Location of the adult	58.698	.000*
	Size of the group	13.090	.185
	Relation between child and adult	117.854	.000*
	Style of touch	80.742	.000*
	Body part that is touched	164.053	.000*
	Nature of social occasion	44.737	.001*
	Initiator of touch	86.650	.000*

* p<.05

4.3.2. Relationship between sub-meaning categories for individual touches and descriptive characteristics and contextual factors

In addition to main meaning categories for individual touches, sub-meaning categories for individual touches were also investigated by analyzing chi square, post

hoc and planned comparison analysis, based on Beasley and Schumacker (1995). It was found that there was evidence regarding the relation between the sex of the author and sub-meaning categories for touches, $\mathcal{X}2 = 25.757$, $p = .043$. However, in further post hoc analysis, a significant relationship between the two could not be found and it was concluded to be a Type I error.

There was also an evident relationship between the sex of the illustrator and sub-meaning categories for touch, $\mathcal{X}2 = 78.026$, $p = .000$. In further post hoc analysis, it was found that there was a significant relationship between the illustrator being a male, and both, instrumental intrinsic touch ($r = .00097$, $p = .00098$), and greeting-affection touch ($r = .00097$, $p = .00098$), the illustrator being a female, and greeting-affection touch ($r = .00047$, $p = .00098$), as well as between a mixed group of illustrators and attentional control affectionate touch ($r = .00006$, $p = .00098$).

In addition, evidence of a relation between the translation status and sub-meaning categories for touches, $\mathcal{X}2 = 38.209$, $p = .001$, was found. As well as a significant relationship between instrumental intrinsic touch, and both, original Turkish books ($r = .00067$ $p = .00147$) and translated books ($r = .00067$ $p = .00147$) was found.

Furthermore, according to chi square analysis, there was significant evidence regarding the relation between sub-meaning categories for touch and the sex of the adult, $\mathcal{X}2 = 84.202$, $p = .000$. In further post hoc and planned comparison analysis, significant relationships between the male adult, and support touch ($r = .00004$, $p = .00098$), caregiving touch ($r = .00097$, $p = .00098$), and instrumental intrinsic touch ($r = .00001$, $p = .00098$), as well as between the female adult, and support touch ($r = .00003$, $p = .00098$), caregiving touch ($r = .00067$, $p = .00098$), and instrumental intrinsic touch ($r = .00000$, $p = .00098$) were found.

There was, also, significant evidence regarding the relation between sub-meaning categories for touch and the sex of the child, $\mathcal{X}2 = 50.061$, $p = .006$. As well as significant evidence regarding the relationship between a child of unknown sex and

passive social affection touch (r=.00010, p=.00098).

Similarly, according to chi square analysis, there was significant evidence regarding the relation between sub-meaning categories for touch and the location of the adult, $\mathcal{X}2^{=}$ 182.507, p =.000. In further post hoc and planned comparison analysis, significant relations between the location of in front, and support touch (r=.00067 p=.00073), passive social affection touch (r=.00000 p=.00073), greeting-affection touch (r=.00000 p=.00073), location of back and caregiving touch (r=.00000 p=.00073), between the location of next to and passive social affection touch (r=.00000 p=.00073), caregiving touch (r=.00002 p=.00073), greeting-affection touch (r=.00047 p=.00073) were found.

Further evidence regarding the relation between sub-meaning categories for touch and the size of the group was found, and post hoc analysis showed that significant relationships between single group and active social affection touch (r=.00067 p=.00098), passive social affection touch (r=.00000 p=.00098), and caregiving touch (r=.00032 p=.00098), as well as between big group and support touch (r=.00047 p=.00098), active social affection touch (r=.00000 p=.00098), and passive social affection touch (r=.00000 p=.00098) were evident.

Furthermore, according to chi square analysis, there was significant evidence regarding the relation between the sub- meaning categories for touch and the relationship between the adult and child, $\mathcal{X}2^{=}$ 323.577, p =.000. In further post hoc and planned comparison analysis, significant relations between the mother and support touch (r=.00000 p=.00029), passive social affection touch (r=.00022 p=.00029), caregiving touch (r=.00002 p=.00029), and instrumental intrinsic touch (r=.00001 p=.00029), between occupational groups and both attentional control affectionate touch (r=.00001 p=.00029), instrumental intrinsic touch (r=.00000 p=.00029), between caretaker and greeting touch (r=.00000 p=.00029), between ambiguously related individuals and both passive social affection touch (r=.00000

p=.00029), and greeting-affection touch (*r*=.00014 *p*=.00029), and between acquaintances and departure-affection touch (*r*=.00010 *p*=.00029) were found.

According to chi square analysis there was significant evidence regarding the relationship between sub-meaning categories for touch and the style of touch, $\mathcal{X}2 =$ 206.866, *p* =.000. In further post hoc and planned comparison analysis, significant relations between holding a child on a lap and instrumental intrinsic touch (*r*=.00022 *p*=.00098), between hugging and active social affection touch (*r*=.00000 *p*=.00098), passive social affection touch (*r*=.00000 *p*=.00098), greeting-affection touch (*r*=.00000 *p*=.00098), and instrumental intrinsic touch (*r*=.00032 *p*=.00098), and between gentle touch and active social affection touch (*r*=.00000 *p*=.00098), attention getting touch (*r*=.00047 *p*=.00098), and greeting-affection touch (*r*=.00000 *p*=.00098) were found.

Also, there was significant evidence regarding the relationship between the sub-meaning categories for touch, and the body part that was touched, $\mathcal{X}2 =$ 517.842, *p* =.000. In further post hoc and planned comparison analysis, significant relations between the hand and both active social affection touch (*r*=.00000 *p*=.00022), and passive social affection touch (*r*=.00000 *p*=.00022), the shoulder and both attention getting touch (*r*=.00000 *p*=.00022), and attentional control affectionate touch (*r*=.00022 *p*=.00022), the head and both passive social affection touch (*r*=.00000 *p*=.00022), and caregiving touch (*r*=.00000 *p*=.00022), the foot and accidental touch (*r*=.00022 *p*=.00022), the groin and caregiving touch (*r*=.00010 *p*=.00022), the upper body and both active social affection touch (*r*=.00000 *p*=.00022), and passive social affection touch (*r*=.00000 *p*=.00022), the whole body and greeting-affection touch (*r*=.00004 *p*=.00022), and between the neck and caregiving touch (*r*=.00010 *p*=.00022) were found.

Moreover, there was significant evidence regarding the relationship between sub-meaning categories for touch, and the nature of the social occasion, $\mathcal{X}2 =$ 201.320, *p*

=.000. In further post hoc and planned comparison analysis, significant relations between school and support touch (*r*=.00022 *p*=.00049), between public space and both active social affection touch (*r*=.00004 *p*=.00049), and passive social affection touch (*r*=.00000 *p*=.00049), between home and passive social affection touch (*r*=.00000 *p*=.00049), caregiving touch (*r*=.00000 *p*=.00049), and instrumental intrinsic touch (*r*=.00010 *p*=.00049), between health care facilities and instrumental intrinsic touch (*r*=.00001 *p*=.00049), and between ambiguous environment and active social affection touch (*r*=.00000 *p*=.00049) were found.

Finally, according to chi square analysis, there was significant evidence regarding the relationship between sub-meaning categories for touch, and the initiator of touch, $\chi 2^{=}$ 161.619, *p* =.000. In further post hoc and planned comparison analysis, significant relations between a child-initiated touch and attention getting touch (*r*=.00032 *p*=.00073), between an adult-initiated touch and passive social affection touch (*r*=.00006 *p*=.00073), caregiving touch (*r*=.00000 *p*=.00073), greeting-affection touch (*r*=.00000 *p*=.00073), and between a mutual initiated touch and passive social affection touch (*r*=.00001 *p*=.00073), caregiving touch (*r*=.00006 *p*=.00073), and greeting-affection touch (*r*=.00000 *p*=.00073) were found. (Table 4.15)

Table 4.15.

Chi Square values regarding relationship between sub-meaning categories for individual touches and descriptive and contextual factors

		$\chi 2$	*p*
Sub-meaning categories for individual touches	Sex of the author	25.757	.043
	Sex of the illustrator	78.026	.000*
	Translation status	38.209	.001*
	Sex of the adult	84.202	.000*
	Sex of the child	50.061	.006*
	Location of the adult	182.507	.000*
	Size of the group	113.684	.000*
	Relation between child and adult	323.577	.000*
	Style of touch	206.866	.000*
	Body part that is touched	517.842	.000*
	Nature of social occasion	201.320	.000*
	Initiator of touch	161.619	.000*

* $p<.05$

4.3.3. Relationship between the sex of author and descriptive characteristics and contextual factors

In further analysis, chi square analysis, post hoc and planned comparison procedures were employed, as described by Beasley and Schumacker (1995), in order to analyze the relationship between the sex of the author and the sex of the adult, sex of the child, style of touch, and body part that was touched. It was found that there was significant evidence regarding the relation between the sex of the author and the sex of the adult portrayed, $\chi 2 = 7.650$, $p = .018$. However further post hoc and planned comparison analysis, did not show any significant relation between these groups, and

therefore, it can be concluded that type I error occurred, concluding that null hypothesis is true.

Also there was significant evidence regarding the relationship between the sex of the author and the sex of the child, $\mathcal{X}2$ (2)= 7.517, *p* =.023. However further post hoc and planned comparison analysis, also did not show any significant relation between the two groups, and thus it can be concluded that type I error occurred therefore null hypothesis is true.

Similarly, according to chi square analysis there was no significant evidence regarding the relation between the sex of the author and the style of touch, $\mathcal{X}2$ (2) = 3.242, *p* =.198. Analysis also found that there was no evidence regarding the relation between the sex of the author and the body part that was touched $\mathcal{X}2$= 15.303, *p* =.175. (Table 4.16)

Table 4.16

Chi Square values regarding relationship between sex of the author and contextual factors

		$\mathcal{X}2$	*p*
Sex of the author	Sex of the adult	7.650	.018
	Sex of the child	7.517	.023
	Style of touch	3.242	.198
	Body part touched	15.303	.175

* *p*<.05

4.3.4. Relationship between the sex of the illustrator and descriptive characteristics and contextual factors

Secondly, chi square analysis, post hoc and planned comparison procedures, as described by Beasley and Schumacker (1995), were employed in order to see the relationship between the sex of the illustrator and the sex of the adult and the child,

style of touch and the body part that was touched. There was significant evidence regarding the relationship between the sex of the illustrator and the sex of the adult, $\mathcal{X}2$ = 12.834, *p* =.010. However, further post hoc and planned comparison analysis, did not show any significant relation between the two groups, and thus it can be concluded that a type I error occurred, and therefore, null hypothesis is true.

Similarly, there was significant evidence regarding the relation between the sex of the illustrator and the sex of the child, $\mathcal{X}2$ = 11.238, *p* =.019. In further post hoc and planned comparison analysis, a significant relation between the illustrator being a male and child being a female, was found (*r*= .00511, *p*=.00555).

Lastly, according to chi square analysis there is a significant evidence regarding the relation between the sex of the illustrator and the style of touch, $\mathcal{X}2$ = 15.981, *p* =.002. In further post hoc and planned comparison analysis, a significant relation between the mixed-sex group of illustrators and hugging was found (*r*= .00373, *p*=.00555).

There was significant evidence regarding the relation between sex of the illustrator sex, and body part that was touched, $\mathcal{X}2$ = 38.617, *p* =.029. However further post hoc and planned comparison analysis, did not show any significant relation between these two groups, thus it can be concluded that a type I error occurred, and therefore, null hypothesis is true. (Table 4.17)

Table 4.17.

Chi Square values regarding the relationship between the sex of the illustrator and contextual factors

		$\mathcal{X}2$	p
Sex of the illustrator	Sex of the adult	12.834	.010
	Sex of the child	11.238	.019*
	Style of touch	15.981	.002*
	Body part touched	38.617	.029

* $p<.05$

4.3.5. Relationship between the sex of the adult and descriptive characteristics and contextual factors

Thirdly, chi square analysis, post hoc and planned comparison procedures as described by Beasley and Schumacker (1995) were employed in order to determine the relationship between the sex of the adult and the status of translation, the sex of the child, the relationship between the child and adult, the style of touch, the body part that was touched and the initiator of touch. Chi square analysis were done in order to explore the relationship between the sex of the adult and the translation status, evidence of a relationship was found, $\mathcal{X}2 = 17.283$, $p = .000$. In further post hoc and planned comparison analysis, significant relationships between the translated storybooks and both adult-male (r=.00693, p=.00833), and unknown-sex adult (r=.00097, p=.00833), and between original Turkish storybooks and both adult-male (r=.00693, p=.00833), and unknown-sex adult (r=.00097, p=.00833), were confirmed.

There was significant evidence regarding the relationship between the sex of the adult and the sex of the child $\mathcal{X}2 = 22.483$, $p = .000$. In further post hoc and planned

comparison analysis, a significant relation between an adult of unknown sex, and a child of unknown sex, was found (r= .00000, p=.00555).

Furthermore, there was significant evidence regarding the relation between the sex of the adult and the relationship between the child and adult, $\mathcal{X}2^{=}$ 550.665, p =.000. In further post hoc and planned comparison analysis, significant relations between adult-males with mother (r=.00000 p=.00166), father (r=.00000 p=.00166), stranger (r=.00067 p=.00166), and second degree relatives (r=.00001 p=.00166), between adult-females with mother (r=.00000 p=.00166), father (r=.00000 p=.00166), stranger (r=.00097 p=.00166) and second degree relatives (r=.00002 p=.00166), and between adults of unknown sex, with ambiguously related individuals (r=.00000 p=.00166) were found.

Also, according to chi square analysis, there was significant evidence regarding the relationship between the sex of the adult and the style of touch, $\mathcal{X}2^{=}$ 10.443, p =.024. In further post hoc and planned comparison analysis, a significant relation between an adult of unknown sex and lap-holding was found (r= .00032, p=.00555).

On the other hand, no evidence was found regarding the relation between the sex of the adult and the body part that was touched, $\mathcal{X}2^{=}$ 27.628, p =.508. Contrary to previous findings, significant evidence was found regarding the relation between the sex of the adult and the initiator of the touch. It was found that there was a significant relationship between the adult of an unknown sex and an ambiguously initiated touch (r=.00000 p=.00416). (Table 4.18)

Table 4.18.

Chi Square values regarding relationship between sex of the adult and descriptive charateristic and contextual factors

		$\mathcal{X}2$	*p*
Sex of the adult	Translation status	17.283	.000*
	Sex of the child	22.483	.000*
	Relation between child and adult	550.665	.000*
	Style of touch	10.443	.024*
	Body part touched	27.628	.508
	Initiator of touch	25.086	.000*

* $p<.05$

4.3.6. Relationship between the sex of the child and descriptive characteristics and contextual factors

Lastly, chi square analysis, post hoc and planned comparison procedures as described by Beasley and Schumacker (1995), were employed in order to determine and analyze the relationship between the sex of the child and the translation status, the relationship between the child and the adult, the style of touch, the body part that is touched and the initiator of touch. Chi square analyses were conducted in order to explore the relationship between the translation status and the sex of the child and the findings concluded that there was no evidence of a relationship, $\mathcal{X}2$ (2) = 5.827, p =.054.

According to chi square analysis there was significant evidence regarding the relationship between the sex of the child and the relationship between the child and the adult, $\mathcal{X}2$ = 58.768, p =.000. In further post hoc and planned comparison analysis, a significant relationship between a child of unknown sex and an ambiguous related individual was found (r=.00000 p=.00166).

Also, according to chi square analysis, there was significant evidence regarding the relation between the sex of the child and the style of touch, $\mathcal{X}2$ (4) = 115.796, *p* =.000. In further post hoc and planned comparison analysis, a significant relation between a female child and being held on a lap (*r*=.00014, *p*=.00555), between a child of unknown sex and both lap-holding (*r*=.00000, *p*=.00555) and gentle touch (*r*=.00000, *p*=.00555), were found.

Similarly, significant evidence regarding the relation between the sex of the child and the body part that was touched, $\mathcal{X}2$ = 94.441, *p* =.000, was found. In further post hoc and planned comparison analysis, significant relationships between a female child and the back of the body (*r*=.00032 *p*=.00128), and between a child of unknown sex and the whole body (*r*=.00000 *p*=.00128), were found. (Table 4.19)

Table 4.19

Chi Square values regarding the relationship between the sex of the child and descriptive characteristic and contextual factors

		$\mathcal{X}2$	*p*
Sex of the child	Translation status	5.827	.054
	Relation between child and adult	58.768	.000*
	Style of touch	115.796	.000*
	Body part that is touched	94.441	.000*
	Initiator of touch	16.122	.013

* *p*<.05

4.3.7. Relationship among contextual factors

Further analysis was applied in order to determine the relationship between various variables. For instance, significant evidence of a relationship between the size of the group and the body part that was touched was found, $\mathcal{X}2$ = 61.211, *p* =.000. This finding was also confirmed by post hoc analysis, where a significant relationship between a single group and both head (*r*=.00001 *p*=.00128), and upper body

(r=.00097 p=.00128), and between a big group and upper body (r=.00006 p=.00128) were found.

The type of relationship between the child and the adult, and the style of touch, were explored and significant evidence was found, $\mathcal{X}2$ = 52.527, p =.000. Significant relationships between occupational groups and gentle touch (r=.00014 p=.00166), and between acquaintance and gentle touch (r=.00047 p=.00166) were confirmed by post hoc analysis.

