AN ANALYSIS OF THE TEXTS IN THE 6TH-GRADE TURKISH LANGUAGE TEXTBOOK IN TERMS OF CHARACTER STRENGTHS

UMA ANÁLISE DOS TEXTOS DO LIVRO DIDÁTICO DE LÍNGUA TURCA DO 6º ANO EM TERMOS DE QUALIDADES DE CARÁTER

Beyza Bulut*
*Ministry of National Education, Canakkale, Turkey
Orcid: https://orcid.org/0000-0003-4430-7007
beyzakincal@gmail.com

Seda Kocaoglu*
*Ministry of National Education, Canakkale, Turkey
Orcid: https://orcid.org/0000-0003-3584-2817
sedakocaoglu45@gmail.com

Fatih Kana**
**Canakkale Onsekiz Mart University, Canakkale, Turkey
Orcid: https://orcid.org/0000-0002-1087-4081
fatihkana@comu.edu.tr

The authors declare that there is no conflict of interest

Abstract

This study aims to analyze the texts in the 6th-grade Turkish language textbook in terms of character strengths. The general purpose of the research is to reveal the function of these texts in shaping students' character development. The VIA Classification of Character Strengths was used as the main analytical framework. The study was conducted using the document analysis design, one of the qualitative research methods, and the texts were evaluated through content analysis. Findings indicate that the most frequently emphasized character strengths are zest, curiosity, love of learning, and love/be loved. However, humility was not represented at all, while forgiveness, originality, and self-regulation appeared at a limited level. Overall, the results show that Turkish textbooks contribute not only to students' linguistic and reading skills but also to their cognitive, emotional, and social development.

Keywords: Character Strengths. VIA Classification. Textbook Analysis. Qualitative Research.

Resumo

Este estudo tem como objetivo analisar os textos do livro didático de língua turca do 6º ano em termos de forças de caráter. O propósito geral da pesquisa é revelar a função desses textos na formação do caráter dos alunos. A Classificação VIA de Forças de Caráter foi utilizada como principal estrutura analítica. O estudo foi conduzido utilizando a metodologia de análise documental, um dos métodos de pesquisa qualitativa, e os textos foram avaliados por meio de análise de conteúdo. Os resultados indicam que as forças de caráter mais frequentemente enfatizadas são entusiasmo, curiosidade, amor pelo aprendizado e amar/ser amado. No entanto, a humildade não foi representada, enquanto o perdão, a originalidade e a autorregulação apareceram em um nível limitado. De modo geral, os resultados mostram que os livros didáticos de turco contribuem não apenas para as habilidades linguísticas e de leitura dos alunos, mas também para o seu desenvolvimento cognitivo, emocional e social.

Palavras-chave: Forças de Caráter. Classificação VIA. Análise de Livro Didático. Pesquisa Qualitativa.*

1 INTRODUCTION

Textbooks within educational systems are regarded as materials that play a significant role in personality development by presenting knowledge, facilitating its practical application, and supporting students' affective needs (Alkan, 1996; Waldman, 1995). According to the *Regulation on Textbooks and Educational Materials*, a textbook is defined as "a printed or digital book, its supplements, or model prototype prepared within the framework of any curriculum and approved by the Board for use in formal and non-formal educational institutions" (MEB, 2021). Kahveci (2020) defines textbooks as fundamental tools that provide information on specific subjects, guide students in research, and serve as a learning companion. Studies conducted in different countries demonstrate that textbooks, aligned with educational objectives, shape students' learning experiences and stand out as the most commonly used instructional materials (Revşen, 2022). Particularly for middle school students, textbooks contribute to the development of language skills, the expression of emotions and thoughts (Kılıç et al., 2014), and the shaping of values and attitudes (Durhat & Ökten, 2020; Gül, 2017). From this perspective, analyzing the content of texts that may contribute to students' character development is of particular importance.

Character education occupies a central position within teaching and learning processes and holds national and international significance in fostering students' social and moral competencies (Tyra, 2012). Raising children with positive character traits is considered a universal educational goal across many cultures (Peterson & Seligman, 2004). Character is defined as a higher-order construct emerging from the combination of various virtues (McCullough & Snyder, 2000). Character strengths, expressed as positive personality traits, collectively form virtues. These strengths constitute one of the main areas of positive psychology (Kabakçı, 2016), which itself is a subdiscipline of psychology (Seligman & Csikszentmihalyi, 2000). Positive psychology emphasizes the innate positive attributes of human nature, aiming to promote individual well-being and social contribution (Işık, 2017). Numerous studies in this field emphasize the importance of focusing on individuals' strengths rather than deficiencies, marking a departure from traditional approaches (Acar, 2025; Rust et al., 2009). Won (2011) further argues that one of the primary aims of positive psychology is not only to cultivate good individuals but also to foster a virtuous society. It is widely acknowledged that research conducted in

school settings often focuses on problems rather than potentials. Positive-psychology-oriented studies, on the other hand, aim to transform this perspective by conducting preventive interventions that address students' developmental needs (Terjesen et al., 2003). Such approaches have been shown to enhance students' well-being and reduce depression levels (Bolier et al., 2013; Lai et al., 2018). Positive education, therefore, seeks to build skills and mindsets that support positive emotions, relationships, and character strengths (Bernard & Walton, 2011). One of the core tenets of positive education is that positive emotions and realistic relationships can foster psychological and academic resilience and that character strengths can be cultivated and supported in school contexts (Green et al., 2011; Kakabaraei, 2024; Lai et al., 2018; Jianping et al., 2024). Within this framework, the classification of character strengths (VIA) developed by Peterson and Seligman (2004) provides a valuable theoretical foundation. The key constructs of positive psychology—virtues and their underlying character strengths—serve as central concepts in understanding positive personal attributes (Peterson & Seligman, 2004). Research examining the influence of character strengths on children and adolescents shows that strengths such as hope, love, gratitude, and zest are positively associated with life satisfaction (Park & Peterson, 2006; Ruch et al., 2014; Toner et al., 2012); love (Park & Peterson, 2006) and gratitude (Weber & Ruch, 2012) with happiness; and hope, love, zest, perspective, gratitude, teamwork, and forgiveness with subjective well-being (Kabakçı, 2013). Similarly, love of learning, perseverance, zest, gratitude, hope, and perspective (Ang, 2016; Wagner & Ruch, 2015), as well as love of learning, perseverance, fairness, and kindness (Lounsbury et al., 2009), have been found to correlate positively with academic achievement (Işık et al., 2019). Following the inclusion of activities focused on discovering and supporting students' strengths in the 2020 MEB classroom guidance program, research on character strengths in Turkey has increased quantitatively. For instance, Güldal and Satan (2020) found that a mindfulness-based psychoeducation program enhanced high school students' perseverance and openness to learning, while Bektaş (2022) demonstrated that a psychoeducation program based on character strengths improved students' academic resilience. The positive effects of character-strength-based interventions on educational environments are well documented: students in schools where such practices are implemented show greater forgiveness toward peers' mistakes (White & Waters, 2015), enhanced perseverance regarding academic responsibilities (Shoshani & Slone, 2013), and improved conflict resolution in disciplinary contexts

(Seider et al., 2013). Accordingly, the integration of character strengths into the educational process—either directly or indirectly—is considered one of the fundamental goals of 21st-century education.

As key resources for language development and native-language instruction, Turkish textbooks play a vital role in conveying character strengths and virtues to students. The texts in Turkish textbooks are also highly effective in transmitting educational messages, fostering cultural awareness, and instilling linguistic consciousness (Aktaş & Eş, 2025; Kaşkaya & Duran, 2017). The main aim of the Turkish education system is to cultivate individuals who possess knowledge, skills, and behaviors integrated with national values and competencies. While knowledge, skills, and behaviors are imparted through curricula, values and competencies function as the unifying principles that give meaning and direction to them. These values, distilled from the nation's cultural and spiritual heritage, constitute the essence of our legacy to future generations (MEB, *Turkish Language Curriculum*, 2019). The texts included in Turkish textbooks play an important role in introducing students to values, behavioral norms, and social roles. Moreover, the Turkish language curriculum extends beyond language teaching, serving a crucial function in promoting sustainable development goals. It aims not only to develop students' linguistic skills but also to cultivate social responsibility and environmental awareness (MEB, 2024).