The type of relationship between the child and the adult and the body part that was touched, was also investigated and significant evidence was found, $\mathcal{X}2$ = 207.264, p =.000. A significant relationship between occupational groups and the abdomen (r=.00022 p=.00038), and between ambiguously related individuals and the hand (r=.00003 p=.00038) were confirmed.

Furthermore, the relationship between the child and the adult and the initiator of touch were analyzed and significant evidence was found, $\mathcal{X}2$ = 87.082, p =.000. A significant relationship between occupational groups and adult initiated touch (r=.00014 p=.00125), between 2nd degree relatives and adult initiated touch (r=.00000 p=.00125), between 2nd degree relatives and mutually initiated touch (r=.00000 p=.00125), between ambiguously related individuals and adult initiated touch (r=.00067 p=.00125), and between ambiguously related individuals and ambiguously initiated touch (r=.00000 p=.00125) were found.

Finally, there was significant relation between the body part that was touched and the initiator of touch, $\mathcal{X}2$ = 219.642, p =.000. Significant relationships between hand and child initiated touch (r=.00000 p=.00096), adult initiated touch (r=.00000 p=.00096), mutually initiated touch (r=.00000 p=.00096), and ambiguously initiated touch (r=.00032 p=.00096), between shoulder and both adult initiated touch (r=.00000 p=.00096), mutual initiated touch (r=.00000 p=.00096), between head and both adult initiated touch (r=.00000 p=.00096), and mutual initiated touch (r=.00000

p=.00096), between upper body and both adult initiated touch (*r*=.00010 *p*=.00096), and mutual initiated touch (*r*=.00002 *p*=.00096) were confirmed by post hoc and planned comparison analysis. (Table 4.20)

Table 4.20.

Chi Square values regarding relationship between contextual factors

		$\chi 2$	*p*
Relation between child and adult	Style of touch	52.527	.000*
	Body part that is touched	207.264	.000*
	Initiator of touch	87.082	.000*
Body part that is touched	Size of the group	61.211	.000*
	Initiator of touch	219.642	.000*

* *p*<.05

CHAPTER V

DISCUSSION

In this chapter, the findings of the study, comparison and analysis of results, a comparison to previous studies, implications and recommendations for further studies are discussed.

5.3. Discussion

The current study investigated the characteristics of meaning categories for individual touches, which is a tool for tactile communication, in children's picture storybooks for 4-to-6 year-olds. The characteristics of meaning categories for individual touches in picture storybooks, descriptive characteristics, contextual factors, and finally, the relationship between descriptive characteristics, contextual factors and meaning categories for individual touches, were explored in the current study. These variations and types of touching were investigated in the images found in children's picture storybooks designed for 4-to-6-year-olds, which expose potential receivers to visual stimulus. Since the current study is rare in its kind in regards to research concerning the sense of touch communication, the results of the study should be utilized to derive inductive reasoning about touch in the daily life of children and within children's literature.

5.3.1. Descriptive characteristics and contextual factors

In this research, nearly half of the storybooks included touch. This representation of touch in children's picture storybooks might be a reflection of society's perspective towards tactile communication today (Gilbert & Williams, 2008). Also in the study, only half of the books were of Turkish origin, while the other half originated from foreign countries. The same findings were also seen in the study of Işıtan (2016).

However, the rate in the translation of these storybooks might show some discrepancy. This distribution of origin is important in order to observe the differences related to different cultural aspects. Although cultural differences were not the focus of the current study, meaning categories for individual touches might differ based on their origin. For example, Heslin and colleagues (1983) specified that American culture encouraged individuals to avoid touch and touching behaviors, which in turn created anxiety. However, in contrast, Turkey is considered a high contact culture and tends to encourage touch (Levi, 1984).

In the current study, three quarters of the books were written by female authors, which might also reflect a feminine perspective related to meaning categories for touch and feminine roles. On the other hand, only half of the books were illustrated by female illustrators. Gilbert and Williams (2008) recommended that furture studies explore the sex of the author and the illustrator. However, the degree of independence that illustrators have while illustrating such books is unknown. Therefore, evaluating the impact of the illustrator would be extremely difficult.

Within the sample of the study, most of the touch was observed in adventure books. Interpreting this knowledge is very difficult because to our knowledge there is no previous research regarding touch in children's picture storybooks. Therefore, estimating the relationship between and impact of the subject of the book on touch, is indefinite. However, in order to compare the distribution of different subjects of books, Işıtan's (2016) study stated that adventure books were in number than special topics, friendship, self, nature, family, religion, health, and those concerning social situations, within her sample. Körükçü (2012) and Üzel (2007) discovered similar finding, which contradict the findings of the current study. One of the possible reasons might be the difference of the sample, while another reason might be purposive sampling method. The distribution of the years of publication is not considered a probable the reason, as previous findings of other researchers, who also investigated the distribution of books by subject and by year of publication, still

found similar results, concluding that adventure books were fewer than other book subject. Based on these previous findings, it might be said that touch is preferred in adventurous activities, or in the samples that included adventure books, more than in any other type of book.

The term of contextual factors means external relational and situational elements that accompany the process of touch (Jones & Yarbrough, 1985). Contextual factors in the current study refer to the sex of the adult, the sex of the child, the location of the adult, the size of the group, the relationship between the child and adult, the style of touch, the body part touched, the nature of the social occasion and the initiator of touch. To begin with, the sex of the adult and child were considered and, in the current study, female adults and children were involved in touching behavior more often than male adults and children. These results are supported by the study of Cowen (1982), which aimed to investigate physical contact in the context of school-based helping interaction. Furthermore, Derlega and colleagues (1989) also argued that males showed less touching behavior with male counterparts, than with female counterparts and that the amount of same sex touching between two males was less than same sex touching shown between females. One of the possible reasons for the frequent touching rates of females is explained by Isenhart (1980), who claimed that females have a more advanced ability to code non-verbal stimulus than males. This advanced ability of females, might be related to the frequency of touch that they were exposed to while growing up. Another reason might be that touch is seen as a nurturing act, which is also associated with the female gender role. The current study supports the argument that males showed fewer intimate behaviors, thus the results are in parallel with Derlega and colleagues' (1989) findings, which argued that same-sex touching is seen as less normal or socially acceptable, possibly because of homophobia and society's attitudes towards same-sex touching. On the other hand, the current study differs because touch between an adult and a child was the focus point, therefore arguing the normality of same sex touch may differ. In addition,

Jones (1999) also stated that both females and males were involved more in opposite-sex touch, rather than same-sex touch. However, both female and male children involved in this study were more in touch with female adults rather than male adults. These results confirm the assumption of a feminine role assigned to touching behavior (Jones, 1986). The feminine role, explained in the study that females are more encouraged and expected to engage in touch interaction than males, because of attributed traditional sex-roles. Touch is seen as an act of nurturing and the role of nurture is generally attributed to the female sex, therefore touch is also seen as a feminine role (Sard, 1986).

Moreover, touch between adult and child occurred mostly in a single group. A Single group in this study refers to a group consisting of a child and one individual. Siraj's (1990) study aimed to investigate gender role socialization in children's picture storybooks by relating the size of the group to gender role socialization. Her findings showed that males were mostly seen in big groups, however, females were mostly found to be in either single or small groups. Parallel with the findings of Siraj (1990), this study found that there were more females depicted in the picture books males, and that females were mostly depicted in single group, the high frequency of single group is probably related to the high frequency of the female sex. Based on the findings of both previous studies and the current study, it can be argued that men tend to touch children more often when in large groups; this might be an effort to avoid misunderstandings regarding appropriate touching. Another reason for this preference might be that touching stemming from the love or caregiving of children might require more privacy, and these touches are more often associated with women.

The relationship between the child and the adult is important, because according to Heslin and colleagues (1983), touch might cause an invasion of privacy depending on the relationship of the individual, which means touch from a close friend or from a stranger creates different reactions. In the current study, predominantly mother and

father touching occurred with children, rather than other related people. Conversely, the current study also shows that the difference between mother and father contact touch contact with children was large, nearly two times more. The difference related to touching behavior between mothers and fathers might be a reflection of the decreased parenting role of fathers (Harrison-Speake & Willis, 1995). As children grow up, fathers begin to have less of a parenting role assigned, because males have social stigma of being sexual attached to them. Therefore, in order to avoid misunderstandings, fathers are assigned a decreased parenting role, as the child grows up. However, contrary to these claims, Aznar and Tenenbaum (2016) stated that fathers touched children more positively than mothers during play related storytelling tasks. As for other related people, they either might not prefer to touch children at all, or their interactions with them might not be reflected sufficiently in picture storybooks.

In the study, hugging and holding in a lap were different in their nature from touch and therefore the style of touch was categorized into three different categories. According to findings of the current study, touch materialized more often as a gentle touch, rather than as hugging or lap-holding. Similarly, Derlega and colleagues' (1989) study also specified that gentle touch was considered more appropriate than hugging, and arms around the waist, however there is a disparity among the appropriateness of different touches, which depends on the sex of the participants, because males are more imputed to sexual involvement. Hugging and holding a child in one's lap might be the more intense forms of touching that approach the child's privacy boundaries; therefore, adults might not prefer to engage in these actions. It is also possible that children's attitudes, or the children themselves, might prevent intense types and styles of touch; otherwise, hugging and holding a child in an adult's lap might lead to misunderstandings regarding appropriate touching (Owen & Gillentine, 2010).

When it comes to body part that is touched, the whole body and the hand of the child are touched more often than other body parts in the current study. Somewhat similarly, in the study of Jones and Yarbrough (1985) the most common body parts that were touched were the hand, elbow, arm, shoulder, and upper back. Apart from the hand, the most commonly preferred body parts that were touched were found to be different in the current study. Similarly, as for the preferred body part, Wood's study in 1997 also stated that, in a school context hand and shoulder were preferred. The current study also investigated body parts that were touched in a school environment and found that the shoulder, head, and upper body were the most preferred areas of the body to be touched. The reasons for this might include the fact that these parts of the body were probably easy to access and touch by teachers, when referring to children. According to Wood (1997), the preferred body parts display differences in different contexts, such as professional/functional, social/polite, and friendship/warmth.

Lastly touch was mostly initiated by adults and mutually, by both adults and children together. On the other hand, children rarely initiated touch under any circumstances. The current study's findings closely resemble those of Gilbert and William (2008), where children initiated touch less often than adults and less often displayed mutually initiated touches. Touch is used to establish dominance and to balance power relations (Henley, 2002), therefore, especially in adult initiated touch, it might have been used in order to establish dominance. Especially in case of controlling touch, touching can be used to assert dominance over children. An adult might initiate a touch that occurs as a result of his or her will therefore, which might reinforce the adult's more dominants status over the child.

5.3.2. Characteristics of meaning categories for individual touches and their relationship with descriptive characteristics and contextual factors

In this research, six main meanings for touch, which are positive affect, control, ritualistic, hybrid, task related, and accidental were investigated and it was found that most of the touches in children's picture storybooks were positive affect, control and task related touches. Fleck and Chavajay (2009) also explained at great length that affectionate touch was a purposive type of touch, more likely to occur among preschoolers, than kindergartners. A difference related to the occurrence rate might arise from the different needs of children who are preschoolers and kindergartners. On the other hand, touch in order to control was not as frequent as positive affect and task related touch. The findings might show that adults prefer to touch in order to show their care and affection and to help children when carrying out difficult tasks. Adults thinking of children's needs might lead to this touch distribution. Further, adult might not choose to control children using such physical stimulus.

The current study also examined 18 sub-meanings for individual touches. Among the sub-meaning categories for touch, passive social affection was observed as that which occurred most often. This reflects love and affection passively, such as resting next to each other and holding. The second most often found sub-meaning category for individual touches was active social affection, which shows love and affection through visible and obvious ways. Furthermore, support touch was also observed frequently in the images. On the other hand, departure touch was not available in any image, while reference to appearance and attentional control negative punishing were shown less often than other meaning categories for individual touches. The study of Jones and Yarbrough (1985), which has similar categorization of tactile communication, stated that touch was applied in order to provide support, appreciation, affection, compliance, attention-getting, announcing a response, greeting, departure and hybrid touches. Although Sanderson and Jorgensen (1997) argued that affection touch was the least appropriate, contrastingly the most common

meaning categories for touch that was observed in the current study was passive-social affection and active-social affection. As stated previously, passive social affection was observed to have been displayed most often, which included love and affection that was reflected passively, such as resting next to each other, and holding. Babies in images might be one of the reasons for this high number of passive social affection. This assumption was also confirmed by Moszkowski (2004). Babies do not have authority over their body physically, and thus need the support of their mother, father or other caretakers, in order to survive, eat, and passively stay in one's lap or arms (DeHart, Sroufe & Cooper, 2004). In many images, babies passively lie by their caretaker's or family member's side or in their arms. Although ages of the children in the images were not a part of this investigation, the apparent appearance of babies in the images provides us an opportunity to interpret the findings in this regard.

In regards to the relationship between main meanings for touch and various variable, such as the sex of the author, sex of the illustrator, translation status, sex of the adult, sex of the child, location of the adult, size of the group, the relationship between the child and adult, the style of touch, the body part that is touched, the nature of the social occasion, and the initiator of touch, there is no evidence of a relation between meaning behind touch and the size of the group, or the sex of the child, in the picture. Alternatively, there is evidence of a relation between main meanings for individual touch and the relationship between the adult and child, the location of adult, the sex of the adult, the book subject, the sex of the illustrator, the translation status of the book, the sex of the author, the style of the touch, the body part that is touched, the nature of social the occasion and the initiator of touch.

Regarding the initiator of touch in the current study, adult initiated touch was related to hybrid and task related touch, while mutually initiated touch was related to control and hybrid touch. In the current study, control touch included attention getting and in the images, children were generally involved in the initiation of attention getting touch, in order to gain the attention of adults. Jones and Yarbrough (1985) also

emphasized that attention-getting touch was always initiated by the child and sometimes keywords accompanied the process, in order to clarify purpose of touch. Conversely, in opposition to the current study's findings, Clay (1968) argued that child initiated touches were mostly always affectionate touches and support touches. Adults might be more willing to interact with a child during a greeting or departure, therefore hybrid touching is more likely to be initiated by adults. Another reason why an adult might try to avoid being absent and think that the child might miss them. Touching a child might decrease these feelings of longing. Since hybrid touching can be mutually initiated, these feelings might be reciprocal. As for task-related touching, it may be instinctive for an adult to use touch in order to help or provide scaffolding and during tasks when a child is more likely to be in need of help.

As for nature of the social occasion, tactile communication predominantly occurred in the home and in public spaces in the current study. Levi's (1984) study, which investigated touch in the Turkish context, came to conclusion that the difference related to where touch might be initiated depends on the nature of the environments. As for the nature of the social occasion in the current study, the home and health care facility environment was significantly related with task related touch. In this study, health care facilities included hospitals and pharmacies, and these facilities might be significantly related to task related touch intrinsically by their nature. A possible reason might be that doctors tend to touch children in order to examine them, give an injection or listen to their heartbeat. As for the home environment, interactions between parents and children and the time children spend often are mostly in the home. Therefore, a significant number of touch interactions occur in the home. In the home environment, a child might try explore new area and experiences on a daily basis, and their exploring tasks might be supported by their parents with task-related touching. In reference to the nature of the social occasion, Neill (1991) stated that, in public spaces, touch between a child and various related individual, which hold a different status did not differ very much.

Also determined in this study were findings which confirm a significant relation between the shoulder part of the body, the whole body with control touch, the foot with accidental touch and the whole body with hybrid touch. During greetings and departures, adults might be in contact with a child's whole body while hugging. In particular, babies might be held on a lap to say welcome or farewell, which might lead to whole body contact with adults. As for body parts related to controlling touch, the shoulder and whole body might be convenient for an adult wishing to control a child's behavior. The shoulder is an especially easy area to spot and touch while an adult is standing.

In the study of Paulsell and Goldman (1984), touch was investigated during the helping process among adults in shopping malls and they concluded that shoulder, upper arm, lower arm and hand were all touched in the process. The helping process refers to a support touch, and in this study, while using support touch was somewhat similar to the previous one, in this study it was found that hand, shoulder, back, head, leg, upper body, and whole body were touched. The difference might be due to age group, for in the study of Paulsell and Goldman (1984), it was only adults who were examined. Children's needs for support might be different than adults' needs and, in order to support them sufficiently, an adult might have to touch the various body parts of a child.

Additionally, as for the relationship between the style of touch and meaning categories for touch, a significant relation between lap-holding, and control, and task related touch, between hugging and control, hybrid and task related, and finally between gentle touch and control and hybrid touch, do exist. Available studies in order to compare findings, about the relation between the style of touch and meaning categories for touch, are non-existent. Adults might try to control or accomplish tasks, especially infants, through lap-holding. Also, individuals who know each other generally hug during encounters. Lap holding is associated with control and task-related actions. It can also relate to babies and their lack of authority over their

bodies. An adult might try to hold a child in his or her lap in order to control the child and avoid mishaps. Also, in terms of hugging, as previously stated, pairs might hug to greet or say farewell to one another, so hybrid touch and hugging are closely related. In some cases, adults might prefer hugging to control a child and avoid mishaps. One assumption regarding the relation between lap holding, hugging, and control touch is that these children might be at a younger age, such as toddlers or babies. Gentle touch used to control can also be effective with older children, compared to toddlers or babies.

In terms of the relationship between a child and an adult, a significant relationship exists between positive affect, task related touches and mother, occupational groups. Occupational groups in the current study include, doctors, policeman, teachers and these kinds of occupations, tended to show affection while attending to the child's needs. For instance, doctors, while giving an injection tried to relieve and assure the feelings of the child, while accomplishing objective tasks. In addition, in this study, caretakers are also related with ritualistic touch. Ritualistic touch involves departure and greeting, which might occur daily. However, it is rather expected that touch between a caretaker and a child, during departure and greeting, should be hybrid. This is because ritualistic touch generally occurs between non-close individuals or strangers, while hybrid touch is a combination of ritualistic touch and affectionate touching. Hybrid touching also occurs between acquaintances and close friends, as opposed to ritualistic touching, so hybrid touch might be expected occur between a caretaker and a child. One possible reason for this is that caretakers might keep children at arm's length for possible various justifications such as fear of attachment.

Somewhat contrary to the current study, Clay (1968) claimed that mothers were more engaged in control and nursing, and less engaged in play, affection, comfort and anger. Although categorization of touches is not similar, it can be said that the mother was more engaged in positive affect touches and less engaged in ritualistic touches. In addition, Jung and Fouts' (2011) cultural study displayed the fact that

mothers show the highest amount of physical contact and even non-maternal caregivers participated in the process of touch. It is also stated that passive social affection is the most frequent touch that was used by all types of caregivers. Further, mothers were more likely to prefer caregiving than other caretakers, but other relatives and caretakers displayed similar amounts of active social affection and caregiving. Similar to these findings, the current study also found that mothers displayed the highest amount of touch, however, the frequency of touch by other caretakers and relatives depended on the relation with child. Also, passive social touch was the most frequent type of touch, however not all types of caretakers used this type of touch, equally as often. It is true that caregiving is preferred more by mothers, however not all relatives and caretakers were averse to active social affection and caregiving, equally. Based on the findings of the current and previous studies, we can conclude that mothers might prefer positive affect touch, which also involves caregiving, and passive social affection touch, in order to meet the needs of their children. Another assumption might be that gender roles attributed to females, especially mothers, mean they are expected to care for and provide affection for their child. Upbringing and social norms might also implicitly affect mothers' touching practices. For instance, mothers, when they were younger, might have been exposed to specific touches by their own mothers, and they might consider the touching behaviors of their own previous experiences to be appropriate touches with their children.

In addition to mothers, Lawton (1998) stated that teachers showed more touch for caretaking, helping or controlling, rather than showing affection or comfort, in the context of play. Although the context of the study was different, it can be said that occupational groups, which also includes teachers, showed touch for positive affection and task related touch. This can be contradictory because positive affect touch includes caretaking and helping, but also affection and comfort. One possible reason for teachers' uses of task-related touching is that, especially among very

young children, it can serve as scaffolding during task processes. Instructional scaffolding is an effective tool in the learning process (Wood, Bruner, & Ross, 1976). With this in mind, teachers might prefer to use touch as a tool frequently in their educational practices to scaffold their students. As for the positive effect of touch, in addition to educational needs, teachers also might be able to use it to address and meet children's emotional and psychological needs.

In regards to the location of the adult, hybrid touch is significantly related with both locations that are in front and next to the child. Hybrid touch is touch that combines ritualistic touch with affection, therefore, hugging or close contact are generally seen in this touch. The location of 'in front' and 'next to' might provide an opportunity to have close contact while touching or hugging. In this study, during the process of touch, adults were mostly located next to and in front of children. Siraj (1990) also aimed to investigate gender role socialization in children's picture storybooks, by relating the location of the adult to the gender role socialization. She found that all locations which are in front, middle and back in regards to male adults were found more often than female adults. One of the assumptions regarding the findings is that previous studies have investigated the locations of adults, in terms of gender roles. These locations might reveal differences in terms of tactile communication. The locations of "in front of" and "next to" might be seen more often than other locations because they might provide easier access while touching children.

Subsequently, the sex of the adult is significantly related with main meaning categories for touch, thus both female and male adults are related with both positive affect and task related touch. According to the findings of Levi (1984), females participated more in positive affect touch and the current study also displays that both female children and adults were involved in positive affect touch more often than male adults and children. Furthermore, the amount of positive affect touch occurred more often than any other meaning category for touch. This finding is also confirmed by Nguyen, Heslin, and Nguyen (1975), who stated that females tended to

use touch in order to express love and warmth, and not in order to express control and authority. In addition, Sanderson and Jorgensen's (1997) study found that support, attention getting, compliance and affection touch were regarded as more appropriate by females than males and both sexes regarded support as most appropriate, and affection and compliance as least appropriate. Parallel with the previous study, in the current study, apart from attention getting touch, female adults used other appropriately perceived touches, as stated by Sanderson and Jorgensen (1997) more than male adults. Also, apart from compliance and attention getting, female children used appropriately perceived touches, more than male children. However, when it comes to interpreting the findings of previous studies, it is important to know that touch and physical contact in those studies was investigated in a sample that consisted of adults. Alternatively, according to the study of Perdue and Connor (1978) teachers prefer to touch children of their own sex, rather than of the opposite sex, and male teachers were more likely to use touch in the context of helping. In the current study, for occupational groups like teachers or doctors, same sex touches were observed more than opposite sex touches which was also confirmed by their study. However, in the current study, male adults in these groups used touch for task related purposes and female adults prefered to use positive affect touch. Based on the findings, we can say that tactile communication reflects traditional gender role expectations. This might be related to adults' own exposures to gender role expectations and observing the traditional roles assigned to touch in daily life since the beginning of childhood. For this reason, task-related touching is most often associated with adult males.

As for the sex of the illustrator and the author, male illustrators are significantly related with task related touch, while both female and male authors are significantly related with positive affect touch. This finding is especially noteworthy, because it reflects traditional sex roles, which associates task doing with males, and affection with females. By contrast, this reflection is associated with the sex of the illustrator.

One of the assumptions is that illustrators might have their own independent will, so their traditional gender role expectations might be reflected in their work. Another reason might be related to social norms and the audience's expectations regarding touch. An audience might find some circumstances of touch strange and, when it comes to sales policy, the audience's possible reactions might be considered. For instance, showing a male adult touching children while caregiving might lead to mixed reactions from some segments of the community.

Finally, the translation status, and the origin of the book are significantly related only with task related touch. In fact, both Turkish and translated books, were significantly related to task related touch. The finding seems to parallel with those of Owen and Gillentine's (2011) study, which also have no geographical and ethnic differences regarding a teacher's touching beliefs and practices. Since both original and translated storybooks were significantly related with task related touch, it can be said that both groups were related to touch but the difference between the two groups is nonexistant. The findings of the study revealed that both Turkish and foreign picture storybooks have significant relationships with many variables, such as the gender of the adult, the location of the adult, the size of the group, relationship between the child and adult, the nature of the social occasion, the initiator of the touching actions, and the main and sub meaning categories for touch. However, data on the differences between Turkish and foreign books was not available. In general, neither a country's status as a tactile communication culture nor its geographical area seems to be an influencing factor.

It is important to emphasize that, while significant results cannot be seen in chi square analysis, however, if the percentages of the result were examined in detail interesting findings could be determined. To give an example, according to the findings of the current study, attentional control negative punishing touch involved only male participants, while references to appearance touch included all of the female participants. Although these results are not significant for this study, from the

perspective of gender role socialization, these findings comply with the assumptions of gender role socialization and may display evidence of traditional gender role assumptions. Furthermore, Gilbert and Williams (2008) stated, that in the textbooks they analyzed, although male teachers were displayed in a positive perspective, implicit traditional stereotypes could still be observed. The current study also showed similar results, that caregiving and references to appearance touches were experienced more by female children and adults. Furthermore, images that involve these two touches were mostly written by female authors. Moreover, the more frequent involvement of female adults and children in touching procedures, might also be a reflection of traditional stereotypes. According to traditional stereotypes, it is expected that females are to touch and be touched more often than males and therefore, caregiving and references to appearance, are also attributed to females (Helgeson, 2005). All of these assumptions strengthen the traditional perspective of gender role socialization.

In addition, the sex of the illustrator is related to both style of touch and the sex of the child, hugging is associated with the mixed group of illustrators and male illustrators with female children are significantly related. Illustrator sex is a new factor considered in this study, which is a distinction from previous studies. Therefore, interpreting results may be difficult. The relation between male illustrator and female child might the result of the deliberate efforts of the illustrator, which is a similar argument to that of Gilbert and Williams (2008), which stated that male teachers were available in the textbook, but the presentation of male teachers still showed a traditional perspective.

In addition to the sex of the illustrator, the sex of the adult had a significant relation with the style of touch, the initiator of touch and the sex of the child. Lap-holding was significantly related with adults of unknown sex, ambiguous initiated touches were also related with adults of unknown sex and adults of unknown sex were significantly associated with children of unknown sex. This is because these

ambiguous groups of people can be seen in images that form groups or crowd, and therefore both sexes and initiations might be mostly ambiguous. In images children of an unknown gender, they are generally depicted as babies whose gender is not clear from casual observation. In the study, female adults initiated touching more than male adults did, which overlaps with the Jones's (1999) findings. It is intriguing to note that female adults initiated touching more often than male adults and they displayed a higher frequency of touching. Females are more involved in touch interactions and take the initiative to start touching behaviors. One assumption is that females might consider touch to be at the core of human interactions, while adult males might approach it more suspiciously. The reason for the different attitudes between the sexes might be their previous experiences of receiving tactile stimulus. This vicious cycle is one of assumption we can make. Another assumption might be associated with the dynamics between female adults and babies. Female adults and babies generally interact via caregiving touching. During caregiving touching, female adults sense babies' needs and meet them; therefore, they are taking the initiative to touch children. Frequently observed, female adult-initiated touching might be related to this mechanism.

Finally, child sex was significantly associated with the style of touch, in that holding in the lap was associated with female children and children of unknown sex, gentle touch was also associated with children of unknown sex which is stated before that children of unknown sex are generally observed as babies. From this finding, it may be deduced that male children were not preferred to hug or hold in a lap, by adults, as much as female children were. Contrary to the current study's findings, in terms of evaluating the sex of children and adults, regarding the style of touch, interestingly Harrison-Speake and Willis's (1995) study showed that male children were held in a lap more frequently than female children, however female adults held children in their laps more often than male adults. The differences between this study and the current study might have originated from the nature of the studies because, in other

research, Harrison-Speake and Willis (1995) stated that the approval rate for lap sitting and kissing is higher for girls than for boys. One assumption is that practices may differ. Still, approval or attitudes regarding appropriate touch still overlap with the findings of the current study. The reason for the association of female children and children of unknown gender with lap-holding might be related to children's preferences. In particular, children of unknown gender, who are generally babies, might consider being held on a lap comforting, soothing, and a way to establish close relationships. In addition, female children were associated with the back of the body, and children of unknown sex were related with the whole body, in regards to the body part that was touched. Further, while hugging, a baby's whole body generally comes into contact with an adult's body; therefore, the whole body is associated with children of unknown gender. It can also be said that adults prefer to touch the backs of female children; this might be related to the neutrality of the back, compared to other body parts, such as the leg, torso, and so on.

When it comes to the association between the relationship between children and adults and the body part that is touched, occupational groups were related with the abdomen, while ambiguously related adults were related with the hand as a body part. Most importantly, according to Harrison-Speake and Willis (2008), it was emphasized that touching children's genital areas was seen as very inappropriate, regardless of the relationship between the child and adult, and the sex of the participants. Also, according to Stepakoff (2000), mothers were most likely to touch centripetal body locations, which are intimate parts of children, more than other relatives, and also touch those body parts of male children, more often than in female children. As for early childhood teachers, according to Stamatis and Kontakos (2008) a child's hand, head, back and shoulder are preferred in the class. In terms of initiation, children initiated touch while touching the hand, and were involved in the initiation of touch with 2nd degree relatives, which refers to grandmother and grandfather. Wasserman (1978) stated that in regards to the initiation of touch and

the relationship between a child and an adult, mothers who govern traditional sex roles initiated touch with female children more often than fathers and other relatives. Also, mothers who govern more egalitarian sex roles, initiated touch less often than other mothers, on the other hand their female children initiated touch more often. Gentle touch was associated with both occupational groups and acquaintances. Further in the current study, all three groups of style of touch, which are gentle touch, hugging and holding in a lap, were observed more in mothers, rather than fathers. Similarly, Harrison-Speake and Willis (1995) investigated the approval rate of different styles of touch between children and parents and its relation to the sex of the parents and children. It was found that lap-sitting, kissing and bathing were regarded more appropriate when performed by the mother, rather than by the father and was more appropriate for girls, than boys. The findings of the study imply that children might be more comfortable while holding hands their grandparents than other related individuals. This might be related to their nurturing nature. Further, ambiguously related adults were generally observed as random adults in crowded groups; our findings imply that adults whose relationship is unknown to the audience may prefer to hold a hand, as this is a safer form or public touching. Moreover, the association between occupational groups and hand-holding might be related to doctors, who are an occupational group. For task-related purposes, doctors might touch a child's abdomen. As a result, it might be said that individuals initiate touch, and touch specific body parts, in order to accomplish tasks or by taking several issues into consideration.

Heslin and colleagues (1983) stated that the essence of touch is related with to the strength of the relationship between two people. Although the current study did not investigate perceptions related touch, frequency of touch between mother and father with a child might give a clue in regards to comparing the findings with the above mentioned study. Furthermore, all the images that show physical contact were collected in a limited number of books, and among the sample books, books that did

not have any tactile communication exemplar were larger in quantity than touch involved books. This might be a reflection of the fact that despite the benefits of touch, touch is avoided in case of a misunderstanding and accusation of inappropriate behavior (Owen & Gillentine, 2011).

5.4. Implications of the Study

The study investigated touch as a tool of tactile communication in the images of children's picture storybook for 4-to-6 year-olds. Since the sample of the study is children's picture storybooks, the study has implications for different professional areas. The current study demonstrates the general situation of touch in children's literature however the findings of the study may provide implications for not only publishers or authors, but also for teachers, parents, and researchers.

The current study's findings imply various allegations regarding tactile communication. First of, "interpersonal touch is not only intrinsically but also symbolically significant" (Jones & Yarbrough, 1985, p. 51). This emphasizes that touch is not only a gesture or incoherent behavior, but also a behavior that carries deep meanings and purposes, such as expressing greetings, love, affection, and so on. Second, the current study also implies that touch in children's picture storybooks is a reflection of society's perspectives on tactile communication (Gilbert & Williams, 2008). Furthermore, interpersonal touch involves various meanings and degrees of vagueness (Jones & Yarbrough, 1985), and these various meanings can be observed in picture storybooks. To achieve this, the current study has involved different categorizations from a variety of studies, in order to uncover the more detailed meanings of touch. In addition, contextual factors are crucially important for the meanings associated with touch (Jones & Yarbrough, 1985). As such, the current study reveals various contextual factors and the importance of the meanings of touch. For instance, the current study discloses the importance of an author or illustrator's gender, in terms of the meaning of touching in images (Gilbert & Williams, 2008).

More importantly, the findings imply that traditional gender-role stereotypes influence tactile communication.

From theoretical perspective, according to social learning theory, external factor such as books, toys, the media and movies each have an important role on developing gender and social roles through observational learning and modeling (Helgeson, 2005). Since parent, child and teacher are exposed to children's picture storybooks on a daily basis, the content of the picture storybooks is more important than it seems. Hence, the current study may suggest that teachers and parents should be aware of and recognize meanings for individual touch that may be found in children's picture storybooks. The reason for this need for recognition is that parents should know what kind of visual stimuli and tactile communication their children are exposed to, which is emphasized by Bandura and Bussey (1999). Bandura and Walters's 1963 bobo doll experiment revealed the importance and impact of visual stimuli on aggression. According to the experiment, a visual stimulus triggers a new behavior via modeling; therefore, tactile communication expressed in images might affect the formation of new behaviors. The study further strengthened the arguments based on social learning theory, which argue that children tend to imitate any aggression they are exposed to. Therefore, by taking into consideration children's physical boundaries, adults should display tactile behaviors that they want to see from these children (Lawton, 1998). This is why teachers and parents should be more conscious of their own touching behaviors and work to gain an understanding about both the adverse and favorable sides of touch. In this regard, the present study may prompt teachers, parents, and researchers to form a better understanding of the children's picture storybooks they currently use, particularly in regards to how they transmit information concerning tactile communication.

Moreover, according to gender role socialization theory, children's gender development is affected by environmental agents, which reflect cultural norms (Schunk, 2009). Images in picture storybooks can play a role as an environmental

agent, and they reflect cultural norms (Helgeson, 2005). For instance, male or female characters who portray traditional gender roles might lead children to adapt these same roles by modeling. As a counterexample, rather than noting the misrepresentation of a man in a picture storybook, children can gain new perspectives from exposure to non-stereotypical male characters (Cunningham, 1999; Sumsion, 2005). Therefore, we can say that picture storybooks offer teachers, parents, and children a traditional view of gender roles that prevents males from nurturing and comforting children (Gilbert & Williams, 2008). Furthermore, touch is seen as an essentially appropriate feminine behavior (Jones, 1986), which also strengthens previous claims.

Therefore, it is necessary for teachers and parents to attain a more profound knowledge about meaning categories for individual touches, and their discrepancy regarding the sex of both adult and child, and cerebrate about their own touch behaviors. As it has been suggested it is important that parents should touch and collaborate equally, regardless of the sex of the parent and child (Neill, 1991). The sex of a child and the sex of an adult should have no relation regarding appropriate touching between them (Gilbert & Williams, 2008); rather, the child's age-appropriate needs should be considered as a basis for all actions (Neill, 1991).