This study seeks to answer the following research questions:

1. Which character strengths are represented in the texts included in 6th-grade Turkish textbooks?

2. How frequently are these character strengths presented, and within which thematic frameworks are they addressed?

2 LITERATURE REVIEW

2.1 Studies conducted in the context of turkish education and textbooks

The texts included in Turkish language textbooks play a crucial role within the educational process. Numerous studies have examined Turkish textbooks in terms of text types, core skills outlined in the curriculum, values education, visual elements, and students' perspectives (Deniz & Karagöl, 2018; İnan-Yıldız & Baş, 2015; Karakuş &

Turgut, 2017; Özbay, 2003; Temizkan, 2014; Türkben, 2019). Through these texts, students not only develop reading comprehension and literacy skills (Benzer, 2019; Kocaoğlu & Kana, 2022; Yıldırım & Maltepe, 2025), but also gain awareness of social values (Karagöl & Yeşilyurt, 2025; Suluk & Yıldırım, 2025), life skills (Sevim & Tekin, 2025), and cultural literacy (Köçer, 2025), along with behavioral models that can serve as positive examples.

In addition to textbook-based research, children's literature has also been analyzed within the framework of character strengths and virtues. It is essential that literary works designed for children and intended to convey educational messages include representations of character strengths. The literature reveals several studies addressing this topic (Işık, Kılıç & Üzbe Atalay, Terzi, 2019; Aktu, 2023; Ilhan & Eşici, 2024; Akalın & Murat, 2024; Acar, 2025). Furthermore, a range of research has explored values, educational messages, sentence and linguistic structures, and cultural transmission in both textbooks and children's literature (Kana & Kocaoğlu, 2022; Akça & Geçgel, 2022; Dilek & Zorlu Kana, 2022; Hazır & Geçgel, 2022; Elkıran & Nazik, 2022; Avcı, Kaşdemir & Buzkurt, 2022; Geçgel & Kocaoğlu, 2024; Avcı & Kocaoğlu, 2024; Geçgel & Albayrak, 2024; Avcı & Kocaoğlu, 2025).

Through characters, plots, and themes in Turkish texts, students encounter character strengths both directly and indirectly. This interaction facilitates middle school students' identification with the texts, helps them reveal their own strengths, and enhances their metacognitive skills. Therefore, a systematic analysis of Turkish texts in terms of character strengths is necessary. Such an approach underscores the need to evaluate textbooks not only as tools for language instruction but also as resources that contribute to character education and development.

The literature includes a substantial body of research on character strengths (Acar, 2025; Akalın & Murat, 2024; Ang, 2016; Güldal, 2023; Kabakçı, 2013; Kabakçı, 2016; Seider et al., 2013; Işık et al., 2019; Tang et al., 2019; Wagner & Ruch, 2015). However, existing studies predominantly focus on values education, moral education, and individual virtues. Research that directly employs the classification of character strengths and examines Turkish textbooks through an interdisciplinary lens remains limited. Consequently, the present study aims to provide an innovative perspective on the role of character strengths in Turkish language education by adopting an interdisciplinary approach.

In this study, 6th-grade Turkish textbooks were analyzed in terms of character strengths. To ensure conceptual clarity and consistency in their application, the fundamental constructs were defined based on the existing literature. Recent studies identified in the literature (Arvas, 2024; Acar, 2025; Saruhan & Çiftçi, 2025; Çulha, 2025; Yıldız, 2025) were also taken into consideration to establish a contemporary and theoretically grounded framework.

3 METHOD

3.1 Research design

In this study, the Turkish Language Textbook for 6th Grade in Secondary and Imam Hatip Secondary Schools, authored by Yıldırım Şen (2024), was examined. The research employed the document analysis design, one of the qualitative research methods. The study is based on the evaluation of the texts included in the 6th-grade Turkish textbook through the framework of character strengths.

Qualitative research methods provide opportunities to examine and interpret a phenomenon, event, individual, or document in depth (Yıldırım & Şimşek, 2021). Within this scope, the document analysis method used in this study enables the systematic examination of written materials that contain information about the phenomenon or phenomena being investigated (Yıldırım & Şimşek, 2021).

3.2 The analyzed work

This study aimed to identify the character strengths represented in the texts included in the *Turkish Language Textbook for 6th Grade in Secondary and Imam Hatip Secondary Schools*, authored by Yıldırım Şen (2024) and taught during the 2024–2025 academic year. The textbook comprises a total of eight themes, which collectively include 40 texts across 288 pages. Each theme contains five texts, one of which is a poem. Additionally, each theme features a listening text and a free reading text.

Within the scope of this research, all 40 texts in the textbook were analyzed using the qualitative document analysis method to determine the presence and distribution of character strengths.

Table 2

Themes and Texts Included in the Textbook

Grade	Theme	Texts
6th Grade	**1. Virtues**	*Emine Teyze'nin Çilek Reçeli*; *Adsız Çeşme*; *Kaynatılmış Tohum*; *Ceylan, Kaplumbağa, Fare ve Karga* (Listening Text); *Mehmet Akif Ersoy'dan Anılar* (Free Reading Text)
	2. National Struggle and Atatürk	*Ordumuzun Hepimize İhtiyacı Var*; *Ağustos Şafağı*; *Çankaya'da Hediye Edilmek İstenen Ev*; *Cumhuriyet'in İlanı* (Listening Text); *Ertuğrul'un Kader Uçuşu* (Free Reading Text)
	3.Personal Development	*İyimserlik*; *Benim Kırmızı Pabuçlarım*; *Pulsuz Dilekçe*; *Akıp Giden Zaman* (Listening Text); *Gelecek Senin Çocuğum* (Free Reading Text)
	4. National Culture	*Türkiye*; *Bayram Yeri*; *Atasözleri Üzerine*; *Keloğlan ve Gül Kız* (Listening Text); *Kilim* (Free Reading Text)
	5. Art	*Gökkuşağı Evi*; *Yüzyılın Fotoğrafı*; *Ölümsüzleşen Bahçe*; *Bam Telimiz* (Listening Text); *Sinema* (Free Reading Text)
	6. Nature and the Universe	*Güz Patikaları*; *Yüksek Evde Oturanın Türküsü*; *Sığırcık Kayası*; *Hava Soğuk, Güneş Çok Uzakta…* (Listening Text); *Bugün Yağmur Yağar mı?* (Free Reading Text)
	7. Science and Technology	*Çocuklar Doğuştan Bilim İnsanıdır*; *Televizyon En İyi Arkadaşımı Yedi*; *Alo… Graham Bell!*; *Bankamatik İçin Kurs Açan Yok mu?* (Listening Text); *Simit ve Peynir'le "Bilim İnsanı Öyküleri"* (Free Reading Text)
	8. Emotions	*Sevgi Kurtaracak Bizi*; *Anılar İçinde Bir Anı*; *Şehir Faresi ile Kır Faresi*; *Yeşil Çağ* (Listening Text); *Iskarmozların Hüzünlü Gıcırtısı* (Free Reading Text)

3.3 Data collection tool

The *Turkish Language Textbook for 6th Grade in Secondary and Imam Hatip Secondary Schools*, authored by Yıldırım Şen (2024) and used in the 2024–2025 academic year, was examined in detail. Each section of the textbook was analyzed comprehensively, and expressions related to values and character strengths within the texts were subjected to in-depth analysis. The identified expressions were systematically presented through tables and explanatory interpretations. The analysis was conducted with reference to Peterson and Seligman's Classification of Character Strengths and Virtues (Values in Action – VIA). Accordingly, the texts were evaluated to determine the presence of specific character strengths consistent with this classification. As a result of the analysis, six core virtues and twenty-four associated character strengths were identified in detail within the thematic framework of the textbook.