As stated previously, the study is not supposed to advocate the unfairness of gender representation, but rather state the benefits of interacting with both men and women, regardless of gender stereotypes (Cunningham, 1999; Sumsion, 2005). This argument is also supported by the studies of Ainsworth (1979), Bowlby (1969), and Harlow (1965). According to attachment theory, touch is a significant factor in order to form a secure attachment with caregivers (Bowlby, 1969). Also, according to Ainsworth (1979), children who initiate touch might be children who hold a secure attachment to their caregivers, or ambivalently attached children who insist on receiving physical love. Touch is also linked with a lower level of aggression, anxiety, and stress, and with greater prosocial skills and intimate relationships, which

is also confirmed by Harlow's (1965) study concerning primates and Field's (1999) study observing humans. From the perspective of attachment theory, it is necessary for teachers, parents, and children to be in physical contact, in order to establish secure attachments and to strengthen the relationships between adults and children.

Another implication of the study is that the audience of the current study may improve their critical thinking and awareness related to tactile communication and touch. For instance, as an audience of the current study teachers should also learn more about the norms of touch behaviors. Using the lens of social learning, they can identify the hegemonic matrix, suspend heteronormative thinking and improve parents' and children's critical thinking. Heteronormative thinking is the justification that the majority of people consider normal and legitimate (Blaise & Taylor, 2012). The current study also aims to provide characteristics of meaning categories for individual touches hence teachers will be more knowledgeable about touch behaviors and improve their educational practices.

As a suggestion, the current study implies that parents, children and teachers, publishers, authors, illustrators, researchers and teaching staff in ECE, should have their own duties and responsibilities as an implication. A few examples of the responsibilities each individual are given. First, authors and illustrators need to give importance to tactile communication and the effect of physical contact on the development of young children. Teaching staff should include touch as tactile communication, to the curriculum of the early childhood education department. Touch itself can be investigated as a theme however, using touch as a tool in the activities can be considered while developing curriculum. Touch is one of the most important senses of humanbeing (Montegue, 1986) therefore involving touch in the educational curricula is important. Early childhood education institutions should include workshops, related to physical contact between children and adults, by providing evidence of developmental significance from existing studies and discuss the positive and negative elements of touch. These institutions can develop policies

regarding tactile communication with children. Although the current study has not investigated the appropriateness of touch in different context, one previous study has noted that attentional control, or negative, punishing touch, should be prohibited in early childhood institutions (Lawton, 1998).

Research regarding touch is very rare. The International Association of Infant Massage and Tiffany Fields' Touch Research Institute have been investigating touch from different perspectives for years, and therefore, stress the crucial need for touch in order to improve the physical, social, developmental, and psychological abilities of children (Field, 2002). Researchers should consider touch in further studies. Therefore, factors related to touch and sex would become more clear and the awareness would affect the practices of parents, teachers, children, publishers, authors, illustrators and teaching staff. Teachers and lecturers might become more conscious of their own practices and of those what is displayed in children's literature. A lecturer position is especially important, because lecturers in the department of ECE in universities and colleges should become more aware about their own beliefs and reflect on their own point of view, critically. Improving and enabling prospective teachers' critical thinking about tactile communication and children's literature might affect the practices of these prospective teachers in the coming years. During ordinary activity, small actions and the touch of the parent and teacher, might affect child in the coming years in a positive or adverse way. The reason for that, as Twardosz, Botkin, and Cunningham (1987) also emphasized, is that children tend to imitate previously experienced touch. This statement means that the type of touch a child is exposed to might influence the way child itself touches other individuals and peers. If a child experiences aggressive touch, then it is possible for that child to touch its peers aggressively, and tend to be a bully. Interaction with children will be more meaningful by knowing more about touch and by establishing more secure and healthy relationship.

The implication for publishers, authors and illustrators is that their consciousness about tactile communication could revolutionize children's picture storybooks in regards to touch and related factors. Therefore, researchers and teachers can be in contact with publishers and specify dissatisfaction with written materials. Publishers should be aware of touch differences available in children's picture storybooks and provide diverse materials. Until these materials become available, the influence of traditional sex roles assigned to tactile communication should be eradicated through education and awareness. Publishers need to be provided with guidelines and further studies in order to produce more egalitarian materials and illustrations. This study suggests some guidelines to publishers that will help to develop egalitarian materials, both in the text and pictorial content.

Since the topic of tactile communication in Turkey and international literature is rare, this study might call researchers, such as PhD candidates, to bring attention to this specific topic. Investigating touch from different perspectives might give education a new meaning. The meaning of touch differs in different cultures, and this research may provide insight into the experience of touch in children's literature and education. It is important because touch is a specific topic with related various factors. Therefore, being knowledgeable about the topic enables parents, teachers and all other target audiences of the current study, to become aware of various potentialities early on.

Finally, the current study specifies guidelines for parents and teachers when selecting children's picture storybooks. The current study does not imply that there are bad or good types of touches that should be considered when exploring picture storybooks. On the contrary, the current study focuses on the specific characteristics of meaning for individual types of touches and the differences regarding descriptive characteristics and contextual factors. Therefore, several factors in the picture

storybooks should be taken into consideration. First, gender role stereotypes have an influence on tactile communication and contextual factors (Jones, 1999). Therefore, representations of gender roles in picture storybooks should be considered important. Picture storybooks that represent more egalitarian gender role stereotypes should be chosen, in order to display a more egalitarian view towards touch and to subject children to more egalitarian role models regarding touching behaviors. For instance, picture storybooks that reflect an increased parenting role of fathers should be considered more appropriate (Harrison-Speake & Willis, 1995). Furthermore, it is essential to know that there is no difference regarding cultural aspects and geographical location in these books; therefore, both Turkish and translated picture storybooks are appropriate choices for reading with children. Moreover, the representation of touch regarding the sex of the illustrator and author should be considered important, because of the representation of gender roles and their reflections in and through depicted tactile communication.

As a further suggestion, although the current study does not investigate touch in real life and its benefits, with the help of previous studies, we can say that touch can be used for efficient teaching and classroom management (Wheldall, Bevan, & Shortall, 1986). Therefore, in the educational environment, teachers should create naturally occurring opportunities to touch children and, as an additional suggestion, parents should touch children intentionally and avoid tactile neglect (Owen & Gillentine, 2011).

5.5. Recommendations for Future Studies

The current content study investigated demographic characteristics and touch between adults and children found within children's picture storybooks produced for 4-6 year olds. Touch is a real act in the daily life of humankind. Investigating touch in storybooks is a way to acquire one-way knowledge, therefore, it would be preferable to gain more understanding about the feelings and responses of

individuals that are a part of the touching process, such as teachers, children, directors, and parents. In addition, further research on touch in early childhood classroom might give answers related to touch in educational practices, for instance, touch during different contexts might be observed, such during playing, helping and other similar social situations in the classroom. Therefore, investigating touch between adults and children in daily life, preferably in an educational environment is important. The early childhood education context is particularly important in terms of investigating touch as an educational tool, how it functions and what are the related factors, might be worthwhile to examine.

In addition, the tactile history of children or adults might be a consideration for further field study, as the impact of previous experiences on meaning categories for individual touch might yeild significant findings. As well as past experiences, the age of the individuals in tactile communication might be considered as a variable, in order to see how age influences touch in further studies. Previous studies show that the age of the child is related to the frequency of touch, yet the impact of age on the meaning categories for touch might result in different outcomes (Aznar & Tenenbaum, 2016). Also, the age of the children depicted in children's picture storybooks were ambiguous in many images, therefore age was not a factor that was considered in this study. In further studies, categorizing children's ages in the images might be a correct approach, such as baby, toddler, kindergartner and preschooler, etc.

As a further suggestion, the appropriateness of touch in different contexts, with different participants such as teachers, parents, or strangers might be investigated, in addition to other variables. Results differ depending on the appropriateness of different touch, the parts of the body touched, and who the participants are. The current study investigated touch in picture storybooks; however, individuals' attitudes are difficult to investigate in written materials. For this reason, individuals' attitudes towards the appropriateness of touch cannot be determined among picture

storybooks, though in early childhood education classrooms, it can be observed in detail. Therefore, perspectives regarding appropriate touch and meaning categories for touch might be worthwhile to investigate.

The cultural aspect of touch might also be useful for further studies. Jung and Fouts (2011) investigated touch between parents and children from a cultural perspective, however there is not any research related to the Turkish context that considers both parents and children, as well as teachers and other individuals, which are essential to a child's daily life. Çakmak's (2015) study attempted to investigate the influence of touch, but investigating touch in an early childhood education context might yeild different results. She investigated the impact of touch in academic achievement. Levi (1984) investigated touch in the Turkish context, which involved the study of adults, however studies regarding touch involving children are needed. For instance, touch can be used experimentally in an educational environment in order to determine its influence on various independent variables. Also, in the field of ECE, touch might be explored in regards to classroom management.

Touch is considered as an act in various studies, but considering touch as a continuous process and investigating touch as an ongoing process might be rare perspective that could be used to explore touch. Therefore, the effects of touch, on situations and events prior to and after touch, might also be another avenue of research. To study the ongoing process of touch, psychological and emotional variables might be included, such as maternal depression, attachment, and child temperament.

Researchers may use traditional sex roles, assigned to tactile communication to their pre-service students, and make an attempt to provide auxiliary materials to correct the existing materials. For instance, Wasserman (1978) stated that in regards to the initiation of touch and the relationship between a child and an adult, mothers who govern traditional sex roles initiated touch with female children, more often than

fathers and other relatives. Also, mothers who govern more egalitarian sex roles initiated touch less frequently than other mothers, on the other hand their female children initiated touch more often.

The evaluation of educational curricula, children's literature, early childhood textbooks (Gilbert & Williams, 2008), in-class activities, and practicum daily activity plans, might be investigated in detail. Studies and periodic reviews may be administered by researchers about the tactile communication found in children's picture storybooks. Researchers should reinforce pre-service students' skills in order to become critical readers, by inspiring them to criticize available children's picture storybooks, rather than normalizing them. Researchers will be able to examine the descriptive characteristics, contextual factors and characteristics of meaning categories for individual touches, and the findings of the current study will contribute to new research ideas.

Furthermore, teachers could form committees to investigate the process of selecting children's picture storybooks. If the official departments provide the necessary materials for the school, teachers should meet them to investigate their selection criteria. The degree of usage of appropriate touch in children's picture storybook should be effective factor in deciding how to approve books for the use of schools by the Ministry of Education. Quality control measures, relating to appropriate touch in regards to gender and touch, could be pioneered.

Finally, workshops or seminars could be presented for pre-service teachers, in-service teachers, publishers and government authorities, forewarning them of this issue and therefore, improving their skills in being able to distinguish appropriate touch. Publishers, educators, authors, pre-service teachers and parents should be aware of the representation or the lack of representation of touch and be critical about it. This study would provide an insight into the impact of gender on the nature of interactions between adults and children. Adults, teachers and children would be

more conscious and aware of touch, and how to conduct touch behavior in their daily life and school environment. In light of these facts, tactile communication needs to be explored from different perspectives in order to fully comprehend touch. Touch should be explored in detail because physical contact is an element of daily life, especially for young children. Comprehending touch fully might provide essential information for the psychological, emotional, and cognitive development of children.

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APPENDICES

APPENDIX A: PILOT STUDY BOOK LIST

Year of Publication	Publisher	Title
2008	Kır Çiçeği Yayıncılık	Şirin yuvaya gidiyor
2012	Erdem Yayınları	Benim Dünyam
2011	Tübitak Yayınları	Doktorda
2012	Kır Çiçeği Yayıncılık	Oliver
2008	Can Yayınları	Eşek ve Berk
2012	İletişim Yayınları	Hayvanları çoook seviyorum
2016	Yapı Kredi Yayıncılık	Komşu teyze
2016	Kuraldışı Çocuk Yayınları	Seslerin perisi Işık
2016	Nar Yayınları	Bir fi kirle ne ya parsın
2016	Büyülü Fener Yayınları	Uyu artık Vesta-Linnea

APPENDIX B: FINAL VERSION OF THE CODEBOOK

1. Kitap başlığı:
2. Yazar/lar:
3. Çizimleyen/Resimleyen:
4. Çeviri durumu:
   1: Çeviri
   2: Orjinal
5. Yayınevi:
6. Basım yılı:
7. Yaş grubu:
   1: Yok
   2: 2-6
   3: 3-6
   4: 4-6
   5: 5-6
8. Yazarın cinsiyeti:
   1: Erkek
   2: Kadın
   3: Karışık
9. Çizerin cinsiyeti:
   1: Erkek
   2: Kadın
   3: Karışık
10. Kitabın konusu:
    1: Arkadaşlık/dostluk
    2: Aile
    3: Macera
    4: Bilimkurgu
    5: Fantastik

6: Ahlaki konular

7: Toplumsal kurallar

8: Doğa bilinci ve hayvan sevgisi

9: Gezi

10: Dini konular

11: Mitoloji

12: Sağlık

11. Sayfa no:

12. Resimdeki yetişkinin cinsiyeti:

    1: Erkek

    2: Kadın

    3: Belirsiz

13. Resimdeki çocuğun cinsiyeti:

    1: Erkek

    2: Kadın

    3: Belirsiz

14. Resimdeki ana dokunma türü:

    1: Olumlu etki dokunma

    2: Kontrol dokunma

    3: Ritüel dokunma

    4: Karma dokunma

    5: İşe ilişkin dokunma

    6: Kazara dokunma

15. Resimdeki alt dokunma türü:

    1: Destek

    2: Takdir

    3: Aktif sosyal sevgi

    4: Pasif sosyal sevgi

    5: Bakım

6: İtaat

7: Dikkat çekme

8: Cevap gerektiren

9: Nötr dikkat kontrolü

10: Olumsuz cezalandırmalı dikkat kontrolü

11: Sevecen dikkat kontrolü

12: Karşılama

13: Ayrılış

14: Karşılama/Sevgi

15: Ayrılış/Sevgi

16: Görünüşe referans

17: Esas araç

18: Kazara

16. Dokunmayı ile ilgili anahtar kelimeler:

17. Resimdeki yetişkinin konumu:

1: Ön

2: Arka

3: Yanında

4: Altında

18. Resimdeki grubun büyüklüğü:

1: Tek (Çocuk ve bir yetişkin)

2: Küçük grup (Çocuk dahil olmak üzere üç kişi)

3: Büyük grup (Üç kişiden fazla insanı içeren grup topluluğu)

19. Kişinin çocuk ile olan ilişkisi:

1: Anne

2: Baba

3: Kardeş

4: Yabancı

5: Meslek grupları (Öğretmen, doctor, polis)

6: İkinci derece akrabalar (Büyükanne, büyükbaba)

7: Üçüncü derece akrabalar (Amca, dayı, teyze, hala)

8: Bakıcı

9: Belirsiz

10: Tanıdık (Komşu, arkadaş, aile dostu vb.)

20. Dokunmanın tarzı:

1: Kucakta tutma

2: Sarılma

3: Dokunma/tutma

21. Dokunulan vücut parçası:

1: El

2: Kol

3: Omuz

4: Sırt

5: Baş

6: Bacak

7: Ayak

8: Göğüs

9: Karın

10: Bel

11: Kasık

12: Kalça

13: Gövde

14: Tüm vücut

15: Boyun

22. Sosyal etkinliğin meydana geldiği yer:

1: Sınıf/Okul

2: Halka açık alan

3: Ev

4: Sağlık kuruluşları (Hastahane, eczahane)

5: Doğal çevre (Bahçe, çiftlik, dağ, orman, deniz, doğal alan)

6: Belirsiz

7: Kütüphane

23. Dokunmayı başlatan kişi:

1: Çocuk

2: Yetişkin

3: Karşılıklı

4: Belirsiz

APPENDIX C: FINAL VERSION OF THE CODING FORM

Resimli Çocuk Kitaplarında Dokunma Davranışlarını İnceleme Formu

	Kitap başlığı	Yazar	Çizimleyen	Çeviri durumu	Yayınevi	Basım yılı	Yaş grubu	Yazarın cinsiyeti	Çizerin Cinsiyeti	Kitabın konusu	Sayfa no	Resimdeki yetişkinin cinsiyeti	Resimdeki çocuğun cinsiyeti	Resimdeki ana dokunma türü	Resimdeki alt dokunma Türü	Dokunma ile ilgili anahtar kelimeler	Resimdeki yetişkinin konumu	Resimdeki grubun büyüklüğü	Kişinin çocuk ile olan ilişkisi	Dokunma Tarzı	Dokunulan vücut parçası	Sosyal etkinliğin meydana geldiği yer	Dokunmayı başlatan kişi
1																							
2																							
3																							
4																							

APPENDIX D: MAIN STUDY BOOKS LIST

Year Of Publication	Publisher	Title
2016	İşbankası Kültür	Acıkmadım Ki!
2012	Uçanbalık	Açıl Bahçe Açıl
2012	Ajans 2023	Adam Olmuş Çocuklar: Ben Biruni
2012	Ajans 2023	Adam Olmuş Çocuklar: Ben Mimar Sinan
2012	Ajans 2023	Adam Olmuş Çocuklar: Ben Nuri Demirağ
2012	Ajans 2023	Adam Olmuş Çocuklar: Ben Onbaşı Nezahat
2016	1001 Çiçek Yayınları	Afacan Maymun Nasıl Yemek Yer?
2015	Çitlenbik Çocuk Yayınları	Ala Geyik
2007	Engin Yayınları	Alaaddin'in Sihirli Lambası
2015	1001 Çiçek Yayınları	Alaaddin'in Sihirli Lambası
2015	Yapı Kredi Yayınları	Aleks Çok Hassas
1998	Ardıç Yayınevi	Altıyüzseksenyedi Koyun ve Çoban
2016	Yapı Kredi Yayınları	Anais Çok Kızgın
2015	Edam Yayınları	Anka Kuşu ve Oduncu
2014	Mavibulut Yayıncılık	Annem Neden Şişmanladı?
2010	Mandolin Yayınları	Arda ile Paytak Banyoda
2014	İşbankası Kültür	Arkadaşım Ambulans Doktoru
2013	İşbankası Kültür	Arkadaşım Çiftçi-Dünyayı Öğreniyorum
2013	İşbankası Kültür	Arkadaşım Dişçi

2014	İşbankası Kültür	Arkadaşım Fırıncı
2013	İşbankası Kültür	Arkadaşım Futbolcu
2014	İşbankası Kültür	Arkadaşım Hayvan Bakıcısı
2014	İşbankası Kültür	Arkadaşım Otobüs Şoförü
2014	İşbankası Kültür	Arkadaşım Pilot
2014	İşbankası Kültür	Arkadaşım Polis
2013	İşbankası Kültür	Arkadaşım Postacı
2007	Lal Kitap	Armağan Getiren Martı
2011	Mavibulut Yayıncılık	Artık Kendim Tamir Edebilirim
2011	Mavibulut Yayıncılık	Artık Kendim Temizleyebilirim
2011	Mavibulut Yayıncılık	Artık Kendim Yetiştirebilirim
2016	Yapı Kredi Yayınları	Artık Yürümek İstemeyen Kurt
2015	Yumurcak Yayınları	Aşçı Olsam
2014	Mikado Yayınları	Aşçı Taşkın
2011	Mandolin Yayınları	Aşığım!
2015	Kaknüs Yayınları	Atakan Babasıyla Balık Tutmaya Gidiyor
2013	Kaknüs Yayınları	Atakan Çok Fazla Şeker Yiyor
2012	Kaknüs Yayınları	Atakan Dişlerini Fırçalamaya Alışıyor
2007	Kaknüs Yayınları	Atakan İnşaat Ustası Oluyor
2008	Kaknüs Yayınları	Atakan Okula Başlıyor
2012	Kaknüs Yayınları	Atakan Sebze ve Meyvelerle Arkadaş Oluyor
2014	Kaknüs Yayınları	Atakan Sinemaya Gidiyor

2012	Kaknüs Yayınları	Atakan Süper Kahraman Oluyor
2014	Kaknüs Yayınları	Atakan Televizyon Seyretmek İstiyor
2015	Kaknüs Yayınları	Atakan Tutumlu Olmayı Öğreniyor
2012	ODTÜ Yayıncılık	Atasay
2012	Uçanbalık	Atatürk Olmak
2010	Nesin Yayınevi	Ateşin Dereyi Kurtardığı Gece
2010	Kök Yayıncılık	Ay Dedeyi Saklayan Çocuk
2010	Uğur Mumcu Vakfı Yayınları	Ay Nasıl Uyur?
2014	Maya Akademi	Ay Prensesi
2010	ODTÜ Yayıncılık	Ay,Yıldız ve Ben
2006	İşbankası Kültür	Ayıcık ve Ben
2011	Yapı Kredi Yayınları	Ayşegül Anneler Günü Çiçeği
2012	Yapı Kredi Yayınları	Ayşegül Arkadaşı Serçeyle
2013	Yapı Kredi Yayınları	Ayşegül Arkadaşlarıyla Evde
2012	Yapı Kredi Yayınları	Ayşegül Ata Biniyor
2012	Yapı Kredi Yayınları	Ayşegül Bahçesini Süslüyor
2012	Yapı Kredi Yayınları	Ayşegül Balona Biniyor
2012	Yapı Kredi Yayınları	Ayşegül Denizin Tadını Çıkarıyor
2013	Yapı Kredi Yayınları	Ayşegül Dört Mevsim
2012	Yapı Kredi Yayınları	Ayşegül Kamp Yapıyor
2013	Yapı Kredi Yayınları	Ayşegül Kayak Yapıyor
2013	Yapı Kredi Yayınları	Ayşegül Koş Gelincik Koş
2013	Yapı Kredi Yayınları	Ayşegül Kuzenine Sürpriz Yapıyor

2012	Yapı Kredi Yayınları	Ayşegül Müzikle Tanışıyor
2012	Yapı Kredi Yayınları	Ayşegül Nuh'un Gemisi
2012	Yapı Kredi Yayınları	Ayşegül Trene Biniyor
2011	Yapı Kredi Yayınları	Ayşegül Yemek Yapıyor
2011	Yapı Kredi Yayınları	Ayşegül Yılbaşı Sürprizi
2012	Yapı Kredi Yayınları	Ayşegül'ün Midilli Sevgisi
2013	Efil Yayınevi	Babam Bana Güvenmiyor
2011	Mandolin Yayınları	Babam Taşınıyor
2013	Nar Yayınları	Babamı Özlüyorum
2013	Nesin Yayınevi	Bala'nın Mektubu
2011	Mandolin Yayınları	Bamyadan Nefret Ediyorum
2013	ODTÜ Yayıncılık	Bana Kırmızı Motor Al
2013	Nesil Yayınları	Bana Masal Oku-Sevimli Denizci
2011	Çizmeli Kedi Yayınları	Bay Sinirli Okulda Curcuna
2011	Çizmeli Kedi Yayınları	Bay Sinirli Trafik Canavarı
2010	Mandolin Yayınları	Bebekler, Kahramanlar ve Bezden Toplar
2015	Efil Yayınevi	Ben Mi Güçlüyüm, Korku Mu?
2010	Uçanbalık	Ben Minicik Bir Bebektim
2015	Uçanbalık	Ben Ne Olacağım?
2009	Altın Kitaplar	Ben Nereden Geldim
2015	Efil Yayınevi	Ben Üçüncüymüşüm
2013	ODTÜ Yayıncılık	Ben ve Arkadaşlarım
2009	Lal Kitap	Beneksiz İnek

2013	Eğiten Kitap	Beni Korkutmazsın
2014	Final Kültür Sanat Yayınları	Benim Minik Kırmızı Balığım
2001	Mavibulut Yayıncılık	Beş Beyaz Benekli Baykuşun Dönüşü
2010	Polat Kitapçılık	Bilgin Amca Ay Tutulması
2010	Polat Kitapçılık	Bilgin Amca Rüzgarın Gücü
2012	ODTÜ Yayıncılık	Bin Yıllık Bekleyiş
2011	Mavibulut Yayıncılık	Bir Tanecik Oğlum
2014	Mavi Kelebek Yayınları	Biricik Takıma Katılıyor
2013	Nar Yayınları	Bisikletim
2013	İnkilab Yayınevi	Bizimkiler Tatil Dönüşünde
2013	Erdem Yayınları	Boğaz'ın Kedisi Titiz
2013	Mavi Pencere Yayınları	Bozkır
2012	Yeşil Dinozor Yayınevi	Bu Bebeği Hemen Geri Götürün
2015	Doğan Egmont	Bu Ne Biçim Armağan?
2012	Timaş Yayınları	Burcu Kimse Beni Oyuna Almıyor
2012	Timaş Yayınları	Burcu Neden Her İstediğim Olmuyor?
2012	Timaş Yayınları	Burcu Neden Söz Dinlemem Gerekiyor?
2011	Timaş Yayınları	Burcu Oyuncakları Toplamak Kimin Görevi
2012	Marsık Yayıncılık	Burun
2010	Uçanbalık	Buruşuk Kağıt Parçası

2015	Altın Kitaplar	Buz Kral
2014	Uçanbalık	Bütün Oyuncaklar Benim
2007	Altın kitaplar	Büyük Babam Nasıl Biriydi?
2015	Çınaraltı Yayınları	Büyüyünce Doktor Olacağım
2016	Yumurcak Yayınları	Büyüyünce Ne Olsam-İtfaiyeci Olsam
2015	Başlık Yayın Grubu	Büyüyünce Veteriner Olacağım
2011	Uçanbalık	Can Arkadaşımın Doğum Günü
2010	Uçanbalık	Canı Sıkılan Aydede
2010	Uçanbalık	Canım Babamın Doğum Günü
2008	Kaknüs Yayınları	Cemile Arkadaşına Yardım Ediyor
2015	Kaknüs Yayınları	Cemile Ayakkabı Bağlamayı Öğreniyor
2009	Kaknüs Yayınları	Cemile Boyu Uzasın İstiyor
2006	Kaknüs Yayınları	Cemile Çişini Altına Yapıyor
2012	Kaknüs Yayınları	Cemile Çok Fazla Televizyon Seyrediyor
2013	Kaknüs Yayınları	Cemile Dans Kursuna Gidiyor
2009	Kaknüs Yayınları	Cemile Doğru Beslenmeyi Öğreniyor
2006	Kaknüs Yayınları	Cemile Doktora Gidiyor
2010	Kaknüs Yayınları	Cemile Geceyi Bakıcı Ablasıyla Geçiriyor
2007	Kaknüs Yayınları	Cemile Geceyi Teyzesinde Geçiriyor
2012	Kaknüs Yayınları	Cemile Hafta Sonunu Anneannesi ve Dedesiyle Geçiriyor
2008	Kaknüs Yayınları	Cemile Hastanede Yatıyor

2012	Kaknüs Yayınları	Cemile Havuza Gidiyor
2013	Kaknüs Yayınları	Cemile Her şeyi Kendi Yapmak İstiyor
2011	Kaknüs Yayınları	Cemile Köpek Yavrusu Beslemek İstiyor
2011	Kaknüs Yayınları	Cemile Müsamerede Rol Alıyor
2006	Kaknüs Yayınları	Cemile Okula Dönüyor
2006	Kaknüs Yayınları	Cemile Oyuncaklarını Paylaşmak İstemiyor
2006	Kaknüs Yayınları	Cemile Parka Gidiyor
2010	Kaknüs Yayınları	Cemile Tatile Çıkıyor
2006	Kaknüs Yayınları	Cemile Uyumak İstemiyor
2014	Kaknüs Yayınları	Cemile Yemek Pişiriyor
2006	Kaknüs Yayınları	Cemile Yeni Çizmelerini Giyiyor
2008	Kaknüs Yayınları	Cemile Yüzmeyi Öğreniyor
2012	Kaknüs Yayınları	Cemile'nin Bugün Doğum Günü
2009	Kaknüs Yayınları	Cemile'nin Kardeşi Oluyor
2012	Pegasus Yayınları	Charlie McButton'ın Elektrikleri Kesilince
2012	Hayat Yayınları	Cici Çocuklar
2012	Hayat Yayınları	Cici Çocuklar Gizli Oyun
2012	Hayat Yayınları	Cici Çocuklar: Küçük Misafir
2012	Hayat Yayınları	Cici Çocuklar: Mesaj Kavanozu
2012	Hayat Yayınları	Cici Çocuklar: Renkli Yağmurlar
2012	Hayat Yayınları	Cici Çocuklar: Salon Gezegeni
2012	Hayat Yayınları	Cici Çocuklar: Temizlik Projesi

2012	Hayat Yayınları	Cici Çocuklar: Yapmalı Boz Çorbası
2011	Yumurcak Yayınları	Cömert Padişah
2012	Erdem Yayınları	Çamurdan Bebekler
2014	Remzi Kitapevi	Çatışmak Sorunları Çözer mi?
2012	Yeni Umut Yayınları	Çiçek Yağmuru
2005	Altın Kitaplar	Çiftlik Hayvanları
2014	İşbankası Kültür	Çiftlik Öyküleri: Huysuz Keçi
2014	İşbankası Kültür	Çiftlik Öyküleri: Kaçak Traktör
2016	İşbankası Kültür	Çiftlik Öyküleri: Kamp
2016	İşbankası Kültür	Çiftlik Öyküleri: Kar Fırtınası
2014	İşbankası Kültür	Çiftlik Öyküleri: Kırda Araba Gezisi
2013	İşbankası Kültür	Çiftlik Öyküleri: Korkuluğun Sırrı
2014	İşbankası Kültür	Çiftlik Öyküleri: Meraklı Kedi
2016	İşbankası Kültür	Çiftlik Öyküleri: Sürpriz Ziyaretçiler
2013	İşbankası Kültür	Çiftlik Öyküleri: Tarçın'ın Tren Yolculuğu
2013	Uçanbalık	Çikolata Çocuk
2012	Ata Yayıncılık	Çikolata Prenses
2012	Mavi Pencere Yayınları	Çikolataya Bayılırım
2015	Çitlenbik Çocuk Yayınları	Çizmeli Kedi
2013	Yapı Kredi Yayınları	Çocuk Olmaya Hakkım Var
2013	Efil Yayınevi	Çocuklardan Boşanılmaz
2013	Mandolin Yayınları	Çok Sinirliyim
2014	Mandolin Yayınları	Çok Utanıyorum

2011	Ya-pa Yayınları	Çuf Çuf Tren
2014	Uçanbalık	Dağınık Çocuk
2004	Kök Yayıncılık	Dedemi Özlüyorum
2011	Erdem yayınları	Dedemin Madalyası
2013	1001 Çiçek Yayınları	Degas Arkadaşım Edgar
1997	Uçanbalık	Demet'in Bahçesi
2016	Eğiten Kitap	Denizi Sevmeyen Adam
2015	Uçanbalık	Denizin Altını Merak Eden Vapur
2013	Kırmızı Kedi Yayınevi	Deniz'in Sevdiği Şeyler 1: Saç Tokası
2013	Kırmızı Kedi Yayınevi	Deniz'in Sevdiği Şeyler 2: Oyuncak
2013	Kırmızı Kedi Yayınevi	Deniz'in Sevdiği Şeyler 3: Müzik
2013	Kırmızı Kedi Yayınevi	Deniz'in Sevdiği Şeyler 4: Hayvanlar
2013	Kırmızı Kedi Yayınevi	Deniz'in Sevdiği Şeyler 5: Banyo
2013	Kırmızı Kedi Yayınevi	Deniz'in Sevdiği Şeyler 6: Yoğurt
2014	Kırmızı Kedi Yayınevi	Deniz'in Sevdiği Şeyler 7: Tarhana Çorbası
2015	Doğan Egmont	Ders Çalışmak Kolay Değil
2013	Mavi Pencere Yayınları	Devanası ve Ateş
2011	Uçanbalık	Dilek Ağacı
2016	Kırmızı Kedi Yayınevi	Doğa Doğayı Seviyor
2004	Kipat Yayınları	Dokuz Düğmeli Adam
2014	Tanışır Yayınları	Duru ile Dudu Kardeşler
2015	Kırmızı Kedi Yayınevi	Dünyanın En Büyük Kır Çiçeği

2014	İBB Kültür A.Ş. Yayınları	Dünyanın En Güzel Yeri
2009	Kipat Yayınları	Dünyanın En Uğurböceği
2013	Maya Akademi	Düşler Perisi
2004	Kipat Yayınları	Düşünen Adam
2014	Final Kültür Sanat Yayınları	Editör Yako
2016	Tudem Yayınları	Eğlenceli Notalar
2012	İşbankası Kültür	Elif Kuaförde
2010	Boyut Yayın Grubu	Elma Kurdu'nun Gerçek Hikayesi
2016	Can Yayınları	Emekli Vagon
2007	Küçük Ev Yayınları	Emoş ile Memoş Demir Dişli Konuk
2007	Küçük Ev Yayınları	Emoş ile Memoş Deniz Macerası
2007	Küçük Ev Yayınları	Emoş ile Memoş Evin Küçük Erkeği
2007	Küçük Ev Yayınları	Emoş ile Memoş Komik Kulaklar
2007	Küçük Ev Yayınları	Emoş ile Memoş Korkak Kovboy
2007	Küçük Ev Yayınları	Emoş ile Memoş Köpek Arabası
2007	Küçük Ev Yayınları	Emoş ile Memoş Oyuncak Kavgası
2007	Küçük Ev Yayınları	Emoş ile Memoş Pasta Ördek
2007	Küçük Ev Yayınları	Emoş ile Memoş Yeni Ev, Yeni Arkadaş
2011	Kır Çiçeği Yayınları	En Güçlü Benim
2014	Can Yayınları	En Güzel Bir Yer
2011	Nesil Yayınları	En Güzel Mevsim Hangisi?