3.4 Data analysis

The data obtained in this study were analyzed using the descriptive analysis method, a qualitative data analysis technique that involves summarizing and interpreting data in accordance with pre-established themes (Yıldırım & Şimşek, 2021). In this context, text segments related to character strengths and virtues were identified and categorized. The VIA Classification Form of Strengths and Virtues, developed by Peterson and Seligman, served as the analytical framework. Each text was systematically examined according to this form, and the general distribution of relevant expressions was determined. Recurrent elements were quantified through frequency analysis. Using this approach, the representation frequencies of the six virtues and twenty-four character strengths were identified, and the findings were interpreted thematically and incorporated into the results section of the study.

**3.5 Validity and reliability**

Researchers within the positivist social science tradition maintain that validity and reliability are essential for a study to possess scientific rigor. From this perspective, a study must rest upon a solid theoretical foundation, clearly define its variables, establish hypotheses concerning causal relationships among them, and test these hypotheses based on the collected data to confirm or reject them (Yıldırım & Şimşek, 2021). In this research, all stages—including data analysis, interpretation, and conclusion—were reviewed and evaluated with input from field experts. Based on expert feedback, necessary revisions were made at each stage of the study. Additionally, direct quotations from the analyzed textbook were included in the findings section to enhance the study's credibility and reliability.

4 FINDINGS

In this section of the study, 40 texts included in the *Turkish Language Textbook for 6th Grade in Secondary and Imam Hatip Secondary Schools*, authored by Yıldırım Şen (2024), were analyzed in terms of character strengths.
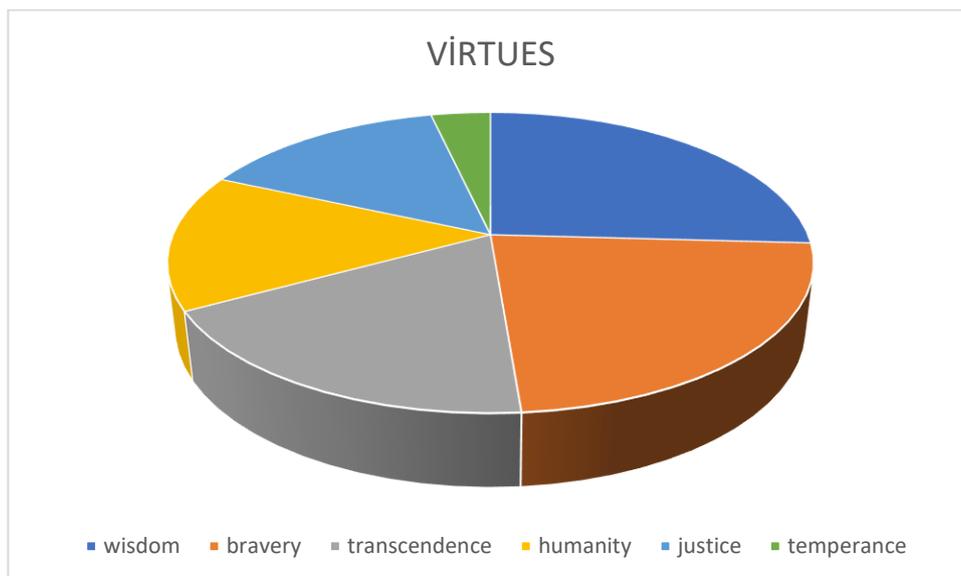
Figure 1

Character Strengths
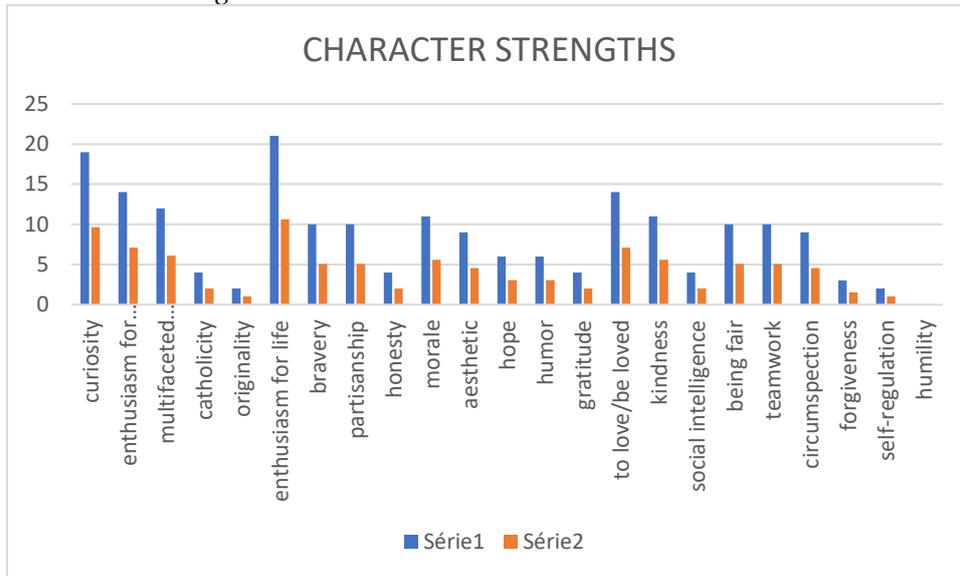
As shown in Figure 1, the distribution of character strengths across the texts is presented. The most frequently observed character strength is zest, while the least represented one is self-regulation. The character strength humility does not appear in any of the texts (f = 0) and is therefore not included in the figure.

Figure 2

Virtues

As illustrated in Figure 2, the pie chart displays the distribution of virtues identified in the texts. The most frequently represented virtue is wisdom (f = 51), whereas the least represented virtue is temperance (f = 7).

Table 3

Frequency Table of Character Strengths and Virtues

Virtues	f	Character Strengths	f	%
Wisdom	51	Curiosity	19	9.64
		Love of Learning	14	7.10
		Perspective	12	6.09
		Open-mindedness	4	2.03
		Creativity	2	1.01
Courage	45	Zest	21	10.65
		Bravery	10	5.07
		Perseverance	10	5.07
		Honesty	4	2.03
Transcendence	36	Spirituality	11	5.58
		Appreciation of Beauty	9	4.56
		Hope	6	3.04
		Humor	6	3.04
		Gratitude	4	2.03
Humanity	29	Love	14	7.10
		Kindness	11	5.58
		Social Intelligence	4	2.03
Justice	29	Fairness	10	5.07
		Leadership	10	5.07
		Teamwork	9	4.56
Temperance	7	Prudence	3	1.52
		Forgiveness	2	1.01
		Self-regulation	2	1.01
		Humility	0	0
Total	**197**			

When examining Table 3, it is observed that the most frequently encountered virtue is Humanity (f = 14), followed by Courage (f = 12), Transcendence (f = 11), Wisdom (f = 9), Justice (f = 7), and Temperance (f = 5). The table also presents the frequencies of the character strengths that constitute each virtue, accompanied by relevant quotations from the analyzed texts.

Within the Personal Development theme, the virtues of Humanity, Temperance, and Wisdom are the most prominent, particularly through the character strengths of love, open-mindedness, forgiveness, and kindness. At the core of personal development lies an

individual's desire to become a better version of themselves. In this journey, the keys to success and well-being are often embedded in virtues and character strengths—either innate or cultivated over time. Ancient virtues such as courage, justice, wisdom, love, and temperance enhance resilience in the face of adversity, while character strengths such as honesty, gratitude, curiosity, and perseverance enable individuals to maximize their potential in everyday life. Consequently, the virtues and character strengths related to each theme appear frequently within the texts, and their intensity varies according to thematic focus.

Across most of the analyzed texts, expressions related to virtues and character strengths are evident. These expressions, which guide individuals in discovering their unique strengths and applying them across different areas of life, frequently appear in Turkish textbooks—a key component of Turkish language education. The following section presents examples of such expressions illustrating the representation of virtues and character strengths within the texts.