2010	Mandolin Yayınları	En Sevdiğim Arkadaşım
2016	Yapı Kredi Yayınları	En Sevdiğim Oyuncak
2013	Yeşil Dinozor Yayınevi	Endişelerimden Nasıl Kurtulurum?
2012	ODTÜ Yayıncılık	Eski Ev Yeni Ev
2009	Kanat Çocuk Yayınları	Eski Şeyler Okulu
2016	Can Yayınları	Eskiler Alırım!
2014	Final Kültür Sanat Yayınları	Esme ve Durak Kedisi
2015	Doğan Egmont	Ev Alma Komşu Al
2009	Altın Kitaplar	Evcil Hayvanlar
2015	Kitap Saati Yayınları	Evdeki Işıkların Sırrı
2013	Şimşek Yayınları	Fare Düğünü
2015	1001 Çiçek Yayınları	Fareli Köyün Kavalcısı
2005	Uçanbalık	Fasülye Motorlu Uçan Daire
2015	Mandolin Yayınları	Fena Dağıttım
2016	Can Yayınları	Fırtına Bacası
2009	Vakvak Yayınları	Filozof Köpek
2010	İletişim Yayınları	Futbol Rüyası
2015	Vakvak Yayınları	Gazoz Çeşmesi
2014	Mavibulut Yayıncılık	Gece Gelen Konuklar
2013	Mavibulut Yayıncılık	Geçiyordum Uğradım
2011	İşbankası Kültür	Genç Nasrettin ile Fırıncı
2013	ODTÜ Yayıncılık	Gerçek Mi, Sahte Mi?
2010	Uçanbalık	Gezmeyi Seven Ağaç

2011	MEB Yayınları	Giysiler
2007	Lal Kitap	Gökkuşağı Bisiklet
2010	Boyut Yayın Grubu	Gökkuşağı Şarkıları
2007	Altın Kitaplar	Güle Güle Kakalar
2012	Yeni Umut Yayınları	Gülümsedi Kırmızı
2012	İşbankası Kültür	Gündüz ve Gece
2008	Tudem Yayınları	Güneş Ana Işık Kız
2015	Altın kitaplar	Güneş ülkesi
2007	Engin Yayınları	Güzel ve Çirkin
2011	Mandolin Yayınları	Hain Bitler
2012	İşbankası Kültür	Hava Durumu
2013	Eğiten Kitap	Haydi Oynayalım
2007	Altın Kitaplar	Haydi Uykuya
2014	Tudem Yayınları	Haylaz Pati'nin Serüvenleri-Korkunç Gölge
2013	Nar Yayınları	Her Şey Yeni
2014	Final Kültür Sanat Yayınları	Ispanaklı Yumurta
2015	Uçanbalık	Işığını Yitiren Yıldız
2013	Mandolin Yayınları	İçimde Zıplayan Biri Var
2015	Yapı Kredi Yayınları	İçimdeki Aslan
2012	Nar Yayınları	İki Kafadar Smoofy & Biboo: Dünyamızı Çok Seviyoruz
2012	Nar Yayınları	İki Kafadar Smoofy & Biboo: Fildişi Avcılarına Karşı

2012	Nar Yayınları	İki Kafadar Smoofy & Biboo: Haydi! Dünyamızı Temiz Tutalım
2012	Nar Yayınları	İki Kafadar Smoofy & Biboo: Olaylı Piknik
2012	Nar Yayınları	İki Kafadar Smoofy & Biboo: Yaralı Kartala Yardım
2012	Nar Yayınları	İki Kafadar Smoofy & Biboo: Yatağımda Kim Var
2014	Uçanbalık	İki Kavgacı Ağaç
2010	Final Kültür Sanat Yayınları	Jack ve Fasülye Sırığı
2016	İşbankası Kültür	Kağıt Bebekler
2007	Engin Yayınları	Kahraman Terzi
2011	İşbankası Kültür	Kaptan Tekgöz'ün Definesi
2015	İşbankası Kültür	Kar Yağıyor
2012	Kavis Çocuk Yayınları	Kara Yele
2015	Vakvak Yayınları	Kardan Tavşan
2002	Kırlangıç Yayınları	Kardelen
2007	Popcore Yayınları	Kasabanın En Şık Devi
2015	Yapı Kredi Yayınları	Katie ve Ayçiçekleri
2010	ODTÜ Yayıncılık	Kayıp Çocuk
2012	İşbankası Kültür	Kayra ile Kivi (Bir Bilim Macerası)
2010	Uçanbalık	Keçi Masalı
2016	İşbankası Kültür	Kediş'in Armağanı
2013	Tübitak Yayınları	Kelebek

2006	Marsık Yayıncılık	Kelebek Kız
2001	Damla Yayınevi	Keloğlan Dev Anası
2013	Minik Ada Yayınları	Keloğlan Suskunlar Ülkesinde
2014	Minik Ada Yayınları	Keloğlan Şaşkınlar Ülkesinde
2014	Marsık Yayıncılık	Kıpır Kıpır
2016	Can Yayınları	Kırık Şemsiye
2015	Edam Yayınları	Kırmızı Başlıklı Kız
2000	Bizbize Yayınları	Kırmızı Benekli Kuş
2008	Top Yayıncılık	Kırmızı ile Pembe
2013	Sarıgaga Yayıncılık	Kırmızı Sarı Siyah Beyaz
2011	Sarıgaga Yayıncılık	Kırmızı Solucan
2011	Ya-pa Yayınları	Kırmızı Traktör
2007	Ya-pa Yayınları	Kış Baba
2012	ODTÜ Yayıncılık	Kız, Oğlan ve Uçurtma
2014	İthaki Yayınları	Kızıl Ağaç
2011	Tramvay Yayıncılık	Kibritçi Kız
2011	Kök Yayıncılık	Kiraz ve Zehirli Böğürtlenler
2015	Efil Yayınevi	Kork Benden Kaygı
2010	Turkuvaz Yayınevi	Köpeğine Gerçekten İyi Bakabiliriz
2007	Engin Yayınları	Kral Çıplak
2007	Engin Yayınları	Kralın Altınları
2011	Altın Kitaplar	Kralın Fotoğrafçısı
2008	İşbankası Kültür	Kraliyet Süpürgesi

2007	Engin Yayınları	Kurbağa Prens
2014	İkea Yayınları	Kurbağa Prens
2005	Tramvay Yayıncılık	Kurşun Asker
2014	Vakvak Yayınları	Kuyruğu Dumanlı Kedi
2015	Nesin Yayınevi	Kuyruğu Zilli Tilki
2003	Marsık Yayıncılık	Küçük Ayşegül Bisiklet Kazası
2004	Marsık Yayıncılık	Küçük Ayşegül Kayıp Köpek
2004	Marsık Yayıncılık	Küçük Ayşegül Küçük Anne
2003	Marsık Yayıncılık	Küçük Ayşegül Okul Gezisinde
2004	Yapı Kredi Yayınları	Küçük Ayşegül Ormanda
2010	Final Kültür Sanat Yayınları	Küçük Deniz Kızı
2016	Erdem Yayınları	Küçük Ejderha Hayal Halısı
2016	Erdem Yayınları	Küçük Ejderha En Güzel Pasta
2016	Erdem Yayınları	Küçük Ejderha Güvercin Yuvaları
2013	Yapı Kredi Yayınları	Küçük Hasır Şapka
2009	Tudem Yayınları	Küçük İstiridye
2012	Mandolin Yayınları	Küçük Kaz Cambaz İstanbul'da
2007	Engin Yayınları	Küçük Kız ve Üç Ayı
2015	Altın Kitaplar	Küçük Prens'in Ormanlar Ülkesi
2010	Akşit Yayıncılık	Küçük Şövalye
2012	Kavis Çocuk Yayınları	Kütburun ile Kocakarın
2000	Pearson Yayınları	Leonardo ve Uçan Çocuk
2010	Mandolin Yayınları	Lütfen Dersen

2004	Kipat Yayınları	Masal Alan Adam
2012	ODTÜ Yayıncılık	Masalcı ile Yeşil Ejderha
2012	İşbankası Kültür	Maskeli Balo
2011	Mandolin Yayınları	Matematikten Nefret Ediyorum!
2011	Tudem Yayınları	Mavi Kuyruk
2008	Mandolin Yayınları	Melis'in Kardeşi Oluyor
2012	Nesin Yayınevi	Memet'in Kulesi
2014	İşbankası Kültür	Meraklı Kedi
2011	MEB Yayınları	Meslekler
2011	MEB Yayınları	Meyveler
2014	Altın kitaplar	Mış Gibi
2014	İBB Kültür A.Ş. Yayınları	Mızıkçı Kral
2010	Lal Kitap	Mine'nin Küçük Dünyası: Afacan Peri
2012	Lal Kitap	Mine'nin Küçük Dünyası: Dört Elle Sihir
2010	Lal Kitap	Mine'nin Küçük Dünyası: Dört Mevsim Sihri
2010	Lal Kitap	Minenin Küçük Dünyası: Korkma Küçük Peri
2012	Lal Kitap	Mine'nin Küçük Dünyası: Perilerin Sırrı
2010	Lal Kitap	Mine'nin Küçük Dünyası: Sihirli Ülke'de Bir Peri
2012	Lal Kitap	Mine'nin Küçük Dünyası: Sihirli Yılbaşı

2012	Lal Kitap	Mine'nin Küçük Dünyası: Yıldızlar Sirki
2010	Nesin Yayınevi	Mini Mini Mualla
2006	İşbankası Kültür	Minik
2010	İşbankası Kültür	Minik Balık Okyanus Macerası
2003	Set Systems Nesa	Mitoloji Masalları: Minik Caretta
2008	Remzi Kitapevi	Mucit Dedemin Müthiş İcatları
2007	Lal Kitap	Muşi Yolculukta
2013	Nesil Yayınları	Mutlu Yunus
2013	Eğiten Kitap	Mutluluk
2015	Günışığı kitaplığı	Müze
2001	Mavibulut Yayıncılık	Nasreddin Hoca Eğlence Köyü
2011	Nesil Yayınları	Neden Kimse Brokoli Yemiyor?
2015	Uçanbalık	Neden Okula Gitmek Zorundayım?
2014	Yapı Kredi Yayınları	Nefise Nine
2010	Tudem Yayınları	Nehrin Ortasındaki Ağaç
2009	Kırlangıç Yayınları	Nenem Örgü Örüyor
2015	Uçanbalık	Nil Soru Soruyor
2005	Uçanbalık	Ninemin Doğum Günü
2007	Uçanbalık	Ninemin Laleleri
2008	Popcore Yayınları	Nohut Oda Bakla Sofa
2014	Altın Kitaplar	Nokta
2013	Yeşil Dinozor Yayınevi	O Kadar Kızgınım ki!
2015	Tudem Yayınları	Obur Prenses

2007	Engin Yayınları	Oduncunun Çocukları
2015	Mavibulut Yayıncılık	Okula Geç Kaldım
2016	Pötikare Yayıncılık	Osman Hamdi Bey
2014	Yeşil Dinozor Yayınevi	Öğrenme Güçlüğünü Nasıl Yendim?
2007	Mavibulut Yayıncılık	Pabucumun Bağı Çözüldü
2011	Uçanbalık	Pamuk Büyükannemin Doğum Günü
2016	Kırmızı Kedi Yayınevi	Pamuk Karardı
2007	Engin Yayınları	Pamuk Prenses
2010	Boyut Yayın Grubu	Pamuk ve Yedi Cüceler
2015	Doğan Egmont	Para Ağaçta Yetişmiyor
2015	Almidilli Yayınları	Parkta Oynuyorum Temiz Tutuyorum
2011	Tramvay Yayıncılık	Parmak Çocuk
2009	Bulut Yayınları	Pastahaneye Gidiyoruz
2013	Nar Yayınları	Peki Ya Ben
2014	Serpil Erdoğan	Pembe Pati: Fındık ve Kardan Adam
2016	Uçanbalık	Pengu: Kırmızı Araba
2015	Uçanbalık	Pengu: Kostüm Partisi
2015	Marsık Yayıncılık	Pınar ile Çakıl'ın Maceraları: Çabuk Odanı Topla
2015	Marsık Yayıncılık	Pınar ile Çakıl'ın Maceraları: Çakıl'ın Yeni Arkadaşı
2015	Marsık Yayıncılık	Pınar ile Çakıl'ın Maceraları: Küçük Balıkçılar

2015	Marsık Yayıncılık	Pınar ile Çakıl'ın Maceraları: Küçük Tiyatrocular
2014	Marsık Yayıncılık	Pınar ile Çakıl'ın Maceraları: Okulun İlk Günü
2013	Efil yayınevi	Psikolojik Yardım Alıyorum
2016	Kırmızı Kedi Yayınevi	Portakal Miyavladı
2016	İşbankası Kültür	Pufi Yumak Peşinde
2013	Tudem Yayınları	Püskül ile Zeytin Anlaşamıyor
2013	Nar Yayınları	Randevum Var
2014	Remzi Kitapevi	Rekabet Çığırından Çıkınca
2013	Yeşil Dinozor Yayınevi	Rengarenk Kasabası
2014	Günışığı Kitaplığı	Rengini Arayan Pudra
2012	İmge Yayınevi	Renkler Perisi Tini ve Cece
2012	ODTÜ Yayıncılık	Renkli Dilekler Uçurtması
2009	Kipat Yayınları	Romantik Tilki
2007	Engin Yayınları	Prensesin Kolyesi
2010	ODTÜ Yayıncılık	Sabah Yazdım Sabah Oldu
2013	Efil Yayınevi	Sana Bir Daha Sır Vermeyeceğim
2004	Abc Yayın Grubu	Selen ile Eren Çiftlikte
2004	Abc Yayın Grubu	Selen ile Eren Sağlıklı Yaşam
2004	Abc Yayın Grubu	Selen ile Eren Tatilde
	Bulut Yayınları	Sercan'ın Kuşları
2014	Marsık Yayıncılık	Sesini Arayan Papağan Oskar
	Bulut Yayınları	Sevgi Çiçekleri

2015	İşbankası Kültür	Sevimli Beyaz
2010	ODTÜ Yayıncılık	Sevimli Cüceler
	Maya akademi	Sevgi Ormanı
2005	Net Yayınları	Sevgili Arkadaşım
2015	Efil Yayınevi	Sıkıldım
2014	PKitap Yayıncılık	Sihirbaz Bongamon'un Şapkası
2007	Engin Yayınları	Sihirli Fasülye
2014	Mühür Kitaplığı	Sihirli Kek
2013	Şimşek Yayınları	Sinekler ve Bal Kavanozu
2008	Büyülü Fener Yayınları	Sit Nene'nin Masalları Ethem ile Meltem
2012	Tudem Yayınları	Söyle Anne Ben Neden Varım?
2014	Tudem Yayınları	Söyle Baba Beni Neden Seviyorsun
2008	Tudem Yayınları	Sözcük Sihirbazı
2012	Kırmızı Kedi Yayınevi	Suların Sessizliği
2003	Marsık Yayıncılık	Şamatacılar Takımı ve Filiz Sirkte
2013	Mavi Pencere Yayınları	Şaşkın Salyangoz
2013	Eğiten Kitap	Şehrazad
2010	Final Kültür Sanat Yayınları	Şişedeki Cin
2011	MEB Yayınları	Taşıtlar
2004	Kipat Yayınları	Televizyonları Bozulan Şehir
2008	Remzi Kitapevi	Teneke Orman
2016	Yapı Kredi Yayınları	Teo Artık İyi Görüyor

2015	Bilgi Yayınevi	Teo'nun Kaka Kitabı
2007	Uçanbalık	Terlikleri Kim Giyecek?
2004	Kipat Yayınları	Tersine Adam
2014	Sarıgaga Yayıncılık	Tohumun Rüyası
2007	Küçük Ev Yayınları	Tombili Tonguç 2
2012	Marsık Yayıncılık	Tonino Keşke Görünmez Olsam
2011	Uçanbalık	Tonton Dedemin Doğum Günü
2016	Panama Yayıncılık	Truva'nın Rüzgarı
2008	Bulut Yayınları	Tuna'nın Bülbülü
2016	Sarıgaga Yayıncılık	Turuncu Teyze
2015	Çitlenbik Çocuk Yayınları	Tuz Yüklü Eşek
2012	Yeni Umut Yayınları	Uç Tüysü Uç
2009	Tudem Yayınları	Uç Uç Beneğim
2016	Yapı Kredi Yayınları	Ufak ile Tefek
2008	Domino Yayın Grubu	Utku Arkadaşını İtiyor
2008	Domino Yayın Grubu	Utku Bezini Atıyor
2008	Domino Yayın Grubu	Utku Yemeğini Yemiyor
2003	Uçanbalık	Uyku Ağacı
2014	Final Kültür Sanat Yayınları	Uyku Canavarı
2013	Eğiten Kitap	Uyku Zamanı
2016	Günışığı Kitaplığı	Uykusunu Arayan Çocuk
2007	İşbankası Kültür	Uyuyan Güzel

2014	İşbankası Kültür	Uyuyan Güzel
2008	Top Yayıncılık	Üç Zıpzıp
2006	MEB Yayınları	Üşengeç Yengeç
2012	Nar Yayınları	Üzüm Bahçesi
2010	Uçanbalık	Veli'nin Elma Ağacı
2010	Uçanbalık	Veli'nin Kırmızı Topu
2010	Uçanbalık	Velinin Kurabiyesi
2011	Uçanbalık	Veli'nin Trampeti
2015	Yumurcak Yayınları	Veteriner Olsam
2011	Erdem Yayınları	Yağız'ın Doğum Günü
2014	Yapı Kredi Yayınları	Yağmurlu Bir Gün
2014	Yapı Kredi Yayınları	Yağmur'un Rüyası
2016	İşbankası Kültür	Yaramaz Ejderhalar
2016	Uçanbalık	Yaramaz Trafik Lambası
2014	Akçağ Yayınları	Yavru Kuş
2015	Kumdan Kale Yayınları	Yay Bacaklı Çocuklar
2010	Boyut Yayın Grubu	Yaşasın Kurtlar
2011	Uçanbalık	Yatağın Altındaki Harfler
2013	Mandolin Yayınları	Ye Ye Bitmiyor
2010	Final Kültür Sanat Yayınları	Yel Değirmeni
2014	Final Kültür Sanat Yayınları	Yeşil
2008	Sistem Yayıncılık	Yeşil Domates Domsi

2013	Nesil Yayınları	Yusuf Bakıcıya Bırakılıyor
2013	Nesil Yayınları	Yusuf Doktora Gidiyor
2013	Nesil Yayınları	Yusuf Yatağını Islatıyor
2009	Erdem Yayınları	Yuvaya Başlıyorum
2009	Günışığı Kitaplığı	Yüksek Tansiyonlu Çınar Ağacı
2011	MEB Yayınları	Zamanlar
2013	Eğiten Kitap	Zambaklar Ülkesi
2010	Mandolin Yayınları	Zeynep'in Düş Sandığı
2012	İşbankası Kültür	Zeynep'in Kırmızı Çizmeleri
2013	Tudem Yayınları	Zeytin Okula Gitmek İstemiyor
2013	Tudem Yayınları	Zıpır Sürekli Televizyon İzliyor
2014	Yapı Kredi Yayınları	Zuzu'nun Ormanı
2016	Yapı Kredi Yayınları	Zürafa'nın Benekleri

APPENDIX E: TURKISH SUMMARY/TÜRKÇE ÖZET

4-6 YAŞ RESİMLİ ÖYKÜ KİTAPLARINDA ÇOCUK VE YETİŞKİN ARASINDAKİ SÜREGELEN DOKUNSAL İLETİŞİM

GİRİŞ

Dokunma ceninde gelişen ilk duyulardan biri olup ceninin hayatının ilk aşamalarındaki duyusal deneyimlere olanak sağlar (Liaw, 2000; Barnett, 1970, Castillo-Garcia, 2010; Carlson, 2005; Field, 2003; Field, 2007; McClure, 2005; Montague, 1986; Sansone, 2004; Estabrook, 1987; Hollinger, 1989; Daus, 2004; Moszkowski, 2004; Moy, 1981). Ayrıca ceninin solunum ve sindirim sistemine anne rahminde kasılmalar yoluyla faydada bulunur (Hollinger, 1989). Dolayısıyla, dokunma bebek ve çocukların hayatlarının vazgeçilmez bir parçasıdır ve ten teması bebek ve çocukların gelişimine büyük faydada bulunur (Castillo-Garcia, 2010 & Bartels, 2004).

Dokunma duygu ve düşüncelerin iletiminde kullanılan sözsüz iletişim araçlarından biridir (Barnett, 1970; Wood, 1997; Shapiro, 2003). Günlük yaşamda dokunma, tokalaşma, kucaklama yada sarılma gibi formlarda iletişim aracı olarak kullanılır (Jones, 1999). Dokunma, anlamların dışında aynı zamanda sevgi, nefret, empati, kızgınlık gibi duygularında iletiminde kullanılır (Barnett, 1970; Shapiro, 2003). Fiziksel temasın işlevlerinin yanısıra birçok faydası bulunmaktadır. Stres, depresyon, öfke ve agresif davranışların azalmasında, duyusal motor gelişiminin geliştirmesinde etkilidir (Lawton, 1998). Öte yandan, dokunma yoksunluğu durumunda oluşan fiziksel, psikolojik ve duygusal gelişim bozuklukları ise çocukların gelişimi olumsuz olarak etkilemektedir (Barnett, 1970; Jones, 1999). Okul öncesi eğitimde de dokunma eğitim, sınıf yönetim aracı olarak gözlemlenebilir (Wheldall, Bevan, & Shortall, 1986). Dokunma aynı zamanda çocuğun arkadaş, öğretmen ve aile ile olan

ilişkisinde pekiştirici uyaran olarak eğitim ve ev ortamında kullanılır (Peláez-Nogueras, Field, Hossain & Pickens, 1996).

Resimli öykü kitapları erken yaştaki çocuklara hitap eden ve çok sık kullanılan edebi türdür (Lynch-Brown, Tomlinson & Short, 2011). Resimli öykü kitaplarında öykü ve resim biraraya gelerek olay döngüsünü çocuğa sunar (Lynch-Brown, Tomlinson & Short, 2011; Russell, 2001). Resimli öykü kitapları çocukların en sık meşgul oldukları kitaplar olmalarının dışında, bu kitaplar aynı zamanda çocuğun bakış açısını değiştirme gücüne sahip eserlerdir (Gooden & Gooden, 2001). Bu sebeple resimli öykü kitapları dokunsal iletişim ve dokunmaya dair toplumda yer alan algıları çocuğa sunması açısından önemlidir (Gilbert & Williams, 2008).

Çalışmanın Önemi

Görsel uyaranların davranış üzerindeki etkisi sosyal öğrenme teorisi ile açıklanmıştır (Bandura & Walters, 1963). Birçok çalışma dokunmayı yetişkin, çocuk-aile ilişkisi, erken çocukluk eğitimi gibi farklı perspektiflerden incelemiştir (Çakmak, 2005; Gilbert & Williams, 2008; Jones & Yarbrough, 1985; Jung & Fouts, 2011; Neill, 1991; Perdue & Connor, 1978). Yetişkenler arasında yapılan dokunmaya yönelik çalışmalar dokunmanın anlamı ile bağlamsal faktörler ve betimleyici özellikler arasında önemli ilişkiler ve farklılıklar bulmuştur (Derlega, Lewis, Harrison, Winstead, & Costanza, 1989; Heslin, Nguyen, & Nguyen, 1983; Jones & Yarbrough, 1985; Jones, 1986). Yetişkinler arasında incelenen dokunmanın yanı sıra aile-çocuk arasındaki dokunsal iletişim de incelenmiştir. Çocuk ile yetişkin arasındaki dokunsal iletişimde cinsiyet, sosyal etkinliğin meydana geldiği yer, kültürel farklılıklar, dokunmayı başlatan kişi, sıklık, dokunmanın anlamı, dokunulan vücut parçası detaylı bir şekilde incelenmiştir (Aznar-Tenenbaum, 2016; Clay, 1968; Harrison-Speake & Willis, 1995; Jung & Fouts, 2011). Bu çalışmalar bağlamsal faktörlerin önemini ortaya koymaktadır. İlaveten, dokunma sınıf ortamında çocuğun tepkisi, öğretmen inançları, öğretmen tutumları, kültürel farklılıklar, cinsiyet, yaş, sıklık, dokunmanın

anlamı açısından da incelenmiştir (Andrzejewski & Davis, 2008; Bartels, 2004; Cowen, 1982; Field, 1999; Hansen, 2007; Lawton, 1998; Owen & Gillentine, 2011; Perdue & Connor, 1978; Pollett-Arniel, 1989; Wood, 1997). Erken çocukluk eğitiminde dokunmayı inceleyen çalışmalar sınırlı sayıdadır. Bu dönemde öğretmen ve çocuk arasındaki dokunma ise dokunma tarzı, cinsiyet, kültür, sıklık, sosyal etkinliğin meydana geldiği yer ve dokunulan vücut parçası açısında incelenmiş ve sonuçlar dokunma ile değişkenlerin ilişkisine dair bir çok kanıt bulmuştur (Cowen, 1982; Field, 1999; Lawton, 1998). Örnek olarak, kadınların daha sık dokunulduğu ve öğretmenlerin kendi cinslerinden olan öğrencilerine dokunmayı tercih ettikleri ortaya konmuştur (Perdue & Connor, 1978). İçerik analizi olarak yapılan bir çalışmada, dokunma erken çocukluk eğitimi için yazılmış ders kitaplarında incelenmiştir (Gilbert & Williams, 2008). Bu çalışma, yetişkinlerin dokunmayı çocuklardan daha sık başlattığını ve resimlerdeki erkek karakterlerin geleneksel cinsiyet rol kalıplarını gösterdiğini sergilemiştir.

Türkiye'deki çalışmalar dokunmayı cinsel istismar, suç, sağlık, eğitim, psikoloji ve aile çalışmalarında incelemiştir (Cecen-Erogul, 2012; Cecen-Erogul & Hasırcı, 2013; Dereobalı, Çırak-Karadağ & Sönmez, 2013; Dönmez, 2009). Ek olarak dokunma uyku, terapi, doğum, yeme bozuklukları, beden imaj bozuklukları, cinsel bozukluklar ve yoğun bakımdaki hastaların kaygı seviyesi açısından da göz önünde bulundurulmuştur (Aslan, 2000a; Aslan, 2000b; Babacan, 1999; Çapa-Görgöz, 2015; Demirbağ, 2011; Demirbağ & Erci, 2014). Türkiye'de yapılan çalışmalardan başlıcası Levi (1984) tarafından gerçekleştirilmiş olup, üniversite öğrencilerinin farklı bağlamlarda ve farklı cinslerle gerçekleştirdiği dokunma davranışlarını incelemiştir. Sonuçlar kadınların daha sık olumlu dokunmaya maruz kaldıklarını ve farklı mekanlarda bulunmanın dokunma üzerinde etkisi olduğunu ortaya koymuştur. Bu çalışmaya ek olarak dokunma eğitim ortamında incelenmiş ve dokunmanın akademik başarı üzerindeki olumlu etkisi ortaya konmuştur (Çakmak, 2005). Fakat bu çalışma okul öncesi eğitimine yönelik olmayıp ilkokul düzeyinde gerçekleşmiş ve

halkla ilişkiler bakış açısından incelenmiştir. Yukarıda belirtilen çalışmalar dokunmayı bir çok açıdan incelemesine rağmen, okul öncesi döneminde kullanılan ve küçük çocukların eğitiminde önemli bir yere sahip olan resimli öykü kitapları bu çalışmalarda incelenmemiştir.

Çalışmanın Amacı

Resimli öykü kitaplarında dokunma konusunda herhangi bir çalışma yürütülmemiştir. Türk ve uluslararası literatürde bulunan bu eksikliği doldurmak ve resimli öykü kitaplarında dokunsal iletişim ile ilgili daha derin bilgi edinmek adına bu çalışma önem taşımaktadır. Bu sebeple, çalışmanın amacı 4-6 yaş grubu çocukları için yazılmış resimli öykü kitaplarında yer alan resim ve çizimlerin bireysel dokunuş anlam kategorilerini ve karakteristik özelliklerini incelemektir.

Bu amaçla aşağıdaki araştırma soruları belirlenmiştir:

1. 4-6 yaş grubu için hazırlanmış resimli öykü kitaplarının betimleyici özellikleri (yayınevi bilgisi, basım yılı, yaş grubu, çeviri durumu, yazarın ve çizerin cinsiyeti, kitabın konusu) nelerdir?

2. 4-6 yaş grubu için hazırlanmış resimli öykü kitaplarında dokunsal iletişim ne düzeydedir?

2.1. 4-6 yaş grubu için yazılmış, resimli öykü kitaplarının, bireysel dokunuşların anlam kategorilerini (olumlu etki dokunma, kontrol dokunma, ritüel dokunma, karma dokunma, işe ilişkin dokunma, kazara dokunma) ve bağlamsal faktörleri (yetişkinin ve çocuğun cinsiyeti, yetişkinin konumu, grubun büyüklüğü, yetişkin ile çocuğun ilişkisi, dokunma tarzı, dokunulan vücut parçası, sosyal etkinliğin meydana geldiği yer, dokunmayı başlatan kişi) sunma potansiyeli nedir?

3. Resimli öykü kitaplarının betimleyici özellikleri ile (yazar ve çizerin cinsiyeti, çeviri durumu) bağlamsal faktörler (yetişkin ve çocuğun cinsiyeti, yetişkinin

konumu, grubun büyüklüğü, yetişkin ile çocuğun ilişkisi, dokunma tarzı, dokunulan vücut parçası, sosyal etkinliğin meydana geldiği yer, dokunmayı başlatan kişi) ve bireysel dokunuşların ana-alt anlam kategorileri arasında ilişki var mıdır?

YÖNTEM

Araştırma Deseni

Bu çalışmanın amacı 4-6 yaş grubu çocuklarına yönelik resimli öykü kitaplarında bireysel dokunuşların anlam kategorilerinin, bu anlam kategorileri ile betimleyici özellikler ve bağlamsal faktörler arasındaki muhtemel ilişkinin incelenmesidir. Çalışmada çocuk ve yetişkin arasında bireysel dokunuşların anlam kategorileri resimli öykü kitaplarında resim ve içerik incelenerek araştırılmıştır. Çalışma amaçlarına ulaşmak için içerik analizi yapılmıştır. İçerik analiz yöntemi "iletilerin belirtilen özelliklerini nesnel ve sistematik olarak tanımlayarak çıkarımlar yapmak için kullanılan teknik" (Holsti, 1969, p. 14) veya "metinlerden tekrarlanabilir ve geçerli çıkarımlar yapmak için kullanılan bir araştırma tekniği" (Krippendorff, 2004, p. 18) olarak tanımlanabilir.

Evren ve Örneklem

Araştırmanın hedef kitlesi üç kritere göre belirlenmiştir. Birinci kriter, resimli öykü kitapları bireysel dokunuşların anlam kategorilerini incelemek amacıyla seçilmesidir. İkincisi, resimli öykü kitaplarının özellikle 4-6 yaş grubu çocuklarına yönelik yazılmış olmasıdır. Üçüncüsü, resimli öykü kitaplarının yetişkin ve çocuklar arasında gerçekleşen dokunmayı inceleyebilmek için insan karakteri içermesidir. Hedef kitleye, amaçlı örnekleme ile ulaşılmıştır. Amaçlı örneklem, araştırmacının belirli bir kitleye ulaşmak için çalışmanın amacına ve araştırmacının hükmüne bağlı olan örneklem metodur (Fraenkel, Wallen & Hyun, 2015, p. 101). Ankara ilinin Çankaya ilçesinde bulunan Ali Dayı Çocuk Kütüphanesi'nde bulunan, kriterlere uyan tüm kitaplar hedef kitlesi olarak seçilmiş ve 489 kitap incelenmiştir. Seçilen 489 resimli

öykü kitabı 93 farklı yayınevi tarafından yayımlanmış olup %91 inde yaş grubu belirtilmemiştir ve kitaplar 1997 ile 2016 yıllarında basılmıştır.

Veri Toplama Aracı

Veri toplama aracı geliştirme sürecinde, öncelikle ilgili literatür detaylı bir şekilde incelenerek ilgili değişkenlerin belirlenmesi amaçlanmıştır (Gilbert & Williams, 2008; Owen & Gillentine, 2011; Perdue & Connor, 1978; Jones & Yarbrough, 1985). Literatürdeki çeşitli dokunma kategorilerinden çocuk ve yetişkin arasındaki dokunmayı ve resimdeki dokunmayı incelemeye uygun olanlar seçilerek kod listesi oluşturulmuştur. Oluşturulan kod listesi okul öncesi eğitiminde uzman üç araştırmacıya gönderilerek uzman görüşü alınmıştır. Elde edilen uzman görüşleri doğrultusunda kod listesi gözden geçirilmiş ve son formu elde edilmiştir. Ardından pilot çalışma yapılarak kod listesi test edilmiş, Ek B'de bulunan ana çalışmada görülen şeklini almıştır. Ayrıca pilot çalışma sırasında ikinci bir araştırmacı ve danışmanın görüşleri göz önünde bulundurulmuştur.

Çalışmada altı adet bireysel dokunuşların ana anlam kategori belirlenmiştir: Olumlu etki dokunma, kontrol dokunma, ritüel dokunma, karma dokunma, işe ilişkin dokunma ve kazara dokunma. Ayrıca 18 adet ara anlam kategori belirlenmiştir: Destek, takdir, aktif sosyal sevgi, pasif sosyal sevgi, bakım, itaat, dikkat çekme, cevap gerektiren, nötr dikkat kontrolü, olumsuz cezalandırmalı dikkat kontrolü, sevecen dikkat kontrolü, karşılama, ayrılış, karşılama/sevgi, ayrılış/sevgi, görünüşe referans, esas araç ve kazara dokunma.

Kod listesinde belirtilen resimli öykü kitaplarının betimleyici özellikleri: yayıncı bilgisi, basım yılı, yaş grubu, çeviri durumu, çizerin ve yazarın cinsiyeti, kitabın konusudur Resimli öykü kitaplarındaki resimlerde incelenen bağlamsal faktörler ise: yetişkinin ve çocuğun cinsiyeti, yetişkinin konumu, grubun büyüklüğü, yetişkin ile

çocuğun ilişkisi, dokunma tarzı, dokunulan vücut parçası, sosyal etkinliğin meydana geldiği yer, dokunmayı başlatan kişi olarak belirlenmiştir.

Çalışmada dokunma ile ilgili anahtar kelimeler de incelenmiştir. Anahtar kelimeler Jones and Yarbrough (1985) tarafından yapılan çalışmadaki anahtar kelimeler göz önünde bulundurarak incelenmiştir. Pilot çalışma, ana çalışma öncesi Nisan ayında gerçekleşmiş olup 10 resimli öykü kitabı incelenmiştir. İkinci araştırmacı ile gerçekleştirilen pilot çalışmada, kodlayıcılar arası uyuşma değerleri Miles ve Huberman (1994) tarafından belirtildiği şekilde ölçülmüştür. Sonuçlar tüm maddelerden sekiz tanesinin çok iyi, iki tanesinin iyi derecede uyumlu olduğunu göstermiştir. Pilot çalışmada ayrıca 53 adet anahtar kelime ortaya çıkmıştır.