Wisdom Virtue / Character Strengths

Curiosity

"He said, 'I just had a thought that will comfort everyone,' which made us curious as well." (*p. 13*)

Love of Learning

"Tell me first how you made this jam, then I'll ask how you've been." (*p. 13*)

Perspective

"When everyone started using natural gas as fuel, they cleaned and repaired the place and rented it out." (*p. 12*)

Open-mindedness

"We'll establish a jam factory, and Mrs. Emine will be our head chef." (*p. 13*)

Creativity

"A new era was beginning in the history of the Turkish nation." (*p. 67*)

Courage Virtue / Character Strengths

Zest

"Aunt Emine never liked to stay idle. The small garden around the apartment turned green as soon as she arrived." (*p. 12*) "We were like roaring rivers—from seven to seventy." (*p. 50*) "I worked day and night without rest. I was extremely excited." (*p. 93*)

Bravery

"Now, we women must also turn our faces toward this fire and extend our hands to it." (*p. 45*)

Perseverance

"I had saved this for my hard days." (*p. 45*) "Indeed, Akif kept his word and took those children from his late friend's brother and brought them home." (*p. 39*)

Honesty

"Ling told her mother she couldn't take an empty pot, but her mother advised her to bring it and be honest." (*p. 26*)

Transcendence Virtue / Character Strengths

Spirituality

"One day, we will all leave this mortal world." (*p. 78*)

Appreciation of Beauty

"They would examine the lace patterns and admire their beauty." (*p. 12*)

Hope

"Regardless of snow, winter, or storm, I waited in the rented taxi in front of her house from morning till night for days." (*p. 149*)

Humor

"Graham Bell went out, taking his kite with him." (*p. 230*)

Gratitude

"He couldn't stop telling everyone how kind we were. He nearly declared our family the kindest in the world." (*p. 13*) "Who built this fountain? Their hearts are filled with gratitude." (*p. 21*) "Please write to the municipality, expressing our thanks and stating that we liked the house in Çankaya." (*p. 59*)

Humanity Virtue / Character Strengths

Love

"I always liked how she thought of them as humans. I learned from Aunt Emine how to love plants and not to harm them." (*p. 12*) "I owe my optimism to my parents, who instilled in me feelings of compassion, equality, and love at a young age." (*p. 78*)

Kindness

"Following the city's manners, she invited a country mouse to visit." (*p. 266*)
"The old man seated Kirisk beside him so the child could lean against him for warmth and dry his clothes more quickly." (*p. 277*)

Social Intelligence

"Have you ever asked them about their troubles?" (*p. 251*)

Justice Virtue / Character Strengths

Fairness

"With a single hand gesture, the ruler silenced them all." (*p. 34*)

Leadership

"The Speaker of the Assembly was also serving as the head of the government." (*p. 67*)

Teamwork

"A group of South Korean entrepreneurs designed a smart watch for the visually impaired." (*p. 233*)

Temperance Virtue / Character Strengths

Prudence

"I can understand your anger, but do not humiliate me. Especially do not hurt my dignity in front of others." (*p. 93*)

Forgiveness

"Don't treat my small mistakes as great sins. Allow me some room to make errors." (*p. 93*)

Self-Regulation

"If I see the consequences of my actions myself, I will learn better. Let me do my own work." (*p. 93*)

5 DISCUSSION

Considering that Turkish language instruction is primarily conducted through textbooks, the selection of texts plays a critical role. Moreover, 6th-grade students are at the transitional stage between Piaget's concrete operational and formal operational periods (Piaget, 1972). Given students' tendency to identify with characters, Turkish textbooks play a vital role in shaping moral and psychological development and in the transmission of values during this developmental phase. Therefore, examining the texts

in Turkish textbooks within the framework of character strengths, one of the core domains of positive psychology, is of particular significance.

In this study, the texts included in the 6th-grade Turkish textbook were analyzed based on Peterson and Seligman's (2004) Values in Action (VIA) Classification of Strengths and Virtues. The findings indicate that 197 codes were identified as related to character strengths and virtues. Among these, zest (f = 21), curiosity (f = 19), love of learning (f = 14), and love (f = 14) emerged as the most frequently emphasized strengths. In contrast, humility was not represented at all, while forgiveness, self-regulation, and creativity appeared at very limited levels (*f = 2* each).

The prominence of zest as the most frequent strength suggests that the textbook's structure supports students' emotional and social engagement, helping them build relationships, develop empathy, and maintain vitality. According to Peterson and Seligman (2004), zest enables individuals to connect to life energetically and derive joy from experiences. The frequent inclusion of curiosity and love of learning further reflects an emphasis on fostering positive attitudes toward learning and stimulating academic inquiry.

Comparative research supports this pattern. For instance, *Aktu (2023)* found that zest appeared at a limited level in *Mesnevi Tales*, and *Akalın & Murat (2024)* similarly reported low representation of zest in preschool and primary school stories. However, research demonstrates that zest is strongly associated with well-being and happiness (Brdar & Kashdan, 2010; Ryan & Frederick, 1997), as well as academic responsibility, hope for the future, physical health, psychological resilience, and life satisfaction, while being negatively correlated with depression and anxiety (Kabakçı & Ergene, 2024). Studies also reveal that female students generally exhibit higher levels of zest than males. Despite its known benefits, zest and humor are often underappreciated within school contexts (Lavy, 2019). This highlights the need for educators to adopt character-strength-oriented practices that consciously develop such traits.

Within the context of Turkish language education, it is therefore essential that students recognize, interpret, and connect character strengths to their own lived experiences. This aligns with *Geçgel and Kocaoğlu (2024)*, who conducted a similar study on the thematic messages in the *Turkish Language Curriculum*.

Curiosity, defined as an openness to new knowledge and experiences, was among the most frequently represented strengths. Its prominence indicates that 6th-grade Turkish

textbooks effectively stimulate students' curiosity and promote positive learning attitudes. As a component of the virtue of wisdom, curiosity plays a key role in academic achievement (Altan, 2024), enhances intellectual engagement (Lavy, 2019), and fosters exploration and research tendencies in children (Saraçoğlu & Kahyaoğlu, 2018; Wu et al., 2018). Text selection in the textbook appears to encourage cognitive exploration and intellectual discovery, as also evidenced by *Yılar (2016)*, who found that Turkish textbook texts often emphasize scientific curiosity. Conversely, *İlhan and Eşici (2024)*, in their analysis of *Kutadgu Bilig*, found no verses related to curiosity—a difference likely shaped by the cultural and historical context of the texts. Overall, the findings suggest that the texts in Turkish textbooks stimulate curiosity and foster enthusiasm for learning, thereby supporting both language development and cognitive growth.c

The results also show that love and zest are frequently represented character strengths, indicating that Turkish textbooks promote emotional and social connectedness. This aligns with *Işık et al. (2019)*, whose analysis of the "100 Essential Works" list recommended by the Ministry of National Education (MEB) found that love was among the most emphasized character strengths. Such strengths are known to enhance well-being and strengthen classroom interaction (Seligman, 2011), fostering empathy, cooperation, and prosocial behavior (Niemiec, 2013; Peterson & Seligman, 2004). Accordingly, the frequent inclusion of these traits supports the affective dimension of character education. As character strengths develop from early childhood onward (Park et al., 2004; Peterson, 2006; Peterson & Seligman, 2004), emphasizing love-centered narratives in textbooks can positively influence students' interpersonal relationships.

In contrast, the limited or absent representation of humility, forgiveness, self-regulation, and creativity is a notable finding. This suggests that moral virtues and self-control-related traits are somewhat underrepresented in the 6th-grade textbook. However, forgiveness plays a critical role in restoring social harmony and reducing interpersonal tension in school settings (Garcia-Vazquez et al., 2020; Tirrell, 2021) and is closely linked with gratitude, hope, and self-compassion (Booker & Perlin, 2019). Similar findings were reported by *Kıral and Çelik (2020)*, who found no references to humility or self-control in the *2023 Vision Document*, and by *Acar (2025)*, who noted that forgiveness appeared only minimally in the analyzed texts. Conversely, *Coşkun and Çiftçi (2019)* identified humility themes in Turkish middle school stories, emphasizing its presence in certain contexts.

Although Turkish culture traditionally values gratitude, forgiveness, and humility as integral components of moral upbringing (Kabakçı, 2016), their limited representation in modern textbooks suggests that the cultural dimension of character education may not be fully reflected. These strengths might be implicitly conveyed, yet making them more explicit and deliberate could foster deeper internalization among students.

Self-regulation, defined as the conscious ability to control one's emotions, thoughts, and behaviors, is considered a key determinant of psychological well-being, academic success, and social adaptation during adolescence (Daniela, 2015; Ho, 2004; Howard & Williams, 2018; Khawar et al., 2023; Nota et al., 2004). As a character strength, it enables individuals to manage their behavior intentionally (Ananua et al., 2020) and is closely linked to life satisfaction and goal achievement (Fomina et al., 2020). According to Bandura's (1977) Social Learning Theory, modeling behavior through observation, attention, and motivation is essential; thus, incorporating activities that promote self-regulation could enhance engagement and empathy in Turkish lessons.

Findings by *Erçelik and Yeşilyurt (2010)* similarly show that while self-control was among the most frequently represented values in the *I'm Learning Turkish* series, humility was absent. Given that self-regulation is a critical predictor of personal and academic success, its development from early adolescence is vital for fostering psychological stability and adaptive social functioning. Therefore, integrating this concept explicitly into textbook content aligned with students' developmental levels is recommended.

Finally, humility has emerged in recent years as a significant character strength in positive psychology (Harwey & Pauwels, 2004; Hill & Sandage, 2016). It has been shown to enhance self-awareness (Wright, 2019) and to be modestly associated with life satisfaction and health outcomes (Worthington et al., 2016). Humble individuals also tend to act more justly and demonstrate stronger moral reasoning (Wang et al., 2025). Hill and Sandage (2016) conceptualize humility as integrating multiple themes such as character, meaning, purpose, and wisdom. The limited presence of humility in this study is consistent with prior research: *Baki (2019)* found that humility was among the least emphasized values in Turkish middle school textbooks; *Demir and Özer (2023)* reported a similar absence in science textbooks; *Tekin and Bedir (2019)* found that forgiveness was not included as an educational objective; whereas *Durhat and Ökten (2020)* identified humility as a frequently recurring theme in their analysis. Notably, *Bulach and Butler*

(2002) emphasized that humility represents one of the most needed traits in middle school character education.

Accordingly, incorporating learning outcomes and curriculum objectives related to humility and self-regulation into Turkish language education would meaningfully enhance the character-building function of the subject.

6 CONCLUSION

When the research findings are evaluated as a whole, it is observed that the character strengths zest, curiosity, love of learning, and love are the most frequently represented concepts in the texts included in the 6th-grade Turkish textbooks. In contrast, the character strength humility is entirely absent, while forgiveness, self-regulation, and creativity appear only to a limited extent. These results indicate that moral virtues and self-control-related character traits are underrepresented in Turkish textbooks.

Accordingly, it is recommended that textbook authors place greater emphasis on the inclusion of texts and activities that promote forgiveness, humility, and self-regulation. Furthermore, to enhance students' awareness of character strengths that are not sufficiently represented in the textbooks, reflective and higher-order thinking questions can be incorporated after reading activities. For example:

"What do you think was missing in this text?"
"If you were in the place of the protagonist, what course of action would you follow?"

Such questions would encourage students to recognize overlooked virtues, reflect on moral choices, and connect textual content with personal and ethical reasoning, thereby enriching both their cognitive and affective engagement with the texts.

REFERENCES

Abasimi, E., Gai, X., & Wang, G. (2017). Character strengths and life satisfaction of high school students. *International Journal of Applied Psychology, 7*(2), 36–43. https://doi.org/10.5923/j.ijap.20170702.02

Acar, T. (2025). An evaluation of the book *Big Panda and Little Dragon* in terms of character strengths and virtues. *The Journal of Academic Social Science, 13*(160), 247–257. http://dx.doi.org/10.29228/ASOS.79

Akalın, T. Ç., & Murat, M. (2024). An analysis of character strengths in Anatolian tales compiled for preschool and primary school students. *Korkut Ata Journal of Turkic Studies, 14,* 1208–1228. https://doi.org/10.51531/korkutataturkiyat.1403058

Akça, E., & Geçgel, H. (2022). The place of national and spiritual values in the formation of national identity in Turkish middle-school textbooks. In *Studies in Turkish Language Education* (Vol. 3, pp. 1–39). Çanakkale: Holistence Publications.

Aktaş, E., & Eş, A. T. (2025). Cultural interaction in productive language-skills activities in Turkish as a foreign language textbooks. *Motif Journal of Folklore Studies, 18*(49), 355–379. https://doi.org/10.12981/mahder.1551007

Aktu, Y. (2023). An evaluation of *Stories from the Masnavi* in terms of character strengths. *Academia Journal of Educational Research, 8*(2), 165–176. https://doi.org/10.53506/egitim.1336874

Altan, M. Z. (2024). Curiosity as the fundamental element of learning, development, and growth. *Journal of Interdisciplinary Educational Research, 8*(19), 256–271. https://doi.org/10.57135/jier.1596563

Ananua, D., Tucholski, H., & Mwarari, C. (2020). Character strengths of self-regulation and purpose in life as predictors of life satisfaction and mental well-being. *The International Journal of Humanities & Social Studies, 8*(9), 15–23. https://doi.org/10.24940/theijhss/2020/v8/i9/hs2009-015

Ang, A. P. S. (2016). *An observational study of character strengths and subjective well-being in Australian and Singaporean pre-adolescents* (Unpublished doctoral dissertation). Flinders University.

Arvas, F. B. (2024). An examination of the relationship between character strengths and religiosity among university students. *Eskişehir Osmangazi University Journal of Theology Faculty, 11*(2), 547–573. https://doi.org/10.51702/esoguifd.1476882

Austin, D. B. (2005). *The effects of a strengths-development intervention program upon the self-perceptions of students' academic abilities* (Unpublished doctoral dissertation). Azusa Pacific University.

Avcı, Y., Kaşdemir, C., & Buzkurt, Z. (2022). An evaluation of the inductive approach in grammar instruction in the *Bengü A1* Turkish as a foreign language set. In *Studies in Turkish Language Education* (Vol. 3, pp. 145–155). Çanakkale: Holistence Publications.

Avcı, Y., & Kocaoğlu, S. (2024). An analysis of the 5th-grade Turkish textbook in terms of subjectivity and objectivity in Turkish. In *Studies in Turkish Language Education* (Vol. 7, pp. 93–108). Çanakkale: Holistence Publications.

Avcı, Y., & Kocaoğlu, S. (2025). Evaluation of words derived between 1940–1960 in the texts of the 7th-grade Turkish language textbook. In *Literature, Language and Society* (pp. 125–165). Çanakkale: Holistence Publications.

Aviles, A. M., Anderson, T. R., & Davila, E. R. (2006). Child and adolescent social-emotional development within the context of school. *Child and Adolescent Mental Health, 11*(1), 32–39. https://doi.org/10.1111/j.1475-3588.2005.00365.x

Benzer, A. (2019). The challenge of Turkish textbooks with PISA reading proficiency levels. *Journal of Reading and Writing Education Research, 7*(2), 96–109. https://doi.org/10.35233/oyea.659740

Bektaş, C. (2022). Evaluation of the effectiveness of an academic resilience psychoeducation program based on character strengths (Unpublished master's thesis). Başkent University, Istanbul, Turkey.

Bernard, M. E., & Walton, K. (2011). The effect of *You Can Do It! Education* in six schools on student perceptions of well-being, teaching-learning and relationships. *The Journal of Student Wellbeing, 5*(1), 22–37. https://doi.org/10.21913/JSW.v5i1.679

Booker, J. A., & Perlin, J. D. (2019). Using multiple character strengths to inform young adults' self-compassion: The potential of hope and forgiveness. *The Journal of Positive Psychology, 16*(3), 379–389. https://doi.org/10.1080/17439760.2020.1716048

Breen, W., Kashdan, T. B., Lenser, M. L., & Fincham, F. D. (2010). Gratitude and forgiveness: Convergence and divergence on self-report and informant ratings. *Personality and Individual Differences, 49*(8), 932–937. https://doi.org/10.1016/j.paid.2010.07.033

Brdar, I., & Kashdan, T. B. (2010). Character strengths and well-being in Croatia: An empirical investigation of structure and correlates. *Journal of Research in Personality, 44*(1), 151–154. https://doi.org/10.1016/j.jrp.2009.12.001

Carroll, C., & Hurry, J. (2018). Supporting pupils in school with social, emotional and mental health needs: A scoping review of the literature. *Emotional & Behavioural Difficulties, 23*(3), 310–325. https://doi.org/10.1080/13632752.2018.1452590

Coşkun, H., & Çiftçi, Ö. (2019). Investigation of tales in Turkish textbooks in terms of conveying values. *International Journal of Progressive Education, 15*(3), 156–168. https://doi.org/10.29329/ijpe.2019.193.11

Çulha, M. B. (2025). Positive psychology and virtues in Islamic thinkers. In H. İ. Özasma (Ed.), Ankara: Sonçağ Publications.

Daniela, P. (2015). The relationship between self-regulation, motivation, and performance among secondary school students. *Procedia – Social and Behavioral Sciences, 191,* 2549–2553. https://doi.org/10.1016/j.sbspro.2015.04.410

Demir, R., & Türk, F. (2020). Positive psychology: History, key concepts, therapeutic process, criticisms, and contributions. *Humanistic Perspective, 2*(2), 108–125.

Deniz, K., & Karagöl, E. (2018). Turkish middle school textbooks from the perspective of values education. *Karaelmas Journal of Educational Sciences, 6*(2), 244–255.

Dilek, M., & Zorlu Kana, H. (2022). An analysis of Yalvaç Ural's work *Anatolian Legends* in terms of the educational function of legends. In *Studies in Turkish Language Education* (Vol. 3, pp. 41–63). Çanakkale: Holistence Publications.

Duckworth, A. L., & Seligman, M. E. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, 16*(12), 939–944. https://doi.org/10.1111/j.1467-9280.2005.01641.x

Durhat, G., & Ökten, C. (2020). The relationship between core values and the virtue theme in Turkish middle school textbooks. *Journal of Mother Tongue Education, 8*(3), 675–693. https://doi.org/10.16916/aded.678498

Elkıran, Y. M., & Nazik, N. (2022). An analysis of the work *The Governor of Mutlukent* in terms of values education. In *Studies in Turkish Language Education* (Vol. 3, pp. 123–144). Çanakkale: Holistence Publications.

Eroğlu, E. (1998). *The teacher of the 21st century: Our teacher in the age of information.* Ankara: Anadolu Contemporary Education Foundation Publications.

Erçelik, H., & Yeşilyurt, E. (2020). An analysis of the Yunus Emre Institute's *I'm Learning Turkish* series in terms of values education. *Journal of Values Education, 18*(40), 149–179. https://doi.org/10.34234/ded.722637

Fomina, T., Burmistrova-Savenkova, A., & Morosanova, V. (2020). Self-regulation and psychological well-being in early adolescence: A two-wave longitudinal study. *Behavioral Sciences, 10*(3), 67. https://doi.org/10.3390/bs10030067

García-Vázquez, F. I., Valdés-Cuervo, A. A., Martínez-Ferrer, B., & Parra-Pérez, L. G. (2020). Forgiveness, gratitude, happiness, and prosocial bystander behavior in bullying. *Frontiers in Psychology, 10,* Article 2827. https://doi.org/10.3389/fpsyg.2019.02827

Geçgel, H., & Albayrak, H. (2024). Turkish teachers' opinions on the texts in Turkish language textbooks. In *Studies in Turkish Language Education* (Vol. 7, pp. 1–20). Çanakkale: Holistence Publications.

Geçgel, H., & Kocaoğlu, S. (2024). An analysis of the work *The First Morning of the Republic* in the teaching of mandatory themes. In *Studies in Turkish and Language Education* (pp. 21–45). Çanakkale: Holistence Publications.

Gül, M. (2017). An analysis of texts (5th grade) in Turkish textbooks from the perspective of values education. *Erciyes Journal of Education, 1*(1), 59–78. https://doi.org/10.32433/eje.344692

Güldal, Ş., & Satan, A. (2020). The effect of a mindfulness-based psychoeducation program on adolescents' character strengths, mindfulness, and academic achievement. *Current Psychology, 41,* 6608–6619. https://doi.org/10.1007/s12144-020-01153-w

Harvey, J. H., & Pauwels, B. G. (2004). Modesty, humility, character strength, and positive psychology. *Journal of Social and Clinical Psychology, 23*(5), 620–623. https://doi.org/10.1521/jscp.23.5.620.50753

Hazır, E. S., & Geçgel, H. (2022). An analysis of the book *In Pursuit of Anatolian Legends* in terms of cultural transmission and mother tongue teaching. In *Studies in Turkish Language Education* (Vol. 3, pp. 81–107). Çanakkale: Holistence Publications.

Hill, P. C., & Sandage, S. J. (2016). The promising but challenging case of humility as a positive psychology virtue. *Journal of Moral Education, 45*(2), 132–146. https://doi.org/10.1080/03057240.2016.1174675

Ho, E. S. C. (2004). Self-regulated learning and academic achievement of Hong Kong secondary school students. *Education Journal, 32*(2), 87–107.

Howard, S. J., & Williams, K. E. (2018). Early self-regulation, early self-regulatory change, and their longitudinal relations to adolescents' academic, health, and mental well-being outcomes. *Journal of Developmental & Behavioral Pediatrics, 39*(6), 489-496. https://doi.org/10.1097/DBP.0000000000000578

Holloway, D. L., & LeCompte, M. D. (2001). Becoming somebody! How arts programs support positive identity for middle school girls. *Education and urban society*, *33*(4), 388-408. https://doi.org/10.1177/0013124501334004

Işık, Ş. (2017). *Positive psychology practices in schools: Group guidance activities for students aged 12–18.* Pegem Academy.

Işık, Ş., Kılıç, S., Üzbe Atalay, N., & Terzi İlhan, S. (2019). An analysis of character strengths in the 100 essential works recommended for primary and secondary school students. *Hacettepe University Journal of Education, 34*(3), 839–859. https://doi.org/10.16986/HUJE.2018045432

Ilhan, S. T., & Eşici, H. (2024). Character strengths in *Kutadgu Bilig*: A qualitative study from a positive psychology perspective. *Gazi University Journal of Gazi Faculty of Education, 44*(2), 1181–1209. https://doi.org/10.17152/gefad.1442961

İnan-Yıldız, F., & Baş, B. (2015). Evaluation of the 2nd-grade Turkish textbook in terms of picture-text relationship. *Erzincan University Journal of Social Sciences Institute, 9*(2), 251–268.

Jacobs, H. H., & Alcock, M. H. (2017). *Bold moves for schools: How we create remarkable learning environments.* ASCD.

Jianping, G., Roslan, S., Soh, K. G., & Zaremohzzabieh, Z. (2024). Effects of positive education intervention on growth mindset and resilience among boarding middle school adolescents in China: A randomized controlled trial. *Frontiers in Psychology, 15,* 1446260. https://doi.org/10.3389/fpsyg.2024.1446260

Kabakçı, Ö. F. (2013). *An analysis of positive youth development in terms of character strengths* [Unpublished doctoral dissertation]. Hacettepe University, Ankara.

Kabakçı, Ö. F. (2016). Character strengths and virtuousness: A new approach to strengths-based psychological counseling and values education. *Turkish Psychological Counseling and Guidance Journal, 6*(45), 25–40.

Kabakçı, Ö. F., & Ergene, T. (2024). The role of character strengths in positive youth development: Prediction of resiliency, subjective well-being, and academic achievement. *Turkish Psychological Counseling and Guidance Journal, 14*(75), 619–638. https://doi.org/10.17066/tpdrd.1421043

Kahveci, S. (2020). *An analysis of science textbooks in terms of scientific process skills, levels of inquiry-based teaching, STEM approach, and readability* (Thesis No. 651750) [Master's thesis, Trakya University, Edirne]. Council of Higher Education Thesis Center.

Kakabaraei, K. (2024). Effectiveness of a positive psychology-based psychological capital education program on student academic resilience. *Journal of Psychological Science, 23*(140), 163–181. https://doi.org/10.52547/JPS.23.140.163

Kana, F., & Kocaoğlu, S. (2022). Educational messages in the work *Stephen Hawking Beats Hercules.* In *Studies in Turkish Language Education* (Vol. 3, pp. 64–79). Çanakkale: Holistence Publications.

Karagöl, E., & Yeşilyurt, E. (2025). The 5th-grade Turkish textbook in the context of Bloom's taxonomy and the values of the *Century of Türkiye Education Model. Anatolian Journal of Language and Education, 3*(1), 9–26. https://doi.org/10.5281/zenodo.15755182

Karakuş, N., & Turgut, E. (2017). A comparison of themes and genres in 8th-grade native-language textbooks in Australia and Turkey: The Cambridge and MoNE

examples. *International Journal of Languages' Education and Teaching, 5*(3), 632–650. https://doi.org/10.18298/ijlet.1822

Kaşkaya, A., & Duran, T. (2017). An analysis of Turkish primary school textbooks in terms of value transmission. *Trakya University Journal of Education Faculty, 7*(2), 417–441. https://doi.org/10.24315/trkefd.303978

Khawar, R., Attia, S., Zulfqar, A., & Hussain, S. (2023). Self-regulation and cognitive emotion regulation among adolescents. *Pakistan Journal of Humanities and Social Sciences, 11*(2), 1990–1998. https://doi.org/10.52131/pjhss.2023.1102.0500

Kıral, B., & Çilek, A. (2023). An evaluation of the *2023 Vision Document* in terms of character education. *Journal of National Education, 49*(225), 5–22.

Kılıç, L. K., Baki, Y., & Bayram, B. (2014). The consistency of the 8th-grade Turkish teacher's guidebook activities with multiple intelligence theory. *Journal of Mother Tongue Education, 2*(2), 72–89. https://doi.org/10.16916/aded.82843

Kocaoğlu, S., & Kana, F. (2022). Evaluation of texts in Turkish textbooks in terms of core values and competencies in the Turkish language curriculum. In *Studies in Turkish Language Education* (Vol. 1, pp. 37–64). Çanakkale: Holistence Publications.

Köçer, N. (2025). An analysis of the *Century of Türkiye Education Model* Turkish curriculum and 5th-grade Turkish textbook in the context of cultural literacy. *International Journal of Turkish Literature, Culture and Education (TEKE), 14*(1), 161–171. https://doi.org/10.7884/teke.1589388

Kumar, P. A., & Mohideen, F. (2021). Strengths-based positive schooling interventions: A scoping review. *Contemporary School Psychology, 25*(1), 86–98. https://doi.org/10.1007/s40688-019-00260-1

Kumar, R., O'Malley, P. M., & Johnston, L. D. (2008). Association between the physical environment of secondary schools and student problem behavior: A national study, 2000–2003. *Environment and Behavior, 40*(4), 455–486. https://doi.org/10.1177/0013916506293987

Lai, M. K., Leung, C., Kwok, S. Y. C. L., Hui, A. N. N., Lo, H. H. M., Leung, J. T. Y., & Tam, C. H. L. (2018). A multidimensional PERMA-H positive education model, general satisfaction of school life, and character strengths use in Hong Kong senior primary school students: Confirmatory factor and path analyses using APASO-II. *Frontiers in Psychology, 9,* 1090. https://doi.org/10.3389/fpsyg.2018.01090

Lavy, S. (2020). A review of character strengths interventions in twenty-first-century schools: Their importance and how they can be fostered. *Applied Research in Quality of Life, 15*(2), 573–596. https://doi.org/10.1007/s11482-018-9700-6

Lewis, C., Watson, M., & Schaps, E. (2013). Recapturing education's full mission: Educating for social, ethical, and intellectual development. In C. M. Reigeluth & A. A. Carr-Chellman (Eds.), *Instructional-design theories and models* (pp. 511–536). Routledge.

Linley, P. A., Maltby, J., Wood, A. M., Joseph, S., Harrington, S., Peterson, C., Park, N., & Seligman, M. E. P. (2007). Character strengths in the United Kingdom: The VIA Inventory of Strengths. *Personality and Individual Differences, 43,* 341–351. http://dx.doi.org/10.1016/j.paid.2006.12.004

Lounsbury, J. W., Fisher, L. A., Levy, J. J., & Welsh, D. P. (2009). An investigation of character strengths in relation to the academic success of college students. *Individual Differences Research, 7*(1), 52–69.

McCullough, M. E., & Snyder, C. R. (2000). Classical sources of human strength: Revisiting an old home and building a new one. *Journal of Social and Clinical Psychology, 19*(1), 1–10. https://doi.org/10.1521/jscp.2000.19.1.1

Ministry of National Education (MoNE). (2019). *Turkish language curriculum (primary and secondary school grades 1–8).* Ankara: Directorate of State Books.

Niemiec, R. M., Rashid, T., & Spinella, M. (2012). Strong mindfulness: Integrating mindfulness and character strengths. *Journal of Mental Health Counseling, 34*(3), 240–253. https://doi.org/10.17744/mehc.34.3.34p6328x2v204v21

Niemiec, R. M. (2013). *Mindfulness and character strengths.* Boston, MA: Hogrefe Publishing.

Organisation for Economic Co-operation and Development (OECD). (2023). *Teaching for the future: OECD teaching compass 2030.* OECD Publishing. https://doi.org/10.1787/9789264656741-en

Özbay, M. (2003). Evaluation of the goal–tool relationship in Turkish language teaching through the example of textbooks. *Journal of Turkology Research, 13,* 59–69.

Özenç Demir, B., & Özer, B. (2023). An analysis of middle school science textbooks in terms of values. *Turkish Journal of Education, 8*(2), 264–284. https://doi.org/10.54979/turkegitimdergisi.1396268

Park, N., & Peterson, C. (2006). Character strengths and happiness among young children: Content analysis of parental descriptions. *Journal of Happiness Studies, 7*(3), 323–341. http://dx.doi.org/10.1007/s10902-005-3648-6

Park, N., & Peterson, C. (2009). Character strengths: Research and practice. *Journal of College and Character, 10*(4), 1–10. https://doi.org/10.2202/1940-1639.1042

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification.* Washington, DC: American Psychological Association; Oxford University Press.

Peterson, C. (2006). *A primer in positive psychology.* Oxford University Press.

Piaget, J. (1972). Development and learning. In C. S. Lavatelli & F. Stendler (Eds.), *Readings in child behavior and development* (pp. 38–46). New York: Harcourt Brace Jovanovich.

Rashid, T., & Niemiec, R. M. (2024). Character strengths. In A. C. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 723–730). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-69909-7_4254-1

Revşen, N. (2022). *An analysis of activities in middle school science textbooks in terms of life skills* (Thesis No. 763526) [Master's thesis]. Ağrı İbrahim Çeçen University.

Ross, M. R., Powell, S. R., & Elias, M. J. (2002). New roles for school psychologists: Addressing the social and emotional learning needs of students. *School Psychology Review, 31*(1), 43–52. https://doi.org/10.1080/02796015.2002.12086141

Ruch, W., Weber, M., Park, N., & Peterson, C. (2014). Character strengths in children and adolescents: Reliability and initial validity of the German Values in Action Inventory of Strengths for Youth (German VIA-Youth). *European Journal of Psychological Assessment, 30*(1), 57–64. https://doi.org/10.1027/1015-5759/a000169

Ruch, W., Gander, F., Wagner, L., & Giuliani, F. (2021). The structure of character: On the relationships between character strengths and virtues. *The Journal of Positive Psychology, 16*(1), 116–128. https://doi.org/10.1080/17439760.2019.1689418

Rust, T., Diessner, R., & Reade, L. (2009). Teaching applied positive psychology: Character strengths only or strengths and relative weaknesses? *Journal of Psychology, 143*(5), 465–476

Ryan, R. M., & Frederick, C. (1997). On energy, personality, and health: Subjective vitality as a dynamic reflection of well-being. *Journal of Personality, 65*(3), 529-565. http://dx.doi.org/10.1111/j.1467-6494.1997.tb00326.x

Saruhan, Y., & Çiftçi, M. (2025). The relationship between problematic internet use, character strengths, and academic achievement among high-school students. *Mavi Atlas, 13*(1), 50–70. https://doi.org/10.18795/gumusmaviatlas.1577662

Seider, S., Gilbert, J. K., Novick, S., & Gomez, J. (2013). The role of moral and performance character strengths in predicting achievement and conduct among urban middle-school students. *Teachers College Record, 115*(8), 1–34. https://doi.org/10.1177/016146811311500807

Seligman, M. E. P., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In M. Csikszentmihalyi (Ed.), *Flow and the foundations of positive psychology: The collected works of Mihaly Csikszentmihalyi* (pp. 279–298). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-94-017-9088-8_18

Sevim, O., & Tekin, K. (2025). An analysis of Turkish middle-school textbooks in terms of life skills. *Turcology Research, 84,* 483–501. https://doi.org/10.62425/turcology.1609719

Sherman, T. M., Sanders, M., & Kwon, H. (2010). Teaching in middle-school technology education: A review of recent practices. *International Journal of Technology and Design Education, 20*(4), 367–379. https://doi.org/10.1007/s10798-009-9090-z

Shoshani, A., & Slone, M. (2013). Middle-school transition from the strengths perspective: Young adolescents' character strengths, subjective well-being, and school adjustment. *Journal of Happiness Studies, 14*(4), 1163–1181. https://doi.org/10.1007/s10902-012-9374-y

Suluk, B., & Yıldırım, O. (2025). An analysis of the values in textbooks prepared according to the *Century of Türkiye Education Model* from a developmental perspective. *Kocaeli University Journal of Education, 8*(1), 157–177. https://doi.org/10.33400/kuje.1606487

Tang, X., Li, Y., Duan, W., Mu, W., & Cheng, X. (2019). Character strengths lead to satisfactory educational outcomes through strength use: A longitudinal analysis. *Frontiers in Psychology, 10,* Article 1829. https://doi.org/10.3389/fpsyg.2019.01829

Tarakcı, R., & Kalenderoğlu, İ. (2022). Narrative texts in Turkish middle-school textbooks from the perspective of core values. *Journal of Education and New Approaches, 5*(1), 139–157. https://doi.org/10.52974/jena.1133254

Tekin, Ö. G., & Bedir, G. (2019). An analysis of learning outcomes in middle-school curricula in terms of character education. *Journal of Values Education, 17*(38), 139–169. https://doi.org/10.34234/ded.492505

Temizkan, M. (2014). An analysis of Turkish middle-school textbooks in terms of the core skills in the Turkish curriculum. *Journal of Mother Tongue Education, 2*(1), 49–72. https://doi.org/10.16916/aded.99872

Terjesen, M. D., Jacofsky, M. D., Froh, J. J., & Digiuseppe, R. A. (2004). Integrating positive psychology into schools: Implications for practice. *Psychology in the Schools, 41*(1), 163–172. https://doi.org/10.1002/pits.10148

Tirrell, J. (2021). Forgiveness as a character strength: Toward a developmental model and research agenda. *Journal of Moral Education, 51*(3), 312–335. https://doi.org/10.1080/03057240.2021.1873754

Toner, E., Haslam, N., Robinson, J., & Williams, P. (2012). Character strengths and well-being in adolescence: Structure and correlates of the *Values in Action Inventory of Strengths for Children. Personality and Individual Differences, 52*(5), 637–642. http://dx.doi.org/10.1016/j.paid.2011.12.014

Turkish Language Association. (2025, July 9). *Turkish dictionary.* https://sozluk.gov.tr/

Türkben, T. (2019). An analysis of illustrations in Turkish textbooks. *İnönü University Journal of Education Faculty, 20*(2), 650–672. https://doi.org/10.17679/inuefd.547841

Wang, X., Zheng, C., & Wu, Y. (2025). "Clothe yourselves with humility": Humility can promote fairness. *Personality and Individual Differences, 219,* 112938. https://doi.org/10.1016/j.paid.2024.112938

Wagner, L., & Ruch, W. (2015). Good character at school: Positive classroom behavior mediates the link between character strengths and school achievement. *Frontiers in Psychology, 6,* 610. https://doi.org/10.3389/fpsyg.2015.00610

Waters, L. (2011). A review of school-based positive psychology interventions. *The Australian Educational and Developmental Psychologist, 28*(2), 75–90. https://doi.org/10.1375/aedp.28.2.75

Weber, M., & Ruch, W. (2012). The role of a good character in 12-year-old school children: Do character strengths matter in the classroom? *Child Indicators Research, 5*(2), 317–334. https://doi.org/10.1007/s12187-011-9128-0

White, M. A., & Waters, L. E. (2015). A case study of "The Good School": Examples of the use of Peterson's strengths-based approach with students. *The Journal of Positive Psychology, 10*(1), 69–76. https://doi.org/10.1080/17439760.2014.920408

Worthington, E. L., Goldstein, L. A., Hammock, B. G., Griffin, B. J., Garthe, R. C., Lavelock, C. R., Davis, D. E., Hook, J. N., & Van Tongeren, D. R. (2016). Humility: A qualitative review. In C. R. Snyder, S. J. Lopez, & S. J. Rasmussen (Eds.), *The*

Oxford handbook of positive psychology (3rd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199396511.013.39

Wright, J. (2019). *Humility as a foundational virtue.* In *Humility* (pp. 1–25). Oxford University Press. https://doi.org/10.1093/oso/9780190864873.003.0007

Wong, P. T. P. (2011). Positive psychology 2.0: Towards a balanced interactive model of the good life. *Canadian Psychology, 52*(2), 69–81. https://doi.org/10.1037/a0022511

Wu, P. H., Kuo, C. Y., Wu, H. K., Jen, T. H., & Hsu, Y. S. (2018). Learning benefits of secondary-school students' inquiry-related curiosity: A cross-grade comparison of the relationships among learning experiences, curiosity, engagement, and inquiry abilities. *Science Education, 102*(5), 917–950. https://doi.org/10.1002/sce.21456

Yarbel, D. (2022). *An analysis of texts in Turkish textbooks for grades 5–8 according to ten core values* [Unpublished master's thesis]. Erzincan Binali Yıldırım University.

Yıldırım Şen, G. (2024). *Republic of Türkiye Ministry of National Education Turkish 6th-Grade Textbook for Middle and Imam Hatip Schools.* Ankara: Yıldırım Publications.

Yıldırım, A., & Maltepe, S. (2025). Evaluation of Turkish textbooks in the context of PISA reading skills, texts, and questions. *Balıkesir University Journal of Social Sciences Institute, 28*(53), 149–163. https://doi.org/10.31795/baunsobed.1630163

Yıldırım, A., & Şimşek, H. (2021). *Qualitative research methods in the social sciences* (12th ed.). Seçkin Publishing.

Yıldız, M. (2025). A systematic review of the character strengths in teacher education. *Journal of Uludag University Faculty of Education, 38*(ITEAC 2024 – Digital Transformation, Internationalization and Cultural Approaches in Quality Processes), 1–33.

Yost, M. (1967). *A longitudinal study of reactive curiosity, manifest anxiety, and achievement in elementary school* [Unpublished doctoral dissertation]. University of Pennsylvania.

Authors' Contribution

Both authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA)

Bulut, B., Kocaoglu, S., & Kana, F. (2025). AN ANALYSIS OF THE TEXTS IN THE 6TH-GRADE TURKISH LANGUAGE TEXTBOOK IN TERMS OF CHARACTER STRENGTHS. *Veredas Do Direito*, 22(4), e223661. https://doi.org/10.18623/rvd.v22.n4.3661