Veri Toplama Süreci

Uzman görüşleri doğrultusunda son şekli verilen kod listesi kullanılarak Mayıs ayında ana çalışma gerçekleştirilmiştir. 489 kitabın sistematik bir şekilde incelenmesi üç hafta sürmüştür. Her bir kitabın incelenmesi 15 dakika almıştır. Hasarlı kitaplar incelemenin dışında tutulmuştur. Ana çalışmada da pilot çalışma da olduğu gibi 54 anahtar kelime belirlenmiştir. Çalışma verilerini analiz etmek için nitel analiz ve nicel analiz analiz yöntemleri kullanılmıştır. Betimsel istatistik ve ki-kare analizi için SPSS 24.0 paket programı kullanılarak veriler anlaşılır hale getirilmiştir. Betimsel istatistik analizi olarak frekans ve yüzde araştırma soruları 1, 2, 2.1 için kullanılmıştır. Ayrıca araştırma sorusu 3 için değişkenler arasındaki olası ilişkiyi araştırmak amacıyla ki-kare analizi kullanılmıştır. Ki-kare analizi değişkenler arasındaki ilişkinin kuvvetine dair yeterli bilgi vermediği için Beasley ve Schumacker (1995) tarafından açıklanan planlı karşılaştırma prosedürleri ve post hoc analizleri ilişkilerin kuvvetini belirlemek ve tip I hatasını önlemek için uygulanmıştır.

Geçerlilik ve Güvenilirlik

Çalışmanın geçerliliği için dış geçerlilik, yüzeysel geçerlilik, içerik geçerliliği göz önünde bulundurulmuştur. Bu bağlamda dış geçerliliğin sağlanması için araştırmanın niteliği sebebi ile amaçlı örneklem gerektirmesine rağmen kütüphanedeki kitaplar bilinçli olarak seçilmemiş; kriterlere uyan tüm kitaplar incelenmiştir. Yüzeysel geçerliliğin sağlanması için detaylı bir literatür incelenmesi yapılmış, kod kitabı araştırmacılar ve uzmanlar tarafından incelenip kontrol edilmiştir. Son olarak, içerik geçerliliği için kod kitabı oluşturularak uzman görüşü alınmıştır.

Çalışmanın Sınırlılıkları

Çalışmanın üç adet sınırlılığı bulunmaktadır. Bu sınırlılıklardan birincisi, çalışma sonuçları genellemeye uygun değildir. Buna sebep olarak amaçlı örneklem ile hedef kitleye ulaşılması gösterilmiştir. İkinci olarak, pilot çalışmada ikinci bir araştırmacının yardımı ile güvenirlik çalışması yapılmasına rağmen, içerik analizi doğası gereği araştırmacının önyargısına açıktır. Son olarak, çizerin cinsiyeti bağlamsal faktörler kapsamında incelenmiştir ancak çizerin kitabı resimleme sürecinde yazardan bağımsız iradesi hakkında somut bir kanıt bulunmamaktadır.

BULGULAR

Resimli öykü kitaplarının betimsel özellikleri

Çalışmada 93 farklı yayınevinden 489 adet resimli öykü kitabı incelenmiştir. Kitapların % 8.4 ‘ü İş Bankası Kültür Yayınları, %7.4 ‘ü Kaknüs Yayınları, % 7.2 ‘si Yapı Kredi Yayınları tarafından basılmıştır. Kitaplar 1997 ile 2016 yılları arasında basılmış olup, kitapların büyük bir çoğunluğu 2012 ve 2013 yıllarında basılmıştır. Kitapların % 91’i ise yaş grubunu belirtmemiştir. 489 resimli öykü kitabında 607 adet dokunma eylemi gözlemlenmiştir. Dokunma gözlemlenilen kitaplar 52 farklı yayınevi tarafından basılmış olup, kitapların % 14.2 ‘si Kaknüs Yayınları, % 8.9’si Yapı Kredi Yayınları, % 8.6 ‘sı İş Bankası Kültür Yayınları tarafından basılmıştır.

Resimli öykü kitaplarında gözlemlenen dokunma davranışlarının % 46'sı çeviri kitaplarda, % 54'ü Türkçe kitaplarda bulunmuştur. Gözlemlenen dokunmalar 2000 ile 2016 yılları arasında basılan kitaplardadır. Öykü kitaplarının % 34.3'ü erkek yazar, % 65.7'si kadın yazarlar tarafından yazılmıştır. İllüstrasyonların % 56'sı bayan çizer, % 56'sı erkek çizer, % 2.3'ü her iki cinsiyetten çizerler tarafından çizimlenmiştir. Kitapların % 31 'i macera, % 15.8'i aile, % 15.2 'si toplumsal kurallar konuları hakkındadır. 489 adet resimli öykü kitabının 216'sı dokunma içermekte iken, 273'ü dokunma içermemektedir. Gözlemlenen dokunmaların % 26.7'si pasif sosyal sevgi dokunması, %19.6'sı aktif sosyal sevgi dokunması ve % 16.1'sı destek dokunması olarak gözlenmiştir.

Resimli öykü kitaplarındaki bağlamsal faktörler

Resimde gözlemlenen yetişkinlerden %57.5'i kadın, % 41'i erkek yetişkin iken, çocuklardan % 47.9'u kadın, % 44.3'ü erkeklerden oluşmaktadır. Yetişkinlerin % 44'ü çocukların yanında konumlanırken % 35.1'i çocukların önünde konumlanmıştır. Dokunmaların % 43.2'i tek kişilik grupta gerçekleşirken, %31.3'ü büyük grupta, % 25.5'i küçük grupta gerçekleşmiştir. Çocukla gerçekleşen dokunmaların % 40.7'si anne ile % 21.4'ü ise baba ile gerçekleşmiştir. 607 adet dokunmanın % 65.1'i yumuşak dokunuş, % 19.4 'ü kucakta tutma, % 15.5'i sarılma olarak gerçekleşmiştir. Dokunulan vücut parçaları incelendiğinde %24.5 bütün vücut, % 21.4 el, % 14.5 baş ve % 14.2 ile üst vücut en sık dokunulan vücut parçalarıdır. Dokunmaların % 42.7 'si evde, % 24.8'i topluma açık alanlarda gerçekleşmiştir. Son olarak dokunmaların % 59.6'sı yetişkinler tarafından, % 28.5'si karşılıklı, % 9.7'si çocuk tarafından başlatılmıştır.

Bireysel dokunuşların anlam kategorileri, betimsel özellikler ve bağlamsal faktörler arasındaki ilişki

Ki-kare analizlerine göre ana anlam kategorileri ile yazarın cinsiyeti ($\mathcal{X}2^{=}$ 10.947, p =.044), çizerin cinsiyeti ($\mathcal{X}2^{=}$ 22.484, p =.009), çeviri durumu ($\mathcal{X}2^{=}$ 14.918, p

=.008), yetişkinin cinsiyeti ($\mathcal{X}2$ = 33.098, p =.000), yetişkinin konumu ($\mathcal{X}2$ = 58.698, p =.000), çocuk ile yetişkinin ilişkisi ($\mathcal{X}2$ = 117.854, p =.000), dokunma tarzı ($\mathcal{X}2$ = 80.742, p =.000), dokunulan vücut parçası ($\mathcal{X}2$ = 164.053, p =.000), sosyal etkinliğin meydana geldiği yer ($\mathcal{X}2$ = 44.737, p =.001) ve dokunmayı başlatan kişi ($\mathcal{X}2$ = 86.650, p =.000) arasında önemli ilişki bulunmaktadır.Ki-kare analizlerine göre ara anlam kategorileri ile çizerin cinsiyeti ($\mathcal{X}2$ = 78.026, p =.000), çeviri durumu ($\mathcal{X}2$ = 38.209, p =.001), yetişkinin cinsiyeti ($\mathcal{X}2$ = 84.202, p =.000), çocuğun cinsiyeti ($\mathcal{X}2$ = 50.061, p =.006), yetişkinin konumu ($\mathcal{X}2$ = 182.507, p =.000), grubun büyüklüğü, yetişkin ile çocuğun ilişkisi ($\mathcal{X}2$ = 323.577, p =.000), dokunma tarzı ($\mathcal{X}2$ = 206.866, p =.000), dokunulan vücut parçası ($\mathcal{X}2$ = 517.842, p =.000), sosyal etkinliğin meydana geldiği yer ($\mathcal{X}2$ = 201.320, p =.000) ve dokunmayı başlatan kişi ($\mathcal{X}2$ = 161.619, p =.000) arasında önemli ilişki bulunmaktadır.Ayrıca çizerin cinsiyeti ile çocuğun cinsiyeti ($\mathcal{X}2$ = 11.238, p =.019) ve dokunma tarzı ($\mathcal{X}2$ = 15.981, p =.002) arasında önemli bir ilişki bulunmaktadır.Yetişkinin cinsiyeti ile çeviri durumu ($\mathcal{X}2$ = 17.283, p =.000), çocuğun cinsiyeti ($\mathcal{X}2$ = 22.483, p =.000), yetişkin ile çocuğun arasındaki ilişki ($\mathcal{X}2$ = 550.665, p =.000), dokunma tarzı ($\mathcal{X}2$ = 10.443, p =.024) ve dokunmayı başlatan kişi arasında önemli bir ilişki bulunmaktadır.Çocuğun cinsiyeti ile yetişkin ile çocuk arasındaki ilişki ($\mathcal{X}2$ = 58.768, p =.000), dokunma tarzı ($\mathcal{X}2$ (4) = 115.796, p =.000) ve dokunulan vücut parçası ($\mathcal{X}2$ = 94.441, p =.000) arasında önemli bir ilişki bulunmaktadır. Son olarak bağlamsal faktörler arasındaki ilişki incelenmiştir. Dokunulan vücut parçası ile grubun büyüklüğü ($\mathcal{X}2$ = 61.211, p =.000) ve dokunmayı başlatan kişi ($\mathcal{X}2$ = 219.642, p =.000) arasında önemli ilişki bulunmaktadır. Ayrıca yetişkin ile çocuğun arasındaki ilişki ile dokunma tarzı ($\mathcal{X}2$ = 52.527, p =.000), dokunulan vücut parçası ($\mathcal{X}2$ = 207.264, p =.000) ve dokunmayı başlatan kişi ($\mathcal{X}2$ = 87.082, p =.000) arasında önemli ilişki bulunmaktadır.

TARTIŞMA

Çalışma sonuçlarına göre, resimli öykü kitaplarında dokunma temsili, toplumun dokunsal iletişime olan bakış açısını yansıtmaktadır (Gilbert & Williams, 2008). Ayrıca çalışma çocuğun, yetişkinin, yazarın ve çizerin cinsiyetinin dokunma üzerinde etkisini ortaya koymuş ve kadın cinsinin erkek cinsine göre daha fazla dokunsal iletişim içerisinde olduğu gözlemlemiştir. Buna neden olarak, kadınların ömür boyu dokunma ile iç içe olması ve bu sebeple sözsüz uyaranları algılama yeteneğinin kadın cinsinde daha gelişmiş olduğu ileri sürülmüştür (Isenhart, 1980). Ayrıca bulgular, daha önceki çalışmaların da gösterdiği gibi, dokunma kadın cinsi ile ilişkilendirilmiştir (Jones, 1999). Bu ifadeyi güçlendirecek şekilde bulgular çocuğa, annenin babadan daha sık dokunduğunu ortaya koymuştur. Dokunmanın farklı bağlamlarda değişiklik gösterdiği ortaya konmuştur (Wood, 1997). Örnek olarak, profesyonel ortamlarda el sıkışmak tercih edilirken, sosyal ortamda yanaktan öpmek, arkadaş ortamında kucaklaşmak normal karşılanabilmektedir. Ek olarak, dokunmanın yetişkinler tarafından daha sık başlatıldığı görülmüştür. Buna ilişkin Henley (2002), dokunmanın otorite ve güç aleti olarak kullanılabildiğini ve yetişkinin dokunarak çocuk üzerinde otoritere kurma isteğinin altında bu gerçeğin yattığını belirtmiştir. Bulgular öğretmenlerin işe ilişkin dokunmayı tercih ettiklerini ortaya koymuştur. Bu bulgunun ışığında dokunma yapı iskelesi olarak kullanılabilir ve öğrenme amaçlı yapı iskelesi öğrenme sürecinde etkili bir alettir (Wood, Bruner, & Ross, 1976). Ayrıca dokunma anlamları geleneksel cinsiyet stereotiplerini de yansıtmaktadır. Örneğin, bakıma ilişkin dokunma kadın cinsi ile eşleştirilirken; işe ilişkin dokunma erkek cinsi ile ilişkilendirilmiştir. Bütün bulgulara ilaveten ilgi çekici bir bulgu olarak, Türk ve yabancı kaynaklı resimli kitaplarda dokunsal iletişime dair önemli bir fark bulunamamıştır. Buradan yola çıkarak, resimli öykü kitaplarında kültür ve coğrafi bölgenin dokunmayı etkileyen bir faktör olduğunu söylemek mümkün değildir.

Uygulamaya Yönelik Öneriler

Bu çalışma, dokunmanın sadece bir işaret dili olmadığını ve fiziksel temas içeren davranışların aynı zamanda çeşitli anlamlar içerdiğini ortaya koymuştur (Jones & Yarbrough, 1985). Ayrıca toplumun dokunmaya yönelik bakış açılarını da yansıtmaktadır (Gilbert & Williams, 2008). Kısacası, dokunma birçok anlam ve bu anlamların karakterlerini içeren bir olgudur (Jones & Yarbrough, 1985). Çalışma, dokunmaya yönelik bulgularının yanısıra, bağlamsal faktörlerin dokunma ile olan ilişkisini ortaya koyduğu için önemli bir yere sahiptir (Jones & Yarbrough, 1985). İlaveten, çalışmada dokunsal iletişim üzerinde cinsiyet rol stereotiplerinin etkisi gösterilmektedir. Çalışma sosyal öğrenme teorisi (Bandura & Walters, 1963), cinsiyet rol teorisi (Schunk, 2009) ve bağlanma teorisi (Ainsworth, 1979) açısından dokunmanın önemini ortaya koymuştur. Bu teorilerden ve çalışma bulgularından yola çıkarak ailelere, öğretmenlere, çocuklara, basım şirketlerine, araştırmacılara çeşitli önerilerde bulunulmuştur. Bu doğrultuda çalışma, özellikle aile ve öğretmenlere resimli öykü kitabı seçmeye yönelik yönergeler sunmuştur. Çalışma dokunsal iletişimi olumlu yada olumsuz açıdan incelememiş olup; resimli öykü kitaplarındaki dokunsal iletişimi ortaya koymaya odaklanmıştır. Çalışma bulgularına dayanan çıkarımlarla ise kitap seçerken dikkat edilmesi gereken noktalar hakkında öneriler sunmaktadır. Bu önerilerden birisi; geleneksel cinsiyet rollerinin ve bağlamsal faktörlerin dokunsal iletişim üzerinde etkisinden dolayı, öncelikli olarak geleneksel cinsiyet rolleri taşıyan kitaplar çocuklar için tercih edilmemelidir (Jones, 1999). Bunun yanısıra babanın ebeveyn rolünü daha iyi ve sık yansıtan kitaplar çocuklar için seçilmelidir (Harrison-Speake & Willis, 1995). Ancak kitap seçerken kitabın Türk yada yabancı kaynaklı olmasının bir önemi bulunmamaktadır. Ayrıca yazarın ve cinsiyetine bağlı olarak resimli öykü kitaplarında dokunma davranışında farklılıklar görülmektedir bu sebepten dolayı kitap seçerken yazarın ve çizerin cinsiyetinin, dokunmanın temsili üzerindeki etkisi ve dolaylı olarak cinsiyet rollerinin dokunma üzerindeki etkisi göz önünde bulundurulmalıdır. Son olarak

dokunma sınıf içinde öğrenim ve sınıf yönetimi aracı olarak da kullanılabilir (Wheldall, Bevan, & Shortall, 1986). Bu sebeple eğitim ortamında öğretmen çocuğa farklı amaçlarla dokunmak için fırsat yaratmalıdır ve aileler ise çocuğa kasıtlı olarak dokunup, çocukların dokunsal olarak uyarılmasını sağlamalıdırlar (Owen & Gillentine, 2011).

İleriki Çalışmalara Yönelik Öneriler

Dokunma sürecini resimli öykü kitaplarında incelemenin yanı sıra günlük yaşamda çeşitli perspektiflerden incelenebilir. Yetişkin ile çocuk arasındaki dokunma resimli öykü kitaplarında incelenmiştir ancak günlük yaşamda da incelenerek detaylı olarak dokunma, dokunmanın eğitim sürecindeki, aile yaşantısındaki ve günlük yaşamdaki yeri ve fonksiyonları anlaşılabilir. Dokunmayı incelerken kişinin dokunmaya yönelik geçmiş yaşantıları, yaş gibi bu çalışmada göz önünde bulundurulmamış faktörler göz önünde bulundurulabilir. Dokunmanın farklı kişiler tarafından farklı bağlamlarda uygunluğuna yönelik bir araştırma da dikkate değer bir çalışma olabilir. Kültürel faktörlerin resimli öykü kitaplarında dokunma ile ilişkisi bulunmamış olsa da günlük yaşamdaki dokunsal iletişim incelenirken kültürel faktörlerin göz önünde bulundurulması kayda değer bulgular gösterebilir. Bu konuda kapsamlı, özellikle okul öncesine yönelik çalışma az bulunduğu için dokunsal iletişime yönelik çalışmaların ilgili literatüre katkıda bulunacağı düşünülmektedir.

APPENDIX F: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	
Sosyal Bilimler Enstitüsü	X
Uygulamalı Matematik Enstitüsü	
Enformatik Enstitüsü	
Deniz Bilimleri Enstitüsü	

YAZARIN

Soyadı : ERYİĞİT

Adı : SÜMEYRA

Bölümü : Okul Öncesi Öğretmenliği

TEZİN ADI (İngilizce) : Ongoing Mechanism in the Tactile Communication Between Children and Adults in Picture Storybooks for 4-to-6-Year-Old

TEZİN TÜRÜ : Yüksek Lisans [X] Doktora [ ]

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. [X]

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: