

ICONASH 2018 Istanbul: The Book of Proceedings & Abstracts

2nd International Conference on New
Approaches in Social Sciences and
Humanities



Editor
Dr. Mahmut Demir





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Mahmut Demir

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Preface

ICONASH – 2nd International Conference on New Approaches in Social Sciences and Humanities is an academic and scientific conference which was held at Istanbul Dedeman Hotel, in İstanbul, Turkey between October 26-28, 2018. ICONASH was organized by International Center of Social Science & Education Research, *and* supported *IJSSER-International Journal of Social Sciences & Education Research (ISSN:2149-5939)* and *JTTR-Journal of Tourism Theory and Research (ISSN: 2458-7583)*.

This conference is intended to provide a platform for academics, students and researchers to gain substantial benefits and invaluable insights on pertinent issues related to the field of social sciences, and its applications. This commendable effort, not only enhance the generation of new ideas, applications and solutions that could contribute to the advancement of social sciences and humanities in many ways will also assist to bridge between the local and international researchers among the education and research.

On the behalf of organizing committee, I would like to thank scientific and academic committee and session chairs for all their assistance in sourcing reviewers and making timely decisions. We are extremely grateful to all the reviewers for giving up their time so generously and providing constructive feedback to authors. A special thanks to those who willingly took on extra reviews as we got close to the deadline.

Assoc. Prof. Dr. Mahmut DEMİR



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THE IDEAS OF WAR AND POST-WAR IN HEMINGWAY'S SHORT FICTION

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Abstract: *It is for sure that war is a human experience that generates powerful feelings of fear, hatred, hope, humiliation, love and longing. It may be fear for life, hatred for the enemy, love for fellow soldiers, hope for a better life, longing for friends and family left behind. The feelings about war are probably best expressed in literary genres of poetry, prose and drama. No American writer is more associated with writing about war than Ernest Hemingway. The present study explores the idea of war and its aftermath in the short fiction by Hemingway who is the prominent figure of the "Lost Generation". Hemingway volunteered to drive an ambulance for the American Red Cross in Northern Italy during the 1st World War; so, he wrote what he had experienced and what he had observed. Hemingway is a prominent member of "Lost Generation", a group of American exiles who came of an age of the Great War. The age suffered from profound intellectual disillusionment and dislocation because of war traumas. Many of Hemingway's fictional characters living in the midst of depression and futility are forced to search for a meaning and purpose in life. The three stories, A Very Short Story, In Another Country and A Way You Will Never Be can be considered as semiautobiographical and the present paper explores the theme of war in these stories with a focus on the characters' post-trauma and the idea of the absurdness of life.*

Keywords: War, Hemingway, Absurd, Trauma

Introduction

Ernest Hemingway is an American novelist, short story writer and journalist who is widely associated with the idea of war. When Hemingway graduated from high school, most of the young boys of his age in the U.S. were volunteering for the army and sailing to Europe to fight in World War I. Hemingway realized that most of the young men he knew were leaving to take part in the war in Europe. Although his father was opposed to the idea, Hemingway volunteered for the American Field Service as an ambulance driver. After a few weeks of making routine ambulance runs and transporting dying and wounded men to hospitals, Hemingway travelled to the Austro-Italian border, where he finally had a sense of being at the wartime front and where he was severely wounded. When the war was over he returned to the States. However, it was not a sort of relief or happiness. He was no longer the man he used to be.

Hemingway's writing style has been characterised by word economy. He describes his own style as "an iceberg theory", the already evident facts in his writings are what float above the water. However, there is a great deal of symbolism that lies beneath. He describes many things by the use of few words. His writings are believed to be shaped by his reaction to his experience of the First World War. His works are vivid reflections of the impact of war on people. His characters who are victims of war are suffering from both physical and psychological pain. His tragic heroes are narrated in exotic settings and his fiction host scenes of violence, brutality, suffering and death, most of which are due to war.

Hemingway is influenced by post-World War 1 thinking characterised by existentialism and nihilism. Existentialism is a philosophical movement rooted in 19th century writings of Kierkegaard, Nietzsche and Sartre. The idea of existentialism presupposes that there is no inherent meaning in life. The

responsibility of the individuals is to give meaning to their own lives by overcoming feelings of angst and despair. The individuals are supposed to impose their own value systems on themselves and their actions. The ones who manage to live by a value system they adopt are called existential successes while the others who cannot are called existential failures. The existential failures can easily drift into nihilism, the idea that life is in vain and that they can only exist in a meaningless and purposeless environment until death. Hemingway's novel "The Sun also Rises" and short story "A clean well-lighted place" are best analysed in terms of the existential philosophy they exhibit. However, it can be argued that most of Hemingway's characters are struggling to find a way out, out to a meaningful and purposeful way of living. For the purpose of the present study Hemingway's characters that are narrated as the victims of the war will be explored in depth. The three stories, *A Very Short Story*, *In Another Country* and *A Way You Will Never Be* can be considered as semiautobiographical and the present paper explores the theme of war in these stories with a focus on the characters' post-trauma and the idea of the absurdness of life.

Hemingway, Lost Generation and PTSD

Hemingway is a prominent member of "Lost Generation", a group of American exiles who came of an age of the Great War. The age suffered from profound intellectual disillusionment and dislocation because of war traumas. Many of Hemingway's fictional characters living in the midst of depression and futility are forced to search for a meaning and purpose in life.

Posttraumatic Stress Disorder (PTSD) is described as an anxiety disorder occurring as a result of exposure to one or more traumatic events. During war, the fact that people's lives are critically in danger or that they get seriously injured are a number of potentially traumatic causes. Military service members complain about reliving and re-experiencing events in the forms of nightmares, flashbacks or psychological distress. It is also possible that they avoid reminders of the traumatic event. They tend to stay away from any thoughts, conversations, people and places that may trigger memories of the traumatic event. People suffering from PTSD feel emotionally numb and experience reduction of emotional experiences, alienation from others, less interest in previously enjoyed activities. Such symptoms of PTSD have been observed in the conditions of the veterans for a long time however, it was in 1980 that such symptoms are formally related to a mental disorder.

American Psychiatric Association defined PTSD as "is a psychiatric disorder that can occur in people who have experienced or witnessed a traumatic event such as a natural disaster, a serious accident, a terrorist act, war/combat, rape or other violent personal assault." The experience of war is one of the traumatic events that can be the cause of PTSD. Previously, the disorder has been known by different names. During the World War I, it was called as "shell shock" or after World War II, as "combat fatigue". It can be argued that PTSD was first recognized in relation with war and later generalized into all sorts of traumatic events. People with PTSD continue to have intense, disturbing thoughts and feelings related to their experience that last long after the traumatic event has ended.

The Stories of Trauma

Hemingway's "A Very Short Story" is just like its title, very short, just one page long. An objective narrator tells the story of an American soldier and an Italian nurse, Luz. The name of the protagonist is not given; the narrator prefers to use 'he' to talk about the soldier. The exposition of the story is an introduction of the main characters and setting. "Padua" is pointed as the city in Italy where the

characters are living at the time of the events. The weather is hot so that people are sitting on the balcony or at the roof of the building.

The rising action reveals that the place is a hospital where Luz works as a nurse and the American soldier is receiving a treatment because he had been wounded. It has been implied that the protagonist and the antagonist have met there and fell in love. However, after his recovery, he goes back to the front. During his duty at the front, he receives regular letters from Luz. After the armistice, they agree that the soldier would go to America, find a job so that they could get married.

Suddenly a drastic change in the course of the actions occurs and Luz unexpectedly accepts to get married to a major of a battalion who falls in love with her. She writes a letter to the States to the American soldier to understand and forgive her. In the resolution, the narrator briefly states that Luz and the major never got married, she never received a reply from the soldier and the soldier caught a sexually transmitted disease.

The second story of analysis for the present paper is entitled “In Another Country” in which Hemingway describes a hospital setting during the first world war where the wounded soldiers are trying to be treated by means of some machines. The story is told by a first person point of view who is one of the six wounded soldiers narrated in the story. The narrator is described as someone fond of playing football. Among the other soldiers are a major, a lawyer, a painter, a soldier and the unnamed narrator who spend some time together while walking after getting out of the hospital. A fifth soldier who wore a black handkerchief across his face to cover the loss of his nose sometimes accompanies the other four. A minor character is a doctor who encourages the use of the machines and tries to give hope to the soldiers.

It is clear that the major is a pessimistic man who does not miss the treatment sessions but does not believe in the effectiveness and benefit of the machines in curing his wounded hand. He used to be a good fencer; yet he argues that his hand will never get any better to allow him to play again. The other wounded soldiers are neutral; they are just coming to and going out of the hospital as if they had nothing else more interesting to do.

There are two striking remarks the narrator makes about themselves as soldiers and the other people in the town. First, among the soldiers it is an honour to take part and fight at the front. However it is not enough, one should also have a medal to be honoured in the highest degree. The soldier without a nose was wounded in his first hour at the front so he couldn't have received a medal which was a shame. Second, the rest of the town hated them because they were officers. The soldiers were united against the rest of the world and call them “outsiders”.

The story ends with the conversation between the narrator and the major in which they talk about marriage. When the narrator mentions his desire to get married one day, the major calls him a fool. Because to get married to someone will bring about something to lose. The major warns him to avoid bringing new people to his life due to the possibility of losing them. The story finishes with a reality that it is not only soldiers that die during the war. The families of these soldiers are also affected by the war. The major's wife dies because of pneumonia unexpectedly when she was sick only for two days. The narrator then understands why the major suggests him not to marry.

The third story for analysis in the present study is one of the stories by Hemingway in which Nick Adams appears as the protagonist. The story opens with the exposition of Nick Adams in the Italian-Austrian border, looking carefully at the surroundings on his way to Fossalta di Piave from Fornaci. While cycling

to the place of his wounding, he arrives at a battle site where he sees military equipment, propaganda postcards, prayer books and the bodies of dead soldiers. Nick has been suffering from head wound and is receiving a treatment.

He is wearing an American soldier uniform but speaks Italian. This is something that puzzles the Italian lieutenant in the camp who pulls a gun on Nick and asks for an identification card. Nick insists to be taken to Italian major Paravicini who is a close friend. However, the major gets anxious about Nick's health and doubts that Nick is receiving a proper treatment. Nick informs Paravicini about the content of his assignment in American uniform. As Paravicini thinks that Nick needs some rest, he suggests Nick to take some sleep before returning to Fornaci. It is when the readers understand about the serious head wound of Nick and that he is suffering from hallucinations and nightmares. Unrelated images and memories are described in his hallucinations. When he lays down on the bunk he starts dreaming of a long yellow house and a wide river which frightens him and which he cannot get rid of. Nick converses with the other soldiers there about wounds, scars and grasshoppers. The story ends with Nick taking his bicycle to ride back to Fornaci.

Discussion and Conclusion

The main characters in the three stories analysed for the present study suffer from post-war-trauma. Their actions, feelings and decisions are affected by the experienced war and although the war is over, it seems that it is not for Hemingway's characters.

In the story entitled "A Very Short Story", narrator describes the soldier's condition after the armistice as "... he wouldn't drink, and he didn't want to see his friends or anyone in the States." We can infer that the soldier's mood is a rejection of his life before the war. He is not willing to communicate with the people he had known or the things he had enjoyed doing before the war. Luz is his bond to life during the war and his new self. He is no longer the man he used to be and it seems impossible to overcome the sufferings of experiencing a war.

The historical background of the story is the 1st World War when people are hopeless and in pain. It is a time of depression and dark atmosphere. War not only brings deaths of millions but also the ruined lives of soldiers and families. The people who are engaged in the war alter drastic changes both physically and psychologically. The twist in the plot of this story when a passionate couple breaks up without any reason is a reflection of despair and absurdity. The nothingness in life is revealed when the story ends with the couple being disintegrated and moving towards "nothing".

In the story entitled "In Another Country" the war did not end but the wounded soldiers will not be able to go back to the front again. When the narrator describes the past of one of the soldiers he points that "but this was a long time ago, and then we didn't any of us know how it was going to be afterward. We only knew then that there was always the war, but that we were not going to it anymore." The past of all these soldiers seems to have vanished away and there is also no expected future. One thing for sure is the reality of the existence of the war which they actively participated in. Although due to their wounds, they will never go back to the front, the war will always be there. The remark displays that these soldiers will go on living with the experiences of war, they will never get rid of them. Even when the war is over, the memories will be carried in their hearts.

The bond that ties the soldiers is the war. Once a person fights at the front, he can never be like he used to. The narrator uses the expression "friends against the outsiders" to talk about the five wounded

soldiers walking together against the outsiders, the term he uses to talk about the people who have never been to the front. The narrator illustrates that “we were all a little detached, and there was nothing that held us together except that we met every afternoon at the hospital.” The soldiers were all very different kinds of people and they would never come together if it were not for the war and their wounds. Here, war is described as something that unites different sorts of people believing in the same target.

The story entitled “A Way You’ll Never Be” portrays a recovering American soldier, Nick who was head wounded during the First World War. Besides head wound, it is clear that Nick is suffering from post-traumatic stress syndrome. His illusions about a recent battle site on his way to the place he was wounded and the appearance of a long yellow house and a wide river in his nightmares show that he has difficulty in overcoming the war experiences and adopting a civil life. The exposition of the story is of Nick’s hallucinations about the war equipment, postcards, pictures, letters and dead bodies scattered around a recent battle site. Initially, the reader thinks that all these descriptions are real. However, later it appears that Nick is suffering from illusions. Looking at the dead bodies of the soldiers, Nick thinks that their pockets have been emptied. He remarks that “the hot weather had swollen them all alike regardless of nationality”. Nick’s stream of consciousness shows that he is questioning the meaninglessness of life and death. He asserts that nature treats all human beings in the same way. Regardless of their nationality, all people will face the reality of death.

Nick is riding towards the scene where he was wounded during the war and creates a scenario in which he is assigned to visit that battle site in his American uniform. This duty seems to be meaningless and the Italian major tells him “I won’t have you circulating around to no purpose”. The major Paravicini argues that Nick’s assignment lacks any purpose. As an American soldier giving support to Italian soldiers, he is expected to bring chocolates, cigarettes and postal cards. But, Nick in his American uniform among the Italian soldiers is not enough to give the idea of American support. That’s why the major thinks that there is no need for Nick to wander around in his uniform. The reader realizes that it is Nick’s own idea to go to the place where he was wounded. He probably believes that if he goes and looks carefully to the place, he would clarify how he was wounded and what happened there. He might have seen this as an opportunity to get over his trauma. However, his visit to the place where he was wounded confuses him more. His illusions and imagination disturb him more and more. His old friend Paravicini warns him about his condition and that he should take a different treatment. Nick asks if he seems crazy or nutty in the eyes of the major. Once a soldier is certified as nutty, no one will ever have confidence in him again. Nick is truly suffering from post war trauma. He is unable to cope with his war experiences or his wound. He cannot return to his life before the war and be how he used to be. Nick is an example of a lost man wounded physically and suffering psychologically.

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POST-POWER SYNDROM AMONG RETIREES: A PSYCHOSOCIAL PREVENTION AND TREATMENT MODEL

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Abstract: *This paper reviews the literature about post-power syndrome". A post-power syndrome is a syndrome in which an individual feels he or she has obsessive power, function and prestigious status in the society after retired. A social work and psychological perspective assumes that the post-power syndrome among older people is a result of the impact of voluntary and involuntary retirement which carries with it loss of financial resources, social status, and much of the social network. Based on literature search, a model for prevention and treatment of post-power syndrome in Malaysian context is suggested.*

Keywords: *Keywords: older, retirees, post-power syndrome, psychosocial, intervention*

Introduction

The concept and the process of retirement are rapidly evolving. Retirement as a research topic has become increasingly prominent in the psychology literature (Wang & Shi, 2014). Much professional mental health includes psychologists and social workers are in a unique position to understand and explain the dynamics behind the changing face of preretirement and retirement. This article provides a review of both theoretical development and empirical findings in regarding psychosocial impact and treatment to post power syndrome caused by retirement.

These articles divide into three sections. First section overview a brief history of retirement and various definitions used in this paper. Second part we overview the psychosocial impact of retirement especially the post power syndrome. Finally, we suggest a psychosocial prevention and treatment model for post power syndrome and conclude with some suggestions for future research in the area of retirement that would be particularly relevant for psychologists and social workers to consider.

Definition of retirement

Until the late 19th century, no old age plan for workers. In year 1889, German Chancellor Otto von Bismarck introduced a modern pension's scheme. Bismarck wasn't motivated by compassion for the plight of the working class. He wanted to pre-empt a growing socialist movement in Germany before it rew any more powerful. The idea is developed and gradually caught on and expanded in Europe, the United States and other advanced economies. Today, many country life expectancy of people reaches lengths include in Malaysia and Indonesia. In the same time, many countries are struggling with government pension plans they can no longer afford. The pension Bismarck offered was the first to be widely available.

Retirement as a situation facing by workers with characterizes by losing activity, income, and identity (Atchley, 2000; Rosow, 1974). Besides that, retirement peoples loss a contact by ex. worker friends, and also losing several important social supports (Howard, Marshall, Rechnitzer, Cunningham & Donner, 1982). Indeed, retirement is social situation that fear for male or female, highest rank or lower rank, if they are not prepared in term of financial, social and mental (Fahrudin et.al, 2016).

Retirement is transition phase in personal life especially for workers. In community with *work-oriented society*, high salary work is identity resource both man and women. In classic book, *The Meaning of Work and Retirement*, Friedmann dan Havighurst (1954) develop five typology meaning of work as (a) income source, (b) using structured time in routine life, (c) identity and personal status source, (d) a chances for social interaction, dan (e) a meaning experience can be achieved satisfy.

Definitions of retirement are varying. Ekerdt (2010:70) state that the designation of retirement status is famously ambiguous because there are multiple overlapping criteria by which someone might be called retired, including career cessation, reduced work effort, pension receipt, or self-report. Meanwhile, retirement also can be defined as withdrawal from one's position or occupation or from active working life (Merriam Webster, 2018). In psychological perspective, Wang and Schultz (2010) suggest three types of retirement; retirement as a decision making process, retirement as an adjustment process, and retirement as a career development stage.

The retirees are categorized by different conditions. The retirement age set by the government, for example in Malaysia and Indonesia is 58. However, there was no retirement age set by private sectors to the workers. Therefore the private sector will employ more young workers compared to older workers who were less productive and have to retire. Hurlock (1997) said that who like to work but was forced to retire at the retirement age spelled out their hate and therefore their motivation to conform will deteriorate. Meanwhile, Liebert and Rita (1981) state that retirement originated as a voluntary act or a way for society to care for people unable to work, but it has become mandatory in many occupations. Interestingly, the retirement age policy was never implemented at some highest occupational levels, such as those involving Supreme Court Justices, Senators, or Professors.

However, there were individuals who must retire because of health problem and thus are not able to perform well. The nature of one's occupations is very important in determining retirement. The period of employment of workers in executive positions is limited by retirement policies. Only a person who owns his own business or who is a professional in specialized fields can continue to work as long as he wishes (Hurlock, 1997). Therefore, in our opinion, only white and blue-collar workers have the highest risk to get this syndrome because their ability to continue work after retirement is limited. Retirement adjustment is the process by which aged workers become accustomed to the changed facts of life in the transition from work to retirement and develop psychological well-being in their post-working life (Topa, & Alcover, 2015).

Post-power syndrome: An impact of retirement

Retirement adjustment is the process by which aged workers become accustomed to the changed facts of life in the transition from work to retirement and develop psychological well-being in their post-working life (Topa & Alcover, 2015). Robinson and friend in their study found that the transition from work to retirement is a major change and one that we could expect to be stressful (in Bryalt, 1985) It may involve the loss of income, occupational identity, social status, associates, and the daily structure of time and activities. Additionally, retirement is a stressful life transition that may affects relationships with family, friends and the community at large (Bryalt & Colmanl, in Bryalt, 1985). Life transitions such as retirement need systematic adjustment. Topa and Alcover (2015) state that retirement adjustment indices retirement satisfaction; feelings of anxiety and depression were associated with psychosocial factors for retirees. Retirement self-efficacy and older worker identity positively and significantly explained both full retirement of aged workers and retirement satisfaction of retirees. Rosenkoetter, Marlene, and Garris (1998) state that retirees generally healthy and well adjusted; however, numerous adjustment problem areas were identified within the six life patterns such as satisfaction with retirement, retirement concerns, spousal relationships, and pre-retirement preparation outcomes, worker identity, job mobility; and development opportunity. Therefore, Zaniboni, Sarchielli, and Fraccaroli (2010) suggested that retirement preparation programs should consider the various factors that affect the transition from work to retirement and which may facilitate prior planning by both the individual and

the organization. They also mention that their study considers the complexity of preparation for retirement transition by exploring different types of retirement intentions and the psychosocial factors related to them. Their study was also supported by Lissy and Garry (in Kaplan & Sadock, 1989) that medical illness connotes physical losses and changes in body image, loss of one's job or voluntary or involuntary retirement carries with it loss of financial resources, social status and much of the social network must be prepared to resolve after retirement.

Economic status is a crucial factor. Many individuals have not accumulated savings and have no pensions. To them, retirement means permanent impoverishment (Craig, 1976). Particularly in working-class families, - the elderly men after retirement lose prestige when they relinquish their role as breadwinners (Slater & Roth, 1979). Moreover, for those who have grown up children, the transition from feeder to being fed causes them to feel threatened because their children no longer depend on them. All these would lead to stress, which in turn would cause depression, anxiety and restlessness. Finally, this mental disorder would cause one to suffer *Post-Power Syndrome*. These sufferers use Defense Mechanisms like rationalization, replacement, idealization, and rigid personality and so on to free themselves from the situation. They may be successful or they may not. The side effect for some individuals suffering from Post-Power Syndrome would be rejection by family, relatives and friends. Finally, the individuals will suffer from mental illness. Because of its dangerous effect on individuals and others, effective and suitable prevention should be taken to avoid, control and overcome this problem.

Post-Power Syndrome is a newly discussed issue lately. It is an early symptom for mental health clients. Fahrudin (1995) defined Post-Power Syndrome as a syndrome which continuously sticks to the retirees and the thinking he/she is still in power, occupying a position with status and respected by friends, family and others after retirement. The main reason for the existence of this syndrome is that the does not have enough preparation for his retirement. Person who could not conform well to his own development usually suffers this mental disorder. Moreover, based on our previous research men have the most tendencies to suffer Post-Power Syndrome. This was relevance and indicated by Monks, Knoers and Siti Rahayu Haditono (1987) where they found work conflict has the highest percentage (29.7%) for men aged 50-65 years old. This is because some women never work, and still others have moved in and out of the work force all their lives. They have a chance to adjust to a less structured life at home (Craig, 1976).

Wong and Joanne (2009) has examines three predictors of retirement adjustment: individual (demographic and health), psychosocial (work centrality), and organizational (conditions of workforce exit). It also examines the effect of work centrality on post-retirement activity levels. Results suggested that better psychological health, higher income, and being married predicted better retirement adjustment. Work centrality was neither related to retirement adjustment nor to post-retirement activity levels. Conditions of exit significantly predicted retirement adjustment, even after controlling for lower-level individual and psychosocial influences. Wong and Joanne also mention importance the design of retirement planning programs and organizational exit strategies. Meanwhile,

Donaldson, Joanne & Murator (2010) was extending earlier research to explores individual (e.g. demographic and health characteristics), psychosocial (e.g. mastery and planning) and organizational factors (e.g. conditions of workforce exit) influencing retirement adjustment. Their findings that higher income, and having better psychological and physical health accounted for better retirement adjustment. After controlling for the effects of demographics and health, a higher personal sense of mastery and more favorable conditions of exit significantly predicted adjustment to retirement. Pre-retirement planning was not related to retirement adjustment. However, analyses revealed that the effect of post-retirement planning on retirement adjustment was mediated by mastery. Donaldson et al (2010) has suggested the importance of the design of interventions to promote mastery in later life and provide control over the transition from the workforce.

Preparations to retirement are important for workers. Significant differences were found when comparing what retirees indicated they had done to prepare for retirement, and what they believed after retirement was important for people to do to prepare. Following retirement greater emphasis was placed not only on financial factors, but also on psychosocial adjustment and use of time. Findings suggest that retirement as a psychosocial transition needs to be an integral component of nursing assessments and interventions for retirees and their families (Rosenkoetter & Ga, 2001). Davies and Cartwright (2011) found that very negative attitudes towards working later than the normal retirement age and that expectation of adjustment to retirement were the most significant predictor towards retirement preferences, followed by work commitment. Significant differences in retirement attitudes and intentions were found between different groups of employees. Base on their result, they suggest that retirement preferences are shaped only to a moderate degree by psychosocial attitudes. In seeking to retain older workers in the workforce for longer employers should encourage employees to develop strong social relationships at work and allow gradual transitions to ultimate retirement. Significant differences were found when comparing what retirees indicated they had done to prepare for retirement, and what they believed after retirement was important for people to do to prepare. Following retirement greater emphasis was placed not only on financial factors, but also on psychosocial adjustment and use of time. Davies and Cartwright (2011) findings suggest that retirement as a psychosocial transition needs to be an integral component of nursing assessments and interventions for retirees and their families.

Yeung (2013) found the impacts of four types of pre-retirement planning activities (financial, health, social life, and psychological planning) on retirement adjustment were investigated in a sample of Chinese retirees residing in Hong Kong. Compared with the pre-retirement phase, retirees exhibited more positive attitudes toward retirement and better adjustment after they had actually retired, whereas their level of anxiety and psychological distress remained low over time. Pre-retirement planning was found to be predictive of changes in psychological health, though its impact was not always positive depending on the type of planning activities. In particular, greater psychological planning was associated with positive attitudes toward retirement, whereas more social life planning activities were associated with greater psychological distress. In addition to financial and health planning, psychological planning activities should also be prompted to facilitate a smooth adjustment to retirement.

The implications of these studies are discussed for understanding retirement planning and counselling practice. Retirement adjustment as a process has important implications for retirement planning, and consequently can influence the project of the life course, as well as career's decisions. Social implication should consider all factors that can negatively affect self-efficacy, work involvement and identity of employees in the mid and late-career stages, and thus contribute to reinforce and strengthen personal and psychosocial resources involved in planning and adaptation to retirement, and to increase the insight into the planning and decisions older workers make to face retirement. Again, retirements planning such as financial and also psychosocial preparation before retirement are important for individual working.

Psychosocial model for prevention and treatment

Malaysia has recorded 7% of older aged persons 60 years and over in the year 2005, and this figure is expected to double to 14% in 2028. It only takes another 23 years to qualify Malaysia as an aged nation (Nurizan Yahaya, et al, 2010). It is indicated that many Malaysian are elderly and most of them are retirees. Its mean country need a model to prevent and treatment of the post power syndrome for individual retirees

The main prevention of Post-Power Syndrome depends on the *individual* himself. Atchley (in Lifrancois, 1996) found that retirement is most likely to be a positive experience under four sets of circumstances. *First*, retirement is voluntary rather than forced. *Second*, work is not the only or even the most important thing for the individual. *Third*, both health and income are adequate to permit the enjoyment of increased leisure. *Fourth*, the retirement has been prepared and planned for. Hurlock (1997) also mentioned that an individual's conformity to face retirement is a pre-retirement planning.

An individual must be prepared him-self psychically as well as mentally before retirement. As said by Plato, retirement depends on the way the individuals live when they were young and when they were grown up (Monks et al., 1987). Therefore, an individual must take good care of his physical health from an early age and not only when they are grow older. As individual who has a healthy body will also have a healthy mind. The savings habit, involvement in suitable hobbies, as well as preparing one's self psychologically to face aging, are very important ingredients to face retirement with quality life, and to avoid mental disorder.

One formal way to prepare for retirement is to participate in a *pre-retirement education program*. The government and the private sectors play a very important role in performing this program (Cavanaugh, 1997). However, this program will face two problems. *First*, as found by Campione (in Cavanaugh, 1997), men who do some preparation on their own, who are married and have families to plan for, who are healthy, and who have high occupational status are more likely to participate in formal pre-retirement programs. This profile reflects a strong bias against participants with low income and minority individuals. *Secondly*, most of these programs were done by government such as Public Services Department (*Jabatan Perkhidmatan Awam*), Employees Provident Fund (KWSP), Malaysian Gerontology Association, Human Resources Department and others. Normally, the private sector seldom gets involved in this program. Therefore, intensive cooperation between government and private sector will benefit the concerned workers to face their retirement period. Therefore, Post-Power Syndrome would be avoided and controlled. Every comprehensive planning program for retirement focuses on two key aspects: finances and attitudes (Cavanaugh, 1997). Based on this aspect we suggested a model for pre-retirement education program in Malaysia. It is included psychological aspects of aging, finances, legal aspect, health, leisure time activities, religious activities, etc.

To overcome the problem where an individual wanted to continue working but have age and performance problems in carrying his job, the government and the private sector should carry out *Retraining Program*. Retraining Program is a must for those factory workers who no longer have control over the machine because of its sophistication; or when he or she often experiences a feeling of personal worthlessness (Liebert & Rita, 1981). In this case, if the employer does not retrain them, it is hard for the individuals to accept the sudden changes. Anxiety, depression and disappointment suffered will cause Post-Power Syndrome. Such programs will help people not only improve their chances of advancement in their chosen occupations, but also make successful transitions from one occupation to another (Cavanaugh, 1997). As said by Hurlock (1997), for the work-oriented older person, having a job that gives him status and makes him feel useful is essential to good mental health. Therefore, the government should consider this problem and work together with the private sectors in carrying out the Retraining Program.

The next step is about the *retirement policies*. As recently as 1970 in United States, 65 years was indeed the most common age of retirement for men (Bee, 1994). However, in Malaysia, the retirement age is 58 years old. This retirement age is quite early for most people especially then life expectancies for both males and females in Malaysia have arisen. Therefore, the government has to do some changes and adaptation to come up with a more suitable and flexible retirement age. The effect has been taken up by CUEPACS (Congress of Unions of Employees in the Public and Civil Services) but up to now the retirement age for Malaysian remains at 60 or 65. We are glad to know that the government has prolonged the service period of teachers following the lack of teachers in schools. This not only overcome the lack of teacher's problem temporarily, but also lessens the chances of teacher retirees getting Post-Power Syndrome.

Counseling Services and Geriatric Psychiatry is important in overcoming this syndrome as well. Counseling for all career changers certainly would be beneficial, and future emphasis in vocational counseling should be directed to persons in their middle years (Liebert & Rita, 1981). Psychiatric service for elder people gives more specific treatment to those who are suffering from Post-Power Syndrome. Therefore, these two services should be expanded to provide better benefits to the society. With this the

government and the private sector play a big role in giving training to more professionals and in transferring and borrowing skills from foreign countries.

There are no doubts that *awareness and societies attention* towards this plague suffered by the elders, is important in overcoming Post-Power Syndrome. If a family takes care, gives attention, tolerates and accepts openly problems faced by the elders, they will overcome this problem easily and will achieve a higher rate of success. Following this, chances of getting Post-Power Syndrome can be reduced.

In *social attitudes*, the widespread belief that older workers are accident-prone, that they are too slow to keep pace with younger workers, and that retraining them to use modern techniques is too costly, militates against employing older workers (Hurlock, 1997). *Kementerian Wanita, Keluarga dan Pembangunan Masyarakat* once held a National Senior Citizen Day in 1995 with the objective of raising awareness among citizens about the importance of family and the function of family in taking care and providing protection to the elders (Laila & Dalila, 1996). Other organizations could hold more specific programs for the elders who have to face retirement.

To top up all these, it is suggested that research on all the aspects contained in the pre-retirement program, should be started or if already started, continue to be done in order to update relevant information pertaining to old age and management of senior citizens. Thus gerontology especially social gerontology should also be an area to be focused and adopted in University teaching and research.

Conclusion

There are no doubts that an individual's role in preparing and planning a good schedule to face retirement is important to avoid Post-Power Syndrome. However, government and private sector play an important role in carrying out pre-retirement program, Retraining Program, flexible retirement age, counseling services and geriatric psychiatry in preventing, controlling and overcoming Post-Power Syndrome successfully. More people than ever are reaching traditional retirement age, with the number of over-60s in the world expected to double by 2050. It is great news that so many people have more year to enjoy. Retirement can be an opportunity to spend time with family, travel or simply relax.

Many think there may be a silver lining for younger generations, however. Digital technology has transformed the way we work and socialize and has the potential to transform the way we retire. We hope new technology will help improve the standard of living for retirees in the future. The internet already lets families keep in touch when away from home. Telecommuting using virtual reality could make it easier for older workers to dip in and out of paid employment. And new internet-enabled technologies, such as watches with inbuilt heart-rate monitors and blood sugar sensors, could help older people manage condition such as diabetes and stay healthier for longer.

What ever the future may bring, there are positive step that anyone working today can take to face uncertainty with greater confidence. People, who begin saving early, even small amounts, start to build up assets that give them more security and options for the future. It is encouraging that most millennials are prepared to cut back on spending to set money aside, according to our report. They are also more likely to seek information to guide their financial decisions and move their money around to make it go further. In uncertain world, it's never to early to start planning ahead.

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IMPACT OF CORPORATE SOCIAL RESPONSIBILITY ON THE FINANCIAL PERFORMANCE OF THE FIRM: A CASE STUDY OF PAKISTAN CHEMICAL SECTOR

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Abstract: This paper analyses corporate social responsibility (CSR) for chemical sector in Pakistan and its impact on financial performance of this corporate sector. All the firms consistently have higher CSR strengths and CSR concerns during the sample period. However, this sector shows a steep increase in CSR strengths and a steep drop in CSR concerns in Pakistan. Corporate firms which are engaged in chemical sector that are profitable, have higher Capital Ratios, ROA, ROI, Net Profit Margin, Higher Employees Benefit, Creditor Turnover Ratio and better Payment of Taxes to Government .and they pay more attention to all the stakeholders concerns and significantly higher CSR strengths scores in this regard. For other corporate sector, low involvement in low income communities, it is not possible to show many significant relations between CSR and firm financial performance. So, for chemical sector with high responsibility on its shoulders, it is the required to invest more in CSR. Finally, we find that ROA and Net Profit positively and significantly related to CSR.

Keywords: Corporate social responsibility, Firm financial performance,, Return on Equity, Creditor Turnover Ratio, Dividend Pay out

ORGANIZATIONAL COMMUNICATION-THE IMPORTANCE OF COMMUNICATION STRATEGY IN TIMES OF CRISIS FOR THE ORGANIZATION

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Abstract: *The crisis is a circumstance in which the organization can not function normally, hindering the achievement of its objectives and threatening survival itself. When a crisis occurs, there is uncertainty, stress, panic and confusion among management, employees, and the outside audiences. All this makes it difficult to make the right decisions, while the organization is involved in a crisis.*

Organization management requires skills to predict the possible crises and weaknesses of the organization, planning strategies to respond to potential crises scenarios, skills to identify early crisis crises, and provide rapid response capacity. When a crisis begins to emerge, strategic communication becomes a key crisis management function. The way an organization communicates or does not communicate with the target audience during the crisis will have a decisive effect on the outcome of efforts to overcome the crisis. Every crisis is different, so it is difficult to predict anything that can happen in an organization.

Crisis-based communication strategies are essential for any organization in order to have prepared for taking measures in the event of a crisis and thus preventing the formation of negative publicity and other negative consequences for the organization.

Keywords: *communication, crisis, communication in crisis, media, public relations, strategy.*

ALBANIAN RELIGIOUS MEDIA IN KOSOVO AND NACIONAL IDENTITY

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Abstract: *The reason for choosing this theme is the subject of the fact that until today has not been an object of special study. Even in all studies of Communication Sciences, there is no study work that has conducted a thorough analysis of this religious periodical. Hence, this scientific paper seeks to fill this gap by analyzing its objective. This contemporary scientific topic remains closely linked to the current developments of the Albanian nation and Albanian culture, which is another additional reason for selecting this topic. The main goal is the objective recognition of the role played by the press and the religious periodical in terms of the rigat Islamic, Catholic, cultural, educational, social and national formation of Kosovo Albanians and beyond.*

In the object of our study, the religious media in Kosovo have begun to emerge in 1970. On the part of the Muslim community; the "Edukata Islame" magazine was launched, followed by "Dituria Islame" by the Catholic community has emerged the magazine "Drita" and the same year it also marks the beginning of the release of religious media in Kosovo after the World War II.

These media have played a major role in the treasure on four national culture. They were strong tribune so religious spirituality; arts, philosophy, thought, education, etc., and as such, have marked an event for the Islamic and Christian movement of thought in Kosovo, but of course also for the history of the Albanian national press.

Keywords: *Religious media, communication, identity, Albanian nation, tolerance.*

RELATIONSHIP BETWEEN ORGANIZATIONAL CONTROL AND JOB PERFORMANCE OF SPECIAL EDUCATION TEACHER IN PAKISTAN*

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Abstract: *Over the last decades, Organizational performance has been often studied by different human resource managers. Many studies have suggested how to enhance performance and guide employees. But there is dearth of such researches in the field of special education schools in Pakistan. Keeping in view cultural context of Pakistan this study had examined how organizational control in special education schools was related to teachers' job performance and how effective control could increase job performance. Therefore, purpose of this study was to examine relationship between organizational control and job performance of special education teachers. Using data of 374 special education teachers from 9 districts of the Punjab, researcher found support for research questions. Stratified cluster random sample technique was used to draw the sample. The data was collected through questionnaire developed by the researchers for job performance and organizational control in schools. The results of this study showed that there is positive relationship between job performance and control of organizational culture. Findings of the study showed that if organizational control will be effective, the job performance will also increase. It was concluded that organizational control leaves strong impact on job performance of special education teachers. The implications of the results for further directions and research were discussed.*

Keywords: *Job performance, organizational control, Special Education Teachers*

*** This paper was not presented by author(s)**

CULTURE AND KNOWLEDGE OF ENVIRONMENTAL SUSTAINABILITY

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Iran

Abstract: *Cultural capital and media are the main elements of culture in a society that should pave the way for developing knowledge of environmental sustainability. One of the reasons of the environmental crisis is lack of proper connection of the cultural elements with environmental sustainability. The attempt is made here to discover how cultural capital and the use of media are related to citizens' knowledge of environmental sustainability. The main hypothesis confirms the positive relationship between cultural capital and knowledge of environmental sustainability. The methodology used is a survey and the data are collected by a researcher-made questionnaire. The statistical population was citizens of over 18 years of Meshginshahr in Ardabil Province. Three Hundred & Eighty-two people were selected randomly by random cluster sampling via Cochran formula. The data analysis is carried out via SPSS software.*

The descriptive analysis revealed that media usage and education level do not have any influence on the awareness of concept of SD and its environmental components. Cultural capital of the respondents is moderate. The correlation remains on average between "awareness of concept of SD and its environmental components " and the three dimension of cultural capital. Drawn upon the regression results, only five per cent of the awareness of the SD and it environmental component determine cultural capital. Cronbach's alpha test was used to assess the validity of measures.

Keywords: *Sustainable Development, Awareness of Environmental Sustainability, Knowledge of Environmental Sustainability, Cultural Capital, Media*

THE ‘DISRUPTION’: A STUDY OF EVOLVING URBAN ACADEMIC SPACES

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Abstract: Disruption is the phenomenon that has always been associated with the negative schema. The present research ventures to deconstruct this idea through a systematic-critical study of the transforming, or rather evolving Public Buildings/ Spaces of Ahmedabad city, Gujarat, India. The major focus of this study is to examine the impact of digitalization on Millennial Communication, and the experiential learning of the Millennials through these changing modes of Urban Design. The present paper strives to critically observe the various spaces such as, a traditional academic library i.e. Gujarat Vidyapeeth, and the “Non-traditional” model, i.e. British library. The hypothesis here, is to state the facts regarding the traditional designs, and the changing new designs which are being re-shaped as per the needs of the Millennials. These new designs are neither time bounded nor space bounded, they are accessible and intrinsic. The paper is largely based on an empirical as well as elaborated critical study of Ahmedabad city, Gujarat, India, and the academic spaces mentioned earlier, i.e. The Libraries. This research has been further anatomized through a series of interviews with ‘affected’ millennials, quantitative and, qualitative analyses of the collected data, etc. The changing designs that are affecting the millennials of the city, their behavioral patterns, and the culture of communication, these are the crux of the present discourse. The focus here, is on the library spaces and the academic communication.

Keywords: Disruption, Public Buildings/Spaces, Millennial Communication, Urban Design, Academic Spaces

A CRITICAL ANALYSIS OF URBAN SEMIOTICS: WITH REFERENCE TO GUJARAT EARTHQUAKE 2001

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Abstract: *The present paper ventures to strategically manifest the multidimensional Urban Semiotics. The focus of this study is on the occurrence of an 'event', the collective social memory, and the revolving Urban landscapes that shape the Urban Semiotics. The paper is largely based on an empirical as well as elaborated study of Ahmedabad city, specifically the affected patches of the city. The various facets of January, 2001 Gujarat earthquake have been analyzed by employing the ethnographic research model. The consequential interplay of this devastating 'event', the landscapes and, the human culture, caters a space for the researcher to anatomize the new outcomes in the realm of Urban semiotics. This process has been shaped through a series of interviews, quantitative and, qualitative analyses, etc.*

Keywords: *Urban Semiotics, an 'event', urban landscapes, the human culture, social memory*

RECOGNIZING PSYCHOLOGICAL ABUSE

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Extended abstract

Psychological abuse, also referred to as “psychological violence”, “emotional abuse”, “chronic verbal aggression” or “mental abuse”, is a form of abuse, characterized by the subjecting, or the exposing of a person to another person with behavior that may result in psychological trauma including anxiety, chronic depression, or post-traumatic stress disorder. Ignoring, isolating, mocking, humiliating, exclusion, Threats of abandonment of him/her or threatening to take away something that is important to them, making them incapable or making someone feel inadequate or insulted, regularly pointing out mistakes and deficiencies, trying to control, belittling, underestimating their feelings, accusing them of being “too sensitive” in order to deflect their abusive remarks, correcting behaviors, trivializing accomplishments, hopes and dreams, withhold sex as a way to manipulate and control can be considered as some of the signs and symptoms of psychological abuse. This type of abuse can be hidden for years because of the lack of visible physical evidence. Even more if the person has met this abuse by his or her parents in childhood, they can continue their lives for years without being aware of being psychologically abused.

Aim of the study: This study was conducted to investigate the frequency of emotionally abusive behaviors in adults' romantic relationships.

Research question: How often individuals experience emotionally abusive behaviors in romantic relationships is the question of the study.

Research model: A questionnaire which is a quantitative research model has been used to assess emotionally abusive behaviors.

Participants: 85 participants who are in a romantic relationship volunteered the study on social media. Participants were divided into three age groups according to World Health Organization (WHO) age classification. The first age group included 15-18 years old with a ratio of 3.90%; the second age group included 19-65 years old with a ratio of 94.81% and the last group was from between the age of 66-79 with a ratio of 1.30%. In the study 85.71% of participants were female and 14.29% were male. According to their incomes 83.12% of the participants had middle socio-economic level, 9.09% of the participants had low socio economic level and 7.79% of the participants had high socio economic level.

Method: Participants answered the online survey which consists of 17 questions through the surveymonkey.com website. Data were collected in July 2018.

Materials: This study used the questionnaire which was prepared by the researcher. The items were examined with 4-point Likert type (never -1 point-, rarely -2 points-, sometimes -3 points-, often -4 points-) scale. These 17 items consist of the most experienced emotionally abusive behaviors in the adult romantic relationships described in the literature. The score between of 0-17 points showed low

exposure; 18-34 points showed middle exposure; 35-51 showed high exposure of emotionally abusive behaviors.

Analysis: Frequency analysis has been made in the surveymonkey.com analysis page. One-way ANOVA analysis was used to determine the significant difference between of demographical variables and 17 items.

Results: Participant responses were concentrated in the 31% range which means middle exposure to emotionally abusive behavior in their relationships. Among these behaviors described in the literature as psychologically abusive, “accusation of being too sensitive” was found to be 44%, “regularly pointing out mistakes and deficiencies” 45%, “correcting /criticizing behaviors” 47%, and “trying to control” 48%. The other abusive behaviors described in the literature such as ignoring, isolating, mocking etc. were found between of 29-34% prevalence in adult’s romantic relationships. The duration of psychological abuse was 72,50% for a period of several months; 1-2 years with a rate of 12.50% and with a period of 6-10 years; 2-5 years with a rate of 2.50%. It has been found that 48.72% of the participants had realized that they had been exposed to emotionally abusive behaviors before the questionnaire were taken and 51.28% of participants stated that with the help of questionnaire, they gained awareness of these behaviors.

Conclusion: Psychological abuse can take control over one's life, severely affect their feelings and thoughts. One may feel uncertain and unsafe in the world around them, even in their own home. Psychological abuse also defined as emotional abuse, which can destroy individual's close relationships, friendships, and even the person's relationship to himself/herself, nevertheless only a few can perceive, is an essential issue that must be recognized for both individual and social mental health. This research was conducted in order to better understand the frequency of emotionally abusive behaviors and raise public awareness.

Keywords: psychological abuse, psychological violence, emotional abuse, adult, mental health.

BEYOND SPIRITUALISM: AN ETHNOGRAPHIC EXPLORATION OF THE SOCIAL ROLE OF GOLRA SHARIF SHRINE, ISLAMABAD

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Abstract: *In Pakistan, Sufism has an illustrious history and Sufi shrines are considered significant signposts to spirituality. Concomitantly, strong social and political influence of shrines can also be witnessed across the country. The question that arises for this study is how the shrine, as a social institution, plays a pivotal role in regulating the socio-cultural aspects of pilgrims' lives. The study further explores peoples' beliefs and reasons for their pilgrimage. The ethnographic study was conducted at the Shire of Golra Sharif, located in Islamabad, the capital city of Pakistan. The research used participant observation as the main method of data collection. Also, in-depth interviews were conducted with the pilgrims (both male and female belonging to varied educational levels and diverse socio-economic and ethnic backgrounds) which were further triangulated by using key informants and informal group discussions. The study suggests that shrines act as specialized loci which pacify relatively mundane problems of the pilgrims and do not function exclusively as a spiritual place only.*

Keywords: *Sufism, Shrine, Islam, Pakistan*

FOOD AS DISCOURSE OF RELIGIOUS IDENTITY: AN ETHNOGRAPHIC STUDY OF IMMIGRANTS IN SLOVAKIA

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Abstract: *Religious beliefs along with other factors play an imperative role in shaping the food patterns of a particular community. These learned religious food patterns travel with the members of that community wherever they go and are followed even when they do not live any longer with that particular community. Familiar food norms are usually practiced by migrants not only to project but also to maintain and save their distinguished religious identity. This ethnographic study was conducted among the immigrant population, which belong to diverse origins, living in Slovakia using participant observation and In-depth interviews as the main research methodologies. This paper attempts to look into the interplay of food and religious identity as part of immigrants' resocialization of their food practices in new cultural settings. The findings suggest that migrants brought with them a set of identities, which is in the process of adaptation, although somewhat transformed, but retain their cultural essence that transcends its diversity.*

Keywords: *Food Patterns, Religious Identity, Migration, Cultural Adaptation.*

SOCIO-ECONOMIC AND SECURITY IMPLICATIONS OF REFUGEES ON HOST NATION: A CASE OF AFGHAN REFUGEES IN KPK

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Abstract: This article examines the role of Afghan Refugees in posing threat to Pakistan security especially after the Army Public School (APS) attack in December 2014 and attack on Bacha Khan University on in 2016. Using Afghan Refugees as a case study, the researcher aims to understand that to what extent and how do Afghan Refugees have security implications for Pakistan especially in Khyber Pakhtunkhwa Province as well as what are other dimensions of these implications? The purpose of this research is to address the socio-economic and security implications of accepting immigrants after the 9/11 attack in the context of Islamic Republic of Pakistan. The study accomplishes its objectives to readdress the security migration nexus, utilizing the concept of 'securitization', developed by the 'Copenhagen School of Security Studies' and forced migration by Alexander Betts. Security concerns regarding refugees have been increased after the attack which has made researchers to emphasize on the impact of security concerns on the establishment of migration policy. The events of September 2011 did not initiate the insecurities, uncertainties, ambiguities and complexities in regards to migration policy; rather they accelerated dynamics that were already deeply rooted in the Pakistan internal security regime. In order to understand the security implications, this research study focused on the current refugee stream, especially Afghan refugees, and its linkage with security issues in Pakistan. To analyze the current migration policy, migration patterns, and security threats, direct interviews have been conducted (specify number of respondents) along with participatory observations. Triangulation is a validating strategy that is used in this research. Triangulation helped this research to add validity and confidence in order to draw and justify the conclusion of this study more than one source required for confirmation. Further, analysis of the responses and evidence from other sources suggest that Afghan refugees are not responsible for deteriorating the security situation in Pakistan as well as they don't posit a security threat to the Country. However, there are some other extremist elements which have entered in Pakistan's territory causing security threats and have been using Afghan refugees as play card which need to be highlighted in future studies. Similarly, Afghan refugees (AR) lives in dread after the (APS) occurrence where 144 school kids from age 6 to 18 years were slaughtered by the militants on sixteenth December 2014, the latest assault on Bacha Khan University where 20 understudies including one teacher was shot dead. Evidence on these incidents shows the involvement of Afghan soil. In this way, with the increment terrorist activities, AR in Pakistan turned out to be more defence less than some time recently. The foe is not known largely while some questionable cases lead towards misguided judgments amongst AR and nearby individuals. Nevertheless, there is no strong verification of Afghan migrants' association in such deplorable wrongdoings. "Thus security turns into an issue of guarding the trustworthiness of state's regional space from perilous outside others".

Keywords: Afghan refugees, Security implications, Socio-economic Implications, Forced migration, Security studies, Pakistan

TOURISM-TRAVEL RELATIONSHIP: A BRIEF EVALUATION FROM DIFFERENT PERSPECTIVES

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Abstract: While explaining the development of tourism in the historical process, it is understood from the researches, events, evaluations and opinions that there are different approaches to each other by way of many changes and developments. The existence of such diverse approaches to tourism history cannot explain when it has begun due to its economic and social impact, scope and consequences. Researchers, historians, writers, operators, institutions etc. working in the field of tourism express the common view against this uncertainty that movements of people begin with creativity. Initially, movements for nutritional and safety requirements were realized with pleasure, entertainment and other purposes with the progress of time.

Parallel to these explanations, People' going from one place to another, even though it is not evaluated in tourism, in other words travelling has been one of the greatest needs ever since the early ages of history. On the basis of this, first of all, people constantly look for better living conditions throughout their lives. For example, because the Sumerians are inventor of money, writing, and wheel they are described as discoverer of travelling. This idea supports that they are facilitating works with money as much as solving the problem of transportation with vehicle when they go from one place to another.

Keywords: tourism, travel, tourism history

Introduction

For centuries, people travelled to geographical locations for various reasons and purposes from where they have been, for example, people travelled to China and India for commercial thoughts, the Romans went to Greece and Anatolia to actively participate in or watch sports competitions in Olympic games for entertainment, people visited temples and pyramids in Egypt for their wish. All of them are important reasons for travelling. However, until the 13th century, trade was seen as an important reason for travelling, and even the longest travel (25 years) known in history was made to Central Asia and China through the Silk Road by Marco Polo between 1271-1295. Travels which have been made for different purposes since ancient times have been taking place for economic, social, political and touristic purposes and gained a different dimension in tourism in the course of time (Usta, 2009)

When the definitions related to tourism are examined; It seems that there is a travel element in it. In other words, the "travel" factor, often considered a dynamic element, plays an important role in these definitions. However, when we approach this situation from another angle, it is difficult to say that any kind of travel that people make is an element of tourism. Today, there are many factors that cause people to travel other than the scope and purpose of tourism. When travels are evaluated within the scope of tourism, travelling aim plays primary role. Tourism focuses on the purpose of travelling avoiding economic gain and evaluating free time, as well as on benefit from the activities of tourism enterprises going from one place to another (Toskay, 1999). However, the scope of travel is also important.

Depending on the elements it contains, a travel can be evaluated within the scope of tourism, or it may not be related to tourism at all.

In tourism there is "transience" in the concept of "travel", which is expressed as the movement of people out of their routine business and living areas. Therefore, when it is evaluated that which travels can create tourism events primarily the travel time can be taken into consideration. Even if the travel is short or long, it causes different opinions to be formed in the scope of tourism. On the other hand, the distance limit can be used for tourism purposes. For example, it is 80 km far from the center where one person is in Canada. Travel within the US is considered to travel between 50 miles (80 km.) and 80 miles (128 km). In case of a person who travelling to a center below the distance limit stated particularly in terms of domestic tourism and staying for a few days in terms of the concepts of tourism and tourist, It is inevitable that problems arise in statistical calculations as much as cause conceptual confusion in the mentioned countries.

Approaches to the word 'travel' which forms the basis of tourism activities were derived from the word "travail" (Leiper, 1997), which is also used to mean effort and difficulty shows tourism and travel are related concepts. It is an indication of the fact that the replacements in history have taken place in certain difficulties and the conclusion of significant efforts (Roney, 2011). As a result of people's displacement events for various purposes; it is a fact known that there has been a mutual relationship between tourism, as a social event, and transportation / travel, which is dynamic element of tourism, for centuries. Because tourism is dynamic element of "transportation / travel" , the static element of "accommodation" and business of recreational areas" brought about by nature and people for the economic, commercial and rational purpose of high potential. In this framework, it is seen that the factor of travel plays an important role in the realization of the tourism event. Travel and transport functions complement tourism in the sense of reaching the destination of particular consumers, and in this process providing the links between curiosity, visit, learning and experience.

Travel has a purpose-effect relationship for the individual. Tourism, however, consists of the activities of various businesses. Therefore, transportation operations are the first among the tourism enterprises that make up the tourism product. Generally, tourists should be evaluated in two groups according to their motivation to travel (Demir, 2017);;

1. Compulsory travel group: people who visit businessmen, relatives and friends. They are not affected by cost and distance, they travel in every situation,
2. Holiday tourists group: Those who have a great deal of freedom of choice and certain income and free time.

Both groups, regardless of their purpose and place in tourism, should be benefiting from travel and travel-transport businesses. This is clearly seen as an important proof of the tourism-travel relationship. As it can be clearly understood from the above explanations, the concept of travel in tourism refers to an element that must first exist for other elements to be realized.

In the first period of the Middle Ages, the whole society was grasped in a religious and mystical way and in later periods, especially in XVIIth and XVIIIth Century, the children of the families of the Aristocrats in a wide group had a specific purpose to take on a very well planned trip which lasted from one to three years that can be counted for a long time in terms of tourism. This journey, known as the Grand Tour, is largely based on political and cultural acquisitions, and young people, especially those

who will form the ruling class of the future, can recognize other countries and establish special socio-cultural relations.

With the Renaissance and the influence of the cultural development in Italy, the flow towards this country has caused long-lasting travels that constitute the typical example of cultural tourism. Since then many students, artists and scientists traveled to Italy and visited Rome and Florence every year. Tourism, whose influence is more prevalent today, has emerged as a reaction to the boring daily life of industrial society. Tourists' traveling from places where they live and touring by visiting other places are results of the desire to change the boring daily life and social relations and this travel causes tourism phenomenon. It is understood that tourism and travel concepts are complementary in the historical process.

In addition to these explanations, if the phenomena, situations and events which can be evaluated in tourism as the result of the movement of people from one place to another throughout history are considered as travel concept to support with the few examples;

- Trips for the ancient Romans to attend the Olympics, festivals and carnivals in Greece and Anatolia, visit the Egyptian pyramids
- Vacation trips aimed at resting of the wealthy British middle class on the banks of the English Channel in order to get rid of the negatives brought by industrialization in the early 19th century
- With the rapid spread of Islam in Middle Eastern, Muslims' travelling to visit Mecca and Medina,
- Thomas Cook's first tour in history with 570 passengers by train in 1841,, between the cities of Leichesther-Loughborough in England
- People's travelling to battlefields, places and countries after World War II

Travel within the scope of tourism should have certain features and functions. In other words, there are criteria that determine whether a travelling can be evaluated within the framework of tourism-related definitions. For this reason, taking into consideration the characteristics mentioned the concept of travel should be associated with tourism. It is possible to list the characteristics of travel in tourism as follows (Demir, 2017);

- Travel is a part of tourism and forms the dynamic dimension,
- Allows the consumers to meet the tourism product,
- A result of your need for movement and displacement,
- The package is a component of the tour,
- Travel covers a certain period of time,
- Travel must have a price economically,
- Travel can also take place in groups as well as individual,
- Travel takes place with various means of transport,
- There is no need to be a return trip in travel, the turn can be completed at different times and in different ways,
- Travel requires a challenge and effort.

Economic Dimension of Travel

Travel is one of the important expenditure / income items in tourism. Transportation / travel expenses, which is one of the two factors that consumers spend the most in tourism, is the first or second cost

factor according to accommodation expenses, depending on the vacation time and distance. Transportation-travel costs are lower in package tours that's why it causes travel agencies and tour operators to have higher incomes and profitability ratios.

On the other hand, tourism sector attracts attention because of its ability to create employment directly and indirectly in tourism, and in general economy. The size of travel management contributes significantly to the labor market within the tourism sector. However, the dimension of transportation offers both direct and indirect employment opportunities by creating added value due to both the vehicle used and the business activities.

Socio-Cultural Dimension of Traveling

It is crucial for travelers to experience and interact with the social and cultural life in different geographies. Travelling has functions that can bridge among the people in the development of social peace, the protection of cultural heritage, the direct or indirect cooperation, communication and the development of relations. Contributing to the development and improvement of international relations, travelling plays an extremely active role in cultural differences and interaction in the development of social individuals.

Travelling can cause interaction not only for tourists but also local people in the destination socio-culturally. This interaction should not always be considered positive. The different cultures and lifestyles that tourism has brought can sometimes have negative effects on people. Especially for those travelling together, one's disturbing behavior to another can have negative consequences for travel satisfaction and can lead people to individual travels.

Result and Conclusion

Historically, there have been many reasons for people to travel. Although these causes differ from each other in terms of period, they are basically a necessity in the common point of all. Sometimes individual needs have come to the forefront, and sometimes social needs have been influential. While these requirements are demand-oriented and supply-oriented, they need to be supported by time and expendable personal income in their desires and attractiveness. Demand-side factors are internal requirements, in other words pushing factors, supply-side factors are attractive factors, expressed as external or attractiveness / possibilities. In this way, the motivation created by the combination of repulsive and attractive factors turns into a decision to travel for the individual.

Demand-oriented factors, which are determined as the reasons that lead people to travel, especially the curiosity and learning caused by the internal situation, religion and history, culture-education, rest-entertainment, business and meeting, sports and activity, health and treatment, adventure and quest, and visiting relatives, pleasure and show, shopping, and so on. On the other hand, supply-sided factors of new tourism regions, current history, cultural and natural resources, their promotion and advertisements, reference groups are factors that have exogenous conditions that are oppressed result of attractiveness.

In conclusion, travelling is the most important dynamic element in tourism. Travelling also determines the effectiveness of other elements as well as the formation of tourism movements. For this reason, formation of tourism depends on the travel activity.

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FACTORS THAT AFFECT CUSTOMER SWITCHING BEHAVIOR TOWARDS HYBRID ELECTRICAL VEHICLES (HEV'S) FROM A CUSTOMER PERSPECTIVE IN JORDAN

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Extended Abstract

Aim: This paper aims to investigate factors that affect customer switching from Internal Combustion Engine Vehicles (ICEV's) to Hybrid Electrical Vehicles (HEV's), in Jordan for the period of (2010-2014).

Context: Popularity of hybrid cars among Jordanian motorists grew sharply during the period (2010-2014), showing that demand for the fuel-efficient vehicles increased by nearly six-fold in 2013. The objectives of the study's are: (a) examining variables that encourage the switching to (HEV's) that are: fuel consumption efficiency, current trend in the market, price, lower taxes, technological features, and eco-friendliness; (b) examining variables that hinder switching towards (HEV's), that are: lack of information on (HEV's), prevailing trend, agreeing to switch to (HEV's), limited choice of vehicles in (HEV's), fear of technology in (HEV's), and battery life of (HEV's).

Methodology: A self-administered survey was hand-delivered to the targeted sample of car users in Jordan. The authors delivered 400 questionnaires to customers from which 333 were deemed valid for the analysis, corresponding to the percentage of (83.25%) which indicates the validity of the study.

Findings: There was no difference in switching behavior between (ICEV's) and (HEV's) based on gender in the Jordanian market fuel consumption efficiency was the number one variable that supports the switching behavior towards (HEV's), followed by Eco friendliness, lower taxes and technological features. Price and the current trend in the market were the least supporting factors. In addition to that the perception of the battery life of (HEV's), limited choices in the market, lack of information and fear of the relatively new technology were the major hindering factors of choosing an (HEV).

Research limitations: Future research needs to investigate other factors that may affect customers' behavior such as perceived image, trust, and subjective norms. Future research should investigate into the importance of environmental awareness and new technologies, and gender differences in behavior. From an international marketing standpoint, comparative studies between Jordanian and non-Jordanian customers are potential areas of future research for international marketing strategies and cross-cultural consumer behaviour analysis.

Practical implications: The paper identifies the determinants of switching behavior. Marketers should focus on addressing customers concerns in terms of providing enough information and building awareness towards the technology and its benefits towards the society and the environment.

Originality/value: Our study is one of the few in Jordan that investigates the switching behavior towards vehicles technology. Our study is thought to have made a modest contribution to consumer behaviour literature and, specifically, for decision making process. It offers marketers insights into the determinants of switching behavior towards the hybrid vehicle technology and how this contributes to consumers' decision making process and attitudes to achieve the intended behavioural outcomes

Keywords: *Customer Switching behavior, Internal Combustion Engine Vehicles (ICEV's), Hybrid Electrical Vehicles (HEV's), Jordan.*

PRIVATE CAPITAL FORMATION IRREVERSIBILITY IN THE SADC COUNTRIES: A PANEL ANALYSIS

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Abstract

The paper develops a nonreversible private capital formation model for the SADC countries. The aim is to establish the irreversible nature of the model using the annual data for the period 1980 to 2014. The nonreversibility conditions set out are fulfilled and the results reveal that public capital formation crowds-in private capital formation. The estimated coefficients of both the average increases and decreases in public capital formation bear positive signs, although the average increase was found to be statistically insignificant. On one hand, the debt coefficients reveal a negative contribution on private capital formation despite the unjustifiable economic sense of the insignificance. Inflation levels reveal an unusual positive impact, which imply that on average private capital formations will rise with inflation up to a certain level, after which it will start declining. The study also finds that there is cointegration between private capital formation and its determinants. Governments in the SADC member states should direct more funds into capital projects such as roads, public health and schools if more private investment is to be realised. Countries should also minimise their debt-service and channel such funds towards infrastructure.

Keywords: *SADC, private capital formation, irreversibility, cointegration*

JEL: *C33, C51, C55, E22*

*** This paper was not presented by author(s)**

THE MODERATING EFFECT OF WORK MOTIVATION AND COPING STRATEGIES ON JOB SATISFACTION AND PSYCHOLOGICAL WELL BEING AMONG FIRE FIGHTERS

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Abstract: Sources of occupational stress and their impact on work motivation, job satisfaction and well being were examined in a questionnaire survey of 436 UK fire fighters from four fire brigades. The role of coping strategies as a moderating factor was also tested. Levels of occupational stress had a significant negative correlation with job satisfaction. Multiple regression analysis was used to examine the moderating effect of work motivation and coping strategies on job satisfaction and psychological well being and found that there was a significant influence of coping behaviour as a moderating variable on job satisfaction. These findings provide some implications for the human resource department to establish a counseling unit in order to deal with psychological problem faced by the fire fighters.

Keywords: Stress; Well being; Work motivation; Job satisfaction; Fire fighter

* This paper was not presented by author(s)

EFFECTIVENESS OF BEHAVIOUR THERAPY INTERVENTION MODULE IN GROUP COUNSELING TO REDUCE STRESS AMONG NURSES

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Abstract: Behavior Therapy in reducing stress levels among nurses in the Women and Children Hospital in Kota Kinabalu. The objective of this study was to test the effectiveness of the Behavior Therapy Group Counseling (BTGC) by looking at the difference between pre-test and post-test results on the level of stress among nurses who have underwent the BTGC with nurses who did not undergo the BTGC, the Control Group (CG). This study uses a quasi-experimental approach and a combination of quantitative and qualitative methods. The results showed that there was a significant reduction on the level of stress between nurses who underwent BTGC than the control group. Nurses in the control group did not show any changes in the reduction of stress, indicating that the BTGC module is effective in reducing stress among hospital nurses. It is hoped that this study could be applied to nurses in Government hospital who suffer from serious stress. By using the module, the Ministry of Health Malaysia should be able to improve nurses' quality of work by reducing the level of stress experienced by the nurses.

Keywords Nurses, Stress, Intervention Module, Group Counselling, Behaviour Therapy

** This paper was not presented by author(s)*

THE ROLE OF ELECTRONIC OPINION LEADER ON PURCHASING DECISION OF NEW PRODUCTS

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Abstract: *The electronic opinion leader (E-LO) play a crucial role in new products launching because on the one hand, the E-LO has an important influence on consumer behaviour before and after the purchase of new products or services. On the other hands his recommendations and advices are highly solicited by his followers and have a strong impact on purchase decisions in comparison with company communication such as advertising.*

Thus, this paper seeks to examine how electronic opinion leader influence the consumer purchasing decision of new products.

After a short review of literature, we propose a conceptual model which include brand attitude, perceived newness, perceived risk and purchase intention than we present the results of an empirical study conducted among 150 Algerian consumers using (MANOVA) and structural equations (PLS method).

Results have shown that E-LO influences brand attitude, perceived novelty and perceived risk which influence purchase intention.

Keywords: *Electronic opinion leader, brand attitude, perceived newness, perceived risk, purchase intention*

JEL Codes: M37

Introduction

Many companies realize that electronic opinion leader is changing consumer's behaviour, which drives them to choose carefully this leader. In other words, marketers are constantly seeking to target good e-opinion leaders to promote their products and services and increase their sales. Recently, due to the popularity of Web 2.0 and the rapid growth of social network, considerable attention has been paid to electronic opinion leader. According to a study published in eMarketer review ,76% of consumers seek the advice of a friend before buying a new product, 22% read recommendations published in newspapers or magazines, 8% consult the information available on the company's website.

Goldenberg et al. (2009) confirmed that leaders are important accelerator of innovation adoption. In addition, E- word-of-mouth efficiency increases from 39% to 52% when the message targets electronic opinion leader (E-OL) (Vernette, 2012). Indeed, the communication based on (E-OL) is much more powerful than mass media communication. The opinion of an (E-OL) has a high impact in the decision-making process and specifically when the risk is serious (the case of new products). Because, the information disseminated over the web by (E-OL) has a wide audience and guide attitudes and beliefs of members of their network. It is repeated and widely shared by their followers.

In the light of the above, the main problematic of this research could be articulated around the following question:

What is the role of the electronic opinion leaders on purchase intention of new product?

Thus, the purpose of our research is to understand the role of electronic opinion leaders in new product strategy launching. Specifically, this paper aims to show the importance of this leader in the success of innovation.

1. Literature Review

1.1. The electronic opinion leader (e-OL)

Opinion leaders are the influential people who are able to change and shape the minds and thoughts of other people in their community. Opinion leaders, refer to those people who are generally accepted, familiar and recognized by the public, those who have high fame, expert in a field, and those who often provide product information and opinions (Meng, 2016). They are more influential within their social networks than others and consider themselves experts in category of product or in a specific area of interest (e.g. home policy, pop music, technical devices) and are asked for advice in this area (Chakravarthy, 2011). According to Ferrell (2008), an opinion leader is a member of an informal group who provides information about a specific topic to others group members who seek that information.

In digital era, electronic opinion leaders appear. Like to traditional opinion leader, «He is a person who has been influential in his immediate environment» (Lazarsfeld, 2008, p.27) and « shares oral information about products and brands» (Vermette, 2007). He play an important role in influencing the consumer's opinion and choice. In general, marketers are constantly seeking to target the right e-LOs to develop sales and promote their products and services.

-Electronic opinion leader's characteristics (e-OL)

As informal communication sources, it effectively influences consumers in their product related decisions. The most characteristics of both (LO and e-LO) are summarized in the following table.

1.2. Brand attitude (Ab)

Mitchell and Olson (1981) define brand attitude as an “individual’s internal evaluation of the brand.” It’s both what customers think and feel. It’s a “Consumers overall evaluation of a brand” (Keller, 1993).

1.3. The perceived novelty (NP)

A fundamental characteristic of any innovation is its novelty. It’s refer to the degree of novelty (Garcia and Calantone 2002). The perceived novelty is a salient affective belief that plays a significant role in the adoption of innovations. The perceived novelty is positively related to innovation adoption rate (Kelly et al., 2014).

Indeed, it is agreed that in certain situations the novelty of new products is not observed quickly and easily, which need the intervention of e-OL by his arguments, demonstrations, recommendations and advice.

1.4. Perceived risk (PR)

The perceived risk is an individual's perception of potential loss or expectation of getting unfavourable outcome from the decision he/she makes especially in purchase situations (management association,

2016). For new products it is regarded as a consumer's subjective perception of uncertainty about the consequences and outcomes of adopting an innovation (Ostlund 1974). And it's one of the main barriers that lead to innovations rejection (Ram and Sheth 1989).

Several researchers confirm that perceived financial risk influences negatively innovation adoption (Robertson, 1971 ; Ostlund,1969). The e-LO contributes to reduce the perceived risk and helps his followers to adopt new product as well as new behaviours (Cain and Mitteman, 2002, p. 22).

Table 1. Electronic opinion Leader's characteristics vs opinion leader traditional

| Traditional opinion leader (OL) | Electronic opinion leader (e-OL) |
|--|---|
| <ul style="list-style-type: none"> ✓ Credible source of information, ✓ Provision of both positive and negative product information, ✓ Source of information and advice, ✓ Expertise, ✓ High social capital, ✓ Innovativeness, ✓ Capacity of argumentation, ✓ Individuality / need to feel unique, ✓ Empathy, ✓ Attractive force (physical and social features), ✓ Attachment to the community, ✓ Force of personality | <ul style="list-style-type: none"> ✓ Credible source of information, ✓ Provision of both positive and negative product information, ✓ Source of information and advice, ✓ strong writing skills. ✓ Quantities of information provided, ✓ Expertise, ✓ High social capital, ✓ Innovativeness, ✓ Capacity of argumentation, ✓ Individuality / need to feel unique, ✓ Empathy, ✓ Attractive force (physical and social features), ✓ Attachment to the community, ✓ Force of personality |

Source: Adapted from Ruspil Thomas, Laurent Bertrandias, Eric Vernet, (2012), E-opinion leaders in internet social networks: proposal for a new conceptualization: Vers une nouvelle conceptualisation et mesure du e-leader d'opinion dans les réseaux sociaux internet, p.2. (online): www.marketing-trends-congress.com/.../RUSPIL_BERTRANDIAS_VERNETTE.pdf consulted on 12/10/2016 à 17: 30. and other references.

1.5. Purchase Intention (Pi)

The purchase intention is often used to predict sales (Young et al., 1998). It represents a good indicator and the best appreciator of future individual behaviour (Kalwani et Silk, 1982, Fishbein et Ajzen,1975 ; Davis ,1989).

In general, the purchase intention is used in studies based on the broadcasting of innovation (Tauber, 1975 in Wang and chen, 2016, p.99). If the intention is positive, launching will be favourable (Taylor et al., 1975 in Bressoud, 2002, p.61).

Opinion leaders by their early adoption of new product, reassure their peers by legitimizing the novelty, brand attitude and perceived risk which then promotes dissemination.

So we can propose the above hypotheses :

H1.1 : The e-opinion leader (e-OL) influences positively brand attitude of new product.

H1.2 : The e-opinion leader (e-OL) influences positively novelty perception of new product.

H1.3 : The electronic opinion leader (e-OL) influences negatively perceived risk.

H1.4 : The e-opinion leader (e-OL) influences positively consumer purchase intention.

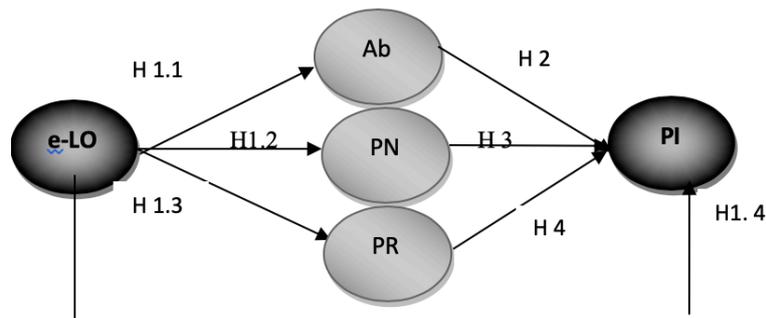
H2 : The attitude towards brand (Ab) influences positively consumer purchase intention

H3 : The perceived novelty of product (NP) influences positively consumer purchase intention (PI).

H4 : The perceived risk of product (PN) influences negatively consumer purchase intention (PI).

The conceptual model is designed in figure 1.

Figure 1. Conceptual model



Source: Designed by authors

2. Research methodology

2.1. Product, Brand and opinion leader selection

Product and brand : The Smart Watch 3 of SONY brand was selected. The choice of this product and this brand is justified by the fact that this product « Smart Watch » is considered as new product in Algeria.

Opinion leader : Generally the opinion leader uses various means to inform his peers such as sites, forums, blogs, social media (Facebook, Twitter, Youtube, etc), etc.

In our study we have chosen **Iheb Tech Youtube channel**, on the basis of subscribers' number and friends on Facebook page, Twitter, Google +

The following table illustrates the product, brand and e-opinion leader chosen in our empirical study.

Table 2. Product, Brand and Opinion Leader Selection

| Product category | Brand | Product | Youtuber name (e-opinion leader) |
|------------------|-------|---------------|----------------------------------|
| SMART WATCH | SONY | Smart Watch 3 | Iheb Tech |

Source: Designed by authors

2.2. Measurement scales

In our research, we choose the **Grossbart (1986)** scale to measure brand attitude, Venkatraman (1991) scale for perceived novelty, and regarding the perceived risk we choose the multidimensional measure of Gharbi 1998 and the Juster scale (1966) to measure purchase intention (PI). This scale consists of a single item with 11 points unlike the other scales which are Five-point Likert scale.

2.4. Sample and data collection

Data collection has been done between January 2017 and July 2017 by online questionnaire sent to follower of Iheb Channel.

We collected 150 questionnaires. 36% of the sample were women and 64% men, all living in Algeria. In addition, 57% of respondents have university degrees, and aged from 21 to 25 age.

3. Results and discussion

3.1. Reliability and validity

Scales reliability and validity were calculated using Cronbach's alpha, composite reliability and average variance extracted (AVE). Results in table 4 confirm the unidimensionality and reliability of scales. The convergent and the discriminant validity are also well verified (see table 3).

Table 3. Scales reliability and validity

| Variable | Cronbach's Alpha | Rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|----------|------------------|-------|-----------------------|----------------------------------|
| PN | 0.795 | 0.893 | 0.864 | 0.828 |
| PR | 0.812 | 0.867 | 0.914 | 0.901 |
| Ab | 0.692 | 0.809 | 0.802 | 0.872 |

Source: Output SMART PLS 3

3.2. Findings

3.2.1. The direct influence of (e-OL) on (PN), (PR) (Ab) and (Pi)

The following hypothesis will be tested by *multivariate analysis of variance (MANOVA)* on SPSS 23 software.

Results in table 4 indicate that the e-LO has positive influence on brand attitude ($F = 10.97, p = 0.000$), perceived novelty ($F=16.825, p = 0.000$) and reduce perceived risk ($F = -5.230, p = 0.012$). However the direct relationship between E-OL purchase intention was not confirmed ($F=0.475, p = 0.290$).

Table 4. The direct influence of e-OL on variables (NP), (PR) et (PI)

| Source | | D (F) | Sig. |
|--------|----|--------|------|
| e-LO | Pi | ,475 | ,290 |
| | PN | 16,825 | ,000 |
| | Ab | 10,97 | ,000 |
| | PR | -5,230 | ,012 |

Source : Output SPSS 23

3.2.2. The influence (NP) and (PR) on (Pi)

Structural equation modeling (PLS-SEM) on Smart PLS 3 software was performed for testing the hypotheses (H2, H3 and H4).

The R2 is 0.461 (see figure 2). It means that (Ab), (PN) and (PR) explain 46.1% of the endogenous latent variable (Pi). It's a good value according to Hair (2016).

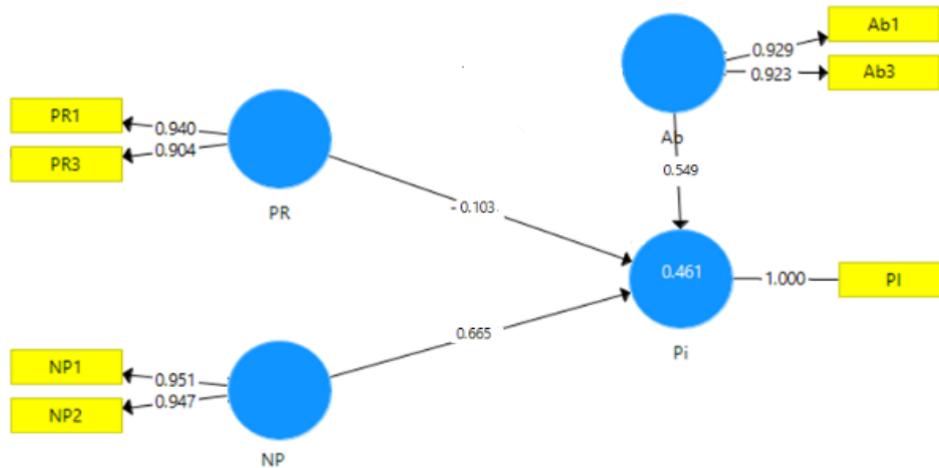
The results in figure 2 indicate that:

- ✓ A positive correlation (0.665) is validated between perceived novelty (NP) and purchase intention (Pi), and between brand attitude and purchase intention (0,549).
- ✓ A negative correlation between perceived risk and purchase intention (-0.103).

Thus, we can conclude that brand attitude (Ab), perceived novelty (PN) and perceived risk (PR) are the main strong predictors of purchase intention (PI).

Also, these results affirm the indirect role of e-OL on purchase intention of new products.

Figure 2. Structural model



Source: Output SMART PLS 3

3.2.3. Discussion

This study addresses the impact of the of e-OL on consumer behaviour of new products. Its main objective is to study the effect of this leader on the following variables: attitude towards brand (Ab) Perceived novelty (NP), Perceived risk (PR) and purchase intention (PI) of Algerian consumers of new products (see table 5).

We can see that all variables are directly influenced by e-OL with the exception of purchase intention. Thanks to its characteristics, this leader influences directly and positively these variables in turn influence, this means that the leader can convince the Algerian consumer about Ab, NP and reduce the risk and the uncertainty of purchase thanks to his arguments, advice and recommendations.

These results converge with research Roland Helm, Michael Möller, Oliver Mauroner and Daniel Conrad, 2013, Bertrand Belvaux, Séverine Marteaux, 2007, K. Douglas Hoffman, John E.G. Bateson, 2016, Jagdish Sheth, 2011, (L., Bertrandias, 2003 ; G., Mangold et al., 2003)

Table 5. Results of hypothesis test

| | | |
|------|--|---------------|
| H1.1 | The opinion leader (e-OL) influences positively the attitude toward the brand (Ab). | Confirmed |
| H1.2 | The opinion leader (e-OL) influences positively perceived novelty (NP). | Confirmed |
| H1.3 | The opinion leader (e-OL) influences negatively the perceived risk (PR). | Confirmed |
| H1.4 | The opinion leader (e-OL) influences positively (PI). | Not confirmed |
| H2 | The attitude towards the brand (Ab)influences positively the purchase intention (IP) | Confirmed |
| H3 | Perceived novelty (NP) influences positively purchase intent (PI) | Confirmed |
| H4 | Perceived risk (PR) influences negatively purchase intention(PI) | Confirmed |

Source: Designed by authors

Conclusion

The main objective of this research was to examine the impact of (e-OL) on new products purchase intention of Algerian consumers.

The findings provide evidence of the role (e-OL) on consumer behaviour. They show the direct effect of (e-OL) on brand attitude, perceived novelty and perceived risk which in turn influence the purchase intention.

When consumers are confronted to innovative products, they find themselves in a delicate situation because they can not make a purchase decision. They do not usually know what to think about it or how to react. In other words, they have trouble getting a clear and consistent opinion towards a new product. They often turn to credible person (family member, friends or opinion leader). But with the fact that the society has become more and more digital, the electronic opinion leaders has become an increasingly prominent source of information.

A large number of companies realize that e-OL contribute to change consumers' attitudes towards the brand, consumers' perceptions of novelty and consumers' perceptions of risk, which drives companies to employ these leaders.

Managerial implication

The results of this study have important implications for both marketers and managers :

- ✓ This work allows companies to be aware of the crucial role of (E-LO) which can be an important key of innovation success. By using electronic opinion leaders, companies can reach their consumers and develop selling.
- ✓ This research will provide more information about the strategy of new products launching in Algeria based on electronic opinion leader and Algerian consumer's behaviour.

Future researches may :

- ✓ Take into account moderating variables such as product category involvement, consumer innovativeness and brand familiarity.
- ✓ Validate results on other brands and other new products.

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SME BUSINESS MODEL INNOVATION: THE CASE OF ALBANIA

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Abstract: *Technological development has become an impetus for business model innovation (BMI), forcing companies to re-consider and re-design their operation and processes. In order to maintain their competitiveness in the digital age, companies are forced to consider innovation as a key to their financial success. This paper aims to illustrate the BMI development in small and medium enterprises (SMEs) in Albania. Survey approach was adopted to shed more light inside the innovation culture and practices for SMEs in Albania. Survey data were collected for a sample of 115 SMEs operating in different sectors and cover innovation activities and projects during 2017. Main findings indicate that majority of respondents are well informed on the product offer and the income sources for their enterprises, as well as they are significantly involved in the development of new products/services in their enterprises. In addition, majority of surveyed SMEs in Albania have experienced at least one of the four types of innovation in 2017: product/service innovation, process innovation, organizational innovation or marketing innovation. Lastly, considering women owned or operated businesses and family SMEs, there is a slight dominance of marketing innovations for surveyed enterprises.*

Keywords: *Business Process Innovation, SMEs, Competitive Advantage, Performance Evaluation, Innovativeness.*

NEUROSCIENCE AND MUSIC EDUCATION

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Extended Abstract

The *objective* of this study is to reveal the reflections of the studies related to the field of neuroscience and music education on the field of music education through a literature review. There are several studies in the literature about the relationship between music and the brain. Within the *scope* of this study, we will try to refer to the outcomes of music education/learning process obtained with respect to music education with the cooperation of neuroscience. The ongoing developments in the field of neuroscience will undoubtedly affect every field as well as the music and education of music. Musicians and music educators claim to reshape and benefit from this process in the light of the findings in neuroscience. Researches on the brain have made developments about how the brain works over the last 20-30 years. Music can be regarded as one of the most complicated human activities. Music and playing instrument activities include perception, memory, timing, a grouping of objects, attention, expertise and motor action, and coordination complex. In this context, with a better understanding of the functions of the brain in music and music education, it is thought that this study will contribute to the process of music education as well as every education process.

For the use of psycho-motor skills in music and instrument training, it was considered to establish a literature-based research framework in the light of numerous brain and neuroscience researches using *the method* of literature review in this study by reviewing the research findings related to music and music education. In this context, as a result of the literature review, the findings that are considered to be important in terms of music education were mentioned and summarized. As in every field, it is known that music education is a process of repetitions. During the instrument and musical education where the learning by imitation is essential, the presentation of auditory and visual cues directs the learning of psycho-motor movements. Instrument training, which is an important part of music education, in particular, is based on numerous repetitions of psychomotor skills.

In this training process, it is stated in researches that a more effective music learning environment can be created by activating the mental and cognitive processes continuously based on brain-based learning, through triggering of the curiosity and emotions in a good way in response of inattentive and boring repetitions of exercises. Although it has been supported that brain plasticity is not confined to childhood, and but continues throughout the whole life by scientific studies, it has been stated in various studies that the critical period in music learning process is childhood (singing, playing instrument etc.). In this context, the support of music education process with the ability of shaping brain plasticity especially starting from early ages will make music education process more efficient.

In the process of music education, especially in instrument education, considering that psychomotor and cognitive processes are complex structures that are intertwined, a good understanding and effective use of the regions and processes related to music in the brain (active learning, imitation, patterning, etc.) can make the process more efficient. Many studies have found that brain and music learning processes are close and similar to each other and that their readiness as such already exists in the brain. For example, in the instrument and music education in the process of recording and storing tunes and melodies in the brain cortex during the transition from short-term memory to long-term memory, the developing

curiosity and interest can be regarded as one of the most important factors. In this context, it is emphasized that in various studies, during music performance in the process of musical perception besides the other processes in the brain, sense-making, and emotions form at the same time.

In these studies where it is not possible to conduct behavioral measurements, obtaining data by using brain imaging techniques will be of great benefit. Processing of music in the brain through brain imaging techniques, the active regions during musical activity in the brain, and melody, interval, resonance, rhythm, recognition of music, and the regions where the emotions in the music are processed in the brain have been indicated in the relevant research. As one of the issues to be considered in the relationship between music education and neuroscience, it has been stated in the literature that the highly generalized and simplified data obtained from neuroscience research (studies such as Mozart effect etc.) led to misunderstanding and evaluation of information. Moreover, it has been stated in several studies that techniques such as fMRI (functional magnetic resonance imaging) and EEG (electroencephalography) are used for the purpose of imaging the brain in music.

It is thought that the traceability of the reactions to music in the brain will contribute to the music education process through brain imaging techniques. For example, it is stated in the literature that the regions which play a role in the processing of music in the brain are determined by brain imaging techniques. While the music educators are transferring the contributions of neuroscience to the teaching process, they should consider that this field is an interdisciplinary area including neurology, neuropsychology, cognitive neuroscience, cognitive neurology, psychology, psychiatry, physiology, radiology, musicology, cognitive musicology, and neuromusicology etc. In addition, it is thought to be important as one of the subjects underlined in the literature where there are not enough musicians and music educators in the field of music and neuroscience which require interdisciplinary studies. In many studies in the field of neuroscience on music perception and psychology, it has been revealed that the physical functioning of the brain cannot be separated from psychology and its developmental aspects. In this context, it can be said that the music educator's ability to move the emotions of learners has a vital importance in terms of persistent and meaningful learning.

The design of music education and teaching process with an approach that is in line with the flow theory, as one of the important approaches in education through which learner stays completely in the action, coincides with similar principles of neuroscience. In line with the principles of brain-based learning and neuroscience in music education, it is thought that in general music education, which is taught in vocational music education or in schools, performance experiences and musical activities that are chosen in accordance with one's musical interest, appreciation, competencies and shortcomings will contribute to the acquisition of accurate learning outcomes in the process.

As a result, it is thought that the application of factors such as stimulation of emotions and sense-making in music and instrument education, etc. with a neuroscientific approach will make the process more efficient. Developments in the field of brain and neuroscience will undoubtedly affect every area including music and music education. In this context, it is thought that transferring the studies in the field of brain and neuroscience to music and music education and its effective use will be beneficial.

Keywords: Music education, Instrument training, Neuroscience

MEDEA MYTH AND IT'S RECEPTION IN THE MEDIEVAL LITERATURE(GEOFFREY CHAUCER'S "THE LEGEND OF GOOD WOMEN")

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The Legend of Good Women, known as a "dream vision" of Geoffrey Chaucer is written during the mid 1380s. At that time Chaucer's first poetic attempt *Troilus and Criseyde* gained wide popularity among the readers, but author has not composed yet the main text of his life - *Canterbury tales* yet. In nine sections the poet recounts stories of ten famous women (Cleopatra, Thisbe, Dido, Hypsipyle, **Medea**, Lucrece, Ariadne, Philomena, Phyllis and Hypermnestra), who were real historical figures or fictional ones from ancient Greek texts. Chaucer was careful to depict them as they were described in the original versions¹. Just like many other stories written by Chaucer this poem seems to be unfinished (in the prologue there are nineteen ladies in waiting mentioned, yet the narrator presents the story of only ten of them). Some scholars suggest that this poem is a satire against women², but others think that author is against the tendency when moral-ethical views are imaginatively brought in classical narrative. Chaucer uses as a source of inspiration texts such as Guido delle Colonne's *Historia destructionis Troiae*, Ovid's *Metamorphoses* and *Heroids*, Apollonius Rhodius' *Argonautica*. It must be mentioned that thematic details (Chaucer's poem and sources) are not simply mimetic. There are inherently different, which must be explained by specific tendencies of Chaucer's epoch and author's individual view.

One of the stories is about the *Hypsipyle and Medea*. These women are paired because they share just one man, Jason and they are merely faceless examples, identical victims. Implicitly, though, the juxtaposition belies their similarity.³ The story has its own prologue: formal recognition of a tendency, already pronounced in the openings of the first three legends, to concentrate on the anti-hero: "Duke Jason, you root of false lovers, you sly devourer and ruin of high-born women, tender creatures! You set your lures and your enticements for ladies with your stately appearance and your words with pleasantness, and your pretended fidelity, and your manner, and your obsequiousness and your humble bearing, and your counterfeited woe and pain. Where others are false to one, you are false to two... As long I live, your name shall be spread far in English, so that your deceitfulness shall be known! Take that, Jason! (Chaucer, 2007, 1379-83). This mini-prologue makes no bones about its subject: Jason is clearly the exemplary figure here, albeit in negativity. Jason is a hunter ("Now the horn for the hunt is

¹ According to Chaucer, he gives credence to old books and to the instructions of the sages from ancient times, believes "in that old, approved histories of holiness, of kingdoms, of victories, of love, hate, and various other things". Because he is sure, if old books were all gone, then the key of remembrance would be lost: "Well ought we then to believe old books, where there is no other test by experience" (Chaucer, 2007, 28).

² In the prologue of the whole poem author is blamed by the God of love and his queen Alceste for depicting women in a poor light (we mean his earlier work *Troilus and Criseyde*).

³ The structure of the Hypsipyle-Medea legend is misleading in modern editions because Robinson placed the currently used headings, *Legend of Hypsipyle* (between lines 1395-96) and *Legend of Medea* (between lines 1579-80), creating a division that the manuscripts do not support. In Robinson's division there is a twenty seven line introductory section concerning Jason, 183 lines of Hypsipyle's story, followed by 99 lines of Medea story. This division suggests unequal attention to each number of the triangle: Jason 101, Hypsipyle 117, Medea 99). This line count demonstrates that the three characters are treated structurally similarly and that their roles may have equal value (Scott-Robinson, 2015).

blown for you!” Chaucer, 2007, 1395), he is a fowler, whose appearance, words, and pretended emotions express the negative, unfavorable attitude of an author towards his male character.

In spite of the title, the tale is really about Jason. It is a description of the way in which one man betrays two women. The narrator presents Jason as betraying similar women as acting consistently as a betrayer, as operating under similar motivations and in similar ways, as gaining similar results by his actions. So Chaucer begins to explore how one man can behave differently at different times and then how people who may be predisposed to act alike, do not in fact act alike. The stories of Hypsipyle-Jason and Medea-Jason work out the particularities of individual experience by juxtaposing Jason’s behavior under different conditions. The categories of faithless man and faithful women are supposed to be illustrated by the close-knit stories of Hypsipyle and Medea, but the categories are, in fact, subverted (Walker-Pelkey, 1991, pp.113-14).

The plot of the story repeats in some details the classic narrative of ancient myths in Guido delle Colonne’s, Ovid’s and *Apollonius Rhodius*’ interpretation (Chaucer himself refers to these authors (“As Guido tells us” (1402); “Ovid in his Epistles says this” (1466); “Whosoever will ask who went with Jason, let him go read Argonauticon” (1462)):

Let’s single out the most significant moments of the narration:

1. Aeson gives his brother Pelias the rule of his entire realm and makes him lord and king; (Animal imagery, first shown in the prologue of the whole poem (Chaucer, 2007, 123-177), continues in the miniprologue, with the rather inept comparison of Jason to a fox stealing the farmer's tender capons at night⁴. As Sheila Delany (1994) thinks, this allegory does not work, because Jason does not steal another man's wife. Since he is married, he may be an adulterer, but he fornicates with a single woman (p.200). At the beginning of the Jason and Medea legend, there occurs another odd gender-shift, another curious apparent ineptitude considered by Delany. Jason, passing from woman to woman, is likened to the "matter": "appetite is always to take form and may pass from form to form, or like a well that is bottomless” (Chaucer, 2007, 1582–83). “The reversal here is that while the gender-linkage of matter and form is a classical and medieval commonplace, matter is conventionally identified with woman, form with man. Chaucer seems to suggest once again that gender does not matter in sexual ethics, because the demands of morality are the same for either sex” (Delany, 1994, p. 201).
2. Pelias sends his nephew Jason to the island⁵ called Colchis, eastward in the sea beyond Troy, where he might perish.
3. Chaucer tells about: the golden fleece guarded by a dragon and many other marvels all around;
4. The Argus and its team;
5. The isle of Lemnos and its queen Hypsipyle, daughter of Thoas;
6. Jason’s adventure on Lemnos – his wedding to Hypsipyle and betrayal;

⁴ “For the fox shall eat just as tender a capon, though he may be false and have deceived the fowl, as the head of the household shall, who has paid for that. Although he may have claim to the capon in reason and justice, the false fox will get his share in the dark. This example well fits Jason, as he dealt with Hypsilyle and with Medea the queen” (Chaucer, 2007, 1390-95).

⁵ In Chaucer’s conception Colchis is an island. He wouldn’t find this information in the sources, mentioned above. In Ovid’s *Heroids* Medea mentions that his father holds “all that lies to the left of Pontus, as far as the Scythian snows” (Ovid. *Heroids*. XII. 25-30); In *Metamorphosis* the land of Colchis is a land, washed by the waters of the muddy [Phasis](#) (Ovid. *Metamorphosis*. VII. 158)

7. Jasons arrival to Colchis; his trial to win the golden fleece (A third animal image, with a third gender-role reversal, comes at the beginning of the Medea portion of the story: Jason is "a dragon and devourer of love" (Chaucer, 2007, 1581). But the dragon is distinctively Medea's beast: she was able to tame dragons⁶, she is borne away triumphant in a dragon-drawn chariot. Yet though she could tame dragons and bulls, she writes, she was unable to tame Jason. By using the dragon for similarity with Jason rather than contrast, Chaucer accomplishes another ambivalence. Is Jason, like the dragon, tamable (through sensuality), or is Medea's boast of power revealed as hollow? In either case, the dragon is a traditional Christian emblem of the devil, and if the she-devil is now transformed into a he-devil, we are reminded once again that neither sex has a monopoly on malfeasance (Delany, 1994, pp. 200-202).
8. Medea falls in love with Jason and assists him in his trials;
9. Jason wins the golden fleece and returns home with Medea and great store of treasure;
10. Jason falsely betrays Medea and leaves her with her two young children.
11. Medea's letter.

As we can see, Jason is presented as a man whose character could be understood by examining the singular way in which he treats these two women. It would seem that the narrator links these stories in order to show how similar betrayal is – for both the man and women involved. The text demonstrates that one man can act very differently at various times in his life.⁷ At the beginning of the legend Jason is characterized as a knight “in whose time there was not in all that land so renowned for gentility, nobility, strength and vigor” (Chaucer, 2007, 1406-07). In Hypsipyle's episode Jason appears before the reader “as coy as a maiden”. It is Hercules who characterises him as a priceless hero before the queen: he exalts him to the sun, says that there was not under the high canopy of heaven a man half so true to love; that he is wise, hardy, trusty and rich. In liberality and energy, he surprised all men, living or dead, and he was also truly noble born and likely to be king of Thessaly. Hercules also mentions that Jason was afraid of love and shy in speech, that he would murder himself and die than have men find him out to be a lover (Chaucer, 2007, 1536-42). Author underlines that this “speech” had been planned the day before their arrival by Jason and Hercules; by these two there was contrived a wicked fraud to quarter themselves upon an innocent woman, Hypsipyle, for there agreement was to deceive the queen. The story ends with Hypsipyle's letter, in which she reproaches him for his great infidelity and prays to him to have some pity on her. At the end of this passage author mentions that “all her days Hypsipyle remained true to Jason and always remained chaste, as his wife, nor did she ever have joy in heart, but died for his love in better sorrows” (Chaucer, 2007, 1576-79).

Jason's next victim was Medea. In author's characteristic “so wise and beautiful that never did a man see with his eyes a fairer woman” (Chaucer, 2007, 1605)⁸. She, who kept company at Jason's meal and

⁶ See: “ The Dragons reined neckes, and with their bridles somewhat toyd,
 They mounted with hir in the Ayre, whence looking downe she saw
 The pleasant Temp of Thessalie, and made hir Dragons draw
 To places further from resort: and there she tooke the view
 What herbes on high mount Pelion, and what on Ossa grew,
 And what on mountaine Othris and on Pyndus growing were,
 And what Olympus (greater than mount Pyndus far) did beare” (Ovid. *Metamorphosis*. VII.291-297).

⁷ Some scholars think that even the acts of departure from these two women are different from one another.

⁸ Chaucer never mentions Medea's divine origin – that she is a granddaughter of the sun god Heliios and niece of Circe, a goddess of magic.

set by him in the hall⁹ was delighted with a proper and lordly man, who had great renown and regal as a lion in his demeanor and pleasant and courteous in his speech. He immediately captured her heart, because he knew without any book the trade and art of love and every ceremony of it.

Medea falls in love with charming foreigner and sums up his situation interpreting its peril and his need for her (“Jason, she said, for anything I see you have put you into great peril in this thing which you are about. For whoever wishes achieve this adventure cannot well escape death, I believe, unless I would be his helper. Chaucer, 2007, 1611-16). She goes on to declare her use to him: “It is my will to assist you, so that you shall not be perish but return home safe and sound to your Thessaly” (Chaucer, 2007, 1618-19). Medea’s ability to arrange and direct the near-military strategies of overcoming Jason’s trials demonstrates her discernment. Medea is a keen driver of the situation, reminding Jason that his life depends not on her whim but on her abilities. Moreover, they come to an agreement that his guarantee for her abilities will be marriage (“They were agreed between the two of them that Jason should wed her as a true knight”. Chaucer, 2007, 1642-43). As to Walker-Pelkey (1991), this equality to the arrangement suggests that gender has little to do with the situation and power has everything to do with it. The time is set and Jason must take an oath to be true even as Medea must take an oath to keep him alive. When they meet by night the pact is sealed. Medea has successfully negotiated her own marriage¹⁰ – and with no mention of magic whatsoever” (p. 126). One can say that Chaucer specially diverts the narration from Medea’s magic abilities and ascribes Jason’s success merely to Medea’s ingenuity¹¹: “And in the morning he hastened to arise, for she had taught him how he could not fail to win the fleece and achieve success in the conflict; and thus she saved his life and his honor and got him a great name as a conqueror, even though the wiles of her enchantment” (Chaucer, 2007, 1647-50). This passage confirms that Jason is only an instrument by which Medea claims power and recognition for her talents.

Medea’s control of her life extends to her willing departure from Colchos and in Chaucer’s version, “unknown to her father” (Chaucer, 2007, 1653). In this passage narrator’s tone is sever, as if he blames Medea for living her father and her heritage for Jason, for loving this false man better than herself. His portion of wrath receives also Jason: “And this is the prowess of Jason, that in his days no lover so false was found walking on earth” (Chaucer, 2007, 1673-74).

The story ends with Medea’s letter, where she upbraids her ex-spouse for his falseness. The placement of the letter allows a woman to speculate about man’s behavior from a female view-point, to redirect attention to human relationships, to suggest that those human relationships are part of the same experience as discovering new lends and returning to old ones. In this version the letter is a painful denunciation of her own desires at, in some sense, is not supported by the story which came before. We never see Medea out of control, swept away by Jason’s looks or behavior so Walker-Pelkey (1991) thinks that by means of this letter, Chaucer can give his audience the weak and faithful woman who simply would not appear in his story proper (p. 128).

Sheila Delany (1994) suggests that it is to Medea's credit that she takes responsibility for her choice: "Why did it please me more to look on your yellow hair than on the boundaries of my honor? Why did

⁹ As Faye Walker-Pelkey (1991) mentions, the seduction of Medea is actually initiated by her father who himself is enamored of Jason (p. 126).

¹⁰ “And the time was set for him to come in the evening to her chamber, and there take oaths by the gods that never joy or woe, night or day, would he falsely fail her: that he would be husband as long as he lived to her who here had saved him from death. And on this they met by night, and he took his oath and went to bed” (Chaucer, 2007, 1643-46).

¹¹ Otherwise Medea is known mostly as a priestess of the Goddess Hecate and the witch, learned in mixing the magic herbs.

your youth and comeliness please me, and the infinite graciousness of your tongue!” (Chaucer, 2007, 1672–76)¹². Delany thinks that this is why she does not kill herself: having articulated her fault, she is able to express anger at Jason rather than turn it against herself: she does, in her letter, more or less wish him dead (“Ah, had you died in your adventure, how much faithlessness would have died with you!” (Chaucer, 2007, 1676–77)), and the conspicuously missing murder of the children is a gesture of revenge against him, undoing the marriage that he has already undone by betrayal. In her aggressive behavior, Medea leaves behind the socially defined "feminine" role of passive suffering, so that the myth itself, even apart from Chaucer's representation of it, already incorporates a gender-shift (Delany, 1994, p. 201).

Although the slaughter of her children is clearly the one thing Medea is best known for, this fact is resolutely excluded from a narrative. Readers see that one can be a passionate and faithful lover, yet entirely inadequate on the ethical or social level. “The deconstruction of desire is well under way, and of gender stereotypes. Violence and brutality are not exclusively masculine behavior, nor is being victimized an exclusively feminine fate” (Dealany, 1994, p. 200).

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¹² Cf. “Why did I take more pleasure than I should in your golden hair, and your comeliness, and the lying favours of your tongue?” (Ovid. *Heroids*. XII. 11-12).

ORGANIZATION CAPITAL AND BANK LOAN CONTRACTING

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Abstract: This paper examines the relation between organization capital and bank loan contracting. In the prior literature, there are two competing views on the economic effect of organization capital. While the firm-specific view suggests that firms with more organization capital experience improved financial performance (e.g., Lustig et al. 2011), the key talent view suggests additional risks to invest in firms with more organization capital (e.g., Eisfeldt and Papanikolaou 2013). Using a large sample of bank loan contracts for U.S. firms, we find that bank loans for firms with more organization capital charge higher interests, more likely to require collateral and performance pricing provisions, and use restrictive covenants more intensively. Among the restrictive covenants, these bank loans are more likely to include capital covenants that restrict the level of debt in the firm's capital structure. We also find that organization capital's effect on smaller and younger firms is weaker in relation to loan interests. Finally, we find that organization capital is positively associated with the volatility of the firm's future credit risk and performance. In general, our findings are more consistent with the key talent view of organization capital.

GEORGIAN LITERATURE FROM STALIN'S REPRESSIONS TO THE PERIOD OF 'THAW'

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Abstract: *After the Bolshevik Revolution Georgian literature, for almost two decades, suffered from the awful ideological oppression. In 1920ies nearly the whole progressive wing of Georgian literature became the victim of Stalin's repressions. As a result, Georgian literature, so tightly connected with the World one, became isolated from the international literary process.*

After the World War II the political changes occurred in the Soviet Union. In 1953 Joseph Stalin, originally Georgian, - the materialized symbol of the country – died; soon the much talked-about XX Assembly of the Communist Party of the Soviet Union headed by Nikita Khrushchev followed (1956). Khrushchev's speech against Stalin was followed in Georgia by a serious political unrest and casualties, which ended with the tragic events of March 9, 1956. It is still unclear whether it was a political position or demonstration of insulted national pride?

However, soon after the so-called Ottepel ("The Thaw") was established in the entire territory of the Soviet Union. The literary process of the period of the Ottepel (Ilia Erenburg's term) yielded a quite different picture from the previous decades of Soviet life; in the conditions of political liberalization, different tendencies were noticed in Georgian literary space: on the one hand– the obvious nostalgia for Stalin, on the other hand - the increasing of a specific model of Neo-realism, and what is of no less importance – the rise of Women writing.

The paper deals with describing and analyzing of all those tendencies.

Keywords: *Georgian Literature, Stalin's regime, Repressions, the period of Thaw (Ottepel), Neo-realism, Women writing.*

VISUALIZING THE INVISIBLE EXPERIENCE OF SLAVERY IN THE POETRY OF EDWARD BRATHWAITE

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Abstract: *This study focuses on the use of imagery to represent the invisible experience of slavery in the poetry of Edward Braithwaite (1930-), a major Caribbean poetic voice noted for his attempt to delve deep into the Black cultural roots of Caribbean culture. It shows how Braithwaite's quest for identity entails a journey into the past and an examination of the horrific history of slavery. Given that poetry as an artistic creation hinges on the use of imagery, the study is to explore and analyze how the poet was successful in materializing the invisible experience of the Middle Passage, the Plantation system and the atrocities of slavery in the Caribbean context through the subtle use of imagery. Through the use of visual, auditory, tactile and kinesthetic imagery, Braithwaite succeeds in dragging the reader right into the experience of slavery, plantation system, slavery and colonialism. In order to highlight the depth of Braithwaite's vision and the intersection of race, class and land in the creation of conflict in the post Middle Passage Caribbean island, representative poems from Braithwaite's prolific oeuvre are to be read in light of some postcolonial concepts with particular focus on Gayatri Spivak's concept of subaltern.*

Keywords: *the invisible experience of slavery, poetry, Edward Braithwaite*

SINHALA BUDDHIST NATIONALISM: ANTI-MUSLIM VIOLENCE AS POST-WAR PHENOMENON OF SRI LANKA

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Abstract: *Islamophobia is contentious crisis in the contemporary world and has not spared Sri Lanka too. The country has recently witnessed an upsurge of violence against Muslim minority in different parts of the country instigated by Sinhala Buddhists extremists. Although this violence remains a central piece of popular discourses, little scholarly analysis has dealt with the recent rise of anti-Muslim hatred and intolerance propagated by extremist elements. Thus, this study examines why the Sinhala Buddhist extremists perpetrate hatred and violence upon Muslims in post-war Sri Lanka and what implications that it has caused. This study is descriptive and interpretative in nature and mainly relies on secondary data. The paper shows that phobia of growing Muslim population, economic rivalry, Islamophobia, Mahawamsa mentality and exceptionalism afforded to Buddhist monks are the causes of anti-Muslim violence in the post war period. It also reveals that Muslims have suffered enormously as a result of violence. This paper argues that the country will prosper in terms of peace and development, if it enforces law and order equally on all citizens and bring all perpetrators of violence including Sinhala Buddhist extremist elements to book forthwith.*

Keywords: *Islamophobia, Sinhala Buddhist extremists, Muslim minority, Anti-Muslim violence, economic rivalry*

A CRITICAL METAPHOR ANALYSIS OF ENGLISH NEWSPAPERS OPINION ARTICLES*

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Abstract: *Using Critical Metaphor Analysis within selected well-known English newspapers and websites, the study discusses the metaphorical concepts used in media, which is a challenge for English native speakers and English learners. The goal of the study is to introduce a group of utilizable English metaphors and conceptual terms, which are used mostly by newspaper editors and writers. This will help the readers specially the English learners to be familiarized with metaphorical concepts.*

The paper hypothesizes that the selection of particular metaphorical concepts affects reader's understanding to the texts. The column writers particularly the political editors conduct certain agenda by using certain words and expressions to manipulate the public opinion.

The data for the research is taken from two famous English newspapers; The Guardian and The Independent in addition to two official websites; BBC World News and Foreign Policy. The study mostly focuses on the opinion pages and political articles, especially the ones concerning war against the terrorist group in Iraq and Syria, notably ISIS. The paper conducts the principles of Critical Discourse Analysis and its newborn offshoot Critical Metaphor Analysis.

Keywords: *English newspapers, Critical Metaphor Analysis, BBC World News, Foreign Policy*

*** This paper was not presented by author(s)**

CRITICAL DISCOURSE AND NARRATIVE ANALYSIS OF IMRAN KHAN'S FIRST SPEECH AS PRIME MINISTER OF PAKISTAN ON 19TH AUGUST 2018

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Abstract: The critical Discourse analysis is often applied to political discourse analysis including the public speech (J.Wang, 2010) that views language as a social practice. The objective of current study is to highlight the narrative/discourse, which has been worked behind the first speech delivered by Imran Khan after taking oath of premiership, and examine his political maturity. Imran Khan was once a renowned cricket celebrity and now he has become the head of leading political party (PTI) in Pakistan that has won majority of seats in the recent held general election 2018 in the country. The stance he has maintained in his political career is “the fair play and justice”. The same has been reiterated in his median speech as the prime minister of Pakistan. The discourse has been analyzed according to Fairclough’s tri-phased model. He developed the concept of synthetic personalization to account for the linguistic effects providing an appearance of direct concern and contact with the individual listener in mass-crafted discourse phenomena (Language & Power, 1989). His voice, action and mode have been analyzed while using Jahn’s model of narrative analysis. The data has been observed from the textual version of PM Khan Speech with a benchmark approach. The current study explores how he carries various phases to control the mind of masses as language (R.Fowler) is the basic tool for constructing individual and group relationship and discourse analysis studies attempt to elaborate this relationship.

Keywords: Imran Khan, First Speech, Prime Minister, Pakistan

PROPOSING A COMPREHENSIVE MODEL OF COHESIVE DEVICES TO INVESTIGATE THE QUALITY OF STUDENTS' ACADEMIC WRITING

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Abstract: *Cohesive devices have been generally perceived of as the linguistic tools that hold the different parts of a text together. Within this understanding, copious studies have investigated the use of cohesive devices in the writing of learners of different backgrounds and levels. Quite understandably, the majority of the studies that analysed the use of cohesive devices relied on Halliday and Hasan's (1976) model, which was acknowledged to be the most comprehensive model of cohesion. This paper departs from the proposal that time is ripe to review the 1976 model and develop an all-embracing one that takes into account all the developments and concerns that arose in textual analysis over the last four decades. The argument is that in order to determine the correlation between students' writing quality and the use of cohesive devices, which has been the focus of the majority of the studies conducted so far on cohesion, there is a need to consider all the textual ties involved in text cohesion. Reviewing the previous research has revealed two problematic areas with the use of the 1976 model. The first one lies in that research has fallen short of analysing the links between the text and the contextual world, including culture. The second area of improvement lies in that research on cohesion has taken the 1976 model as the one-and-only model, thus turning a blind eye to a wealth of tools that appeared in various works since the model's inception to-date. This paper provides an explanation of the concepts of the cohesive devices that were introduced in the 1976 model, and elucidates their use with reference to examples from English and Arabic. Then, the paper builds on the 1976 model and expands it based on suggestions proposed by different authors. Also, the writer of this paper introduces construction-based cohesion, which is a new tool that can be added to the model based on the Construction Grammar Theory. Eventually, the new, comprehensive model of cohesion, which is introduced with applications from English and Arabic, is anticipated to broaden the scope of the studies that will investigate the use of these devices in students' writing.*

Keywords: *Cohesive Devices, Quality Of Students, Academic Writing*

THE 'TERRITORIAL AGENDA OF THE EUROPEAN UNION' AS A TURNING POINT IN THE EUROPEAN TERRITORIAL COHESION POLICIES

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Abstract: *It is considered that, albeit implicit, the EU has had an implicit territorial approach from its inception. Europe's economic geography is characterised by large regional disparities, which directly effect its territoriality. Response to disparities is regional policy, now called cohesion policy. The concerns on how to tackle territorial dimension of EU policies more systematically made way for an EU territorial cohesion policy. Everything finalized with 'Territorial Agenda of the European Union, followed by The First Action Programme.*

This paper is structured by a descriptive language while deduction method is used. It refers to official documents as well as books, articles and assessments related to topic. The scope of this paper covers, besides the Agenda itself, background of Territorial Agenda of EU including territorial cohesion thinking.

Keywords: *Territorial Agenda, Territorial Cohesion, Cohesion Policy, Territoriality*

Introduction

Removing barriers by forming a customs union and establishing the Common Agricultural Policy (CAP) show that, 'the EU has had an implicit territorial agenda from its inception'. All these and similar developments made many researchers to consider that, in terms of its aim and objectives, EU Cohesion Policy as such is not new. However, Albrechts (1997) stresses that the planning going on at European level is 'implicit, fragmented, uncoordinated, and dispersed in many sectoral policies'.

In order to counteract spatial imbalances, the ESDP (CEC. 1999) proposes polycentric development and this is continuing to be part of European Commission's new thinking. A balanced and sustainable development, invoked in the subtitle of the ESDP, refers to polycentric development, a model which would provide equality to everybody. ESDP brings together a number of different policies and identifies where investment is needed. In particular it aims to bring about more balanced systems on town or cities (Nadin, 1998).

It is important to stress that the ESDP (European Spatial Development Perspective) also addresses the competitiveness of Europe. The strategy in the ESDP and its follow-ups aim to have global economic integration zones develop outside the "pentagon"¹³. Thus, it is considered that the ESDP foreshadowed territorial cohesion thinking in EU.

However, even though Faludi (2004) considers that 'making and applying the ESDP is an example of Europeanization' of spatial planning, one should know that the ESDP is not an EU official document,

¹³ ESDP made to the blue banana by recasting it into the pentagon London–Paris–Milan–Munich–Hamburg and identifying it as the only 'global economic integration zone' of the EU. Used to be called the '20–40–50 pentagon', the pentagon area covered 20% of the territory, 40% of the population and 50% of total GDP of EU.

and it is same for the Territorial Agenda (in full: Territorial Agenda of the European Union Towards a More Competitive and Sustainable Europe of Diverse Regions).

As known, planning systems in EU are typically driven by national policies and member states deny the EU the competence for dealing with spatial or territorial matters. This has led to a compromise which made the ESDP a legally non-binding document.

As result, being a non-binding document, the ESDP is not being taken very seriously. Conceivably, though, as regards the competence issue, the Territorial Agenda marks a turning point (Faludi, 2009) and this is very important for EU territorial cohesion policies.

1. Territorial Cohesion Thinking and EU Territorial Cohesion Policy

As said above it is considered that the EU has had an implicit territorial agenda from its inception and the view of planning as promoting development has played a role in European integration from the start. Treaty of Rome, had proposed two instruments: a fund for financing measures necessary for regions affected by the Common Market to adapt; and an investment fund explicitly oriented towards the development of least favoured regions; however, the it went no further than declaring in the preamble that the member states were anxious ‘to strengthen the unity of their economies and to ensure their harmonious development by reducing the differences existing between the various regions and the backwardness of the less favoured regions’ (EEC Treaty, 1957).

As known, Europe’s economic geography is characterised by large regional disparities, which directly effect its territoriality. Accepting new members from Central and Eastern Europe has moved disparities centre stage to Central and Eastern Europe (The last EU enlargement of 2000-2006) with the most of the funds under the ‘convergence’ objective going to these regions. Response to disparities is regional policy, now called cohesion policy.

Finally, there are ‘costs of non-coordination’ of the sector policies’ incoherences that regard space. Dealing with this, ESDP aims to fit policies into some overall spatial framework and this is it’s classic spatial planning message.

When it comes to post 2000 developments; the Treaty establishing a Constitution for Europe says in Art. I-3 that the Union ‘shall promote economic, social and territorial cohesion and solidarity among Member States’, and Art. III-14 lists territorial cohesion as a shared competence of the EU and the Member States (Faludi, 2006). Related to this, Medeiros (2016) considers that, although the Cohesion Policy of EU, with the main goal of promoting a more cohesive EU territory from a socioeconomic perspective, operates since 1988 and its ‘territorial dimension’ was always present in several elements, it was only after signing the Lisbon Treaty (2009) that its scope was formally broadened by the inclusion of the territorial dimension of cohesion, alongside the social and economic dimensions.

EU Territorial Cohesion Policy

Considered as a French concept, the territorial cohesion made its first appearance in Art. 16 of the Treaty of Amsterdam (1999) where the latter recalls ‘the place that “economic services of general interest” have in the common values of the Union and the role they play in the promotion of social and territorial cohesion of the Union’ (Faludi, 2009). Merits for this development belong to Michel Barnier from France, Commissioner for regional policy from 1999 to 2004.

Even though the Constitution did not give a definition of territorial cohesion (Faludi 2005) distinguishes four elements in it: the quest for equity, competitiveness, sustainability and good governance., while Waterhout (2008, pp. 94–122) talks similarly about four discourses in territorial cohesion: ‘Europe in balance’, ‘Competitive Europe’, ‘Green and clean Europe’, and ‘Coherent European policy’, with the last storyline which is considered to relate to the rationale of spatial planning.

2.The Making of the Territorial Agenda

A so-called scoping document - product of drafting group which worked under the auspices of the Coming Presidencies Group- formed the basis for what later became the document ‘Territorial state and perspectives of the European Union’ (Territorial State, 2007) and subsequently, the Territorial Agenda. The scoping document argued for territorial development policies to help areas to develop their ‘territorial capital’, with its substantive priorities focusing on strengthening polycentric development and urban–rural partnership, promoting clusters of competitive and innovative activities, strengthening trans-European networks etc.

Expressing support for territorial cohesion policy under the Constitution, the above mentioned drafts also identified the key actions for the future. These key actions, to summarize, relate to: Promoting more territorially coherent EU policies, the well-known basic rationale of spatial planning, More focusing in the ESPON 2013 programme, Territorial issues to play a more prominent role in the context of the implementation of the national strategic reference frameworks and the mid-term evaluation of the Structural Funds programmes 2007 -2013, as well as the national reform plans under the Lisbon Strategy and Reviewing the Territorial Agenda in 2010.

3.The Territorial Agenda, substantive policies and institutional proposals

The final Territorial Agenda document runs to 11 pages and comes in below mentioned four sections:

- Section I: Future Task: Strengthening Territorial Cohesion , stating that tomorrow’s territorial challenges are in need of immediate attention.
- Section II:New Challenges: Strengthening Regional Identities, Making Better Use of Territorial Diversity
- Section III:Territorial Priorities for the Development of the European Union outlining new territorial priorities for the EU.
- Section IV: Implementing the Territorial Agenda identifying actions to implement the Territorial Agenda.

Section I explains territorial cohesion as a permanent and collaborative process involving various actors and stakeholders, and focuses on how regional adaptation policy can contribute to Lisbon and Gothenburg Strategies. The second paragraph qualifies the Territorial Agenda as an action-oriented political framework prepared by ministers responsible for spatial planning and development together with the European Commission, for their future cooperation purposes. It also states the Agenda will contribute to sustainable economic growth and job creation as well as social and ecological development in all EU regions (TA 2007) and it supports both the Lisbon and the Gothenburg Strategies of the European Council. What continues is the next paragraph stating that the Agenda supports the promoting

a polycentric territorial development of the EU, with a view to making better use of available resources in European regions (Territorial Agenda, 2007).

Section II, begins by identifying six challenges which, to summarize what is said in document, relate to regionally diverse impacts of climate change on the EU territory and its neighbours; energy inefficiency and different territorial opportunities for new forms of energy supply; accelerating integration of regions, including crossborder areas, in global economic competition; impacts of EU enlargement on economic, social and territorial cohesion; overexploitation of the ecological and cultural resources and loss of biodiversity; territorial effects of demographic change (especially ageing) as well as in and out migration and internal migration on labour markets. Given these challenges, the territorial cohesion of the EU is considered as a prerequisite for achieving sustainable economic growth and implementing social and economic cohesion – a European Social Model (Territorial Agenda, 2007) and is regarded as an essential task and act of solidarity to develop preconditions in all regions to enable equal opportunities for all citizens and development perspectives for entrepreneurship (Territorial Agenda, 2007).

The first paragraph of Section III states that “The Territorial Agenda builds upon the three main aims of the European Spatial Development Perspective (ESDP), which remains valid, namely

- Development of a balanced and polycentric urban system and a new urban-rural partnership;
 - Securing parity of access to infrastructure and knowledge;
 - Sustainable development, prudent management and protection of nature and cultural heritage.”
- (Territorial Agenda, 2007).

By recounting the above mentioned three policy guidelines for the spatial development of the EU according to the ESDP, the Agenda positions itself as a follow-up.

What follows is the section IV, named as *Implementing the Territorial Agenda*. It addresses European institutions as well as the member states by pointing out what they need to do to pursue the Territorial Agenda. In this context, it calls the European institutions to pay more regard to the territorial dimension of policies.

Besides this, in paragraph 45 ministers ask the coming Hungarian EU Presidency to evaluate and review the Territorial Agenda in the first half of 2011.

The Territorial Agenda did not even attempt to conceptualize the shape of territorial of EU, something what ESDP tried to do. One could figure out that it would have been difficult to do this without maps, while not containing any map is a characteristic of Territorial Agenda. Relating to this point, Faludi (2009) considers that, where the ESDP may be considered to have been a planning document, albeit unclear, the Territorial Agenda is nothing of the kind.

3.1. First Action Programme

Adopted on 23 November 2007, the end version of the First Action Programme which was submitted to the ministers of spatial planning, contains seven political commitments. In commitments ministers commit themselves to ensure that the territorial dimension is taken into consideration when assessing current policies and designing the future policies of the European Union. They also commit themselves to cooperate with sectoral policy-makers and competent institutions.

In last commitment named ‘*Coordinating and monitoring the First Action Programme implementation*’, ministers commit themselves, within their means and competences, to gathering and providing the resources and the organisation needed to coordinate and monitor the implementation of the First Action Programme (First Action Programme, 2007). In following, the Programme evolves context, including the adoption of the Lisbon Treaty which has included territorial cohesion as the third dimension of cohesion policy, stating that it would be a shared competence.

The third section has to do with the purpose, the time frame and the scope of the Action Programme.

As it is stated in the Program, the main purpose was to provide a framework to facilitate implementation of the Territorial Agenda and to provide ministers, European institutions and all other concerned stakeholders with a long-term basis for formulating common territorial policies.

Conclusion

Although the *EU has had an implicit territorial approach from its inception and the view of planning as promoting development has played a role in European integration from the start*, Medeiros (2016) considers that, although the Cohesion Policy of EU operates since 1988 and its ‘territorial dimension’ was always present in several elements, it was only after signing the Lisbon Treaty (2009) that its scope was formally broadened by the inclusion of the territorial dimension of cohesion, alongside the social and economic dimensions.

The territorial cohesion, which is considered as a French concept, made its first appearance in Art. 16 of the Treaty of Amsterdam (1999). In following, a so-called ‘scoping document’ formed the basis for what later became the Territorial Agenda. The scoping document argued for territorial development policies to help areas to develop their ‘territorial capital’, with its substantive priorities focusing on strengthening polycentric development and urban–rural partnership, promoting clusters of competitive and innovative activities, strengthening trans-European networks etc. Expressing support for territorial cohesion policy under the Constitution, these drafts also identified the key actions for the future. These key actions, to summarize, relate to: Promoting more territorially coherent EU policies, More focusing in the ESPON 2013 programme, Territorial issues to play a more prominent role in the context of the implementation of the national strategic reference frameworks etc.

What follows is the First Action Programme, which was dedicated to the Implementation of the TA 2007. The end version of the First Action Programme submitted to the ministers of spatial planning, contains seven political commitments. In commitments ministers commit themselves to ensure that the territorial dimension is taken into consideration when assessing current policies and designing the future policies of the European Union. They also commit themselves to cooperate with sectoral policy-makers and competent institutions.

The above elaborated Territorial Agenda was followed by a process of evaluation and reviewing, in 2011, while between this two agendas stands the report of the European Parliament (EU Parliament, 2008), which actually made way for evaluation in question. Defining itself as an action oriented policy framework to support territorial cohesion in Europe as a new goal of the European Union introduced by the Treaty of Lisbon (Art 3.TEU) and stating that it outlines objectives in accordance with the time horizon of major policy documents until 2020, the revised TA calls on reflecting to changed circumstances, especially in the light of the economic crisis and enlargement. It also calls on focusing in certain priorities, reflecting the changed challenges and policy context. Due to its limited scope this

paper didn't say any more about revised Territorial Agenda, but it will be addressed in a separate article or paper, due to its high importance in terms of tracing territorial cohesion policies and spatial planning at EU level.

Finally, TA 2007 demonstrates the continuity of the Community Policies' goal towards increasing regional cohesion, global competitiveness and sustainable development, as well as taking forward ESDP, a common spatial stratigraphic document based on voluntary initiatives, pointing out the importance of giving a territorial dimension to community policies. In this context, the territorial agenda opens a new era in cohesion policies which evolve by including regional policies. At the same time, it shows the increasing interest towards spatial planning at the EU level.

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TESTING THE PECKING ORDER MODEL OF CORPORATE LEVERAGE: AN EMPIRICAL INVESTIGATION OF TURKISH FIRMS

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Abstract

This research investigates the pecking order model of corporate leverage for a sample of 53 Turkish industrial firms listed on Istanbul stock exchange during the period from 2008 to 2017. The study tries to concentrate on the predictions about how corporate leverage varies with investments, profitability, risk, firm size and tangibility. The coefficients of corporate leverage determinants are estimated by using Ordinary Least Squares and Binary Logistic regressions. Confirming the pecking order model, it is found that firms prefer to use internal cash flows over external financing to fund investments. Moreover, the empirical results also show that more profitable and risky firms tend to borrow less. On the other hand, firms with more investments and larger firms tend to have more leverage. The findings of this study will help the managers to design a better strategy about capital structure which can maximize firm's performance.

Keywords: Pecking Order Model, Leverage, Turkish Firms.

1. Introduction

Capital structure decisions play a crucial role in determining and improving firm's performance. Choosing an appropriate mix of debt and equity that maximizes shareholders' value requires analysis and investigating the determinants of capital structure. The finance literature offers two competing models of financing decisions, trade-off theory and pecking order theory. In the trade-off model, firms identify their optimal leverage by weighing the costs and benefits of an additional dollar of debt (Fama & French, 2002: 1). As an alternative to the trade-off theory, Myers (1984) suggests the pecking order theory. This theory is based on a financing pecking order. Firms prefer internal finance, if external finance is required, firms issue the safest security first. That is, they start with debt, then possibly hybrid securities such as convertible bonds, then perhaps equity as a last resort. (Myers, 1984: 581).

This research investigates the pecking order model of corporate leverage for a sample of 53 Turkish industrial firms listed in Istanbul stock exchange during the period from 2008 to 2017. The findings of this study will help the managers to design a better strategy about capital structure which can maximize firm's performance.

2. Literature

The tradeoff model of corporate leverage assumes that agency costs of debt and bankruptcy costs push firms to issue less debt, while agency costs of equity and the tax benefits of debt push firms to issue more debt (Bradley, Jarrell and Kim, 1984; Fama & French, 2002; Frank & Goyal, 2009). Accordingly, larger firms and firms with more profitability, less risk, less growing opportunities, high tax rates and more tangible assets tend to have high leverage.

The pecking order model suggests that the financing costs that produce pecking order behavior include the transaction costs associated with new issues and the costs that arise because of management's superior information about the firm's prospects and the value of its risky securities. Because of these costs, firms finance new investments first with retained earnings, then with safe debt, then with risky debt, and finally, under duress, with equity (Fama & French, 2002: 1). The pecking order theory predicts that firms with less profitability, less risk, more investment and less tangible assets tend to have high leverage.

Numerous studies have focused on determinants of capital structure choice. Titman and Wessel (1988), Karadeniz, Kandir, Balcilar and Onal (2009), and Gülşen and Ülkütaş (2012) found that, as predicted by the pecking order model, profitable firms tend to have less leverage. Rajan & Zingales (1995), Chen & Hammes (1997), Gaud, Jani, Hoesli and Bender (2003) and Frank & Goyal (2009) showed that larger firms and firms with more tangible assets tend to have more leverage while more profitable and growing firms have less leverage. Shyam-Sunder and Myers (1999) found greater confidence in the pecking order model (which predicts external debt financing driven by the internal financial deficit) than in the target adjustment model (which predicts that each firm adjusts gradually toward an optimal debt ratio). Fama and French (2002) provide evidence that leverage is negatively related to profitability and investment. They also pointed out a positive relation between leverage and firm size. Frank and Goyal (2003) indicated that net equity issues track the financing deficit more closely than do net debt issues, debt financing do not dominate equity financing in magnitude. Zhang and Kanazaki (2007) find that firms with more tangible assets, more non-debt tax shields and larger firms have more leverage while profitability was shown to be negatively related to leverage. Fosberg (2008) argue that firms finance their financial deficits with debt. Furthermore, debt capacity enhances the positive relation between financial deficits and debt. Güner (2016), and Burucu and Öndeş (2016) studied the variables affecting capital structure decisions for Turkish firms. They showed that firm size, liquidity and profitability affect negatively the debt ratio. However, Güner (2016) pointed out a negative relation between leverage and growth opportunities while Burucu and Öndeş (2016) showed that growth rate and growth opportunities are positively related to leverage. Erol, Aytekin and Abdioğlu (2016) found that profitable firms and firms with more liquidity, less growth opportunities, and more tangible assets tend to have more leverage.

3. Data and Methodology

3.1 Data

The data have been obtained from financial statements belonging to 53 industrial firms listed on Istanbul Stock Exchange during the period from 2008 to 2017. The resulting unbalanced panel data provides 507 firm-year observations.

3.2 Estimation Techniques

To investigate empirically the pecking order model of corporate leverage, this study employs two stages. In the first stage we examine whether firms with more investment opportunities relative to operating cash flows have higher leverage compared to firms with lower investment opportunities relative to operating cash flows. In this context, we consider the current and future investment. Fama and French (2002) argue that in a simple pecking order world, debt increases when investment exceeds internal

funds and falls when investment is less than internal funds. In a more complex view of the model, firms with larger future investment maintain low-risk debt capacity and tend to have less current leverage.

The operating cash flows ratio (operating cash flows / total assets) is used as a proxy for internal funds. Our proxy for investment opportunities is $(\text{total assets}_t - \text{total assets}_{t-1}) / \text{total assets}_t$ (Fama and French, 2002: 8). The investment opportunities in period (t) have been considered as current investment. Future investment is the investment opportunities in period (t+1).

Firm years are broken into two parts based on the median value of operating cash flows ratio. High (low) operating cash flows ratio firm years are those ranked in above (below) the median value. The firm years are also independently divided into two parts based on the median value current investment. High (low) current investment firm years are those ranked in above (below) the median value. Then, we select two groups. The first group (G1) contains firm years that have high current investment and at the same time have low operating cash flows ratio (a group with more current investment relative to internal funds). The second group (G2) contains firm years that have low current investment and at the same time have high operating cash flows ratio (a group with low current investment relative to internal funds). We employ T-Test and Man-Whitney Test to investigate whether the two groups have different leverage. Leverage (Lev) is calculated as the ratio of total debt to total assets. The previous procedures and tests will be repeated in the same way for future investment. In this case, we construct two groups as follows. (FG1) contains firm years that have high future investment and at the same time have low current operating cash flows ratio while (FG2) contains firm years that have low future investment and at the same time have high current operating cash flows ratio.

Furthermore, to confirm our results, we employ a binary logistic regression model to predict whether or not firms with high investment relative to internal funds have higher leverage. We use the following logistic regression models:

$$\text{logit}(Y) = \ln\left(\frac{\pi}{1-\pi}\right) = a + \beta_1 (G_{it}) + \beta_2 (\text{Size}_{it}) + \beta_3 (\text{Tangibility}_{it}) \quad (\text{L1})$$

$$\text{logit}(Y) = \ln\left(\frac{\pi}{1-\pi}\right) = a + \beta_1 (\text{FG}_{it}) + \beta_2 (\text{Size}_{it}) + \beta_3 (\text{Tangibility}_{it}) \quad (\text{L2})$$

where:

Y: is a dummy variable and represents leverage (Lev). Accordingly, Y is a variable set to one if Lev is higher than or equal to the median value (highly levered firms), and set to zero otherwise (less levered firms).

π : is the probability of a firm i to be highly levered in period t.

G_{it} : is a dummy variable set to one if a firm i in period t belongs to the first group (G1), and set to zero if a firm i in period t belongs to the second group (G2).

FG_{it} : is a dummy variable set to one if a firm i in period t belongs to the group (FG1), and set to zero if a firm i in period t belongs to the group (FG2). This variable considers the future investment.

Size: is firm size and computed as the natural logarithm of total assets (Frank and Goyal, 2009; Fama and French, 2002). Frank and Goyal (2009) argue that the pecking order model predicts a negative relation between leverage and firm size. Large firms are better known, as they have been around longer. On the other hand, Fama and French (2002) argue that larger firms are likely to have less volatile

earnings and net cash flows. If so, then the pecking order theory would predict a positive relation between leverage and firm size. Accordingly, the pecking order model makes an ambiguous prediction on the relation between leverage and firm size.

Tangibility: is the ratio of tangible assets to total assets. Low information asymmetry associated with tangible assets makes equity issuances less costly. Thus, the pecking order model predicts a negative relation between leverage and tangibility (Frank and Goyal, 2009: 9).

In the second stage we concentrate on the predictions about how corporate leverage varies with investment opportunities, profitability, business risk, firm size and tangibility, using OLS regressions. We estimate the following OLS regressions:

$$\text{Lev}_{it} = \beta_0 + \beta_1 (\text{INV}_{it}) + \beta_2 (\text{ROA}_{it}) + \beta_3 (\text{Risk}_{it}) + \beta_4 (\text{Size}_{it}) + \beta_5 (\text{Tangibility}_{it}) + \varepsilon_{it} \quad (\text{M1})$$

$$\text{Lev}_{it} = \beta_0 + \beta_1 (\text{INV}_{it}) + \beta_2 (\text{ROA}_{it}) + \beta_3 (\text{Size}_{it}) + \beta_4 (\text{Tangibility}_{it}) + \varepsilon_{it} \quad (\text{M2})$$

ROA: is profitability and measured as the ratio of earnings before interest and taxes to total assets (Titman and Wessel, 1988: 6). Rajan and Zingales (1995) argue that changes in profitability will be negatively correlated with changes in leverage if dividends and investments are fixed, and if debt financing is the dominant mode of external financing.

Risk: is a variable estimates earnings volatility and computed as the standard deviation of (ROA) for the previous 4 years. Using this variable reduces the firm-year observations from 507 to 295. We estimate additional model without the variable Risk (the second model). However, Fama and French (2002) argue that firm size may serve as a proxy for risk (volatility). We use the variable (Size) in both models.

4. Empirical Results

4.1 Spearman Rank Correlation Results

Table (1) shows the results of the non-parametric Spearman rank correlation coefficients between leverage and other variables. We find that leverage is negatively related to profitability and risk. The relation between leverage and both the current and future investment is positive. On the other hand, the correlations between leverage and operating cash flows, firm size and tangibility are not significant. We also find that the relation between risk and firm size is negative, which is consistent with the argument that larger firms are less risky. Finally, the results indicate a positive relation between current investment and future investment, which means that investment is persistent.

Table 1. Spearman Rank Correlation Coefficients

| | Lev | ROA | OCF | Size | Risk | Tangibility | INV (t) | INV (t+1) | N |
|-------------|---------|---------|---------|--------|-------|-------------|---------|-----------|-----|
| Lev | 1 | | | | | | | | 507 |
| ROA | -0.16** | 1 | | | | | | | 507 |
| OCF | -0.039 | 0.398** | 1 | | | | | | 507 |
| Size | 0.04 | 0.314** | 0.314** | 1 | | | | | 507 |
| Risk | -0.141* | -0.012 | -0.006 | -0.14* | 1 | | | | 295 |
| Tangibility | 0.068 | -0.25** | 0.025 | -0.022 | -0.10 | 1 | | | 507 |
| INV (t) | 0.226** | 0.239** | -0.061 | 0.105* | 0.02 | -0.08 | 1 | | 452 |
| INV (t+1) | 0.158** | 0.112* | 0.094* | -0.007 | 0.01 | -0.04 | 0.13** | 1 | 452 |

N is the number of observations. * P < 0.05, ** P < 0.01.

4.2 T-Test and Man-Whitney Test Results

Table (2) presents mean and median values of leverage, operating cash flows ratio and investment for the groups G1, G2, FG1, FG2. We find that G1 (a group with more current investment relative to operating cash flows) has higher leverage compared to G2 (a group with low current investment relative to operating cash flows). The mean and (median) values of leverage for G1 are higher 0.51 (0.51) compared to G2 0.386 (0.355). The difference between the two groups is significant at 1% level based on T-Test and Man-Whitney Test. These results are consistent with the predictions of the simple version of pecking order model. We also find similar results for future investments. Table (2) shows that FG1 (a group with more future investment relative to current operating cash flows) has more leverage compared to FG2 (a group with low future investment relative to current operating cash flows). The mean and (median) values of leverage for FG1 are higher 0.478 (0.488) compared to FG2 0.37 (0.33), which is inconsistent with the complex version of pecking order model.

Table 2. T-Test and Man-Whitney Test Results

| | N | Lev | INV (t) | OCF |
|--------------|-----|---------------|----------------|------------------|
| G1 | 110 | 0.51 (0.51) | 0.242 (0.205) | -0.025 (-0.004) |
| G2 | 115 | 0.386 (0.355) | 0.0059 (0.038) | 0.117 (0.104) |
| T-Test (Sig) | | 0.000** | 0.000** | 0.000** |
| Mann-W (Sig) | | 0.000** | 0.000** | 0.000** |
| | N | Lev | INV (t+1) | OCF |
| FG1 | 112 | 0.478 (0.488) | 0.204 (0.172) | -0.021 (-0.0025) |
| FG2 | 112 | 0.37 (0.33) | 0.004 (0.037) | 0.104 (0.087) |
| T-Test (Sig) | | 0.000** | 0.000** | 0.000** |
| Mann-W (Sig) | | 0.000** | 0.000** | 0.000** |

Figures without brackets are mean values. Median values are bracketed. N is the number of observations.

** significant difference between the two groups at 1% level.

4.3 Binary Logistic Regressions Results

Table (3) presents the results of logistic regressions. Following the results of the first model, we find a positive and significant relation between the probability of the firms to be highly levered and the variable G. This result indicates that firms with more current investment relative to operating cash flows (firms in G1) are more likely to be highly levered compared to firms in G2. The estimated coefficient on firm size is positive and significant. Thus, larger firms have more leverage. On the other hand, the tangibility coefficient is not significant. In the second model we find a positive sign for the variable (FG) which considers future investment. Hence, firms with more future investment relative to operating cash flows (firms in FG1) are more likely to be highly levered. However, the estimated coefficients on Size and Tangibility are not significant.

Table 3. Binary Logistic Regressions Results

| Models | Constant | G | FG | Size | Tangibility | Nagelkerke R ² | Sig | N |
|--------|--------------------|-------------------|-------------------|--------------------|------------------|---------------------------|-------|-----|
| L1 | -6.26** (0.002) | 1.51** (0.000) | - | 0.257** (0.008) | 1.057 (0.201) | 0.161 | 0.000 | 225 |
| L2 | -1.1 (0.593) | - | 1.16** (0.000) | 0.01 (0.92) | 0.392 (0.646) | 0.102 | 0.001 | 224 |

N is the number of observations. Sig represents the significance of the model based on (Omnibus Tests of Model Coefficients). P values are reported in parenthesis. ** indicate significance at the 1%, level.

4.4 OLS Regressions Results

Table (4) presents OLS regressions predicting leverage level. The first model shows that the coefficients of profitability, risk and investment are consistent with the pecking order model. We find that leverage decreases significantly with profitability and risk, and increases significantly with investment. However, the coefficients of firm size and tangibility are not significant. The second model is estimated without the variable Risk. The coefficient estimates in this model are consistent with the estimates of the first regression, except for Size, which has a positive and significant coefficient. We have found in (table 1) that the relation between size and risk is negative. Thus, we can conclude that the positive sign on firm size in the second model is in line with the negative effect of risk in the first model, indicating that larger firms are less risky and consequently tend to have more leverage.

Table 4. OLS Regressions Results

| | | Dependent Variable: Leverage | |
|-------------------------|---|---------------------------------|----------------------------|
| Models | Leverage Predictions of the Pecking Order Model | M1 | M2 |
| Constant | | 0.260 (0.098) | 0.160 (0.200) |
| INV | Positive | 0.164* (0.033) | 0.190** (0.002) |
| ROA | Negative | -0.632** (0.000) | -0.427** (0.001) |
| Risk | Negative | -0.624* (0.042) | - |
| Size | Positive/ Negative | 0.013 (0.098) | 0.014* (0.028) |
| Tangibility | Negative | 0.044 (0.507) | 0.048 (0.399) |
| Adjusted R ² | | 0.079 | 0.042 |
| F | | 6.033** (0.000) | 5.96** (0.000) |
| N | | 295 | 452 |

N is the number of observations. P values are reported in parenthesis.

*, ** indicate significance at the 5%, 1% levels, respectively.

5. Conclusion

This research investigates the pecking order model of corporate leverage for a sample of 53 Turkish industrial firms listed on Istanbul stock exchange during the period from 2008 to 2017. The results reveal that firms with more investment opportunities relative to operating cash flows have higher leverage compared to firms with lower investment opportunities relative to operating cash flows. Confirming the pecking order model, the empirical results also show that business risk and profitability are negatively and significantly related to corporate leverage. Furthermore, we find that larger firms and firms with more investment have more leverage. Overall, these results indicate that pecking order model can explain financing decisions of Turkish firms.

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THE EFFECTIVENESS OF TRAINING BASED ON NARRATIVE THERAPY ON BODY IMAGES OF THE STUDENT PAINTERS IN WOMAN

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Abstract

Aim and Background :indeed, body image is one's self-concept about the body and physical. We believe that referring people to the self by painting, informing them about themselves and increasing the level of self-concept can have a motivational and therapeutic effect.

Methods and Materials :of the 75 student the sample included 24 participants who were assigned by random sampling in experimental (N=12) and control group (N=12). Student were completed multidimensional body self-relation questionnaire (MBSRQ-AS) on the pretest and posttest. Data were analyzed by the SPSS 16 and present with ANCOVA test. An Alpha level less than 0.05 was considered significant ($0.05 > p$).

Findings :analysis of ANCOVA showed that there is a significant difference between experimental and control group based on body image ($0.001 > p$) in posttest stage.

Conclusions: result suggest that training based on narrative therapy could be a short and effective treatment. We suggest that using a painting in narrative therapy, as a new approach, can be effective.

Keywords :body image, narrative therapy

FORCED MARRIAGES AS HUMAN RIGHTS VIOLATION

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Abstract

Context and Aim: Right to marry is an internationally recognized human rights standard as per Article 16 of Universal Declaration of Human Rights, Article of 12 European Convention on Human Rights, Article 23 of International Covenant on Civil and Political Rights, Article 16 of the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), and Article 12 of the Convention on the Rights of the Child. Right to marry is not only freedom to marry but also freedom not to marry. Forced marriage, which is not entered into only with the free and full consent of the intending spouses, is violation of internationally recognized human rights standards. No marriage shall be entered into without the free and full consent of the intending spouses. This study aims to point out the situation of forced marriages, in particular child marriages, in Turkey and to bring suggestions to struggle with forced marriages.

Methodology: This conceptual paper is based on a review and analysis of research and data from the literature. The method of this study is literature screening method.

Findings: Forced marriages are commonly encountered in rural parts of Turkey, in particular at the regions of Eastern and South-Eastern Anatolia.

There are many types of forced marriages in Turkey, such as;

- a) Taygeldi marriage: Marriage of two widows having children from different genders in company with the marriage of children of them.
- b) Marriage with brother-in-law (Levirant): It refers the marriage of brother of a deceased elder brother with the wife of his elder brother.
- c) Marriage with sister-in-law (Sorarat): It is the marriage of widow man with the sister of his ex-wife.
- d) Blood money marriage: It is a kind of marriage where daughters are granted in company with materials assets against blood money to the families that have blood feud between them.
- e) Marriage against bride wealth: Bride wealth refers to the money paid by the young man to get married to the family of the girl. It can be granted in gold, house, garden, field and animal as well as it can be paid in cash money.
- f) Berder (Berdel) marriage: The exchange of between two families. It is done with the purpose to ensure the efficiency in family and the control over children.
- g) Abduction: Abduction is committed in events that families object a marriage. Claiming bride wealth is also a factor in this.
- h) Co-wife marriage: The man whose wife is infertile or cannot deliver a son is made to marry again and then the man lives with multiple women usually in same home.
- i) Marriage for revenge: Some families having blood feud between them use this means in order to

tarnish the opposite family's honour and to damage their reputation.

j) Betrothed in the cradle: Friends, fellows, neighbours or relatives who love each other very much perform engagement of their children when they are in cradle by tying notching (mark, cloth) to cradle and thus promise that their babies will marry each other.

k) Child marriage: Child marriage is a problem that prevents the exercise of human rights, undermines the status of women and deprive child from their fundamental rights. According to the UNICEF database, Turkey has one of the highest rates of child marriage in Europe with an estimated 15% of the girls getting married before the age of 18. However, statistical data available may not be representative of the scale of the issue since some of the child marriages are unregistered and take place as unofficial religious marriages.

The main factors leads to forced marriage are custom and tribe, family honour, control of women's free behaviour, economic reasons, migration, social and family pressure on parents, and exposure to abuse and rape. One of the significant categories of forced marriages is child marriages. The main reasons underlying the child marriages may be specified as lack of education; custom and tribe factor; misinterpretation of religious knowledge; domestic violence; and economic reasons.

A forced marriage will be a marriage where all kinds of violence in the family - physical, emotional, economic and sexual - will most likely be experienced. The serious impacts, especially for young women, can be vary and widely. In addition to emotional and sexual influences such as living and sleeping with an undesirable person. There are some more other consequences such as lack of right of education and work, economic dependence on man/husband, chronic psychosomatic diseases and even suicidal drag.

Forced marriage is considered as a criminal offence in some European countries such as Belgium, Norway and Germany, but not in Turkey. On the other hand, there is a difference in terms of being in sexual intercourse with the child (indirectly for child marriages). According to the Turkish Penal Code it is considered as a criminal offence to be in sexual intercourse with minors under 15 either even if the consent of minor exists.

Conclusion: It is important to educate individuals and society about the right to marry and not to marry, the natural extension of the most basic human rights of marriage, and to address the issue of bringing legal regulations that will prevent forced marriages. To struggle with forced marriages, in particular with child marriages; it is necessary to hold meetings to create and develop awareness for implementation of relevant provisions of Turkish Civil Code, Turkish Penal Code and Law on Protection of Minors. It will be therefore possible to ensure that children, families and people understand what kind of problems and penal responsibilities on forced marriages and child marriages.

Keywords: Forced marriage, child marriage, right to marry, right not to marry, violation of human rights.

SELECTING TOP MANAGER BY USING TYPE-2 FUZZY AHP WITH A REAL CASE APPLICATION

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Abstract: The aim of this study is to develop a framework for Selecting Top Manager by using Type-2 Fuzzy Sets. The trapezoidal interval type-2 fuzzy Analytic Hierarchy Process methodology is applied for an industrial manager selection. One of the highly used methods for Multi Criteria Decision Making (MCDM) is Analytic Hierarchy Process (AHP); in which, the most suitable alternatives are found for a defined problem. While the membership functions of type-1 fuzzy sets are two-dimensional, the membership functions of type-2 fuzzy sets are three-dimensional. It is the new third-dimension that provides additional degrees of freedom that make it possible to directly model uncertainties. Logistics industry is one of the most important sectors for employment all over the world. Some logistics companies are visited and studied their processes carefully. In manager selection process, there are multiple criteria to consider and also many candidates. In order to put those linguistic criteria in numerical presentation and ranking, AHP is a widely used MCDM tool. In this paper, the proposed criteria are leadership property (C1), sectoral expertise (C2), personal and environmental analysis ability (C3), education (C4).

The framework is following:

- Collect Information about Candidates
 - Successful References in the Sector
 - Too high salary request
 - Fluent in foreign language
- Eliminate Candidates
- Form type 2 Fuzzy AHP Method
- Apply type 2 Fuzzy AHP Method
- Make the Final Decision

1. Introduction

The aim of this study is to develop a framework for Selecting Top Manager by using Type-2 Fuzzy Sets. The trapezoidal interval type-2 fuzzy Analytic Hierarchy Process methodology is applied for an industrial manager selection. One of the highly used methods for Multi Criteria Decision Making (MCDM) is Analytic Hierarchy Process (AHP); in which, the most suitable alternatives are found for a defined problem. While the membership functions of type-1 fuzzy sets are two-dimensional, the membership functions of type-2 fuzzy sets are three-dimensional. It is the new third dimension that provides additional degrees of freedom that make it possible to directly model uncertainties.

Runkler et al (2017) focused on risk by considering interval type-2 fuzzy sets. Görener et al (2017) studied vendor evaluation with type 2 fuzzy. Özkan et al. (2015) applied a hybrid multicriteria decision making methodology based on type-2 fuzzy sets to select among energy storage alternatives.

2. Type-2 fuzzy AHP

Zadeh (1965) first introduced the fuzzy set theory, which was oriented to the rationality of uncertainty due to imprecision or vagueness. A major contribution of fuzzy set theory is its capability of representing vague data. The theory also allows mathematical operators and programming to apply to the fuzzy domain. One of the highly used methods for Multi Criteria Decision Making (MCDM) is Analytic Hierarchy Process (AHP); in which, the most suitable alternatives are found for a defined problem. Kahraman et al., (2014) developed trapezoidal interval type-2 fuzzy AHP method together with a new ranking method for type-2 fuzzy sets and applied the proposed method to a supplier selection problem:

While the membership functions of type-1 fuzzy sets are two-dimensional, the membership functions of type-2 fuzzy sets are three-dimensional. It is the new third-dimension that provides additional degrees of freedom that make it possible to directly model uncertainties.

An interval type-2 fuzzy set is a special case of a generalized type-2 fuzzy set. Since generalized type-2 fuzzy sets require complex and immense computational burdensome operations, the wide spread application of generalized type-2 fuzzy systems has not occurred. Interval type-2 fuzzy sets are the most commonly used type-2 fuzzy sets because of their simplicity and reduced computational effort with respect to general type-2 fuzzy sets. In this paper, the trapezoidal interval type-2 fuzzy Analytic Hierarchy Process methodology is applied for an industrial manager selection.

3. Developed Framework and Industrial Case Study

Manager Candidate Selection Flow Chart is shown in Figure 1. Logistics industry is one of the most important sectors for employment all over the world. Turkey's advantageous geographical location that stretches from Asia to Europe and Russia to Africa, allows it to be a hub for over USD 2 trillion freight carried in the region. According to Logistics Association in Turkey (LODER), Turkey's current logistics industry size is estimated to be USD 80-100 billion and is forecast to reach USD 108-140 billion by 2017. A strong and diversified economy will contribute to the expansion of the logistics industry. Since many industries support or rely on the logistics industry, their growth would indirectly stimulate growth in logistics. Global logistics players are keen to invest in Turkey because of the growth potential within the Turkish economy and its proximity to Europe and Asia. Turkey has already attracted big global players.

Turkey is building logistics centers/villages that will serve to lower the costs of transportation by offering various different modes of transportation within these centers/villages. It is estimated that by 2023, total freight carried in the centers/villages will reach a total of USD 500 billion. [www.invest.gov.tr]. Turkey has a population of 76 million people and is growing with rising income levels. This makes Turkey one of the largest markets in its region, and the changing consumer habits of the younger generation boost domestic consumption. Organizations are continuously looking for the new ways to improve their performance and stay competitive in their markets. Some logistics companies are visited and studied their processes carefully. The logistics firms visited are Hedef Logistics, Imser Logistics, TTS Logistics. Two software house (Select: <http://www.selectyazilim.com> and Kesit, www.kesit.info), expert about logistics software are visited and analyzed their software. "XYZ" logistics was chosen to apply this study. Type-2 Fuzzy AHP for selecting CEO. One of the highly used methods for Multi Criteria Decision Making (MCDM) is Analytic Hierarchy Process (AHP); in which, the most suitable alternatives are found for a defined problem.

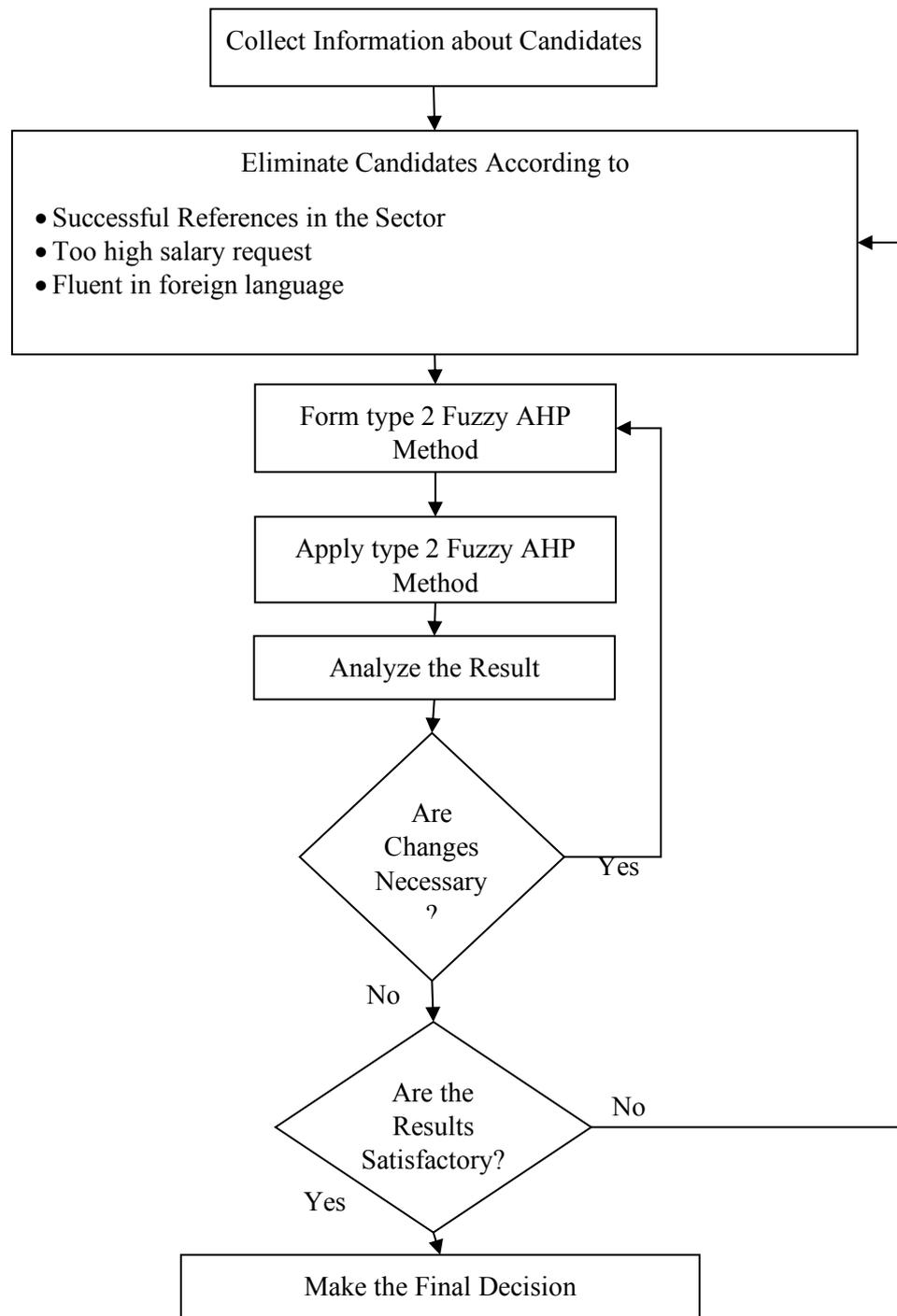


Figure 1. Manager Candidate Selection Flow Chart

Kahraman et al., (2014) developed trapezoidal interval type-2 fuzzy AHP method together with a new ranking method for type-2 fuzzy sets and applied the proposed method to a supplier selection problem. In this paper, the trapezoidal interval type-2 fuzzy Analytic Hierarchy Process methodology is applied for an industrial manager selection.

In manager selection process, there are multiple criteria to consider and also many candidates. In order to put those linguistic criteria in numerical presentation and ranking, AHP is a widely used MCDM tool. In this paper, the proposed criteria are leadership property (C1), sectoral expertise (C2), personal and environmental analysis ability (C3), education (C4). There are two manager candidates (A1, A2).

Some definitions are given below;

Definition 1.: A trapezoidal interval type-2 fuzzy set can be illustrated as below:

$$\tilde{\tilde{A}}_i = (\tilde{A}_i^U; \tilde{A}_i^L) = ((a_{i1}^U, a_{i2}^U, a_{i3}^U, a_{i4}^U; H_1(\tilde{A}_i^U), H_2(\tilde{A}_i^U)), (a_{i1}^L, a_{i2}^L, a_{i3}^L, a_{i4}^L; H_1(\tilde{A}_i^L), H_2(\tilde{A}_i^L)))$$

Where \tilde{A}_i^U is the upper membership function, \tilde{A}_i^L is the lower membership function; $a_{i1}^U, a_{i2}^U, a_{i3}^U, a_{i4}^U, a_{i1}^L, a_{i2}^L, a_{i3}^L, a_{i4}^L$ are the references points of the interval type-2 fuzzy set $\tilde{\tilde{A}}_i$; $H_j(\tilde{A}_i^U)$ and $H_j(\tilde{A}_i^L)$ denote the membership values of the trapezoidal membership functions.

Step 1: Structure the decision-making problem as a hierarchy as the first step in the crisp AHP approach. After the goal has been set, criterion level should be constructed. There might be sub-criterion or sub-sub-criterion level as well, which should be constructed one level below every time. The last level should be constructed for the alternatives.

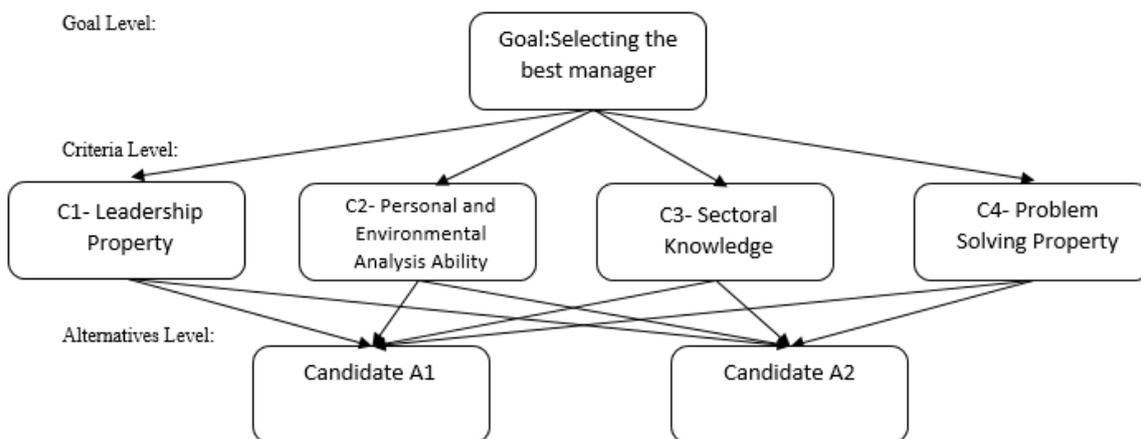


Fig. 5. Hierarchy Structure

Step 2: This step is called prioritizing or weighting the criteria, here all the criteria are compared and a pairwise comparison matrix is constructed. Comparisons should be made under the consideration of the goal (i.e. While manager selection process, is sectoral experience more important or educational level?). A linguistic matrix can be constructed with the values as: AS, VS, FS, SS, E (can be seen in Table 4). (If criteria A is very strong(VS) with respect to criteria B, in the corresponding cell of the matrix will

get a value of “VS”. However, the cell corresponding to criteria B w.r.t criteria A will get a reciprocal element of “VS” (1/VS). (How to calculate those values will be shown in another step.)

Applying Step 2:

Criteria Comparison Matrix:

| | C1 | C2 | C3 | C4 |
|----|------|------|------|----|
| C1 | E | 1/SS | FS | VS |
| C2 | SS | E | VS | AS |
| C3 | 1/FS | 1/VS | E | SS |
| C4 | 1/VS | 1/AS | 1/SS | E |

Step 3: With the same logic from criteria comparison matrix described in step 2, alternative comparison matrices will be constructed under the consideration of each criterion (There will be 4 matrices if there are 4 criteria).

Applying Step 3:

Alternative Matrix 1 (in relation with Criteria 1):

| C1 | A1 | A2 |
|----|----|------|
| A1 | E | 1/FS |
| A2 | FS | E |

Alternative Matrix 2 (in relation with Criteria 2):

| C2 | A1 | A2 |
|----|------|----|
| A1 | E | SS |
| A2 | 1/SS | E |

Alternative Matrix 3 (in relation with Criteria 3):

| C3 | A1 | A2 |
|----|------|----|
| A1 | E | AS |
| A2 | 1/AS | E |

Alternative Matrix 4 (in relation with Criteria 4):

| C4 | A1 | A2 |
|----|----|------|
| A1 | E | 1/VS |
| A2 | VS | E |

Step 4: Linguistic comparison matrices should be converted to trapezoidal interval type-2 fuzzy sets' numerical values as it is shown below.

Definition 2.:

$$(l_U, m_{1U}, m_{2U}, u_U; \alpha_U, \beta_U)(l_L, m_{1L}, m_{2L}, u_L; \alpha_L, \beta_L)$$

| | | |
|----|-------------------|---|
| AS | Absolutely Strong | (7,8,9,9;1,1) (7.2,8.2,8.8,9;0.8,0.8) |
| VS | Very Strong | (5,6,8,9;1,1) (5.2,6.2,7.8,8.8;0.8,0.8) |
| FS | Fairly Strong | (3,4,6,7;1,1) (3.2,4.2,5.8,6.8;0.8,0.8) |
| SS | Slightly Strong | (1,2,4,5;1,1) (1.2,2.2,3.8,4.8;0.8,0.8) |
| E | Exactly Equal | (1,1,1,1;1,1) (1,1,1,1;1,1) |

After applying other steps, the following Table is obtained.

| | Type 2 fuzzy global weights | Defuzzified weights | Normalized crisp weights |
|----|--|---------------------|--------------------------|
| A1 | (0.088,0.257,0.878,0.658;1,1) (0.171,0.371,0.862,0.588;0.8,0.8) | 0,615 | 0,23 |
| A2 | (0.226,0.437,0.648,3.621;1,1) (0.363,0.428,0.602,2.221;0.8,0.8) | 2,083 | 0,77 |

Table 5: Global Weights (Type-2 fuzzy, Defuzzified, Normalized Crisp)

From the case results given above, it can be seen that in the given comparisons, manager candidate A2 is a far better choice with 0,23 points comparing to the manager candidate A1 with 0,77 points.

6. Conclusion

Firms can use the methodology when attempting to select managers. The lessons from this logistics firm case or other applications can be added into the knowledgebase of the decision support system.

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INVESTIGATION OF REGIONAL DIFFERENCES IN TURKEY IN TERMS OF HEALTH AND SOCIO-ECONOMIC INDICATORS

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Abstract: Health indicators are associated with development level of a country or a region. The health indicators of far more developed regions in socio economic terms are, therefore, generally better. There are differences between regions in socio-economic terms in Turkey. It can be said that this reverberates the health status and health services providing indicators. In this study, it is aimed to investigate the regional differences in Turkey in terms of health and socio-economic indicators. According to Classification of Statistical Regional Units, Turkey is divided into 12 regions as Istanbul, West Marmara, Aegean, East Marmara, West Anatolia, Mediterranean, Central Anatolia, West Black Sea, East Black Sea, North-eastern Anatolia, Mid-eastern Anatolia and South-eastern Anatolia. In the study, for each region, health indicators such as infant mortality rate, maternal mortality rate, the number of hospital beds, physicians, nurses and midwives; and socio-economic indicators GINI coefficient, unemployment rate and educational level were investigated. The data were taken from Turkish Statistical Institute and Health Statistics Almanac. It was observed that infant mortality rates and maternity mortality rates in South-eastern Anatolia, North-eastern Anatolia and Central Anatolia, where education level is low and unemployment rate is high, were found to be high. Accordingly, to provide improvement in indicators related with health status in a region, it is necessary that the region should be evaluated in socio economic terms; and polices which will provide betterment in this field should be produced. It is expected that the results of the study will provide contributions to the administrators and policy makers in assessment of the health status of the regions.

Keywords: Regions, Health Indicators, Socio-Economic Indicators

Introduction

Health sector is an important issue on which intensive studies have been carried out in all countries of the world especially since 1960s. New applications and system changes have been conducted in various countries. Now, the health indicators of the countries, together with education indicators, are accepted as the basic factors determining their development levels. Therefore, it is essential that health services be enhanced and generalized both on national and regional basis (Karabulut and Emsen, 2003:19).

Although the interregional developmental differences change from country to country, they can be observed in the structures of all countries. Most countries have not been able to provide a balanced development; as a result, they have been forced to struggle with socio-economic problems that regional imbalances have produced. The countries today have entered into new researches so as to be able to eliminate the regional imbalances and catch up a sustainable balanced development process (Tutar and Demiral, 2007:65)

Interregional developmental differences come first in the most fundamental problems Turkish economy experience. The effect of a number of parameters can be listed as major factors causing interregional developmental differences in our country such as the geographical conditions in which the regions take place, development models where human capital is applied, sub-structure capacity and proximity to the

market and input markets. Due to the interregional developmental differences, the less developed regions cannot be integrated with the other regions; consequently, deepening of domestic market and its integration cannot be realized (Oral and Sayın, 2013; 396).

Since health indicators are the fundamental factors determining the development level, the insufficiency of health services influence the development negatively (Oral and Sayın, 2013: 396). Inequality in health, eliminable and preventable type of health levels among individuals and groups, making use of health services are defined as risk factors affecting the health of individuals (Koçoğlu and Akın, 2009: 146).

It has been observed that the health service sector in Turkey has rapidly developed and significant changes and innovation processes have been started in the last 10-15 years. This process comprises the works covering the period especially from 2003 until today and realized under the title “Transformation Program in Health”. During this process, it has been aimed that a health system where all health systems have been changed throughout Turkey and in which it has been easy for each citizen to reach health should be built up. In addition to all these, significant developments have been experienced in the field of health in terms of technological and sub-structural facilities. Nevertheless, there have still been several differences observed between the regions and cities associated with health indicators. The studies carried out in Turkey and about comparing the provinces or regions mostly deal with comparing different regions in socio economic terms. However, the fact that the differences between the cities and the regions are frequently put forward about abovementioned health indicators provides opportunity to take sustainable precautions and to be able to perform a control and improvement over the issue. (Tekin, 2015: 390). The aim of this study is to compare the regions in Turkey in terms of socio-economic and health indicators.

Method

In Turkey, Classification of Statistical Regional Units was made in order to gather regional statistics, and carry out the socio-economic analyses of the regions, and determine the framework of regional policies and create a comparative statistical data base compatible with European Union Regional Statistics System. According to Classification of Statistical Regional Units, Turkey is divided into 12 regions as İstanbul, West Marmara, Aegean, East Marmara, West Anatolia, Mediterranean, Central Anatolia, West Black Sea, East Black Sea, Northeast Anatolia, Mideast Anatolia and South-eastern Anatolia. The regions and provinces making up these regions are presented in Table 1 (Official Gazette, 2002)

In the study, as health indicators for each region: infant mortality rate, maternal mortality rate, number of hospital beds, number of physicians, nurses, and mid wives; and as socio-economic indicators: GINI coefficient, unemployment rate and education level were investigated. The data of the study were taken from Turkish Statistics Institution and Health Statistics Annual.

Findings

In Table 2, the rate of literate people and university graduates are given according to regions. When it is examined, it is seen that the literate people in Turkey is 96,74% and that the rate of the literate people living in the regions of Central Anatolia, West Black Sea, East Black Sea, North-east Anatolia, Mid-eastern Anatolia and South-eastern Anatolia is found to be below the Turkey average. When university

graduates are considered, similarly, the rates of university students in the regions mentioned above appear to be low. When the rates of literate people and university graduates are examined in terms of gender, it has been determined that the rates of literate and university graduate women have been found to be low particularly in East and South-eastern Anatolian regions.

Table 1. Statistical Regional Classification

| Region Code | Region Name | Provinces |
|-------------|------------------------|---|
| TR1 | İstanbul | İstanbul |
| TR2 | West Marmara | Tekirdağ, Edirne, Kırklareli, Balıkesir, Çanakkale |
| TR3 | Aegean | İzmir, Aydın, Denizli, Muğla, Manisa, Afyonkarahisar, Kütahya, Uşak |
| TR4 | East Marmara | Bursa, Eskişehir, Bilecik, Kocaeli, Sakarya, Düzce, Bolu, Yalova |
| TR5 | West Anadolu | Ankara, Konya, Karaman |
| TR6 | Mediterranean | Antalya, Isparta, Burdur, Adana, Mersin, Hatay, Kahramanmaraş, Osmaniye |
| TR7 | Central Anatolia | Kırkkale, Aksaray, Niğde, Nevşehir, Kırşehir, Kayseri, Sivas, Yozgat |
| TR8 | West Black Sea | Zonguldak, Karabük, Bartın, Kastamonu, Çankırı, Sinop, Samsun, Tokat, Çorum, Amasya |
| TR9 | East Black Sea | Trabzon, Ordu, Giresun, Rize, Artvin, Gümüşhane |
| TRA | North-eastern Anatolia | Erzurum, Erzincan, Bayburt, Ağrı, Kars, Iğdır, Ardahan |
| TRB | Mid-eastern Anatolia | Malatya, Elazığ, Bingöl, Tunceli, Van, Muş, Bitlis, Hakkâri |
| TRC | South-eastern Anatolia | Gaziantep, Adıyaman, Kilis, Şanlıurfa, Diyarbakır, Mardin, Batman, Şırnak, Siirt |

Table 2. Education Level by Regions (2017)

| Region Code | Region Name | Literacy rate / Total | Literacy rate / Male | Literacy rate / Female | University graduate rate (%) / Total | University graduate rate (%) / Male | University graduate rate (%) / Female |
|-------------|------------------------|-----------------------|----------------------|------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| TR | Turkey | 96,74 | 99 | 94,47 | 15,27 | 16,62 | 13,93 |
| TR1 | İstanbul | 97,86 | 99,4 | 96,32 | 18,53 | 18,84 | 18,23 |
| TR2 | West Marmara | 98,03 | 99,23 | 96,8 | 14,54 | 16,01 | 13,04 |
| TR3 | Aegean | 98,14 | 99,41 | 96,87 | 15,65 | 16,7 | 14,61 |
| TR4 | East Marmara | 97,52 | 99,29 | 95,75 | 15,42 | 16,76 | 14,1 |
| TR5 | West Anadolu | 97,9 | 99,45 | 96,39 | 19,57 | 21,5 | 17,7 |
| TR6 | Mediterranean | 97,17 | 99,05 | 95,27 | 14,55 | 15,85 | 13,25 |
| TR7 | Central Anatolia | 96,32 | 99,07 | 93,6 | 13,05 | 14,99 | 11,14 |
| TR8 | West Black Sea | 96,02 | 98,66 | 93,45 | 12,78 | 14,62 | 11 |
| TR9 | East Black Sea | 95,15 | 98,55 | 91,79 | 13,79 | 15,53 | 12,09 |
| TRA | North-eastern Anatolia | 93,66 | 98,07 | 89,06 | 11,46 | 13,22 | 9,62 |
| TRB | Mid-eastern Anatolia | 93,77 | 97,91 | 89,47 | 12,04 | 14,36 | 9,66 |
| TRC | South-eastern Anatolia | 93,19 | 97,92 | 88,39 | 10,61 | 12,64 | 8,56 |

Source: Turkish Statistical Institute

When unemployment rates were examined by regions, it was seen that the unemployment rate in South-eastern Anatolian region turned out to be obviously higher than the other regions. Also, the unemployment rates in North-east Anatolian, West and East Black Sea regions were found to be below Turkey average (Table 3).

Table 3. Unemployment Rates by Region (2017)

| Region Code | Region Name | Unemployment Rates (%) |
|-------------|------------------------|------------------------|
| TR | Turkey | 10,9 |
| TR1 | İstanbul | 13,9 |
| TR2 | West Marmara | 7,3 |
| TR3 | Aegean | 9,8 |
| TR4 | East Marmara | 10,3 |
| TR5 | West Anadolu | 9,8 |
| TR6 | Mediterranean | 11,4 |
| TR7 | Central Anatolia | 11,7 |
| TR8 | West Black Sea | 6,4 |
| TR9 | East Black Sea | 3,6 |
| TRA | North-eastern Anatolia | 5,5 |
| TRB | Mid-eastern Anatolia | 9,9 |
| TRC | South-eastern Anatolia | 17,0 |

Source: Turkish Statistical Institute

Table 4. GINI Coefficient (2016)

| Region Code | Region Name | GINI Coefficients |
|-------------|------------------------|-------------------|
| TR | Turkey | 0,404 |
| TR1 | İstanbul | 0,413 |
| TR2 | West Marmara | 0,364 |
| TR3 | Aegean | 0,361 |
| TR4 | East Marmara | 0,33 |
| TR5 | West Anadolu | 0,395 |
| TR6 | Mediterranean | 0,398 |
| TR7 | Central Anatolia | 0,357 |
| TR8 | West Black Sea | 0,34 |
| TR9 | East Black Sea | 0,356 |
| TRA | North-eastern Anatolia | 0,353 |
| TRB | Mid-eastern Anatolia | 0,388 |
| TRC | South-eastern Anatolia | 0,369 |

Source: Turkish Statistical Institute

In Table 4, GINI coefficient is given according to regions. GINI coefficient is one of the mostly employed tools used in income distribution inequality. This coefficient, which was developed by Gini (1921) and called by his name, is one of the objective scales used to determine income distribution inequality. GINI coefficient utilizes the values between 0 and 1, and zero is interpreted as a case where

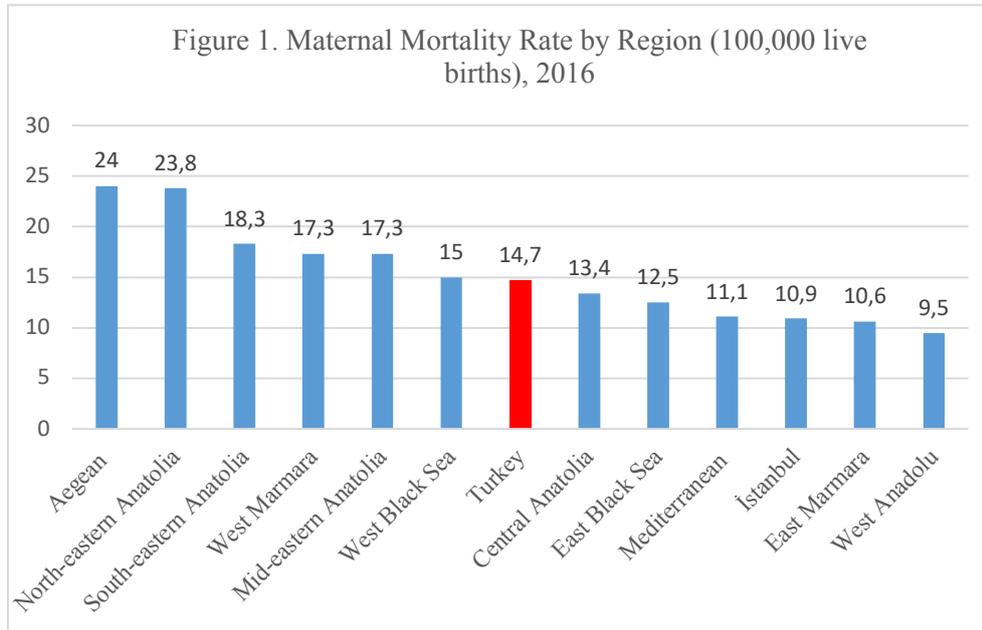


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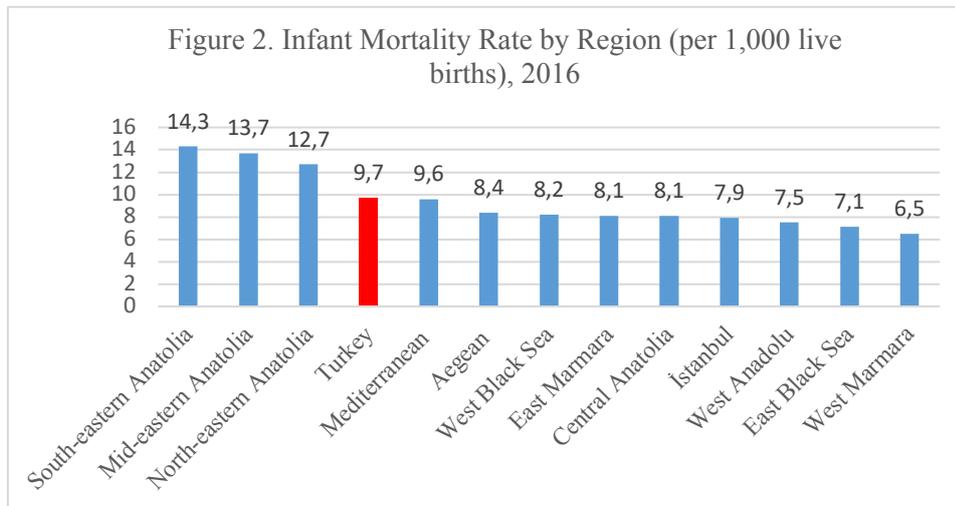
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inequality does not exist. In a society, if income is shared equitably, GINI coefficient is equal to “0”; however, if all income of a society is obtained by only an individual, GINI coefficient equals to “1” (Keçeci, 2018: 140). When Table 4 is examined, it is seen that this value is 0,404 in Turkey, while the regional values change between 0,33-0,413. While GINI coefficient is highest in İstanbul region; the lowest is in East Marmara region.



Source: Health Statistics Yearbook



Source: Health Statistics Yearbook

In Figure 1 and Figure 2, maternal mortality rates and infant mortality rates by regions are given, respectively. The three regions where maternal mortality rate is high are ranged as the regions of Aegean, North-east Anatolia and South-eastern Anatolia. The regions where maternal mortality rates are low are ranged as West Anatolia, East Marmara and İstanbul. While the regions where infant mortality rates are



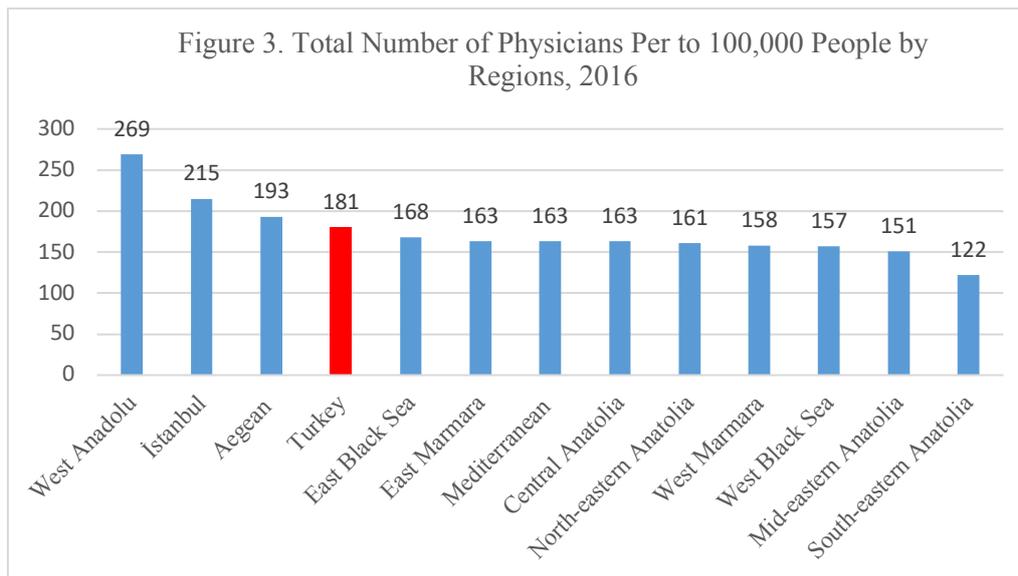
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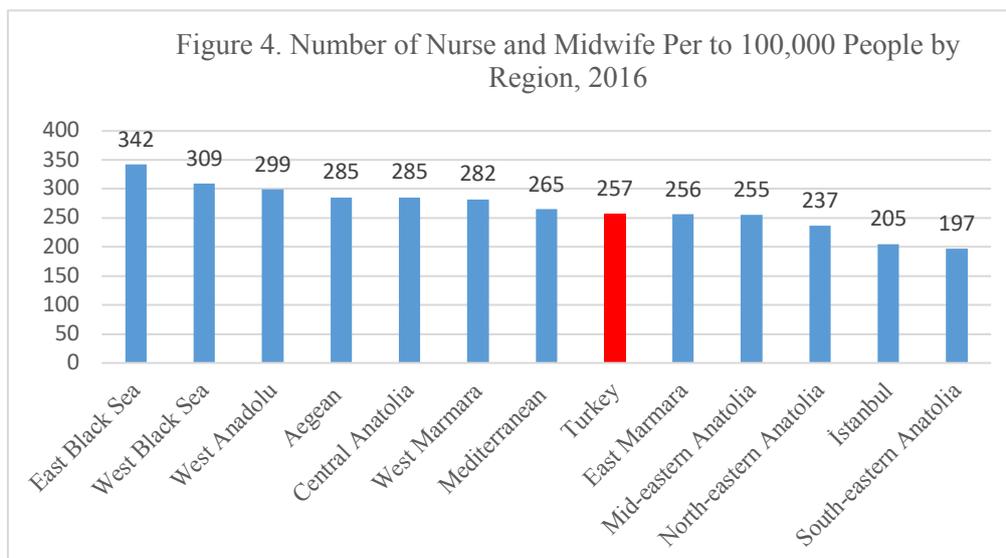


high are ranged South-eastern Anatolia, Mid-eastern Anatolia and North-west Anatolia, the regions where these rates are low are West Marmara, East Black Sea and West Anatolia.

When the number of physicians, nurses and midwives 100.000 per capita is checked, South-eastern Anatolian Region appears to be the region to have the lowest numbers both in physicians and in nurses and midwives. The region which has the highest number of physicians 100.000 per capita is West Anatolia. And East Black Sea region is the region where the number of nurses and midwives 100.000 per capita is the highest.



Source: Health Statistics Yearbook



Source: Health Statistics Yearbook

When the number of the hospital beds 100.000 per capita is checked, it is seen that South-eastern Anatolian region possesses the least number. This region is followed by Mid-eastern and North-east Anatolian regions, respectively. The regions where the number of hospital beds is the highest are ranged as the regions of West Anatolia, East Black Sea and West Black Sea.

Table 5. Total Hospital Bed Number 100.000 Per Capita by Regions

| Region Code | Region Name | Bed Number 100.000 Per Capita |
|-------------|------------------------|-------------------------------|
| TR | Turkey | 273 |
| TR1 | İstanbul | 244 |
| TR2 | West Marmara | 283 |
| TR3 | Aegean | 279 |
| TR4 | East Marmara | 257 |
| TR5 | West Anadolu | 341 |
| TR6 | Mediterranean | 260 |
| TR7 | Central Anatolia | 290 |
| TR8 | West Black Sea | 304 |
| TR9 | East Black Sea | 323 |
| TRA | North-eastern Anatolia | 279 |
| TRB | Mid-eastern Anatolia | 290 |
| TRC | South-eastern Anatolia | 230 |

Source: Turkey Statistical Institute

Discussions and results

In this study, various socio-economic and health indicators belonging to 12 regions divide in accordance with Statistical Regional Classification were investigated. In general, it was seen that the regions that are not in good condition in socio-economic terms were not in good condition in terms of health indicators as well.

It was revealed that South-eastern Anatolian Region was the region where unemployment rate was the highest, and the education level was the lowest, and the number of physicians, nurses and midwives and the number of hospital beds 100.000 per capita is the lowest, while infant mortality rate was the highest. This makes the case very crucial that necessitates taking special measures for South-eastern Anatolia. Among the measures, enhancing education opportunities and health investments can be expressed. It is observed that the number of the health staff in South-eastern Anatolian Region is insufficient. It is necessary that the region should be made attractive in terms of workers of the region so that the health personnel will prefer the region and they will be permanent there. Therefore, the promotions for the staff performing their duties in this region should be increased.

The people, who live in poverty or on the edge of poverty up to fall into poverty, are under the risk to be exposed a number of social, psychological and health problems. The reason for this is that the poor people, who live in the lower classes, are exposed to some certain health conditions and problems more compared to other groups.

In the study, it was witnessed that the socio-economic and health indicators in the western regions of Turkey were far better. According to Karabulut and Emsen (2003; 20), the reason of this situation is that

the source distribution has been developed on behalf of western regions. As a result, the health indicators of the provinces in the eastern regions of the country appear to be low and the sources allocated for health become inadequate.

In the study, it was seen that the regions have been alienated from each other in terms of socio-economic indicators. According to Koçođlu and Akın (2009: 146), though the effects of socio-economic equalities on health are more obvious in risk groups such as women, children and elderly people, this negatively affects the health of all society. Therefore, the works that will be conducted to increase the level of socio-economic development should be handled with regard to all regions.

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ANALYSIS OF THE METAPHORICAL PERCEPTIONS OF JUDO SPORTS 15-17 YEARS OLD ATHELETS FOR JUDO CONCEPT: A STUDY OF FIELD

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Abstract: *The aim of this study is to reveal the judo players' perceptions about the concept of judo by means of metaphors. The research was prepared in a qualitative model and the phenomenon of phenomenology was used. Totally 235 judo athletes including the ones who are in 15-17 age group (71 women and 164 men) and have competed in Turkey Championship of Turkey Individual Cadet Judo Federation in 2018 race, and the ones who have selected randomly participated in the research. The data was collected with an open-ended question which is 'Judo is like a because it.....'. As a result of the study, data about how the concept of 'Judo' is perceived by the female and male judokas who are in 15-17 age group and interested in judo sport was received. Phenomenology content analysis method was used for the evaluation of the data. According to the results of the research, totally 210 metaphors were obtained, and these metaphors were evaluated under 10 categories. It has been seen that the most stated metaphor is 'life'. It has been thought that this is because of the effect of philosophical education program and the judo values education. In addition, it has been also found that participants mostly developed positive metaphors.*

Keywords: *Judoka, Metaphor, judo values, judo philosophy, perception.*

Materials and methods

This study was conducted by the judoka (female-male) who participated in 2018 Turkey Cadet Judo Championship of Turkey Judo Federation. It has been structured with the aim of revealing the metaphors of what the participated judoka have about the concept of judo. Each of them was requested to identify the sentence; 'Judo is like a.....because.....' to reveal the metaphors of what the participated judoka have about the concept of judo. For this purpose, the athletes were given a blank form in which this phrase was written, and the athletes were asked to use this phrase to express their thoughts by concentrating on only one metaphor. The concept of 'like' has been used to articulate the connection between the subject and the source of the metaphor clearly. Participant forms were used as the basic data source. In addition, demographics data such as gender, age was also taken. The data source of the research was created in this way. A total of 235 judo athletes (164 male and 71 female) were randomly participated in the study.

Data Analysis: The process of analyzing and interpreting the metaphors developed by the participants was carried out in the following stages:

1. Coding and debugging phase
2. Sample metaphor image compilation phase,
3. Category development phase,
4. The stage of providing validity and reliability and
5. Data analysis and evaluation

Results

It has been seen that the first three ranks of the current metaphors produced by the male judo athletes are, in the order of priority, category 4 'Judo as Life', category 5 'Judo as School' and category 2 'Judo as Love'. It has been seen that the first three ranks of the current metaphors produced by the female judo athletes are, in the order of priority, category 5 'Judo as Life', category 1 'Judo as Family', category 7 'Judo as Breathing' and category 8 'Judo as School'. The general evaluation of the metaphors in the first three places according to the order of priority from the current metaphors produced by the male and female participating judo athletes

K4: Judo as life; As soon as you start Judo education, you start learning; each experience and learning leaves the individual in a more difficult situation. First, the struggle is only related to physical encounters, but as the process continues and matures, the depth within this formation (values and philosophy of judo) and spiritual dimension begin to be noticed. From the very beginning to the very end, Judo introduces, enlivens, questions and makes sense of life to the individual through the formulas of life itself.

K5: Judo as a school; Schools are seen as crossing points where individuals are prepared for social life. In nature, there is no artificial formation like school. A controlled and framed world is created by separating from nature. Judo is an artificial formation like a school. In this formation, value education, which is the cornerstones of society, is gained. Behaviors such as struggle, courage, respect, self-control, kindness, friendship, solidarity, etc. are internalized.

K2: Judo as love; Judo makes the sportsmen and coaches, who are the main actors, tie to the physical elements and ultimately the system of values. This begins with the basic skills of judo and the environment created over time, the bond and solidarity between individuals are further consolidated. People who struggle on the same mattress for many years place judo in the center of their lives. Although the goals that they have intended or imagined can be achieved over time, it makes itself indispensable in terms of having renewable properties.

K1: Judo as a family; Being a family begins with gaining and sharing experiences in life together. In judo, sportsmen and coaches spend a lot of time together and share a lot. Their common ideals and goals make them closer to each other. Although it is an individual sport, solidarity is one of the most important elements in order to see the positive results of the struggle.

Result

According to the results obtained within the scope of the research, the metaphors produced by the judo athletes regarding the judo concept were collected mostly in the category of 'with regard to Life'. When the explanations of the metaphors belonging to this category are examined, it is stated by the participants that judo gives a sense of freedom to the individuals, develops the philosophy of life, sometimes teaches to lose, sometimes teaches to win, teaches to survive, gives excitement to life, accumulates experience, gives peace, creates cooperation and solidarity. Generally, participants using positive markers perceive judo positively as a phenomenon. As a result; The data, (the metaphors produced by the judo athletes), obtained as a result of this study was aimed to be used as date for fields such as the introduction of judo, the production and implementation of social projects in the society (such as social projects carried out by the judo and the world), reintegrating handicapped people (visually and hearing impaired ones) in

different age groups, and to be used by the experts and technical staff working for the short and long-term micro / macro planning and developing strategies by the federation.

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A META-SYNTHESIS ABOUT THE STUDIES ON SPATIAL SKILLS

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Abstract: Spatial skills include abilities related to the rotation of objects in space, and include the abilities of students to imagine two and three-dimensional objects in different positions by turning or rotating them in their minds. Spatial abilities consist of two sub-dimensions: spatial relations and spatial visualization. Spatial visualization involves imagining new images of objects in mind, created by moving them in space; while spatial relations involve recognizing the different positions of objects being rotated in the mind. Spatial skills are important in mathematics, particularly in geometry success, and spatial skills are needed in many different areas such as engineering, architecture and even medicine. Therefore, spatial skills are important abilities to develop in mathematics education. Spatial skills are among the aims of the mathematics education program and their development is especially emphasized in the program. The importance of spatial skills in our country has been recognized in recent years and studies on this subject have increased recently. This study examines the studies conducted in Turkey on spatial skills. For this purpose, the studies carried out in Turkey in the last decade (between 2008 – 2018 years) were screened. Web of Science, Google Scholar, YÖK National Thesis Center, TÜBİTAK ULAKBİM, EBSCOhost databases were used in the scans. Meta-synthesis was used as the method of the study. Meta-synthesis makes it possible to find and interpret broader results by combining the findings of different researches. Within the scope of the study, a total of 48 articles and postgraduate dissertations were obtained. The studies were analyzed with content analysis method and the year of publication was analyzed within the framework of the topics such as year, purpose, method, sample, data collection tool, data analysis method, subject and result. The data obtained were interpreted according to their frequencies and presented in the tables. As a result of the data analysis, it was seen that the studies were mostly done to examine the development of students' spatial skills. In addition, it was determined that quantitative methods were generally used in researches and quantitative methods were also used to analyze them. In the results of the research, it was seen that the results of the experimental studies were generally achieved.

EUROPEAN MONETARY UNION: ACHIEVEMENTS AND FUTURE CHALLENGES

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Extended abstract

The Maastricht Treaty, which established the European Union (EU) in 1992, foresees the creation of a monetary and economic union with a single currency. For this, starting from 1992, most of the EU countries made considerable efforts to fulfil the conditions required to join the euro area created in 1999 as a last step for the construction of the Union. Since 2004, thirteen new member countries have joined the EU. After subscribing to the European Exchange rate Mechanism II (ERM II), seven of these member countries fulfilled the conditions to adopt the euro since 2008.

The efforts to fulfil these conditions in 1999 and after 2004 have sometimes been costly from the social and economic view. However, countries were less concerned with these costs as they anticipated that the advantages of joining an economic union comparable to the USA would exceed the costs of fulfilling the economic conditions for membership. Despite the absence of a major crisis between 1999 and 2007, the economic performance of the European Monetary Union (EMU) especially on growth and unemployment was considered as unsatisfactory by the citizens of the member countries with a performance below the European average. This sentiment of dissatisfaction raised some distrust towards the EU, which increased after the financial crisis which was heavily felt in Europe after 2008. According to the recent surveys of Eurobarometer, the distrust is visible not only in the euro area countries but also in the countries outside the euro area such as Poland who postponed the adoption of euro.

Given the poor economic performance during the period 1999-2007 together with the excessively pragmatic management of the 2008 financial crisis, the European Commission implemented several institutional reforms in order to overcome these weaknesses. Even more fundamental reforms are considered as a part of the debate on the future of Europe recently opened by the European Commission (Junker 2015, 2017a).

As a first aim, the present paper intends to assess whether the distrust towards Europe expressed by a non-negligible share of public opinion is justified from the economic point-of-view. For this, the paper analyzes the economic performance of the euro area since 1999 as well as its impact on public finance. The evaluation of the economic performance is based on the comparison of the targets set by the public authorities and the results achieved. Moreover, a second comparison between the evolutions of the key economic variables in the USA to those in EU will serve as a complementary basis for evaluating the economic performance in the euro area. Indeed, given the similarity of the USA and EU regarding their size and the magnitude of the shock that hit the economy in 2008, the USA serves as a suitable benchmark. The second aim of the paper is to define the reactions of the European public authorities against economic difficulties as well as to evaluate their impact on the economic performance of the euro area. These public interventions had two main targets: improving public finance and achieving a more efficient crisis management in times of economic disturbances. An improvement in public finance



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can be achieved by increasing the degree of fiscal discipline. Indeed, according to the Commission, member countries have not paid sufficient attention to fiscal discipline, which may have affected the economic performance in the euro area since fiscal discipline is believed to foster economic growth as well as improve the state of public accounts. Whether this idea is supported by economic data can be seen by analyzing the economic performance of the euro area in the period following the implementation of new measures on fiscal discipline.

The improvement of the crisis management appears as a second target of the European authorities after an initial period of quite chaotic management of the 2008 financial crisis. However, measures implemented in view of a better management of the crisis turned out to be insufficient as the reactions to the crisis remained quite pragmatic in the absence of a government at the European level. As a result, new reforms are recommended recently in order to provide the euro area with a fiscal authority endowed with sufficient financial means as well as to promote the Community approach for dealing with problems rather than an intergovernmental approach. The supra-national character of these new institutions implies higher policy cooperation within the euro-area when dealing with economic turmoil. However, the order of priority assigned to policy targets seems to be more decisive than the institutional innovation in stabilizing the business cycles.

Keywords: European Union, Business Cycles, Supranational Institutions, Intergovernmental Institutions

BLOODY SUNDAY FILM ANALYSIS FOR INTERNATIONAL ETHICAL CONCERNS

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Abstract: *This paper will review the topic of ethical concerns of films from conflicted area by addressing broader analytical debates regarding globalization of conflicts, the demonizing the parties of conflict and victimizing discourse. Then in the light of this information, the Bloody Sunday film was illustrated. Accordingly, this paper aims to investigate the ambiguity of explanation with the internationally recognized issue Bloody Sunday. It is important to say that there is an ethnical implementation of film especially in film issued by conflicted issues. Therefore, Bloody Sunday with its sophisticated attributions tries to bring perspective for the subject of international political ethic and media ethical concerns.*

Keywords: *International Ethical Concerns; Film Studies; Bloody Sunday; Conflict; Irish History.*

Introduction

1.1. Historical Background of Northern Ireland

First of all, it is essential to mention the most important milestones of Ireland history in order to have more understandable and arguable comprehension on the specific subject of Bloody Sunday. For most of the reflections on the history, Northern Ireland had been seen as perpetual problem for Great Britain, also more precisely Northern Ireland had the role in the occurrence on the whole violence atmosphere. After occupation and disunion of Ireland in 1921 with the help of the intensified anti-British actions in north of the country we have witnessing the sectarian conflicts, which was important to historical background for the not only Bloody Sunday event in itself, but also reasons and infrastructure of thinking style and acting relatively. Moreover, the unexpected and uncontrollable increase in violent actions affected the literature of Ireland for some part, that's why Northern Ireland started to remembered as "The Troubles." For statically, violent actions from 1943 to 1968 was resulted the huge number of people lost their life, that is to say 1300 (Bew, 2005; Walsh, 2000; Mullan, 1997; McClean, 1983).

For special focus on sectarian conflicts of Ireland, it is obvious that through the history, political reasons were the designation of origin. On the one side there were nationalists Catholics, who wanted to reunification of Ireland, on the other side their unionist Protestants who supported to dependency on Great Britain should be continued. Therefore, nationalist Catholics and unionist Protestants was the distinct pole on this subject. On addition to that a group who used to violence in order to achieve their purpose was called nationalist republican, whereas, a group who supported unionist Ireland was known as loyalist.

Bloody Sunday tells the true story of four principle courage in the midst of this drama. Film has been based on the events which took place on 30th January 1972 in Northern Ireland. In 29th January 1972, Ivan Cooper in his press conference explained that; they are planning to manifestation in order to be able to protest NICRA's continuity on imprisonment without trial legislation. On the other hand, Britain government announced that 'this manifestation is not legal; military is going to do the necessary. As a result of this it is natural to have aggression between both sides (Hill, 2006).



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For the first attempt of British military; it can be said that they put 26 barriers on around Creggan and Bogside, also British government delegate one battalion to protect each barrier from counter attacks and disturbances. It is also so crucial to mention that is there was an action occurred, soldiers would be used plastic missile and also panzers would have action to suppress possible actions. Moreover, British government was allowed to use gas bombs as a last resort. On the other hand, Parachute Regiment Union will have role in arresting hooligans, also it is clear to say that point, this organ of military was prepared for the huge heavy wars, and if it is necessity they could kill people instead of arrest them decently (Saville, et al. , 2010).

In the film when we came into the 30th January 1972's afternoon we see 20.000 people from each ages were walking the road to the Bloody Sunday. Yet, in the end of the manifestation, a group of young with the help of the victory of having huge numbered supporter of manifestation turned their way to towards to barriers, which British army occupied in Bogside Street. Then this group of young started to throw stone at soldiers, who were behind barriers, however the main branch of manifestation succeeds their walking with proper attitudes by turning on the Free Derry Corner. Nevertheless, the road that the group of young thrown stone was the Parachute Regiment used deliberate shooting 13 people especially by shooting them from their head and body. The average ages of dead people were 17 to 20 (McCann, 2005).

After an investigation of event, British army declared that people who were shouted are IRA militants and they had bomb in their hand. In the end of the inquiry all responsible soldiers were found not guilty. However, in empirical investigation it was unbootable that there were no bombs and guns on dead people. Moreover, it is also another truth that, IRA did not actively support this manifestation on 30th January 1972. By focusing more deeply, it was known that only one IRA militants in manifestation arena had gun, but it was proven that this gun did not suffer casualties any people from violent action (Kelley, 1988: Conway, 2003).

1.2. The Film Bloody Sunday

About film, Bloody Sunday is a conspicuous historical example of humanity blame, which was hid under the negligible explanations of event. However, it should be reprised and recalled as a massacre. Here, within this type of atmosphere film was laid on the heavy mission to inform people. It is the irritable question should be asked that how this event shoots a film. In the light of this information there is two way of shoot this film; one is documentary method and the other is drama method. At that point, producer had great ability to synthesize these two methods within the site some main characters. Therefore, in Bloody Sunday, scenarists used two main attractive character, these are parliament member; Ivan Cooper and the one of soldiers from Parachute Regiment, who was against the massacre. In the movie, Ivan Cooper get started event by saying "we will be walking tomorrow for human rights." Here it is considerable that, Ivan Cooper had different position in political area. Although he gave reason for walking bywords; it will be a peaceful walking to achieve human rights in Free Derry, movie did not give hint about the position of Ivan Cooper whether he supports unionist side or separated Ireland sympathizer.

Nevertheless, it is explanatory part of movie that one parliament member run with nationalist in the same lane. Therefore, it is significant that shows that it was contrary to current political party. On the other hand, it would be argued that movie was too specific also it was just look into one specified event without giving any historical background. However, movie was not aimed to explain or teach whole North Ireland history and conflict among the history. That's why it was successfully expressed the special event that not only protecting its objectivity, but also continuing importance of event in whole 107 minutes. Moreover, scenarist did not care about to be narrator of history, he just worried and heading to attract attention to violation of human rights in Derry by reminding already occurred event, that is Bloody Sunday. Back into film the four main character where the two persons what witnessed the event

in real life and film casting and interpretation was based on their viewpoint. This viewpoint sometimes manifests as a leader of human rights, sometimes a child as a nationalist who wants to demolish the barriers sometimes it appears as a supporter who is in the dilemma not able to take decisions and finally as a colonel who had great pressure on the finalize to come to end as soon as possible.

With respect to cinema importance of movie, although it did not retrace the event, it gave references on dialogs to the conflicts between Catholics and Protestants, also the past event reminded by doing this movie should be considered an informative as well as enough investigated. Another emphatically attribute of film was parallel fiction which helped audience to ensure has notice on both sides' visions which were sauntered and soldiers. Importantly, the idea should be mentioned that audiences can experience for themselves the nature of the forces arrayed against those marching for civil rights that day.

Why seeing Bloody Sunday matters; director Paul Greengrass clearly favors the civil rights marchers while showing a somewhat compassionate point of view for the soldiers who pulled the triggers and later covered up their actions. The style of the film is unusual and quite effective in detailing the real life events of January 30, 1972.

Results and Discussion

2.1. Ethical Concerns:

2.1.1. Calling people as a 'hooligan' or 'marauder'; in most of the case director Greengrass used these two important reflective word in order to imply on British army soldiers thinking style or mostly on their prepared thought. Greengrass offers a special perspective because he moves from the civil rights marchers planning their activities and then he cuts to the military officers and footsoldiers, who were mapping their strategy to deal with the hooligans. In ethical sense the sentence that we heard while watching this movie was quite crucial, that is the general of British army said; "teach these people a lesson". Some actions of British army could be understood because they were already being memorized that; these people are hooligan or marauder. Significantly it can be argued in the light of this attitude, the mission of British army was not to get under control possible confusion. The mission of them was with no doubt to suppress any kind of freedom of expression.

2.1.2. Targeting innocent civilians; for the most important point of international ethics arena, there were inconvertible results that, 13 innocent civilians were died and 14 innocent people were injured, why we could call them innocent because none of them were carrying guns. By just looking outcomes that is to say 28 shouted people, we came to conclusion that by the ends-based strategy British army was guilty. Although according to rule utilitarianism they tried to suppress the crowded population, their intention was to kill people, which we can understand from their discourse, "all civilians that wall behind were our enemy." More precisely; they were terrorists.

2.1.3. Necessity lies on the proportionality; by the explanations of proportionality one can say that proportionality is significant in order to indicate changing in the usage of armed conflict related with the idea of jus in bello in terms of the victim's situation such as; pain and time. Reflecting to the movie, we see that the no limitation of armed conflict not only the size of soldiers but also the ways in which armed forces could be used. In ethical sense, director Greengrass again used very attractive dialogs with regards to explaining proportionality problem on this event; Bloody Sunday. The scene that general asked to his soldier; "How many times did you shout" and then answer was propounding the reality of proportionality; that is to say, "22 times sir."

2.1.4. To kill the concept of human rights; during the whole movie, Ivan Cooper gives a brilliant Oscar caliber performance as the civil rights leader, while not only military men, but also entire supporting cast to a person are chillingly realistic. Obviously, Ivan Cooper wanted radical change with respect to attitudes and aspiration of Cooper, there was not ethical impropriety within the framework.



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Moreover, at his press conference, Ivan Cooper after announcing the names and ages of the dead people, he said that; “this is our Sharpville. The civil rights movement is dead...” In the light of this striking explanations, in the end of the movie, Cooper made targeted explanations that; he felt that people would believe that the violent approach is the only thing that will be respected by the opposition. On special focus for ethical concerns, the attitudes of British army, especially with the results of event could argue that most of the libertarian Irish men started to be IRA supporters in which, there were judgmental irrationalism for being sympathizer of IRA.

2.1.5. Consequentialism approach towards “terrorist revolutionary”; the peace comes only if the victim either acquiesces, which becomes terrorist revolutionary. On the other hand, in Derry, both sides eventually were tired of the violence or is successful with peaceful protest. For the ethical dimensions with regards to consequentism approach British attitude, something has to escalate violence more in problematic area of Londonderry. It is indisputable fact that peace requires a notion of respect of human rights for all. In some places with negative attitudes as consequents of event hate is the driving force we can only look forward to more hate and more misery.

2.1.6. Honesty of military personnel; from the British side of event, this was the clearest issue that; which side get started? From the epistemological relativism in the end no soldier injured or there were not only bullets, which were belonging to Irish side. Therefore, even British army denied that they were that they were the side who shout first, by just looking facts in absolutism approach; honesty of military personnel in that event should be investigated. Relatively, for this denial it was also another ethical issue in itself that these soldiers, who were undisciplined opened fire and shouting innocent civilians, were crowded by Queen. Although the troops and government were found free of blame, the British government was seen not being evenhanded and its approach for justice for Catholics in Ireland that this shows a boast for their propaganda. In the end, although British army insisted on the first shouting came from the public side, the alleged weapons ever found.

2.1.7. Is there really democracy or so-called democracy? The other remarkable ethical concerns refer to foreign affairs. Therefore, we should argue if there is not democratic and totalitarian regime, can another state intervene in the affairs of another state. During the movie the scene which shows the dialog between Cooper and soldiers in front of barriers was also so crucial in order to understand not only Cooper reactions of situation in Derry, but also British side of situation by the eyes of soldiers. At that point, Cooper said that; “who gives you have the right to prevent us from walking in our own country.” With regard to this rebellious question, Cooper answered his question by saying that; when we could have opportunity to walk Guildhall, then we have the human rights, this is a fundamental principle of democracy.

2.1.8. Arrestment and imprisoned without trial; at the beginning of the film scenes we was aware of a bit information about the events occurred in some time ago. Although Greengrass did not totally dealt with the past events, it was also crucial for understanding event by ethical means, because across Northern Ireland 342 men were arrested and imprisoned without trial. The reactions of the nationalist community were furious. It was also expressed in a series of protest marches organized by NICRA. Moreover, one of the most powerful protests took place in Derry on the 30th January 1972. Related with this Cooper; mentioned that in movie, “The British government have promised us reform, and all we’ve had is excuses and curfews.” In responses to escalating levels of violence across Northern Ireland, internment without trial was introduced on 1971.

Conclusion

In conclusion, in 30th January 1972 events 14 Catholic civilians were shouted by the British soldiers during the manifestation for the human rights. Deliberating shooting of the British soldiers to the crowd was strongly protested by Catholics of Northern Ireland while the British side insists on that the first shoot came from Catholic side. Refusing the accusations Northern Ireland side brought the case to the

court of justice, which original position would prevent us from arguing for principles of justice for personal benefits.

From this side on-ward Northern Ireland Catholics formed a strong opposition against British forces, which led to terrorist attacks. Today we are familiar to the name IRA which means protestation terrorist attacks and struggles within the country against British forces and British authorities. This Bloody Sunday events have deeply affected the politics of Great Britain in the second of the 20th century.

The movie is a very realistic depiction of the defining moment of the troubles in Northern Ireland. Moreover, the film style makes it feel more like a documentary than a movie, which of course is the intent. As the objectivity the movie is slanted, however it is not unreasonably slanted. On the other hand, Greengrass did not show the British are one-dimensional demons. In addition to that director Greengrass reflects the both sides of public and soldiers' reflections and emotional basis successfully; we see the filled weapons and many of the bullets which were into the barrel; that is weapon is preparing for war.

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PRESENTATION OF THE RELATIONSHIP BETWEEN CORPORATE IDENTITY AND ITS COLOURS: COMPARATIVE ANALYSIS FOR LUXURY BRANDS

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Extended Abstract

It is seen that institutions and brands are trying to define and express themselves from the moment they exist. The most important milestones in this process of identification can be expressed as the formation of identity and belonging to the institution. In this process, the core values, identity qualifiers, visual identity elements and the colors they use are important. The corporate identity can be accepted as a communication process that starts with the elements such as corporate philosophy, mission and vision, which can be expressed as the self / core value of the organization, and which defines all the identity works belonging to the institution. The visual identities and colors created in the light of the core values created and owned in this process are also important.

The presence of colors cannot be denied in the visual identity works, which are particularly effective in the presentation of the institution and by the target audience. In recent years, especially with the changes in internet-based applications, institutions and identities have also been moved into this medium. The elements of corporate identity are encountered at the point of interaction and communication with target audiences in web based applications. In this process, it can be said that the colors take place as a point of importance in presenting and detecting the characteristics of the identity belonging to the brand. In the case of luxury brands can be called similar situation applies. At this point, the colors related to the brand used in the presentation of visual elements in luxury brand communication are also noteworthy. As in other brand types, it is possible to talk about their colors in luxury brands and their own identities. These colors are in line with the properties of luxury brands. Therefore, it defines features such as show, luxury, uniqueness, quality, and long-standing historical background, and nobility.

In this study, it is aimed to reveal the relationship between the corporate identity elements of the luxury brands and the presentation of the colors of the institution. The global and up-to-date report on luxury brands and the luxury brands included here are the basis for the analysis applied in this study. At this point, luxury report of Deloitte, a company that conducts researches on global luxury brands, is conducted. The report which is called "Global Powers of Luxury 2018". The top three luxury brands in this report constitute the brands that are studied. Luxury brands in the ranking of luxury global powers are listed as LVHM, The Estee Lauder and Compagnie Financiere. During the study, a comparative analysis will be carried out on the relationship and brand presentation of the its brand colour and corporate identity characteristics of the official websites.

In this study, firstly, determining the identity elements of each luxury brand in the mentioned research, they are included in the official web pages and how they are presented. Each brand was analyzed in-house and subjected to a comparative analysis for the purpose of the study. While the assessment was

carried out, the factors that are effective in creating and identifying the luxury brands are taken into consideration. The findings and results of the analysis are as follows.

Looking at the official website of LVHM, which ranks first in the report of luxury global powers; the LVHM website contains corporate identity components. In detail, it is seen that the history of this institution is presented with its own values. It can be said that the values constituting the identity of this institution are under a separate title. As an institution, LVHM has a variety of different luxury brands belonging to different product groups. It is possible to say that each luxury brand has details in its relation and related shares.

The official web page of this institution, which can be expressed as LVHM group, is; In general, black color is used on the ground. With this color creating a prestigious and sophisticated perception, the corporate identity components it offers on the website overlap. On the other hand, white color is dominant. This symbolizes that the luxury brands are pure, and mere, while complying with some of their core values. The second luxury brand is The Estee Lauder, which is cosmetics brand, is also a corporate brand. According to the official web page of this brand; it is seen that the brand has more limited details about the company's corporate identity values. On the other hand, it is seen that the brand's products are predominant. The dominant color on the web page was used in blue and less white. It is presented as a calm, respectable and trusting brand. In this case, luxury brands are identified with their qualifications.

When we look at the official website of the Compagnie Financiere brand, which is another luxury brand in the mentioned research,; It can be said that there is a meaningful relationship between the corporate identity elements of the brand and the color offered in the web page. At this point, colour of the page are predominantly white and the blue. A presentation with emphasis on cleanliness, purity and trustworthiness is seen.

As a result of the research carried out, there are some suggestions in order to direct the relevant researches and contribute to different research areas. These recommendations are indicated in the followings.

- This study of luxury brands can be applied to different product and brand groups.
- This analysis for the official web sites of luxury brands can also be applied to other internet-based applications.
- Comparative analysis can be performed for internet based applications of luxury brands and other brand types.
- Comparative analysis can be carried out by considering the cultural codes.

Keywords: Luxury brand, corporate identity, visual identity, brand-colour, internet-based applications



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THE MACROECONOMIC EFFECT OF FISCAL POLICY: EVIDENCE FROM A BEHAVIORAL NEW KEYNESIAN MODEL FOR EMERGING COUNTRIES

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Abstract: *In macroeconomics, humans are supposed to behave as if they were mathematical machines, making decisions in a mechanical and objective way. From this perspective, it is difficult to properly capture the instabilities that characterize modern economies and financial systems.*

The aim of this work is to analyze the macroeconomic effect of fiscal policy on economic activity in emerging countries with the presence of myopic agents. The model extends Gabaix (2018) Behavioral New Keynesian Model. To this end, we first described the theoretical foundations as well as the empirical works. Then, we presented the stylized facts of the Brazilian economy and a summary of the equations of the model. We also estimate the microeconomic parameters of the Brazilian Behavioral NKM to finally simulate the public transfer shocks, visualize their effects on economic activity and compare it to the traditional NKM. The benchmark has shown that the degree of household rationality does not affect the objectives of fiscal policy. By simulating a positive shock of transfers from the government to the Brazilian household, the comparative analysis of the two models proves that the rational or irrational behavior of the household does not affect its consumption contrary to all expectations according to the literature review, except that the stylized facts gave us a prior idea of the results. After a shock of 20 points of standard deviation of public expenditure there is practically no impact on household consumption, i.e. the output gap, this is explained by the high literacy rate and also the lack of credibility of fiscal policy in Brazil. After a shock of 20 points of standard deviation of public expenditure there is practically no impact on household consumption, i.e. the output gap, since in the NKM in $t=0$ there was a drop of -0.008 and in the BNKM in $t=0$ a drop in consumption of -0.003 , which is extremely low.

Thus, the estimated attention parameters and the simulation results showed that a positive shock in public spending do not affect household's consumption. For both models, the rational model (traditional NKM) and the Behavioral NKM the shock does not have an impact on consumption and therefore on production. However, these results show that the Behavioral New Keynesian Model is not valid for one of the emerging countries that is trying to strengthen its fiscal policy to consolidate its public finances. The purpose of this work was to discern the effect of the bounded rationality of agents on the effectiveness of fiscal policy in a behavioral NKM.

Keywords: *Fiscal Policy, Bounded Rationality, New Keynesian Model (NKM, Behavioral NKM.*

JEL codes: *C53, E37, E62, D01, D11, H30.*



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THE IMPACT OF SOCIAL MEDIA AND TRADITIONAL MEDIA IN SYRIA REFUGEE AND MIGRATION MOVEMENTS: AYLAN KURDİ SAMPLE

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Abstract: *The first day that human beings try to maintain their life as a social being, day-to-day communication is accepted as a social activity and an important requirement. The media, known as the fourth force, enable the individual to be aware of changes and developments in the environment in which the individual lives to satisfy the innate curiosity. Undoubtedly, in today's societies where globalization is rapidly felt; economic, political and cultural changes have caused changes in media journalism as well as developing technology. The written and visual media, which are accepted as traditional media, have revealed social media news as a new concept, especially with the development of new communication technologies and the widespread use of internet. Arab Spring, also known as the people's revolution, has gained revolutionary supporters with the use of social media mediums as well as traditional media mediums, mobilized masses, and became a pioneer in the organization of civil society organizations. Syria, another country affected by the Arab Spring, the increasing conflicts between the pro-regime factions and their opponents have left many Syrians, migrate to neighboring countries like Turkey, Lebanon and Jordan.*

In this study, due to the civil war in Syria, 3-year-old Ayla Kurdi who was drowned in the Aegean Sea while trying to go to Greece and hit the Bodrum coast, became a symbol of migration should be semitized, by making semiotic comparison of most popular microblogging platforms (twitter & Instagram) with television (HaberTurk & CNN Turk) from the perspective of international collective mobilization and effects of technology use in commutation on societies.



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MUSLIM WOMEN'S ACTIVISM IN THE WEST-AFRICAN STATE OF SENEGAL

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Abstract: *This presentation will focus on women's activism in the West African state of Senegal, and particularly on what may be classified as the 'African-Islamic womanist' movement. Islam is not a state religion in this secular country but it is heavily entwined in national and local politics. Since women function as pivotal symbols in the making and representing of the public sphere, it is noteworthy that, despite many reforms in the Family Code, women are still subjected to discrimination in the public and private spheres in Senegal. In the past, feminist groups such as Yewwu-Yewwi, argued for a number of reforms to promote gender and social justice, and achieved limited success. More recently, however, strong groupings, working under the collective name of Reseau Siggel Djigeen (in Wolof 'siggil' means 'straighten, raise your head' and 'djigeen' is 'woman'), have been functional at grassroots levels. Their activism is based on the belief that the Islamic understanding of gender is one of complementarity and the combined effort of men and women for more effectiveness in achieving reforms. This movement towards a re-shaping of the perspective to gender issues is growing, particularly where traditional practices reduce the effectiveness of national legislation aimed at reform.*

ART: A DESTRUCTIVE TOOL IN THE HANDS OF THE BULLY

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Extended abstract

In the simplest sense, ideology can be defined as the regulation of people's life styles in a systematic way. In the broadest sense, the concept of ideology, politics (ie, government and management relations), economy, law, education, morality and philosophical view, including the views and thoughts that can be considered as social, as regards the existing class interests and positions, system and individual behaviors, attitudes, ways of life, thinking, religious practices, norms, social institutions and so on. The use of art as a political tool is a multi-layered situation. An active mass movement can become a very powerful weapon for those who aim for power and it is possible that through art they can achieve the results they want.

If the artists go to the feet of despots, they go not to be the bodies to be bullied by the other side, but to let the creators of the traveling miracle, as dazzling discrete people, to have fun, to be complimented, to live in peace, to be allowed to create. The most suitable lifestyle for the artist is not to live under any management. Because art is individuality and individuality is a disruptive and destructive force. Its great value lies here. Because what art wants to shake is monotony, slavery to habit, bullying and human's reduction to a machine level.

Although art often has these functions, it has been used as an instrument of economic, cultural, social, sexual or ethnic interests, even though it questions new problems and horizons. The totalitarian trend needs ideology as a ladder, but it doesn't need a ladder after it has gone up a hill and become a state power. Motivated poems, idealized typologies presented in novels, heroes, the power of trait and the personality who live the primitivism of the taught accuracy have always been used as the methods of providing mankind by destroying totalitarian regimes. Through such works, the regime legitimizes both its own actions and creates a new type of human being that can be the perpetrator of this legitimation.

The use of symbols and images for religious thought and politics as a tool for their dissemination into society is one of the traditional features of visual arts. The most common use of art as a propaganda tool is the use of graphic symbols and narrative art in order to change the viewers/readers' thoughts, as well as poetry-like slogans that can contain melodic content in memory. Hand gestures, facial expressions, resting music, mechanized greeting ceremonies, slogans that are not dropped from languages, sloganic poems not well understood by the masses they are addressed to, narratives of idealized heroes to create the image of mere leader are examples of works of art under the command of the dictatorship.

In every period of history, the rulers saw art as a means of spreading their ideologies. Especially in oppression and dictation periods, art has been used as a symbol generating meaning for and ideological apparatus of power.

The propaganda value of art can be said to be as old as mankind. However, thousands of years had to be spent in order to shape the idea that the ideological feature in the work of art is revealed in the form of a theory of certainty and openness, in other words art is consciously or unconsciously a practical and



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open or secret propaganda. From primitive societies to city states, from kingdoms to modern societies, monuments that represent the power, statues, architectural works, monuments erected as a symbol of power, are the symbols that represent power with political content. The demand for art in the context of the concretization of its triumph and success makes art the tool of propaganda. Art, which provokes a didactic quality by indoctrinating the system of values of the state, uses especially the illiterate section of the population for propaganda purposes in order to concretize, disseminate and root the ideology of revolution. In the countries that have undergone a revolutionary process, the visualization of the success of the victory is placed on the agenda of the plastic arts, and the function of the victory attacks in history is fulfilled by the exaltation in plastic arts.

Governments that hold power prefer to keep the society under pressure because they are against changing the social structure they foresee. At the same time, they guide society in line with their own ideologies. Totalitarian administrations are the guiding and determinant of cultural management. The ideology of the ruling class is always the dominant ideology, but every sovereign ideology has a particular color, and this intensity and orientation of cultural development is almost automatically removed from its original role.

Keywords: Art, Propaganda, Legitimation, Despotism, Individuality

JOSEPH CONRAD'S LORD JIM: CONSCIOUS ENTANGLED BETWEEN SURVIVAL AND HONOUR

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Extended abstract

Lord Jim, a novel by the English author of Polish origin, is the narrative of a man, working as the co-captain in a passenger ship, who leaves hundreds of passengers to death and later his turning into a kind of ruler as the chief of a tribe in Patusan island, representing duty, selfishness and responsibility. The themes of degeneration, selfishness, and interest are more about how a man is motivated by the outer norms of morality than by his own nature. The Patna event is the determinant of such binary oppositions as goodness-evil, sensitivity-indifference, dedication-selfishness, and bravery-cowardness. Whenever a phrase is used in the novel about necessity, Conrad, the author, discusses it in the mind of the protagonist, Jim. The concept he names necessity forces the individual to make a choice in a crisis, an act which calls to mind the sense of guilt and honour. Jim's ghosts are his idealistic views of the world, where the ideals of heroes gushing out of popular fiction are irrelevant with the reality. In contrast to the fictional heroes, who are ready to sacrifice their lives for the sake of community or another individual in the name of justice, honour or chivalry, Jim fails in the very first challenge, yet he can never tolerate this and feels deep in his heart an ambition to prove that he is not a coward. His bravery on his way to his destination fascinates Marlow deeply, but both Marlow and Captain Brierly thinks that Jim's stance as an innocent child creates a great contradiction with that of the selfish human nature, who are pursuing their own interests at all costs. As if proving both men's doubts, Jim continues to question himself throughout the novel and is unable to keep the ghosts out of his mind.

Jim always questions the Patna event as it is clearly related to the norms of duty, responsibility and bravery, rooted in his mind from his childhood period when his father and the heroic novels influenced his conception of such ideas. Whenever his story about the Patna disaster is learnt by others, he tends to leave the place he is in and go to the West where he is free from all the accusative looks. His final destination is the Patusan island, where the Bugies, a tribe led by their chief Doramin. He becomes a great leader on the island and tries to help whoever asks for it. However, he is never free from the ghosts haunting him as regards his negligence of duty. He faces another challenge on the island when the bandit Brown and his men attempt to seize and loiter the island. He acts as a great leader and defeats the gang, yet this time, he is beaten by his humanistic character. Instead of punishing Brown and his men, he sets them free and they kill the son of the chief while leaving the island. Jim has two choices now; he can either run away with that guilt or face the chief. In line with what he learnt from the Patna event, his motive to clear his name and gain his sense of honour, he chooses the second choice, which leads to his killing by the chief.

For a better understanding of Jim's motives, Conrad uses some other characters as instruments. One of them is the ruthless captain Brown, who can do anything that serves his interests. Like Cornelius, he balances the pure side of humankind. They represent the evil side of human, just to counter balance the



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good side existing in Jim. By this way, Conrad manages to offer a full Picture of the concepts in question. The reader is enabled to see both sides and make his choice as to which side is preferable. Yet, it must be noted that the novel does not become a text of moral teachings, instead, it attempts to portray the human situation as neutral as could be.

In fact, *Lord Jim* is akin to *Hamlet* in terms of the questioning mind, yet different for Hamlet's dilemmas are personal in origin and related to existence, whereas Jim's is personal but directly related to social codes, behavioural codes and social structure. In conclusion, Conrad forces the reader to strike a balance between such social codes as responsibility, duty and honor and the urge to survive at all costs. In our modern times, such an approach is of vital importance, just as the degeneration we witness in our society seems to be increasingly invading almost all the sections of the community. So, in this presentation, the main methodology to be followed is to make a comparison between today's moral codes and those presented in the novel in Jim's character development.

Keywords: Survival Motive, Honour, Duty, Subconscious, *Lord Jim*

FOR WHOM IS POLITICAL ADVERTISING? TURKISH VOTERS' PERCEPTIONS ON POLITICAL ADVERTISING

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Abstract: Research in political advertising is scarce despite its potential to guarantee that time and budget for political campaigns are wisely spent and that the campaign message is delivered effectively to potential voters. Political advertising contributes to the functioning of political processes by making it possible for political candidates to mobilize their potential voter profiles in the direction that would bring the desired political outcomes, which acts as a control and challenge mechanism for other political candidates with different political agendas in today's competitive political environment. This research study aims to determine how political advertising is perceived by voters. Data was collected via an online survey from 508 voters from different parts of Turkey from April to June 2018. The respondents were asked to respond to ten statements that delivered positive and negative perceptions with political advertising on a Likert scale. Data was analyzed quantitatively in SPSS 25. Descriptive statistics techniques were used to shed light on the perceptions of Turkish voters on political advertising. Findings of the study revealed that voters scored higher on negative perceptions rather than positive ones. Voters' responses showed that political advertising was perceived as biased and as serving the interests of political parties rather than the citizens'. The respondents' evaluations with regard to statements that portrayed political advertising as convincing, reasonable, reliable and useful for citizens were calculated as quite low, with mean scores between 2.95 and 2.69. The lowest mean score was measured for the perception of honest; which pointed to a potential skepticism towards political advertising on the side of the voters.

Keywords: Political advertising, political communication, voter perceptions.

Introduction

Political advertising can be defined as “the communication process by which a source (usually a political candidate or party) purchases the opportunity to expose receivers through mass channels to political messages with the intended effect of influencing their political attitudes, beliefs, and/or behaviors” (Kaid, 1981, p. 250). The ability to control political messages and ensure that they will not be subject to any filtering or interpretation by the news media and other actors is of utmost importance for political advertising. Use of mass communication channels is also a defining characteristics of political advertising (Kaid, 2006, p.156). Political parties and candidates rely heavily on political advertising, especially during pre-election periods, and political advertising has long been seen as a major component of campaign budgets. The ultimate goal of political advertising is obviously directing voting decision of the masses in the direction that the source of the political advertisement (political party or candidate to be more specific) desires. When political advertising is designed and managed efficiently, it can effect voting behavior and this in turn can have an effect on who gets elected. It is a fact that elected politicians determine economic and social policies of a country since they “once elected, undertake a specific course of action through implementation of their proposed policies (O’Cass, 2002, p.63). That’s why, it can be claimed that political advertising is indirectly related to economic and social welfare of countries since it is through political advertising, as well as other communicative means, that candidates communicate

and persuade voters to elect them. Political advertising acts as a control and challenge mechanism in the political context as well since it is a means for mobilizing voters against other political candidates to challenge them in today's competitive political environment.

Despite the potential of political advertising as a field of research for many practical and theoretical reasons, it can be stated that research that focus on political advertising is scarce in Turkey. Little work has been done with an attempt to understand the effects of political advertising; even less work has focused on voter perceptions. However, how voters perceive political advertisements determines the ultimate effect of the communicative effort on which huge budgets are spent. The present study aims to fill this void and attempts to shed light on how voters perceive political advertisements.

Methods

This research was designed as a descriptive study of voter perceptions on political advertising in Turkey. Online data collection was utilized to transcend geographical boundaries and reach a more representative sample of voters in Turkey. Data was collected via an online survey form that comprised two sections. The first section was adapted from Apospori et al. (2010) and included ten statements that aimed to measure voters' perceptions on political marketing. The statements were: "I think political advertising is reliable.", "I think political advertising is biased.", "I think political advertising is believable.", "I think political advertising is convincing.", "I think political advertising is authentic.", "I think political advertising is reasonable.", "I think political advertising is honest.", "I think political advertising is informational.", "I think political advertising is interesting.", "I think political advertising is useful for us.", and "I think political advertising is useful for political parties.". The respondents were asked to respond to these ten statements that delivered positive and negative perceptions about political advertising on a seven-point Likert scale (1-Strongly Disagree, 2-Disagree, 3-Partially Disagree, 4-Undecided, 5-Partially Agree, 6-Agree, 7-Strongly Agree). The second section consisted of items that aimed to gather data on socio-demographic qualities of the respondents. These questions asked the respondents about their age, gender, marital status, education and occupation in a close-ended format; respondents were also asked to report about their city of residence. A form of consent preceded these sections. Data was collected from a total of 508 voters from April to June 2018.

Sample

Out of the 508 voters who responded to the survey, 45.6 % were men and 54.4 % were women, which can be considered as a factor that would maintain gender-based perceptual tendencies. The age of the respondents varied from 18 to 73 and above; however, the majority of the respondents (70.4 %) were between the ages of 23 and 47. The percentage of respondents aged between 28 and 47 accumulated to almost 60 %. This age profile might be the reason why 63.3% of the respondents were married and only 36.7 % were single. With regard to the educational profile of the respondents, descriptive statistics showed that the respondents with a BA degree had the highest percentage (44.4 %) among the group; this group was followed by people with a secondary education only (15.7 %). The percentage of graduates of vocational schools and of people with an MA degree were equal to each other (14.7 %). This condition also applied to the percentage of respondents with a primary education only and the percentage of respondents with a PhD degree among the whole group; each group represented 4.3 % of the whole population. As to occupational profile of the sample, 19.3 % reported being employed in the private sector. The second largest group was students (11.8 %). The percentage of self-employed people

were just below the percentage of students (11 %); 10.4 % of the respondents were managers. Almost 9 % were public officials and the percentages of retired people and housewives in the sample were equal (8.4 %). The rest of the respondent had various occupational profiles. In regard to the city of residence, a total of 35 different cities (including 3 cities in European countries) were named; however, an overwhelming majority of the responses (69.2 %) came from Istanbul, the city with the highest population in Turkey. Istanbul was followed by Ankara (7.7 %) and İzmir (3.9 %).

Data Analysis and Findings

Data was analyzed quantitatively via SPSS 25. Descriptive statistics techniques were used to reveal the perceptions of Turkish voters on political advertising. Table 1 displays the findings of the analysis.

Table 1. Turkish Voters' Perceptions on Political Advertising

| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------------------|-----|---------|---------|--------|----------------|
| Reliable | 508 | 1 | 7 | 2,81 | 1,688 |
| Biased | 508 | 1,00 | 7,00 | 5,4134 | 1,87435 |
| Believable | 508 | 1,00 | 7,00 | 2,6988 | 1,73314 |
| Convincing | 508 | 1,00 | 7,00 | 2,9547 | 1,79082 |
| Authentic | 508 | 1,00 | 7,00 | 3,0925 | 1,81309 |
| Reasonable | 508 | 1,00 | 7,00 | 2,8720 | 1,73756 |
| Honest | 508 | 1,00 | 7,00 | 2,4724 | 1,65257 |
| Informational | 508 | 1,00 | 7,00 | 2,9291 | 1,74930 |
| Interesting | 508 | 1,00 | 7,00 | 3,0945 | 1,91612 |
| Useful for us | 508 | 1,00 | 7,00 | 2,7520 | 1,77132 |
| Useful for political parties | 508 | 1,00 | 7,00 | 4,2933 | 2,02708 |
| Valid N (listwise) | 508 | | | | |

As seen in Table 1, voter perceptions related to political advertising were mainly negative. Voters agreed with the statement that expressed political advertising is biased with a mean value of 5.41 (between partially agree and agree). Voters also scored higher on the statement representing the opinion that political advertising is useful for political parties; or in other words, political advertising serves the interests of political parties, not the voters', with a mean score of 4.29 (between undecided and partially disagree). Mean scores of the respondents on the statements "I think political advertising is interesting." and "I think political advertising is authentic." were almost equal to each other and right above the threshold for partially disagree, which indicated a tendency of the voters for appreciating the creative aspects of advertising campaigns and for perceiving political advertising as more interesting and authentic as compared to other perceptual evaluations. It should be noted here that the means calculated for the perceptions of interesting and authentic were low; what is emphasized by the previous statement is that these scores were relatively higher than the mean scores calculated for other perceptions. The respondents reported perceiving political advertising as convincing, informational, reasonable, reliable, and as serving the interests of the voters with mean scores ranging from 2.95 to 2.69. These mean scores fall between disagree and partially disagree on the Likert scale and it can be concluded that the respondents' evaluations on these perceptions were quite low. Finally, the lowest mean score was calculated for the perception of honest; which pointed to a potential skepticism on the side of the voters towards political advertising.

Conclusion

The findings of this study showed parallelism with the findings of Apospori et al. (2010) from which the survey was adapted. The researchers found that regardless of their age, Greek people did not perceive political advertisements as reasonable, informational, interesting, authentic, honest, reliable, or as useful for them; which overlaps with the findings of this study. One difference was that the Turkish respondents showed a respectively higher tendency to perceive political advertising as interesting and authentic when compared with their other perceptual evaluations whereas their Greek counterparts showed the same respectively higher tendency to perceive them as reasonable and informational. This indicates that Turkish voters might be focusing on creative aspects of political advertisements whereas Greek voters might be focusing on the rational aspects of the advertisements. It should be noted that both groups scored low for all the perceptions mentioned here; what is emphasized is the difference between these low scores and what might have caused this difference. Both groups perceived political advertising as biased and agreed that political advertising is useful for political parties.

It can be concluded that the respondents in this study mainly held negative perceptions on political advertising. This implies that when political advertisements are planned, content and design should be tailored towards the voter in a way that the advertisement would challenge these negative perceptions with innovative approaches. Use of other political marketing tools such as positive coverage on traditional media as well as the new media or polls to complement and to support political advertising also stands as a necessity to increase the effectiveness of political advertisements. Finally, focus group studies during the production phase of advertisements can be done with larger and more representative samples to ensure that advertisements that challenge and hopefully alter these negative perceptions are produced and distributed.

Limitations

The findings of the present study should be evaluated in the light of its limitations. To start with, findings of this study relied upon self-reported data and the researcher did not have an opportunity to verify the reliability of the responses, even the ones related to socio-demographic profile as an online survey was utilized as data collection instrument. Second, data was collected from a total of 508 voters from 35 cities. A future study with a larger sample from all cities of Turkey can produce more generalizable findings. Next, items were designed in a closed-ended format mainly in this quantitative study; future research can be designed in a more open-ended format to gather in-depth qualitative data. Finally, this study was a descriptive study of voter perceptions; prospective studies can be designed in a correlational, causal or comparative format with the addition of other variables.

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ENTREPRENEURSHIP, INNOVATION AND COMPETITIVENESS EFFECTS ON ECONOMIC GROWTH IN DIFFERENT ECONOMIC SYSTEMS: GEM AND GCR DATA EVIDENCE

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Extended abstract

This paper aims to investigate entrepreneurship, competitiveness and innovation effects on different economic systems (such as factor-driven economy, efficiency-driven economy and innovation-driven economy). While factor-driven economy considered as a undevelop countries, efficiency-driven economy as a developing countries and innovation-driven countries as a developed countries. This study utilises two different indicators of Global Entrepreneurship Monitor (GEM) to analyse the contribution of Total Entrepreneurship Activity (TEA) and innovation rate on Gross Domestic Product (GDP) per capita. Although, original GEM data includes 14 different indicators, in this study only 2 indicators have been utilised. Because one of the main purposes of this study is to explore whether there is a relation between innovation and entrepreneurship on growth rate. The reason of choosing global entrepreneurship monitor is; GEM is a famous and reliable resource on entrepreneurship for key international organisations like the World Bank, the United Nations, World Economic Forum and the organisation for Economic Co-operation and Development (OECD), supporting custom datasets, particular reports and expert ideas. In addition, to analyse the relationship between competitiveness and growth rate of three different economic systems, data were collected from global competitiveness report (GCR). The Global Competitiveness Index is a list of world countries ranked according to their competitiveness scores. The competitiveness scores of the countries are measured by a comprehensive study repeated each year by the World Economic Forum. The other main goal of this study is whether the importance of entrepreneurship differs across innovation-driven, efficiency-driven and factor driven economies.

Innovation rate and TEA rate of 56 countries (23 countries of innovation-driven, 26 countries of efficiency-driven and 6 factor-driven economies) were taken from GEM 2017 data. According to 2017 GEM data, there are 107 countries. However, since the data were requested to be current, only 56 countries were included in the analysis and while competitiveness rate was gathered from GCR 2017 data, GDP per capita values were collected from WorldBank.

To measure the relationship between variables (TEA, innovation rate, competitiveness rate on GDP per capita) Linear Regression Analysis has been applied. Since Linear Regression Analysis cannot assess the comparison between three different economic systems, descriptive statistics has been tested then Kruskal-Wallis test has been applied to support the results which are collected from the descriptive statistics of demographic factors. Involving three different economic systems which are categorized as ordinal variable make Kruskal-Wallis test more appropriate than other models. Moreover, this test has been accepted as a good measurement in the literature.

H_1 : Competitiveness rate of the countries, total entrepreneurship activity (TEA) and innovation rate have an effect on countries' growth rate.

H_2 : There is a relationship between total entrepreneurship activity (TEA) and innovation rate on countries' competitiveness rate.

H_3 : Total entrepreneurship activity (TEA), competitiveness rate and innovation rate show differences according to three economic systems.

In total, two different research models were constructed. The finding of the first model reveals that TEA variable generates no effect on the GDP per capita. However, innovation rate and competitiveness rate have positive effect on GDP. At the beginning of the study, authors thought that three of the variables will be effect on growth rate, but the results illustrated that only two of the them found to have an influence on growth rate, for this reason the first hypothesis has been rejected. In order to analyse TEA and innovation effects on GCR, the second model is formed. According to this result, TEA is found to have a negative effect and innovation rate is found to have a positive effect on GCR. In sum, the second hypothesis has been accepted.

Descriptive statistics and Kruskal-Wallis test results illustrated that TEA rates show differences through three different economic systems. When the level of countries' development increase, TEA rate decreases. When considering the standard deviation of each group, factor driven countries have a higher standard deviation value comparison to two other groups. It's mean factor driven countries indicate unbalanced values inside the group comparison to efficiency-driven and innovation-driven countries. Although TEA rates inversely correlated with countries' development level, innovation rate found to have a positive influence. On innovation- driven countries innovation rate is greater than the other two economic system. Lastly, GCR illustrated the same effect with innovation rates. It found to have a positive influence. While factor-driven countries GCR rate was low, efficiency-driven or innovation-driven countries showed higher values. After all these results, the last hypothesis has also been accepted. The results shed lights into innovation rate, entrepreneurship rate, competitiveness rate and the growth rate of the three categorical economies.

Keywords: Total entrepreneurship activity, global competitiveness index, economic growth, different economic systems



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THE ROLE AND IMPORTANCE OF LANDSCAPE BIOGRAPHIES FOR THE PROTECTION OF URBAN CULTURAL HERITAGE: EXAMPLE OF ISTANBUL ÜSKÜDAR COASTAL BAND

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Abstract: *Urban cultural heritage sites are living proofs of the past that shape them. Their integration with the way they live and the way in which modern society lives is the basis of urban planning and reconstruction movements. Urban areas are subject to constant change and these changes affect all the elements of the city as well as its historical and cultural texture. In the process of change, protection, development and transfer of urban cultural heritage areas to future generations can only be realized by understanding the past and importance. Landscape biography is a long and complex history of any field. Contributing to the preservation of national identity through the creation of landscape biography, determination of the stages of historical and cultural assets from past to present, disasters, fires, wars, etc. to show how the important developments in history shape cultural assets, physical environment and guide the methods to be followed in the future.*

The study area covers the coastal band between the Selimiye barracks and Üsküdar city square, which is an important military base for centuries in Üsküdar coastal band, and 1.5 km behind the coast. For many centuries, the study area has undergone many changes due to technological, social, socio-cultural and administrative reasons. The traces left by different civilizations have created the cultural heritage of the area. Üsküdar Square, with its thousands of years of historical-archeological history as well as its historical structures that reinforce its original topography, has a unique value with its relationship with the Bosphorus in Istanbul and its position directly affecting the historical peninsula silhouette.

The aim of the study is to evaluate the urban cultural heritage of the study area in order to create a landscape biography and ensure its sustainability. The current data on the field were collected, the historical and cultural change phases of the study area were examined and a 1/1000 scaled city map and zoning plan was provided. All cultural heritage sites have been identified and processed on the map and transferred to the GIS with using ArcMap 10.2. Landscape biographies of each cultural heritage element are presented. Recommendations have been developed for the protection and sustainability of cultural heritage elements. In the development of proposals, the elements that threaten the elements of cultural heritage, risks and advantages are determined with the help of the form of observer.

To be able to carry out conservation actions against urban cultural heritage areas and to ensure the sustainability, to know all the stages of change with the structures, landscape architecture, interior architecture, restoration, architecture, history, geography, art history, etc. With the cooperation of many different professional disciplines, it is necessary to make protection or re-functionalisation of the spaces, to improve the awareness of protection, to carry out continuous monitoring and maintenance works.

Keywords: *Istanbul, Urban Cultural heritage, Landscape Biography, Sustainability*

CRM IN A MULTI-CULTURAL COCKPIT: TURKISH AIRLINES COCKPIT AS A CASE STUDY

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Abstract: *Especially after the 1970s when an important research made by NASA (National Aeronautics and Space Administration) remarked how significant the communication, team work and decision making were in the cockpit before, during and after the flight, the role of CRM (Crew Resource Management) emerged once again.*

One of the outstanding findings was that more than 70 % of the airline accidents were because of the human factors most of which were of the failures of communication, team work and decision making. Especially in the USA, the CRM concept got a very important role and took its place in the training programs of the airlines including the topics related with the social, cognitive and organizational psychology and human factors.

From another point of view the research made by NASA indicated the correlation between a good CRM and high safety and reduction of incident-accident rates. Today as a part of the global recruitment policies, many airlines have been recruiting cockpit crew members from all around the world and the cooperation and coordination among these people from different parts of the world has been a significant issue of CRM.

“How these people could have a good communication? How should a “common culture” be established in the cockpit? How should these people have a working environment to increase the standards of safety and harmony?” have been among to questions to be answered properly.

Besides all the cultural and background differences how could a German and an American pilot fly the aircraft in the same cockpit as an example for a good CRM is also one of the questions of interest. Today with about more than 580 expat pilots from 42 different countries, Turkish Airlines cockpit has been a good example of managing the CRM in a multicultural cockpit environment. This paper focuses on the CRM in the Turkish Airlines cockpit as a case study.

Keywords: *Crew Resource Management, Communication, Multi-Culture, Turkish Airlines*

Introduction

In 1995, the researcher Pettit defined crew resource management (CRM) as “the effective utilization and management of all resources-information, equipment and people-to achieve safe and efficient flight operations”. At the end of the 1970s a research made by NASA indicated that more than 70% of the airline accidents were because of the human factors and most of these were because of the failures of communication, team work and decision making.

After this research the CRM concept and CRM techniques began to spread among the airlines and day by day the term “CRM” became more important.

Within this context a program called “crew resource management” was developed and in the training programs of all the major airlines in the USA, the subjects as the social, cognitive and organizational psychology and human factors took place. The correlation between a good CRM and high safety and reduction of the incident-accident cases was scientifically approved as well.

In his article called “Culture in the Cockpit- CRM in a multicultural world”, Michael Engle from NASA pointed out that CRM has been a very important factor to strengthen the personal communication among the flight crew members in order to increase the security and efficiency. More critically significant compared with the CRM among the flight crew consisted of the people with the same nationality, gradually the importance among the flight crew from different nationalities has been outstanding in the airline companies.

In order to find answer to the question “is there an ideal CRM culture and how should it be?” in his article Michael Engle indicates that in order to get the maximum efficiency in CRM in specific cultures, it can be developed in a way peculiar to the culture in question and also points out that when the major airlines in America are searched CRM plays a fundamental role in realizing a safer and more effective structure in terms of the communication among the flight crew.

The same search focuses on the CRM practices in the major US airlines between the American and non-American flight crew and takes into consideration the effects of “the cultural values” in this communication. For decades CRM practices play an important role for the airlines in America and in multi-cultural and diverse environment have been good examples for CRM practices.

If the diversity and being from another nationality causes a lack and failure of CRM, the piloting skills and training of the pilots should also be questioned. Both in the CRM environment of one nation and multi-national environment one of the pitfalls for the flight crew is “in order to establish a good CRM environment, to have a relationship network that can be defined unnecessary and poor in quality.” A good CRM does not mean a free-and-easy way of relationship management, but respecting each other’s rights and personal integrity.

As Michael Engle underlines in his article whichever country and culture it is in, CRM should be defined with the “national culture” concept and the cultural differences emerging because of the nationality should be underlined. The increase of the international air traffic and increasing need for more pilots necessitates the common operations among the flight crew from different cultures and nationalities. As a natural result of this situation the concerns about the CRM increase. Just at this point of CRM concern and chaos, Engle says “within the national culture concept, CRM technics could be practiced with the people coming from different cultures for each culture.

The search also indicates that “in some cultures who you are is more important than what you do. For example, Russians, Asians, Southern Europeans and Southern Americans are among this group of people and for these people more interaction, communication and human focus are significant. In cockpit Germans, Northern Europeans and Americans have less communication and their communication is more direct and result oriented. They are more focused on result and work than humans and for them what you do is more important than who you are.

Researcher Merritt indicates that at this point “national culture” significantly affects the social interaction and level of communication. As the communication and crew interaction forms the

fundamentals of the CRM, while forming CRM in a multi-cultural environment the effects of “national culture” should be definitely taken into consideration.

However the flight crews may come from different cultures, countries, backgrounds and the atmosphere they are brought up, the airline they work for should have some common corporate values and codes of ethics within the content of communication.

In 1998, Merritt and Ratwatte, made a search considering the basic elements affecting the success in CRM trainings and the varieties to “establish a national culture in an airline.” They then shared some outstanding points. For example; while the Brazilian pilots during the CRM training indicate “the most important business value” as the development on the way to be high ranked people, the Taiwanese pilots indicate it as the least valuable work value. American, Australian and Irish pilots indicated the most important work value as enough time they would spend for their own and their families out of the working time.

One of the things observed during the search was that during the CRM training the Korean pilots felt very embarrassed when they made a mistake in front of the other flight crews and even a Korean pilot prefers inside a burning cockpit rather than having the shame of crashing the airplane. Philippine pilots want to see the elder pilots as the “father figure” in their companies. Taiwanese pilots want the rules to be strictly followed without any concession. As a natural result of this diverse situation among the international airline crews that has been emphasized with a few examples, a unique CRM method is required under the roof of an airline.

However the flight crews can be consisted of people from different cultures and nationalities, the answer to the question “are there any common universal values of the flight crews?” is yes according to the data of the “Cockpit Management Approaches Survey”. According to the results of this survey, whichever country and culture the pilots come from what they exactly do as a common culture before, during and after the flight, the briefing, debriefing, coordination, check list and the general communication to meet these requirements should be flawless.

Yamamori as a Japanese airline pilot wrote “Japanese modesty is not seen as a virtue in the American culture. In the team discussions during the CRM seminars, I felt that the Americans did not easily accept another person's opinion, whereas Japanese tend to accept another person's opinion whether right or wrong in order to preserve harmony within the group (Yamamori, 1986, p.76)” Another important point Yamamori indicated about the Japanese way of CRM is “Authority is rarely challenged in a group-oriented society like Japan. But as we in the airline industry know, this kind of attitude has led to many fatal accidents” (Yamamori, 1986 p. 79).

Turkish Airlines Model

When it comes to Turkey, particularly almost ten years ago when the airline companies started to recruit expat pilots, there has been a requirement for a different kind of CRM model for the airlines to manage the diversity and multi-cultural cockpit environment. When Turkish Airlines started to recruit expat pilots, it has been a revolutionary issue since for years there were only Turkish pilots with the military origin. At a time even the civilian Turkish pilots could not take their place as a part of the “military originated company culture”, as a critical CRM issue integration with the expat pilots has taken its place in the agenda of the company.



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One of the important steps taken during that period has been establishing the "foreign pilot coordination" department that has been totally fulfilling the duty to support the integration and coordination of the foreign pilots with the local Turkish pilots with both military and civilian background. For almost a decade Turkish Airlines has employed hundreds of expat pilots. Today with about more than 580 expat pilots from 42 different countries, Turkish Airlines cockpit has been a good example of managing the CRM in a multicultural cockpit environment.

"For almost ten years ago when the first Greek pilots were employed, there has been a very tough time for the company. Because some old and military originated captains said they had "dog fights" with the Greek pilots when they were in the army." These sentences have been among the most common sentences spoken then. The foreign pilot coordination has very important roles in the company such as integrating the foreign pilots with the Turkish pilots socially and culturally and help to form an environment "not to feel foreign pilots as strangers in the company". As a part of this mission, the department also provides online Turkish learning programs for the foreign pilots.

"Integration with the company is totally related with the integration with the society and the nation itself. A good CRM in the cockpit in a foreign country is also related with knowing that culture. The first time we came to the company the head of the foreign pilot coordination in the company orientation said "We totally want you to feel home and we will do our best to make it come to life." Then that sounds quite ambitious. But then we understood that this was not in vain and meaningless. These guys had a 7/24 available line that we could reach them for any single problem we had. I remember almost before every flight I had a chance to visit the foreign pilot coordination, the head of the department used to teach me sentences in Turkish. I used to repeat them again and again. " says one of the retired British pilots.

"I remember at night time I called foreign pilot coordination for an emergency health situation. It was really a very tough time for me. I was at the hotel and had a sharp pain in my chest did not know a hospital even the orientation package included all the necessary information. The head of the department himself assisted me with my hospital issue and I was able to take a deep and healthy breath. This of course affected our performance in the cockpit." says the Japanese pilot who served for the company for five years.

"Of course because of language barrier sometimes we could not talk about our gardening and leisure time activities and even some Turkish captains were not able to easily understand the English that I was talking. But we had a good cockpit environment and coped with any difficulties we faced during the flight. At first some Turkish pilots were almost asking when we would plan to leave and quit working for Turkish Airlines but that has been a second home to me." says a Dutch pilot who flew for the company for 8 years.

One of the projects managers in Turkish Airlines remembers one of the flights he was on his way from London to Istanbul. "When the flight started from the announcements I understood that there were two captains in the cockpit, one Turkish and one Greek. I felt a little excited and I had some concerns about how the CRM and situation in the cockpit was. Since I was working as a manager for the company, some of the flight attendants also knew me and the cabin chief accepted my request to visit the cockpit after she got a confirmation from the cockpit. When I went inside the cockpit I saw that there was a wonderful CRM and harmony between the two captains and they offered me a nice cup of tea there with the wonderful London night view."



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Conclusion

There are many testimonials from pilots with different nationalities, some of them have their family also living in Turkey, purchased their own flat and integrated with the life in Turkey which also affects the CRM in cockpit.

Without any prejudice the countries and the socio-cultural environment, race, sex and any other factors of discrimination, the CRM in the cockpit should be continued. The good CRM in cockpit begins with integration and being away from alienation which a very good model with the “foreign pilot coordination department” comes true in Turkish Airlines model.

Some of the traps the Turkish pilots could possibly fall are; thinking that the foreign pilots are as intruders to this country to take the job opportunities from the Turkish citizens and even their own children, trying to ignore the existence of the foreign pilots, thinking that the foreign pilots are burdens of the shoulders of the company and they are there for only “money”.

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FREQUENCY AND CHARACTERISTICS OF CYBERBULLYING AMONG FILIPINO ADOLESCENTS

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Abstract: *The internet, which has technologically and socially complex structure, is now widely used all over the world. The widespread use of internet, electronic mail, web pages, instant messages, video chat rooms, chat rooms, social networking sites, blogs, and short messages establish a new social communication which have never been experienced by individuals before. However, it also paved the way for users to abuse the internet wherein bullying can now be done online or any electronic means. Online bullying or so called the cyberbullying is commonly present as affecting in adolescent population. Current researches suggest that cyberbullying occurs mostly in secondary education. This study aimed to determine the characteristics and frequency of cyberbullying phenomena among adolescents in the Philippines. Quantitative research design, specifically descriptive method was used to investigate the phenomena of cyberbullying. Results shown that 47.3% of the respondents claimed to be victims of cyberbullying while 33.9% of them have done online bullying. Males were more likely to be bullies and cyberbullies than their female counterparts. In addition, female cyberbully victims were more likely to inform adults than males. It was found that there was a significant association between cyberbullying perpetration and cyberbullying victimization which suggest that cyber victims have the tendency to be cyberbullies and vice versa. Moreover, more than half of the victims do not report cyberbullying phenomena to adults. Therefore, it is recommended that schools need to create an action plan to address the awareness and the scope of the cyber bullying problems at school through student and staff surveys. Parents need to be the ones their kids go to when something is wrong. However, parents are often the last ones to know about problems. Hence, it is necessary to have a parents' discussion to be conducted by school administrators regarding cyberbullying.*

Keywords: *Cyberbullying, Adolescents, Philippines*

Introduction

The internet, which has technologically and socially complex structure, is now widely used all over the world. The widespread use of internet, electronic mail, web pages, instant messages, video chat rooms, chat rooms, social networking sites, blogs, and short messages establish a new social communication which have never been experienced by individuals before. According to Holfeld (2014) this social communication opportunity offered by internet mostly affects adolescents because they are faced with a world based on technology since they were born.

Cyberbullying is a more complex process than the traditional violence and peer bullying behaviors observed among adolescents. The behavior of traditional violence and peer bullying usually occur at school, garden, or on the road to school. This means, the victims of these events are only exposed to abuse during and around school hours. If they return to their homes, the pressure of bullying may be away for a while. However, cyberbullying occurs on the internet (Campbell, 2005).

The spread of bullying between adolescents is associated with social and emotional changes that occur in adolescents' lives. They can move without thinking about the consequences of their behavior because

they are generally focused on enjoying the effects of their developmental changes and can easily be part of risky experiences (Bhat, 2008). Cyberbullying is one of the risky experiences that impulsive adolescents participate to find their excitement, to have fun and to prove their power (Salmivaalli, 2010). For this reason, it is stated that some adolescents imitate their behaviors after observing the students bullied at school numerous times, and after a while they have transformed these aggressive behaviors into a part of their personality. In this recurrent process, many students participate in bullying and reinforce each other's bullying behaviors (Anderson, 2012). In addition, the nature of the internet is one of the factors that affects adolescents' participation in bullying. This is because the internet allows individuals to act with confidential identities (Li, 2007). This study aimed to investigate the prevalence of cyberbullying among adolescents in Mangatarem, a small town in Philippines. There was a total of 186 respondents who participated in this survey.

Significance of the Study

Studying the extent, means and prevalence of cyberbullying phenomena among Filipino adolescents in a small town of Philippines in Pangasinan may assist educators and administrators to effectively address cyberbullying problem in their respective schools. It may help educators and administrators to create healthy communication platforms among students, parents, and the institution that may help to fight against cyberbullying.

Research purpose

This study aimed to determine the extent and prevalence of cyberbullying phenomena among adolescents by answering the following research questions:

1. Is there a significant relationship between cyberbullying behaviors of the adolescents and their demographic profile such as gender, school grades, and internet usage?
2. Is there a significant relationship between cyberbullying and cyber victimization?
3. From whom were adolescents learnt safety strategies online?
4. Who were the cyber perpetrators?
5. How many times do adolescents experienced cyberbullying?
6. Which mediums did cyberbullying occur the most?
7. Do cyber victims inform adults when they are cyberbullied?

Methods

Design and Sample

This study used quantitative research design specifically descriptive method. This survey study was conducted during the Fall Semester 2017 in Sakarya, Turkey. The participants were adolescents from the age group of 13-18 years old. There was a total of 186 adolescents who participated in this study from a small town in Pangasinan, Philippines. The participants were gathered through a purposive sample technique.

Instrument

The instrument used was adapted from Li (2007) study on "Bullying in the new playground: research into cyberbullying and cyber victimization." The survey consisted of demographic profile questions

such as gender, grade level, age, school grade average, and internet usage. There were 15 questions regards to the prevalence of cyber bullying behavior and victimization.

Procedures

An online survey through Google Forms was used to determine the characteristics and frequency of cyberbullying and victimization among adolescents in the Pangasinan, Philippines. An online survey was the chosen method of data collection due to widespread computer and email accessibility. In addition, the method required minimal time and cost to the study respondents. The self-administered survey guided the respondents through the online questionnaire. The estimated time to complete the survey was approximately 5 minutes.

Descriptive statistics were generated to examine quantitative data. Survey response data were first re-coded in the MS Excel software and then finally encoded to SPSS 25 software package. Then survey responses were aggregated, and percentages calculated. Results were displayed in narrative, table, and graphic formats were included in the final study report.

Results

Demographic profile

Results shown that 53.8% of the respondents were females ($n=100$) and 46.2% were males ($n=86$). Forty-eight-point nine percent ($n=91$) of them were in 9 or 10 grade level; 44.6% ($n=83$) were in 11-12 grade levels; and 6.5% ($n=12$) were in 7-8 grade levels. When it comes to their school grades, 67.7% ($n=126$) described their grades as above average while 32.3% ($n=60$) of them have average school grades.

Table 1 indicates that in terms of gender, 27.96% of females ($n=52$) of them reported that they never experienced cyberbullying victimization while 25.81% ($n=48$) of them reported that they became victims at least one time in their life. On the other hand, 15.59% ($n=29$) of them experienced to be cyberbullies and 38.17% ($n=71$) of them were not. Furthermore, out of 86 male respondents, 21.5% ($n=40$) of them had experienced to be cyberbullied while 24.73% ($n=46$) of them were not. However, 27.96% ($n=52$) of them experienced to be cyberbullying perpetrators while 18.28% ($n=34$) of them were not. However, there was no significant relationship between gender and cyberbullying victims. ($\chi^2(1) = 0.041, p = .839$); similar between gender and cyberbullying perpetrators ($\chi^2(1) = 2.291, p = .130$).

There was a significant relationship between school grade level and cyberbullying victims ($\chi^2(1) = 5.720, p > 0.017$). However, there was no significant difference between school grades and cyberbullying perpetration ($\chi^2(1) = 3.122, p = .078$). In terms of internet usage, 44.63% ($n=83$) of the students who use the internet everyday were victims of cyberbullying while 50.54% ($n=94$) of them were not. On the other hand, 62.9% ($n=117$) of students who use the internet everyday were not cyberbullying perpetrators. However, there was no significant relationship between internet usage and cyberbullying victims ($\chi^2(3) = 2.295, p = .513$); similar between internet usage and cyberbullying perpetrators ($\chi^2(3) = 1.277, p = .735$).

Table 1. Demographic Profile and Cyberbullying behaviors

| | <i>F</i> | Cyberbully | | | <i>F</i> | Cyber victim | | |
|-------------------|----------|------------|----------|----------|----------|--------------|----------|----------|
| | | % | χ^2 | <i>p</i> | | % | χ^2 | <i>p</i> |
| Gender | | | 2.291 | .130 | | | 0.041 | .839 |
| Male | 34 | 18.28 | | | 40 | 21.50 | | |
| Yes | 52 | 27.96 | | | 46 | 24.73 | | |
| No | | | | | | | | |
| Female | | | | | | | | |
| Yes | 29 | 15.59 | | | 48 | 25.81 | | |
| No | 71 | 38.17 | | | 52 | 27.96 | | |
| School grades | | | 3.112 | 0.078 | | | 5.720 | 0.017* |
| Above average | | | | | | | | |
| Yes | 15 | 8.06 | | | 36 | 19.35 | | |
| No | 45 | 24.19 | | | 24 | 12.90 | | |
| Average | | | | | | | | |
| Yes | 48 | 25.80 | | | 52 | 27.96 | | |
| No | 78 | 41.93 | | | 74 | 39.78 | | |
| Internet usage | | | 1.277 | .735 | | | 2.295 | .513 |
| Everyday | | | | | | | | |
| Yes | 60 | 32.26 | | | 83 | 44.63 | | |
| No | 117 | 62.9 | | | 94 | 50.54 | | |
| 3-4 times a week | | | | | | | | |
| Yes | 3 | 1.61 | | | 4 | 2.15 | | |
| No | 4 | 2.15 | | | 3 | 1.61 | | |
| 3-4 times a month | | | | | | | | |
| Yes | 0 | 0 | | | 0 | 0 | | |
| No | 2 | 1.08 | | | 2 | 1.08 | | |

*Significant at 0.05

Table 2. Relationship Between Cyber victimization and Cyberbullying

| | <i>N</i> | <i>r</i> | <i>p</i> |
|--|----------|----------|----------|
| Cyber victimization and Cyberbullying perpetration | 186 | .255 | 0.001 |

$p < 0.01$

Table 2 shows that there is a positive correlation between cyberbullying victimization and cyberbullying perpetration ($r=0.255$; $p < 0.01$)

Table 3. Safety Strategies on the internet

| | <i>F</i> | % |
|---------------------|----------|-------|
| never learnt | 53 | 28.5 |
| learnt by own self | 64 | 34.4 |
| learnt from parents | 34 | 18.3 |
| learnt in schools | 34 | 18.3 |
| others | 1 | .5 |
| Total | 186 | 100.0 |

Table 3 shows that 28.5% of the respondents do not know the safety strategies on the internet. However, 72.5% ($n=133$) of them know the safety strategies to prevent from cyber bullying, 34.4% ($n=64$) of them were self-taught; 18.3% ($n=34$) of them were taught by parents; 18.3% ($n=34$) of them were taught in schools.

Table 4. Cyberbullying perpetrators

| | <i>F</i> | % |
|---------------------------|----------|------|
| School mates | 59 | 74.7 |
| People outside the school | 7 | 8.8 |
| Unknown | 13 | 16.5 |

Table 4 shows that 74.7% ($n=59$) of cyberbullying perpetrators are school mates of cyberbullying victims. This is followed by 13% ($n=13$) of unknown people of the victims and 8.8% are people outside their school.

Table 5. Cyberbullying victimization frequency

| | <i>F</i> | % |
|-------------------|----------|------|
| Less than 4 times | 49 | 63.6 |
| 4-10 times | 15 | 30 |
| Over 10 times | 13 | 6.4 |

Table 5 shows that 63.6% ($n=49$) of the cyber victims have been bullied less than 4 times in their life while 30% ($n=15$) have been bullied 4-10 times and 6.4% ($n=13$) of them have been bullied over 10 times in their life.

Table 6. Technological platforms of cyberbullying perpetration and cybervictimization

| | Email | | Chat | | Cellphone | |
|---------------------|----------|-----|----------|------|-----------|------|
| | <i>F</i> | % | <i>F</i> | % | <i>F</i> | % |
| Cyber perpetration | 5 | 7.9 | 35 | 55.5 | 35 | 55.5 |
| Cyber victimization | 5 | 5.6 | 47 | 53.4 | 52 | 59.1 |

Table 6 shows that out of 88 cyber victims, 59% ($n=52$) of them experienced cyberbullying through cellphone, 53.4% ($n=47$) experienced it through chat, and 5.6% ($n=5$) experienced it through email. On the other hand, out of 63 cyber perpetrators, they usually do the cyberbullying in cellphone (55.5%; $n=35$) and chat (55.5%; $n=35$) while 7.9% ($n=5$) of them do it via email.

Table 7. Cyber victims and informing adults

| | Informing adults when they are cyberbullied | | | |
|---------------|---|------|----------|------|
| | Yes | | No | |
| Cyber victims | <i>F</i> | % | <i>F</i> | % |
| | 39 | 44.3 | 49 | 55.7 |

Table 7 shows that out of 88 cyber victims, 55.7% ($n=49$) do not tell adults whenever they were cyberbullied, only 44.3% ($n=39$) reported that they tell adults whenever they are cyberbullied.

Discussion and Conclusion

According to the demographic profile of the respondents, more than half of the total respondents are female. Majority of them are in grades 9-10 level and have above average grades.

Results shown that adolescents' demographic profile (i.e. gender, school grades, and internet usage) and cyberbullying perpetrations had no significant association. This is similar between their demographic profile and cyberbullying victimization except for their school grade where in it was found that students who have higher graders tend to be less cyber victims than those who were not. Student academic achievement, as measured by students' self-reported grades, accounts for minimal variance in cyberbullying and cyber victimization. This indicates that students' academic learning has minimal effect on cyberbullying and cyber victimization. This is somewhat different from previous research into bullying indicating that academic pressure can help reduce bullying (Ma, 2001).

It can be observed based from frequency, most of the cyberbully victims are females and cyber perpetrators are males. According to Li (2006) when gender was considered, significant differences were identified in terms of bullying and cyberbullying. Males were more likely to be bullies and cyberbullies than their female counterparts. In addition, female cyberbully victims were more likely to inform adults than their male counterparts. Female cyber bullying often differs from that of males because females in general have different ways of interacting with one another. Boys tend to be more aggressive than girls and are often more involved in bullying. There are four probable reasons why adolescents do not disclose their experiences to adults. First would be adolescents feel no connectedness with the said adults. And for such, they do not ask for adults' help whenever they feel tormented. Secondly, adolescents tend to think that cyberbullying is not critical matter therefore they do not search for help. Third is that, they do not regard adults as to be effective when it comes to dealing with cyberbullying. Lastly is the augmented feeling of humiliation and powerlessness (Nixon, 2014).

It was found in this study that greater percentage of those who use the internet everyday are cyber victims than cyber perpetrators. According of the study of Savoldi, Abreu & Alvares (2016), among the respondents who claimed to have suffered more bullying than cyberbullying during the last 12 months, there are no big differences between heavy Internet users and moderate users (Savoldi, Abreu, & Alvares, 2016).

In this study, there was a positive correlation between cyberbullying perpetrators and victimization. This is similar with the study of Sali, Basak & Akca (2015) wherein it has found that cyber victims have also the tendency to be cyber bullies and cyber bullies can also be cyber victims (Sali, Basak & Akca, 2015). This meant that online bullying victims may have higher likelihood to show violent behaviors than those who were not victimized (Ak, Ozdemir, & Kuzucu, 2015).

Moreover, according to the respondents, most of them know the safety strategies on the internet to protect themselves from cyberbullying. Most of them have learnt the strategies by themselves, followed by their parents and the school. However, most of the cyber perpetrators are victims' school mates followed by people outside their schools and people they even do not know. Victims were bullied at least one time in their lives but there are victims who suffered even over 10 times. Further research must be done on the existence of cyberbullying between peers or people outside the school. It may be considered aggressive comments directed toward peers were evaluated as acceptable, humorous, as less offensive if committed by their fellow peers. Thus, perpetrator may not know that they are already doing

cyberbullying. However, comments directed from other people make a more malicious intent that can easily be regarded as a form of cyberbullying (Whittaker & Kowalski, 2015).

Furthermore, cyber perpetration and cyber victimization are usually done through cellphone followed through chat. Text messaging harassment on cellphone also represents a common form of cyberbullying. According to research published by the Cyberbullying Research Center in 2010, cell phone usage and text messaging represent the most common technology uses for teens. Similarly, in the study of Kowalski & Limber (2014) found that the most widely used platform by cyberbullied participants were text messaging, Twitter, Facebook, Instagram, Youtube (Kowalski & Limber, 2007). Instant messaging programs and chat rooms found to have low percentage of being venues of victimization. It can be said that the venues of cyberbullying may also change as technological tool advances. As new technological platform emerges, new means of online bullying are created.

According to cyber victims, more than half of them do not inform adults such as their parents or teachers when they are cyber bullied. Similar finding was discovered by Kowalski & Limber (2007) wherein most of the middle-aged students do not do anything when they suffer from victimization. Being victimized by online bullying can have significant consequences leaving victims feeling alone, isolated and humiliated. And yet many targets do not tell a single person what is happening to them. The reasons are diverse and vary from person to person. But in general, cyber bullying is scary and confusing when it first happens. This fact leaves most tweens and teens unsure how to handle the situation. As a result, they keep silent while they try to figure it out (Gordon, 2016).

Recommendations

Cyberbullying can be done and experienced by anyone regardless of gender and age. It has been found that in this study, most of the victims do not report cyberbullying to their teacher or parents nor any adults. Furthermore, most of them do not learn safety strategies online in school. Because of this it is recommended that schools need to create an action plan to address the awareness and the scope of the cyber bullying problems at school through student and staff surveys. Parents need to be the ones their kids go to when something is wrong. However, parents are often the last ones to know about problems. So, it is necessary to have a parents' discussion to be conducted by school administrators regarding cyberbullying.

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THE EFFECT OF CORRUPTION DISTANCE ON TURKEY'S INWARD FOREIGN DIRECT INVESTMENT

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Extended abstract

The aim of this study is to explain how the Foreign direct investment (FDI) that comes to Turkey as the host country is affected by the corruption distance between the host country and the main country.

The studies that were conducted on the effects of corruption on the FDI shows that there is no consensus on the body of literature. It is thought that with the lack of consensus, alternative studies that could show how the relationship works especially on developing countries like Turkey could fill a gap in the field.

The target population of the study consists of countries conducting FDI on Turkey. According to the data gathered from OECD, during the year of 2016 a total of 81 countries conducted FDI in Turkey. 2016 was predicated as the data year since the last FDI statistics that were published by OECD was in 2016.

It was aimed to achieve the variables that were defined within the study through reaching the statistics of the subject countries. However from these countries, the data about corruption could not be reached in Gibraltar, Guernsey, Jersey, Liechtenstein, Belize, Bermuda, Cayman, Curacao, Virgin Islands, Yemen and Palestine. Even though Turkey received FDI from these countries they were removed from the data set. These countries conducted a total of 451 million dollars of FDI to Turkey. The share of this sum in the total of FDI is 3,2 in a thousand. Since these lost data is deleted through listwise deletion, 70 countries formed the sample of this study.

The FDI data of Turkey which constitutes the dependent variable of the study has been gathered from OECD data. The corruption distance which constitutes the independent variable has been calculated from the data of Transparency International. Lastly, political stability which consists the controlled variable of the study has been gathered from the World Bank statistics.

The correlation factors between the mean and standard deviation of the variables that were used in the study and the variables are as follows. It can be seen when the mean and standard deviation rates are investigated that the standard deviation of the FDI mean is 2002.07 (± 4232.35), corruption distance mean is 2002.07 (± 4232.35) and the political stability mean is 50.83 (± 29.47). When the correlation between the variables is viewed there is a positive and meaningful relation between political stability and corruption distance is found ($r=0.52$; $P<0.01$) and between corruption distance and FDI a positive and meaningful relation is found ($r=0.34$; $P<0.01$). There is no meaningful relationship observed between FDI and political stability.

The regression analysis results that tests the effects of corruption distance variable and political stability variable on FDI volume can be summed up as this. When all of the results are viewed in the sample it can be seen that the corruption distance has a positive and meaningful effect on FDI ($\beta=0.335$; $P<0.01$). Whereas a meaningful factor could not be found for political stability variable. ($\beta=0.024$; $P>0.10$). The



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data that belongs to the countries with higher and lower rates of corruption than Turkey differs from one another. Within this scope, while the effect corruption distance on FDI of countries that have a lower rate of corruption than Turkey is in a positive way ($\beta=0.452$; $P<0.01$), a meaningful relationship could not be found in countries that are more corrupt than Turkey. There were no problems of multicollinearity on the test models ($VIF<10$). White's test results shows that there is no heteroscedasticity problem as well.

There are two main contribution that was made by our study to the literature. The first contribution is to exhibit the effects of corruption on FDI in a developing country like Turkey. The second and the more important one is to reveal the asymmetrical effect of corruption distance on FDI. Generally speaking the studies in the literature that measured the effects of corruption distance on FDI acts on the hypothesis that countries and companies with high corruption rates have similar attitudes. It is foresighted that the effect of corruption rate on FDIs could be different when any host country has a higher or lower rate of corruption. In this context, the countries that have a higher rate of corruption than Turkey and a lower rate of corruption than Turkey has been analyzed within their own group in our study.

Only discreet data, the data from 2016 has been used in our study. Even though it is been thought that there is not a serious difference between the years regarding corruption data this situation has been seen as a constraint of our study. A second constraint would be focusing on the FDI that were conducted on Turkey. Even though this has found meaningful in terms of shedding a light on Turkey context, it is still regarded as a constraint.

It is believed that in the future studies using panel data analysis will broaden our perspectives. It is also believed that using other controlled variables will be additive to our study.

Keywords: Corruption, Corruption Distance, FDI, Inward FDI, Turkey

COLLECTION OF ARCHIVE MATERIALS, THEIR PROCESSING AND TEACHING TO STUDENTS

(Within scope of project - French People in Georgia and Reflections of French Literature in 17th-20th Century Georgian Culture)

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Work with the archive documents is a significant part of scientific-research activities. It requires relevant knowledge and special skills.

Any archive is a set of various archive funds. And the archive funds include the documents created as a result of activities of the institutions, public associations and individuals. Archives, especially in the departments of manuscripts of the libraries and museums, there are kept not only the archive funds but also the collections created in various periods. Archive collection is the set of documents of the organizations and individuals that are unified by thematic or other logical characteristics. The initial set in the fund (collection) is the file, i.e. separate preserved item. Normally, the file includes the documents dealing with some certain issue. These documents are placed in the cover and its pages are numbered. Each file of the fund has description, some kind of reference book containing systematized list of titles and other necessary information about the file composition and contents. Descriptions of the particularly significant and large archive funds quite frequently contain also the indexes of names, the chronological ones etc. and this significantly facilitates searching of the required information.

To use the archive document, the archive, fund number, description, file and page number must be specified. Some individual researchers may have their own methodology of work with archives but it would be correct and reasonable for all to get familiarized with already published works dealing with the mentioned issue and only after this turn to the archive materials. Such sequence would allow to bring into the scientific turnover one or another archive material for the first time and know exactly, who has used one or another document and for what purposes, before.

The greatest challenge facing any scientists working with archive is defining of the specific way, research tactics. There are very rare cases where the documents of interest are presented in the archive fund in a form of entire set.

Work on archive documents includes entire set of operations that are performed in certain order, as follows: searching of document, picking those of interest from the whole set, studying of their contents, evaluation, in the context of source studies and finally, use of the document for own purposes.

Methods and techniques of work with the archive materials selected by the researcher depend on many things. Primarily, these include the issue under research, significance of the collected archive materials for the researcher (whether some specific document provides basis of research, its main component or it plays the role of only supplementary, illustration material). It depends also on the content and size of

the material, intensity and degree of its use by the previous researchers etc. Though there are the general methods of work with the archives, selection of the specific strategy depends on the researcher.

After identification of the documents related to the issue under research their attribution should be studied. Normally, attribution is associated with collection of the factual data about persons mentioned in the document, institutions, publishers, book merchants and other firms. For this purpose there are used the biographical dictionaries, reference books, address books, necrologies, anniversary publications etc.

First of all, the authenticity of the document should be identified, as well as the place and time of its creation, identity of the authors and addresses. For attribution researches the text studies uses complex of documentary, biographical, linguistic, style and other methods. The archive of proposed author provides significant data for clarification of authorship. It can contain the autograph. Memoir literature, memories of the writer's contemporaries are very helpful in attribution of the piece of work. One of the supplementary instruments is ideological analysis of the text, its comparison with the other works of the proposed author, to check, how well the world views, ideas, interests, styles, linguistic characteristics of the authors of the two texts coincide. In attribution of anonymous prosaic work, one can rely on historical stylistics of the language and theory of literary styles.

Most frequent errors include absence of predetermined goals, inadequate and incomplete use of the references, and improper form of the researcher's records. All these undermine effectiveness of the mental work, resulting in wasting time.

Archive materials may be in printed form or in a form of manuscripts. One of the hardest issues, in archive work is reading of the handwritten texts. Modern text studies have developed the stage-layer method of manuscript reading. Stage I, layer I: even in case of the most illegible handwriting some graphemes can be identified. If one sets the goal of reading of some words or even graphemes, instead of the attempt of reading of the entire manuscript, this stage will be easily overcome. Stage II and layer II: where all the capabilities of the identification method are used, the method of graphical comparison must be applied. When studying the entire art of one and the same author or studying large manuscripts, it is desirable to create from the outset the "table of typical shapes of the graphemes and connections" that would contain the samples of graphemes and their connections characteristic for this author. Stage III and layer III: method of lexical identification. Once the author's handwriting becomes known to certain extent and the table of typical table is created, it will be possible to identify some of such words where not all letters can be easily read because they do not look like the author's typical handwriting. At this stage the other table is created to contain all cases where identification of atypical graphemes was provided through reading of the entire word based on the typical graphemes and not the shapes of the graphemes in question. Stage IV and layer IV: some words contain so much graphemes that it cannot be read using the above methods. Therefore, at the following stage the context research method is applied. Initially one should start from the words next to the ones that are already read. Syntax of the sentence provides specific part of speech next to one or another word that is already known. Based on the syntax context one can find out that the word to be read should necessarily be the noun in dative case, verb in plural, first person etc. If the neighboring words do not help, we move to the wider context – entire text. Stage V. layer V: at this stage one should rely on the sources beyond the text, collect information about the issue surrounding the unread word, and seek the word that can suit to the shapes

of the unread sections. For this, regarding the situation, various publications and most of all the internet search engines can be used (Ninidze & Gigashvili, 2018).

In the process of studying of the materials preserved in Georgian national archives and personal archives Georgian researchers and students of master's and doctoral programs, as well as the foreign scientists face the following difficulties: primarily, there is not electronic directory that would allow the researchers to promptly collect thorough information about the studied issue. Materials are scattered in various collections and as a result the researcher has to study the list of each fund to prevent the danger of missing of the required materials. In Georgian national archives there are the bibliographies (thematic, chronological, by names) though these bibliographies are not complete and in electronic form. In such significant research centers in Georgia, as Korneli Kekelidze Georgian National Center of Manuscripts, State Museum of Theatre, Music, Cinema and Choreography of Georgia, George Leonidze Museum of Georgian literature the archives have no such bibliographies at all. In addition, regarding the political situation in 20th century, the reference books of Georgian national and personal archives were made in Russian language and this is additional obstacle, especially for young researchers and students as without proper knowledge of Russian language the archive works cannot be performed at high quality. As illustration, we can provide the obstacles in the course of implementation of one of the state scientific projects in the sphere of fundamental researches. Scientific project titled "French People in Georgia and Reflections of French Literature in 17th-20th Century Georgian Culture". The main goal of the project is identification of key directions in French-Georgian cultural relations, finding of the place of French language and literature in Georgian literature and culture. Project is financed by Shota Rustaveli Georgian National Scientific Fund (project manager: Rusudan Turnava). At the end of the first project year there was published the book "French Diary of Caucasus", containing, in addition to long articles dedicated to French-Georgian cultural relations and records of French travelers, the personal correspondence of Georgian aristocracy of 18th - 19th centuries preserved at George Leonidze Georgian Literature Museum that were read and translated for the first time within the scopes of the project. In the process of work with this letters the main problems included: a) absence of digital versions to ensure their easier readability; b) in many cases the letter descriptions did not correspond to their contents; c) full absence of information about the persons mentioned in the letters, as well as the addressees. Neither Georgian internet space, not the reference books and even Museum of Literature could provide any biographical data of significant Georgian public figures of 18th – 19th centuries. For the purpose of identification of each person we have worked with the funds of Georgian Central Historical Archive and mass media of that period. Through collection of data scattered in various sources and documents the addressees of the letters were identified and all information about them was collected.

Within the scopes of the above project, together with the foreign consultant, Alexander Stroev, professor of New Sorbonne – Paris 3, project participants have discovered at the archive of Korneli Kekelidze Georgian National Center of Manuscripts three French manuscripts – three freemasonic tractates (Varia 8). The book consists of three parts: Ways to Wisdom; On Divine Justice; Riles of Blessing. To study this tractate, we had to answer the following questions: what type of manuscript we dealt with? Who has rewritten it? Was there any postscript to the book and by whom? When or how the manuscript occurred in Georgia? Whether anyone know about the manuscript in the Europe and whether it was published or not? The manuscript was bound in the leather cover and it was maintained in the private library. The tractate had the foreword, supposedly written by the person different from its author, it was dated by 1810 (21 February 2010, St. Petersburg). Though the manuscript does not contain the names



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of either author of the tractate or the foreword, project participants could easily identify them based on some passages in the tractate, based on information in the internet, as well as the year of publication. Author of the tractate is French philosopher, Louis Claude de Saint-Martin (1743-1803) and the foreword was written by Joseph de Maistre (1753-1821), who lived in Russia from 1803 to 1817 with the status of royal ambassador of Sardinia. The tractate was written in 1770s and was first published in 1807 and the foreword was published in 1895, with the other works of Joseph de Maistre (Ratiani & Stroev, 2017). The manuscript was kept at the archive of Korneli Kekelidze Georgian National Center of Manuscripts since 1958 though the note that would allow finding out how this manuscript has occurred there was lost. So we could not clarify, who or how this freemasonic tractate has brought to Georgia. Thus, identification of Georgian and translated manuscripts is indeed very hard, especially due to two reasons: 1) the records allowing identification of the holder of manuscripts were destroyed almost entirely; 2) Georgian books, researches, reference books are actually absent in the internet.

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ON THE WAY TO POSITIVE COMMUNICATION: ADAPTATION TO THE INTERLOCUTOR*

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Abstract: *The present paper is devoted to the interpersonal adaptation as one of constituent features of positive communication. Positive communication is regarded as “an interaction based on positive emotions, aimed at mutual understanding and satisfying for all the parties involved”. The topic warrants special attention because the notion “interpersonal adaptation” in the context of constructive human interaction remains under-researched from the theoretical point of view. The paper aims at revealing the relations between two phenomena.*

The concepts and theoretical principles reflect communicative and sociolinguistic approaches. By examining adaptation in this way, we can arrive at a better understanding of this phenomenon, its special role in contributing to positive communication experience. The complexity of adaptation process requires the use of a multi-method approach to shed light on the dynamics of interpersonal communication and to describe basic mechanisms of the phenomenon under consideration. The research is based on the following methods: Observation for collecting initial data on the basis of real-life situations and their further clarifying; Analysis of the Dictionary Definitions of the term “adaptation”, its combinability and synonyms in Russian, English and American Dictionaries to identify the key features of interpersonal adaptation and formulate its definition; Elements of Discourse Analysis for identifying determinants of communicative behaviour and its dynamics; Critical Discourse Analysis to investigate in what forms and by what communicative means adaptation functions in interpersonal interaction; Method of Introspection.

The research has shown that adaptation to the interlocutor can be defined as a conscious or unconscious adjustment to the addressee, which is determined by the context of current situation and expressed in choosing an appropriate form of interaction favorable for both. The analysis of the phenomenon in the context of interpersonal communication allows to characterize it as intentional, activity-based, dynamic, person-focused, generated by the situation, congruent and effective. The markers of successful adaptation include adequate use of verbal and non-verbal means, complementarity, appropriate type of relationships, overcoming communication barriers, creation of shared meaning, accomplishment of an objective. It is possible to distinguish the key basics that encourage constructive and harmonious relationships by means of interpersonal adaptation, thereby making communication positive. They are personality-oriented prerequisites, context-oriented prerequisites, self-oriented prerequisites. Adequate feedback from the addressee and his (her) high degree of involvement in the interaction are essential personality-oriented prerequisites. Context-orientated prerequisites are based on the appropriateness of interaction behavior due to situational demands. Self-oriented prerequisites include personality traits and skills of the speaker. The study reveals the correlation between adaptation to the interlocutor and positive communication, expressed in conscious attitude to the situational reality, pragmatic orientation to success, activism and involvement, person-focused interaction.

Keywords: *positive communication, adaptation to the interlocutor, interpersonal relationships.*

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IMPACT OF ACTIVITY-BASED MANAGEMENT TO IMPROVE PERFORMANCE FROM AN INTERNAL OPERATIONS PERSPECTIVE

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Abstract: *In this research, we study the Activity-Based Costing (ABC) which is considered as an effective accounting system that integrates financial and non-financial information describing the causal relationships between resources, activities and products. The outputs of the activity-based costing system are called Activity-Based Information (ABI), which is used to measure performance and make different decisions in the context of activity-based management (ABM). Activity-based management is a management approach that involves the implementation of several actions resulting from the analysis of the findings of activity-based accounting in two aspects: (1) Strategic ABM, (2) Operational ABM.*

According to the model we have proposed in this study, activity-based information can be employed to improve the performance from the internal processes perspective of the Balanced Scorecard (BSC): (1) cost control, (2) quality improvement and (3) time management.

We have selected the pharmaceutical institutions as a field of study and SAIDAL Complex the Algerian state-owned company as a case study, in which we attempt to develop and analyze the phenomenon using the exploratory approach according to abductive reasoning. The study concludes with a set of findings that prove the active role of activity-based management and its ability to improve company performance from the internal processes' perspective.



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THE IDEA OF “MANGILIK YEL OR THE ETERNAL LAND” IN THE LITERATURE OF TURKIC PEOPLE

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Abstract: Every nation wants to create a powerful state. Because of the evolutionary development of nations, they can achieve this goal in various ways at different times. Literary works make the art history of every nation. Spiritual art demonstrates a clear picture of what has happened to people in the past. The literary monuments of Turkic peoples reflect dream and purpose, hope and trust of the people of different nationalities. The aim of the paper is to analyze the state motives of Turkic literary monuments, to define their visibility, to analyze historical events and artistic images. The research methods were selected in order to achieve goals and objectives. Relative-historical and cultural-historical methods determine the role of artistic works in the cultural development of the nation, and clearly demonstrate the precise level of historical events. A deep analysis of interaction between Turkic peoples, their state and ideological peculiarities is also of great importance.

Expected results:

- to identify the idea of "Mangilik Yel" in the literature of the Turkic peoples;
- to analyze the features of historical development and political-social issues in artistic compositions;
- to systematize scientifically the nature of the change in the evolution of the development of the state idea in the ancient Saxon and Hun Histories and literary monuments of the 14th century.

This scientific article influences the spiritual integration of the Turkic peoples, mutual ideological unity and the direction of spiritual and cultural continuity in modern times. The general spiritual content of the Turkic peoples nowadays is characterized by a new nature of nations' development, which have become independent nations. Among them, the Kazakh spiritual world is also seen as a part of the Turkic spiritual development. Therefore, the idea of "Mangilik Yel" is visible at the state level, and it has a great role in the development of spiritual, cultural development. It is scientifically differentiated that the idea of "Mangilik Yel" in the Turkic literature is a great idea that unites the Turkic peoples. The past history of Turkic peoples and today's state idea build a spiritual basis for being a powerful, creative state that has been dreamt about for centuries.

The idea of “Mangilik Yel or the Eternal Land” took place in the literary monuments of ancient Turkic people. “Yergenekon”, the work of ancient Turkic tribes and “The Treatise on the Good Town Dwellers” of the medieval Al-Farabi, "Kutadgu Bilik or Happiness Knowledge", the work of Yusuf Balasagun suggest the idea of creating a prosperous country which is convenient to live for the mankind. In his work Al-Farabi, known as Aristotle of the eastern world, concludes that it is important to classify social groups and determine their responsibilities and tasks, it is necessary for them to perform all the duties perfectly in order to build a good city. In the poem "Kutadgu Bilik" this idea continues and deepens. The qualities that must be found in the flawless ruler and his wise wazirs are analyzed. The issue of being an eternal country and establishing an ideal state was also vital for the literary representatives of the Kazakh people called the Kazakh khanate, which had been created in the XV century. Kazakh zhyraus were not only engaged in literary creativity, but also served as influential advisors of khans. Asan Kaigy zhyrau, who was an advisor of Zhanibek Khan, one of the first Kazakh



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khans, continued the state-of-the-nation idea in his poems. His works were a fine example of the creation of the Kazakh Khanate. It promoted peace with neighboring countries, fairness and honesty in domestic politics. The zhyrau's travel all over the Kazakh steppes looking for a paradisaical location, which would be a "land of comfort for his country», is characteristic of the idea of creating an eternal country. He deems the shores of the Shu River acceptable to build the capital of the Kazakh Khanate. As an independent state the modern Kazakhstan considers the idea of Mangilik Yel a state idea and acknowledges it as the basis of a creative country. This idea is based on the dream of ancient nations of the Turkic world. For the Kazakhs, Kyrgyz, Uzbeks, Turkmen and Tatars, who had lived under oppression for three centuries, to become a powerful state was a dream, a purpose and reality.

Keywords: *idea, literary monuments, motive, spiritual*

Introduction

“The origin of the idea of “Mangilik Yel” has a long history. XIII centuries ago, Tonkök Sage said, "The dream of the Turkic people is Mangilik Yel (Eternal Country)" [6]. “This is our national idea which shows that the roots of our statehood can start from ancient history” President of the Republic of Kazakhstan Nursultan Nazarbayev said and emphasized, that this idea is the modernization of the old. We understand that “Mangilik Yel” is a very important idea which existed and evolved in the centuries-old evolution of Turkic peoples. The Kazakh Khanate, which emerged in the XV century, suffered from a great deal of aggression. The wars against the Kazakh Khanate in the XVII century prevented the establishment of the powerful state. The Russian imperialist policy in the XVIII century made the nation completely lose the independence and turned it into a neglected country. For four centuries, the policy of turning the nation away from the Turkic roots and turning it into barbarous people had been threatening Turkic consciousness and existence, worldview and memory. The revival of the Turkic idea, which remained in the depths of hundreds of years history, and its recognition as a national idea of the new Kazakh state, gives the opportunity to create a modern state on the Turkic basis, in the tradition of ancestors. In this regard, the Deputy Secretary General of the Turkic Council, the Turkologist, Darhan Kydyrali, believes that the Turkic peoples who receive sovereignty need to modernize Turkic civilization: “Now we have to fill this Eurasian space. The passionate nature of Turkic is re-awakening. It is impossible to imagine the Eurasian space without Turkic culture, Turkic-mindedness and Turkic history. Ancient Turks, Saks and Scythians, Huns and Kipchaks settled freely in the steppes of Eurasia. Today, the Golden Horde can be called the Eurasian state as well. In our opinion, Genghis Khan restored the historical consciousness of the memory of the people who lived in the midst between the oceans with the idea of Great Turkism” [5]. It shows that independent Turkic peoples perceived the necessity of modernization of Turkic civilization.

The idea of “Mangilik Yel” is deeply rooted. It is obvious, that the idea of the literary monuments of the Huns and Sak tribes, who lived before the Turkish khanate, is to create a viable, creative, powerful state. Because all these poems are about kagans and commanders, who have created a powerful state in their era. The artwork of the Sak era “The mighty Er Tońga” is a traditional heroic poem of ancient Turkic literature, reflecting the history of the Saks. The image of the main hero, the mighty Er Tońga, in the poem, which rooted the wars of Turan and Iran, also appeared in the “Shahnameh” legend of Ferdowsi. The image of the heroic commander is preserved in Ferdowsi's legend. The state centers created by Er Tońga have been changed according to political terms” [4]. The center of the country, which is composed of different tribes, was located in Bukhara, the capital city, and in Kashgar and Balasagan. The following lines are justifiable examples of his reputation and esteem:

Alyp Er Tońga keledi,

Júz myń ásker eredi,



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Júz myń jebe keredi,
Jer qarysqan qol edi,
Táńir súip jaratqan,
Álemdi ózine qaratqan,
Qaharyn jaýǵa qaratqan,
Kók táńiriniń uly edi.

It says that Er Tońǵa comes followed by a hundred thousand soldiers created by God, who have a hundred thousand arrows; he was a beloved son of a goddess known all over the world and his fury was directed to his enemies.

In the poem “Kutadgu Bilik” J. Balasagun praised the mighty Er Tońǵa, expressing his infinite respect: “He is the man who has the highest position among the Turkish clans, the only one who is worthy of the country is Er Tońǵa”, “No one is worthy of his strength and courage, and his mind and wisdom are beyond all”. The Turkish scientist S. Karaalioglu emphasized the poem “Shu” the most important derivative of “The mighty Er Tońǵa” as a basis for the creation of a strong state for its wise and skillful artistic expression and ideological content. In “Diuani lugat at – turk”, the work of M.Kashkari it is stated that Shu Batyr was one of the wise rulers of the XVIII century BC. The epic begins with glorifying the excitement and beauty of that place:

Shý darııasy bereke:
Qaz-úiregi qaptaǵan,
Arqar, kık sýsyndap,
Jaǵalaýda oınaǵan,
Aqqý qustar qalyqtap,
Degelekter oınaǵan.

It says that the Shu River is a land of milk and honey: there are lots of geese and ducks, wild sheep and saigas on the shore, swans, swimming beautifully and storks.

The ruler of such a figurative land, Shu Batyr focused on the war with diplomacy. He came to an agreement with enemies in order not to let cities be destroyed and people escape. Therefore, it is well known that the solution to the problem through negotiations, dialogues is a strategy of the most developed countries. That is why these examples can be seen in the fact that the politicians of the Sak era have developed their civilized policies to make their state more powerful than other neighboring Chinese, Persian and Greek countries.

It is known from the history that the tribe united in the end of the III century BC and created a Hun state. Here are some of the poems of the well-known Kazakh poet M. Jumabaev:

Erte kúnde otty kúnnen Ğun týǵan,
Otty Ğunnan ot bop oınap men týǵam,
Júzimdi de, qysyq qara kózimdi
Týa sala jalynmenen men jýǵam. [4,112]

It says: Hun was born during the war, and I was born to fiery Hun. As soon as I was born I washed my face and eyes with flame.



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In Europe the state, which established the Western Hun Empire, captured European peoples. The pieces of artistic heritage, such as Oguz Kagan, Attila, Ergenekon describe the history of this powerful state.

Oghuz Kagan is a literary manifestation of the great commander of the Huns, Móde the ruler. It is well-known that the period ruled by Móde was a golden age for the Hun tribes. The story about Atilla, the ruler of the West Hunn Empire, is based on his exceptional courage and special strategy in the establishment of the empire. It is also about how he united nations of the Hun tribe, which were unable to reach a consensus, and empowered a powerful empire, his mindset and decency of making peace in Europe. He was called the “whip of the god” for his contribution to slavery ending in the Roman Empire, liberation of slaves, and extreme righteous he had set in place. The legend of the “Grey wolf” is about the spreading of the Turkic peoples from the grey wolves. The legend of the “Grey wolf” is an epic of the ancient Turks history, the origin of blue Turks who created the great Turkic Khanate, on the basis of different myths [4]. After the state of Huns, weakened and defeated, only a nine-year-old boy survived during the slaughter of enemies. Enemies cut off the boy's hands and feet and throw them into a clay grass. Soon, one female wolf finds the boy and brings him to her hole, heals and takes care of him. Soldiers of the enemies find the boy and kill him. According to the legend, the female wolf, which is pregnant from that boy, goes to the Altai Mountains and gives birth to ten babies. Once those children grew up, they became a huge dynasty. We call it Ashina dynasty. The main idea of all the other legends in this epic is the idea that the Turkic tribes spread out from the wolf. The Kazakh worldview is associated with sacred notions in this legend. Grey wolves, samuruk birds are also symbols of the country in modern Kazakhstan.

The epic “Ergenekon” is based on the idea of searching a favorable land. The war-torn nation is looking for a place to protect itself from the enemy and to find a peaceful settlement. After searching a number of years, they find a magnificent place “Ergenekon”, which is located in the sublime high mountains with rich land. From the words of the ruler, the parishioner Börte Şene about this heavenly place we can clearly understand that for the nomad Turkic people the concept of the place and nation was unified: “This land of Ergenekon has been a glorious place since ancient times of our ancestors. Many years passed. With the support of god, we have grown, and multiplied. So, all of us should bow down to the Holy Ergenekon Land” [4]. The main idea of the poem "Ergenekon" is the idea of nationalism and populism. It is about finding a safe place to settle in a prosperous community. Care for a good land and people is the path of a developed country. What the story says is that if there is not one of the two, it will not be a strong foundation of the state. To create a strong state, the nation must have its own home. Hometown is a sacred place of the nation where the ancestral home is a source of energy and deep root. Returning to the hometown, or Atameken and liberating the country from the enemy, rising in the native land have been a sacred duty and a dream of any nation. Peoples without land can never create their own country. All the wars for the land in the history of the Turkic peoples, who are aware of this rule of law, are the evidence of this worldview. Though threatened and abused, in the end the Turks could save their land.

The Kazakh people have almost lost their lives but still could save their land. Due to this, now, Kazakh people became an independent country, with their own borders. This is a sacred process coming from ancient ancestors, the tribes of Hun. The Kazakh people, who "have died and reborn a thousand times", were defeated but did not give up their land, and have moved from centuries to centuries preserving their sacred land. Patient and strong Turkic descendants have preserved their state in the middle of the Eurasian continent and have been loyal to their ancestors' trust for many centuries. The dream of the Kazakh, Uzbek, Kyrgyz, Azerbaijan and the Turkic-speaking countries, who discarded the albatross of the Soviet system, has been to become “Mangilik Yel” and to build a powerful state. The Kazakh people realize that it is possible to gain their power back only by restoring the old power of the Turkic peoples and uniting with their Turkic roots fulfilling the dreams of their ancestors and their concept of life in the idea of "Mangilik Yel" (Eternal Country), which has been seen as the orientation to the future. Therefore,

the cooperation and integration of all Turkic people is taken as the basis of state, political, spiritual development.

From the Sac and Hun legends, we can see the ideological features of Orhon-Yenissei's writings. This feature is about reasons of the collapse of the country. The Turkic Empire was one of the most powerful countries in the world. The ones, who could not get this strong country by using weapons, got it by cunning.

Sońyndaǵy inisi aǵasyndaı bolmady,

Uldary ákesindeı bolmady.

Biliksiz qaǵandar otyrǵan eken,

Jaltaq qaǵandar otyrǵan eken.

It means that the younger brother was not like the older brother, and sons were not like their father. Unskilled and lubricous Kagans were governing.

The tricky policy of Tabghash people shook the foundation of the Turkic Empire. The lords who have been tricked by them lost their unity and attachment to the country. In the Kultegin epic, it describes difficult times for the Turkic homeland in following way:

Túrki halqy eldigin joıdy,

Qaǵandyǵynan aıryldy.

Tabǵash halqyna bek uldary qul boldy,

Pák qyzdary kún boldy.

The Turkic people lost their cultural identity and their Khanate. Their noble sons and innocent daughters became slaves of Tabghash people.

The main idea of the epic is that Kultegin made his own people a happy and prosperous country. It is widely acknowledged in the literature that people who took care of their nation and established prosperous states are dedicated poems to. In these epics, along with the ruler's personality, the image of Tonıkök is also drawn as a wise man, who became a ruler's mentor. He has been an adviser to the Kagans, such as Elteris, Bori, Kapagan, Bilge, and played a major role in the political and social affairs of the country. In the process of creating a state the foundation of the state remains strong only when there are wise advisors along with trustworthy partners. Presence of the noble images along with the ruler is a main requirement for building a state. This principle has been proven by many poems and legends. «It is interesting to note that the historical image of Tonıkök, who lived in the VIII century and became an advisor to Elteris and Bilge Kagan, has been replicated in the image of Abylay Khan's advisor Bukhar Jıraw (XVIII century). Tonıkök, who always advises the Elteris Kagan and leads his army, is just like as Bukhar Jıraw, who also regularly advises Abylai Khan and accompanies Khan's men go out to fight the enemy».

In the VIII century, when the concept of "Mangilik Yel" was born, the indigenous Turks were promoted to the highest peaks of their political, economic, social, and civilizational development. Lines on Kultegin's monument can prove it: «For the Lord has blessed me, I raised up people who were dead destroyed. I made naked people dressed and made poor ones rich. I made the population grow. I made restless people and Khanate to become robust. I conquered people from four sides and made them united. I set them free from enemies. They obeyed me and served me truly. The one who has been ruling all of this, my brother, Kultegin himself, died after all». The "Orhon-Yenisei" inscriptions, which were almost considered the Turkic Khanate's chronicles, were created during the time of the Turkic Khanate, when the concept of "Mangilik Yel" was absorbed in the minds of the people and became the basis of its



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outlook. Only a country that defeats its enemies and make the people from four corners accept its power will be confident of creating an Eternal Country (Mangilik Yel). Every line of the written monuments proves that Turkic Khanate was a powerful, civilized empire, which was looking ahead with a hope for tomorrow, and had confidence in the strength of the foundation the state. The fact that the cities like Yassy, Syganak, Taraz, Shymkent, which were the centers of Turkic civilization, settled in the Kazakh land, proves that it is the main heir of that civilization. The passage of the Great Silk Road through the Kazakh steppes promoted not only trade relations, but also a spiritual dialogue. It is obvious that Korkyt, the hero of the legends of Kazakhstan, Azerbaijan and the Turkic peoples, was a true historical figure. The "Korkyt Ata Book", the pearl of word art of Turkic peoples, is a highly honored treasure. The reason why Korkyt's image is widespread and highly valued is his personality as a national patron and a country seeker. Every nation has many images of Korkyt-like people, with whom they have the same dream. The image of Korkyt, which is popular among the Turkic peoples, is portrayed as a person, who was born for the nation. He is portrayed as a wise man, a marvelous land-seeker for the sake of the country, a miraculous savior ready to fight against the death.

Abu Nasir Al-Farabi, who was born in the Kipchak steppes and became a wise scientist of the world, in his political and social work named "Views of the Merciful City Dwellers", draws attention to the patterns of relationship between a society and a man and defines the true ideal of society. Al-Farabi noted that "Happiness is the ultimate goal of every person", and it can only be reached as a result of knowledge and well-being, and such opportunity is more popular among the loyal people of the city. Al-Farabi divided the management into good and bad. A good, competent and cultivated management will lead the people to happiness and will guide their actions in this direction. To do that, the management must be based on law, on good practice. In an oppressive, fraudulent management negative acts and bad qualities appear. That is why he criticizes a brutish state order, ruled by a ruthless man full of cruelty. He preaches a perfect state [4]. A good city is the biggest form of public consciousness that puts human necessities high above all. A good society is the main indicator of a state. It is clear that the state, capable of ensuring natural, psychological, spiritual, professional, intellectual development of people, becomes a powerful, viable, valuable and honorable country. Al-Farabi, in his public-social treatises, developed a concept of a good society, an ideal state system. The idea of the Eternal Country, which was a key note in ancient poems, was also relevant in the period of the scientist. This concept is a must for all human society. Only after the adoption of this concept a good state will be created and a truly human community will be formed. European philosophers, sociologists, and politicians often offered similar concepts. If the state system follows this kind of concept, its creativity can be trusted. It also points out the good qualities of people who govern the city. The state's support has to be a dignity of human beings with simple human dreams and a good society is the one that puts human values high above all. This is an indisputable fact. In the "Merciful city" treatise, Al-Farabi thought of a good society that creates social justice and a freedom-loving environment. The great wise man imagines this kind of society as "a society, where each person has a degree of achievement according to his or her nature only through the unification of the people who share the essential part of the other person's life and help each other". The scientist's idea of the state's government support for the poorest population groups is one of the main tasks of the state's domestic policy today as well. In such a developed society, as Al-Farabi says "communication, help, support, and collective life become the vital necessities of people". Al-Farabi says that such a society must be ruled by a person, who is intelligent, knowledgeable, tolerant, has a spiritual power with the twelve dignities given by the nature and that can be combined with humanity and appreciation of human qualities.

"Kutadgu Bilik", the artistic work of the XI century by Zhusip Balasaguni is just as like the continuation of Al-Farabi's ideas. It is a picturesque work that presents the principles of government, moral and ethical norms and rules in didactic form. "The story of Zhusip Balasaguni's poem "Kutadgu Bilik" emphasizes that the main task of the governor is to bring happiness to people, wealth and richness to the poor. It is

not difficult to imagine the origin of these thoughts and ideas in the poems of Kultegin” [3]. The requirements for the man, who runs the country, and his personality were written very detailedly.

Eli gúldep, baryp bektiń baǵyna,

Dańqy tarap, ósse halyq sany da.

Qazyna tolyp, kúmis sýdai aǵylsa,

Shoqtyǵy ósip, kúshine álem tabynsa.

Ásker tolyp, tursa kúshi digirlep,

Turmys, zańdy týralasa ilimmen.

It is possible to conclude from these poetical lines that the ruler of the country should bring prosperity, order and law to the country. The author pays a great attention to the group surrounding the Bek as it is considered to be his reliable partner. He is sure that “a truthful, sincere, heartfelt knightly vizier will support the people and make them prosperous”. The vizier is like a bridge between the people and the ruler. The vizier plays an important role in governing the country by bringing Khan's decree to the people, and people's wishes to the ruler. Because the state is a society founded by individuals, it shows the place, duty and character of each person and state employee. It also shows requirements and characteristics of an ambassador, office business secretary, treasurer, cook, grain-grower, cattlemen, etc. in particular. These requirements of the poet are in line with the Code of Conduct, reflecting the moral and ethical standards of modern Kazakhstan. The key condition for a good society is the fact that the moral and ethical quality of individual members of the society is a doubtless axiom.

The Kazakh Khanate, which was established as a separate khanate in the XV century, was a branch of the Saks, Hun, and Turkic Empire. Traditions of ancestors have been preserved in customs, natural essence and genetic memory of the Kazakh people. The system of the Kazakh government after becoming the private khanate was connected with the tradition of the Turkic Khanate, the righteous and outstanding ruler, and with professional and humane personalities of his advisers. Therefore, khans and his biys and poets served as advisers. Asan Kaygy, Zhanibek's adviser, who was the first khan of the Kazakh khanate, played an important role in the formation of the Kazakh statehood.

Since the time when the Golden Horde was a huge empire which conquered the half of the world and trembled the earth, the wise philosopher, thinker, poet, genius, writer, and a great politician knew that the empire would eventually collapse [2]. If we will look back at the contents of the glorious singing “With the Saigas on the Sire”, it is clear that the author expresses dissatisfaction with Khans of the Golden Horde, who were disfiguring the country by fighting with each other. Asan Jıraw, who did everything for strengthening the unity of the Kipchak tribe, had a great influence on the domestic and foreign policy of the state in order to prevent the disappearance of the powerful Golden Horde state which was located between China and the Russian Empire. He showed his dissatisfaction with khan's actions and sided with the people. He contributed to the establishment of a truly democratic system in Kazakh steppes. The wise men of the Turkic steppes, such as Mayky Biy, Tonıkök and Korkyt, became honest counselors and assistants of the ruler, and also became patrons, protectors, advisers of the people.

The idea of “Mangilik Yel” of the Ancient Turks is based on three basic principles: the first is the idea of “Mangilik Yel” in ancient Turkic inscriptions, the second - in the philosophical work of Al-Farabi “In the Merciful City”, especially the theoretical-methodological view of this idea, and the third is Zhusip Balasagun's poem “Kutadgu Bilik”, which was based on this idea [1]. In Tonıkök it is said that the unity of the kagan and his clever wise men, the unity of words and actions, the necessity of the unity of all forces for the integrity of the country, is that what is needed to keep the state stable. It is proclaimed that the Turkic people have lost their statehood and their Kagan, became subordinate to others and then began to rise from it, and the new Kagan started looking for methods to unite the country, “he did not



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sleep at night, did not rest at day time, he spent all his power, time and energy to serve the Turk nation”. It all seems to have been addressed to the next generation as well. At the same time, the concept of “Mangilik Yel”, the spirit of independence, the idea of liberty resonate each other.

Conclusion

“Mangilik Yel” is the post-independence national idea of the Kazakh state. Kazakhstan, as well as other countries, has sought the idea of the state and its development, since it was a sovereign country named Kazakhstan, recognized by the whole world community, set boundaries, determined the national anthem and emblem. Therefore, the content of the creation of a new state is reflected in the platform of this Eternal Country idea. Creating a full-fledged state since the establishment of the Kazakh Khanate in the XIX century had been a dream of our ancestors. The thoughts and aspirations of Asan Qayǵı, who was the epitome of that century, prove that. "He looked not only for a wealthy landlocked land, but also a country that protects its land from external enemies, a model of a new society, a program of preserving the Kazakh people on the stage of history. People called him Asan Qayǵı, as he was deeply saddened about the country and the future of the people. He hoped for a new khanate and wanted the Kazakh people to have a happy future. For this purpose, he made every effort to enter the Kazakh tribe into that Khanate. Asan Qayǵı dreamt about a grassy, prosperous and densely wooded country with river valleys where one could live freely till the age of 100, the cattle would propagate its kind twice. The Jıraw called it “Zheruik”, the Promised Land. The concept of finding a mysterious settlement before Asan Qayǵı was noted in the ancient Saka-Hun epic poem "Ergenoken". A few centuries later, the examples of genuine humanist society and favorable human life in Al-Farabi's “The Treatise on the Good Town Dwellers” and in Zhusip Balasagun's "Kutadgu Bilik" have been steadily reflected in the history of the Kazakh people. There is no doubt that the desire to create a fertile state is one of the most prominent topics in the spiritual and art development of Turkic peoples. After the Kazakh Khanate's owned its sovereignty the Kazakh poets and Jıraw s were active in their work and activity to strengthen its statehood. Literature of the XIV-XX centuries was instrumental in the creation of the Kazakh state. Jıraw s became advisers of khans, but also they became critics as well. In the time of enemy invasion, they showed a real heroic deed. When the Russian imperialism put pressure on the people poets of the 19th century were able to feel and express people’s horror and suffering. The great poet Abai, who understood the unfavorable effects of people's ignorance and defiance, showed the negative influence of imperialism on the knowledge, intellect and humanity development level, and invited the people to the arts and education. He also had taught the young generation and created good conditions for their further education for many years. Abay's trend was continued by the writers of the XX century who realized that the only way to return independence was development and increasing the human potential.

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ACADEMIC LABOR PROCESS AND ALIENATION: A CASE STUDY FROM SOCIAL SCIENCES IN TURKEY¹⁴

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Extended abstract

As higher education is changing with the implementation of neoliberal policies and becoming commodified throughout the world, academics as the main source of academic labor, are seen to lose control over their working conditions. In order to understand the changing nature of academic labor process and how academics are affected by these changes, a qualitative study is conducted as part of a PhD study that was completed in 2017. The purpose of the study is to understand and explain the effects of the commodification of higher education in Turkey and to see whether Turkish academics working in the field of social sciences are losing control over their working conditions.

The method of the study is critical realism, which proposes that humans are active agents who are embedded in structures imposed by the society. We may try to understand human action and the meanings given to them by these actors in relation to the social reality which exists beyond these meanings. This means that we may approach a field of study with predetermined criteria derived from a theoretical perspective. This method serves as a bridge between the positivist and the interpretivist scientific approaches in social sciences and as a tool to both explain and understand social phenomena.

The theoretical framework of the study is “Labor Process Theory” that is built on the theoretical contribution of Harry Braverman. This theory is built on the fundamental difference between labor and labor power as proposed by Karl Marx, where labor is the end of a labor process, that is production. Labor power is the potential of a worker to produce that is yet unrealized. In capitalism, an employer purchases labor power, that is the potential a worker carries and the end result is dependent on management strategies, control techniques used by the employer. The employer tries to intensify work and control the worker through various strategies such as technological and bureaucratic control to ensure that the maximum potential of the worker is carried out and translated into labor / production. In the commodification process of higher education, academics as the primary source of academic labor are seen to be increasingly controlled through intensification of work and performance assessment throughout the world.

To explain and understand the changing nature of academic work in Turkey, in-depth interviews have been carried out with 28 teaching members from social sciences departments in foundation(private) and public universities located in the cities of Istanbul and Izmir. Using purposive sampling, 19 of the participants were chosen from foundation universities with the assumption that they would provide a better understanding for the effects of commodification of higher education and the changing nature of

¹⁴ This abstract is derived from the PhD thesis titled “Higher Education Strategies and The Changing Academic Profession: Case of Social Sciences”, which was completed in Ege University, Institute of Social Sciences, General Sociology and Methodology PhD program on July 2017, under the supervision of Prof. Dr. Hale Okçay.

academic work. Nine teaching members from public universities were interviewed in order to compare the results.

Social sciences is chosen as the scientific area in which the study was conducted. The commodification process of natural sciences and social sciences involve different control techniques to be employed for performance assessment. The teaching activity and the research processes differ in these two areas as well as the publication processes. In order to conduct the study on a more comparable sample, Faculty of Letters was identified as the representative of social sciences in Turkey's universities. Accordingly teaching members working in the departments of Art History, Geography, History, Philosophy, Psychology and Sociology have been interviewed.

The results of this study showed that academic work is being intensified with the rise of student to teaching member ratios and controlled through various strategies such as technological control (software, card-entrance systems...), standardization of teaching (Bologna Process), student as customer approaches, constant performance assessment and academic incentives. Especially the academics from private universities were seen to be more involved with activities for promoting their university. Increasing workload and control together with the importance placed by university managements on these promotion activities were seen to result in a state of alienation where some narratives defined academic work as meaningless and as a source of stress and anxiety. Some of the participants have shared narratives on university promotion activities which involved seeing themselves as 'selling a product'. These were the situations where they felt the most uncomfortable and the efforts they put into these activities were defined as meaningless.

The result of the study showed that academic work which is built on craftsmanship and organized as a professional profession today, is losing its significance and academics are losing control over their labor process. Academics have to be involved in activities which they saw no meaning in and these activities have to be performed for the sake of promoting their universities in a competitive higher education arena. In this study, these changes were seen to result in alienation. The individualistic nature of academic work was seen to prevent academics from sharing their experiences and forming a collective resistance. Accordingly, academics were seen to lose their connection with their work, which resulted in a state of alienation.

Keywords: Academic Work; Alienation; Critical Realism; Higher Education in Turkey; Labor Process Theory

EMPLOYEE PRO-ENVIRONMENTAL BEHAVIORS IN THE TOURISM INDUSTRY

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Abstract: *The impact of especially non-managerial employee attitudes and behaviors on performance has not been researched extensively yet. In the present study, it is aimed to outline the potential of employees' pro-environmental attitudes and behaviors for tourism and hospitality enterprises. The results revealed that for the respondents the perceived support of the supervisor is highly important, and the participants' perceptions about their firm's energy saving level showed a modest, but significant correlation with facilitating conditions for saving energy in the firm. In that regard, the attitudes and the core values of the next generation of tourism managers and employees could well be out most important. Future work should take up tourism administration students' aspirations, attitudes and awareness levels about the pro-environmental behavior as a starting point for the investigation.*

Keywords: *Pro-environmental behaviors; tourism industry; Turkey*

Introduction

Tourism industry is one of the industries that have hard time developing and implementing successful sustainability strategies. For instance, Laleh and Farahani (2014) concluded in a comparative analysis of Malaysia and Turkey, there are gaps between theory and implementation of sustainable development for both countries, although production of sustainable tourism related policy making started during early 2000s. Many of the corporations still have hard time developing and adapting sustainable business models. Therefore, sustainable development needs to be still developed further (Zientara and Zamojska, 2018), and it is suggested here that this should be done without omitting the need for employee pro-environmental behavior. Environmental awareness requires employee training and organizational change. Organizational change is one of the most difficult tasks most corporations are facing (Bohdanowicz et al., 2011). Considering the high turnover rates in general throughout tourism and hospitality industry (Inelmen, Zeytinoglu and Uygur, 2012), human factor is often one of the main barriers implementing such change.

The human factor has recently started to be given more attention under different terminologies such as green employees, employee personal environmental beliefs, and employee pro-environmental behavior. Pro-environmental behavior refers to a kind of volunteer behavior that consciously seeks to tackle environmental issues such as climate change and environmental degradation, and minimize the negative impact of one's actions on the natural and built environment. Employee pro-environmental behavior is a type of pro-social behavior; it is not obligatory; it relates with a genuine concern for the Planet; it can only be displayed when an individual thinks of future generations, nature, and humankind (Paillé, Boiral and Chen, 2013).

Sustainability of business is becoming increasingly important for tourism organizations, partly because environmental management has positive impacts on costs and differentiation levels. It is therefore logical to expect that having environmentally committed employees can enhance performance of

hospitality enterprises (Claver-Cortes et al., 2007). Within the emerging body of literature on sustainability, its' successful implementation is a major theme. The ineffective employee engagement considered to be an obstacle to realization of sustainability goal and -although there is little clarity as to how best to resolve this- managerial commitment seems to be of prime importance (Erdogan et al., 2015). It is inevitable that the lack of resources and experience in managing the negative impacts caused by tourist activities may lead to the deterioration of natural attractions offered by a destination and habits of its local people (Claver-Cortes et al., 2007). Therefore, enterprises operating in tourism industry should not only excel in developing sustainable business models, but also focus on employees' environmental awareness and pro-environmental behavior, rather than simply increasing their income (Paillé, Boiral and Chen, 2013).

Erdogan et al. (2015, 1674) contended by “[e]ven employees at the lowest level of hierarchy may display behaviors such as supporting environmental initiatives or identifying ways to conserve resources”. Although some researchers settle on management’s commitment to sustainability is prerequisite for the long-term benefits of both hospitality enterprises and host community of destination (e.g., Chen et al., 2010; Erdogan et al., 2015), this approach has its limitations (Lim and McAleer, 2005). In fact, others argue that, as the frontline actors, employees’ attitudes to sustainability practices need more attention to achieve a proactive ST stance. For instance, Lim and McAleer (2005: 1437) suggested a change of perspective from “service provider” to “experience managers” for employees in today’s world is a need.

An earlier study -conducted in the textile industry- found that the relationship between management commitment to the environment and employees’ organizational commitment is more positive, if they think that perceived organizational support (POS) is high, i.e. they believe that they are supported by their organization (Erdogan et al., 2015). In the same study, the degree of employees’ level of organizational citizenship behaviors (i.e., helping others, altruism, sportsmanship in the workplace; OCB) targeting the environment was found to depend on the management commitment to the environment and perceived organizational support. In the hospitality industry, findings indicated that affective commitment and trust in organization can to a large extend explain the OCB of the employees (Inelmen et al., 2010), and thus similar interrelations for employee pro-environmental behavior is possible. Following the literature, which showed that performance level of hotels increase as environmental proactivity grows (Claver-Cortes et al., 2007), it is only reasonable to anticipate sustainability focus can have a similar effect.

Methodology

The primary data for this study was obtained from third and fourth year undergraduate tourism administration students of a public university in Istanbul. The students were chosen for this pilot study, because all had some level of work experience in various tourism industry enterprises in Turkey. Twelve of them were male, and 17 were female, totaling to 29 respondents. They were born in 1992 – 1997 year bracket, with an average age of 23.07 (s. d. = 1.69). To be more specific, seven of them reported to have worked in a managerial position, and 22 of those were employed at a non-managerial position. Furthermore, approximately 52 per cent of them were employed in accommodation sector, where the rest worked in restaurants, travel agencies, etc. When asked whether the enterprises had it, 10 per cent said an established environmental management system existed, 31 per cent reported an environmental policy, and 59 per cent declared no environmental measure was taken.

The empirical section of the consisted of data collection with a questionnaire with pre-developed scales. For this measurement, the facets of the pro-environmental behavior are measured with McDonald's (2015) Questionnaire. This approach has provided a baseline and a comparison opportunity for the results obtained in the present study. The scales measured the participants' perceptions about their firm's energy saving level (Save); facilitating conditions for saving energy in the firm (FaCo); participant's self-identification with environmental issues (SeId); intrinsic motivation (InMo); extrinsic motivation (ExMo); perceived supervisory support (SuSp); and participant's organizational commitment (OC). Each scale consisted of 3 – 5 items and the aggregate scores were obtained and divided by the number of items, to have uniformity. Since this study was designed as a pilot study, this strategy was deemed suitable. The contribution to the study was voluntary. The participants were instructed that the questionnaire was designed to obtain their candid opinions about employees' and their workplaces interest in environmental policies or initiatives in their last workplace, and not write their names to protect anonymity.

Results

For the present study, the Spearman correlation coefficient test scores for all study variables under investigation were calculated. This test was chosen because the relatively small sample size in this pilot study would not lend itself to use a parametric alternative (see Table 1.). The results revealed that, for the respondents the perceived support of the supervisor is highly important ($\rho = .56, p = .002$). Also, the participants' perceptions about their firm's energy saving level showed a modest, but significant correlation with facilitating conditions for saving energy in the firm, in the two tales significance analysis ($\rho = .364, p = .062$). None of the other correlations produced a significant result.

Table 1. Spearman's rho Correlations of the Study variables (with significance levels)

| | Save | FaCo | SeId | InMo | ExMo | SuSp |
|---------------------------|--------------|-------------|-------------|-------------|-------------|--------------|
| Facilitating Conditions | .364 .062 | | | | | |
| Self Identification | .054 ns | -.215 ns | | | | |
| Intrinsic Motivation | -.082 ns | -.131 ns | -.040 ns | | | |
| Extrinsic Motivation | .044 ns | -.229 ns | .042 ns | -.154 ns | | |
| Supervisory Support | .305 ns | .086 ns | -.117 ns | .162 ns | -.235 ns | |
| Organizational Commitment | .230 ns | -.149 ns | -.208 ns | -.044 ns | .253 ns | .558 .002 |

Discussion and Conclusions

Tourism and hospitality is a people's industry where human touch is essential. Importance of hospitality employees' approaches and involvement during the service to guests although widely accepted, to date investigations of the antecedents of employees' job engagement and work participation is rare (Inelmen and Hatipoglu, 2018). The present results can be viewed with the lens of Deontic Justice Theory (Erdogan et al. 2015), which purports that how an organization treat the environment in combination with the treatment of the employee receives, i.e. perceived supervisory support, could lead to willingness of the employees to engage in pro-environmental behavior. Prior work in other industry contexts has

revealed that dedication of management is critical for environmental engagement in organizations, even though the impact of especially non-managerial employee attitudes and behaviors on performance has not been researched extensively yet (Weybrecht, 2014). In the literature, there are recent studies that show assessing environmental awareness of hotel and restaurant employees' attitudes is worthwhile (e.g., Chou, 2014; Yucedag, Kaya and Cetin, 2018). The present study aimed to outline the potential of employee attitudes and behaviors for tourism and hospitality enterprises. In that regard, the attitudes and the core values of the next generation of tourism managers as well as employees could well be out most important. Considering generations often foster different attitudes and perceptions (Inelmen et al., 2012), comparative research can also be deemed essential. Thus, future work can take up tourism administration students' aspirations, attitudes and awareness levels about the pro-environmental behavior as a starting point.

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IMPROVING PRESERVICE SCIENCE TEACHERS' ABILITY TO WRITE/PREPARE PROJECTS TO TUBITAK GRANT PROGRAM¹⁵

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Extended Abstract

Education is a never-ending process for both students and teachers. We believe in that the best teachers are the ones who are constantly pushing themselves to learn, pursuing professional development and thus providing students with authentic learning environment. To the extent that, TUBITAK (Scientific and Technological Research Council of Turkey) provide teachers with opportunities both for on-going professional development and for their students' learning. TUBITAK provides financial support to teachers for conducting science fair or science expo projects with their students in school. However, there is any training course that can improve preservice teachers' ability to apply grant programs provided by TUBITAK.

This study is about the professional development project for preservice science teachers (PSTs). The aim of this project is to improve PSTs' ability to write/prepare grant application for grant programs provided by TUBITAK, which are supporting science expo and science festivals. Twenty-four PSTs voluntarily participated in the project. The project is divided into 2 parts; theoretical and practical parts. The 2-day long theoretical part included topics such as types of grant programs of TUBITAK, appropriate grant programs for teachers, how a project is prepared, what are the factors that should be considered while preparing a project and examples of available projects. Practical parts also included 2 parts; participating to 2 day-long TUBITAK-4006 science fair project (a grant program for teachers provided by TUBITAK) which was held in a middle school located in the city and participating to 3 day-long science festivals which was held in the campus area of the university.

In literature, there are research studies that investigate the effectiveness of the participation to science fair projects on students' attitude toward science and their images of science and scientists and preservice teachers' attitude toward science teaching and scientific belief (Camcı, 2008; Durmaz, Dinçer & Osmanoğlu, 2017; Şahin, 2012; Yavuz, Büyükelçi & Işık Büyükelçi, 2014; Yıldırım & Şensoy, 2016). The related literature revealed that participation to science fair project has positive impact on aforementioned variables. To the authors' best knowledge there is no study that investigates the effectiveness of professional development project about preparation of science fair or science expo projects on PSTs' ability to write/prepare such projects.

The present study investigates the effectiveness of professional development project on PSTs' ability to write/prepare grant application for grant programs provided by TUBITAK. For this purpose, before

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theoretical part PSTs were asked to prepare an initial grant applications based on their novice experiences. After having theoretical and practical experiences, PSTs prepared their final grant application for science fair projects. The action research method was used through this project. The PSTs' Project proposals were evaluated by the rubric before and after the training. The rubric consists of 8 criteria which examines whether PSTs fulfilled TUBITAK project proposal form appropriately and correctly. For instance, there are 3 project types for TUBITAK-4006 grant program; research, research and development, and information searching and the PSTs were examined whether they choose appropriate project type. The rubric was designed by the researchers and the PSTs proposed projects were examined by two researchers according to the rubric. The result of the study showed that while PSTs produced 16 project proposals based on their novice experiences, they produced 27 project proposals after participating to professional development project about preparing their own projects. Before professional development project, PSTs' proposals meet at most 68% of the criteria. After having theoretical and practical experiences, they were able to meet at least 60% and at most 82% of the criteria. The other important result was that before training, PSTs proposed either research or research and development project before training and most of their proposed projects were not named correctly. After training, they produced projects in three different types and they placed their proposals into three project types correctly. Additionally, most of their proposed projects were in the scope of grant program they wanted to apply, while the only half of their proposed projects was applicable before training. In this regard, it was concluded that the professional development project aiming to improve PSTs' ability to write/prepare grant application for grant programs provided by TUBITAK was effective especially in supporting PSTs in understanding of the differences between three different types of projects and in choosing the right science projects which were in the scope of grant program. Accordingly, it might be suggested that the opportunities that provide PSTs with professional development in preparing science fair or science expo project should be integrated into their undergraduate education program and the PSTs should be given explicit training about grant programs provided by TUBITAK.

Keywords: Preservice Science Teachers, Professional Development, TUBITAK Grant Programs, Preparing Science Project

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AUTHENTIC LEADERSHIP AND FOLLOWER JOB SATISFACTION: THE MODERATING EFFECT OF LEADER EMOTIONAL EXPRESSIVITY

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Abstract: *Authentic leadership theory suggests that there are positive direct relationships between leader authenticity and follower job outcomes. Previous work corroborates these positive relationships. However, former studies have not considered the effect of the emotional expressions of leaders on these relationships. This research attempts to contribute to the leadership literature by explaining the moderating effect of leader emotional expressivity on the direct relationship between authentic leadership and follower job satisfaction. Accordingly, quantitative data, collected via survey administration to front-line employees of service-rendering companies from Istanbul was used to test the hypotheses developed in light of the relevant literature. Results provided corroborative empirical evidence for the moderating effect of leader emotional expressivity on the relationship between authentic leadership and follower job satisfaction, while confirming the positive direct relationship between the two concepts. Accordingly, the findings of this study revealed that the strength of leader emotional expressivity weakened the positive contributions of authentic leadership to follower job satisfaction for leaders who are highly authentic. On the other hand, higher leader emotional expressivity compensates for the low levels of authenticity in terms of increasing follower job satisfaction. Follower characteristics can be studied in future research in order to be able to interpret the moderation of leader emotional expressivity better.*

Keywords: *Leadership, emotions, authentic leadership, leader emotional expressivity, follower job satisfaction*

1. Introduction

Authentic leadership is one of the most widely researched theories in leadership. The creators of this construct assert that the decline in ethical leadership (e.g., WorldCom, Enron, Martha Stewart) together with a rise in societal troubles (e.g., September 11 terrorism, fluctuating stock values, a downturn in the economy) entails the need for authentic leadership more than in earlier times (Cooper et al., 2005). They also discuss that present frameworks are not adequate for training leaders of the future (Avolio & Gardner, 2005).

Antecedents and outcomes of authentic leadership have been explored by several researchers (e.g., Luthans and Avolio, 2003; Gardner et al., 2005; Sparrowe, 2005; Shamir and Eilam, 2005). According to Bennis (2003) and Eriksen (2009); self-knowledge is a prerequisite for authentic leadership. Shamir and Eilam (2005) cite that leaders who have a high level of self-knowledge are clear about their values and convictions. Another antecedent for authentic leadership is self-consistency (Peus et al., 2012). Walumbwa et al. (2008) argue that it is of utmost importance for leaders to show consistency between their values, beliefs, and actions in order to be perceived as authentic.

Emotions are omnipresent in leader-follower interactions, originating from and also affecting them (Rubin, Munz, & Bommer, 2005; Sy, Côté, & Saavedra, 2005). Because leaders have a deep influence

on the activity of organizations and their insiders (Yukl, 2005), leader emotional expositions have solid capacity to affect how their subordinates feel, think, and act (George, 2000).

In this study, the contribution of authentic leadership to the follower job outcomes of job satisfaction, as well as the moderating effect of leader emotional expressivity on the relationship between the two concepts were analyzed.

2. Literature review

2.1. Authentic leadership and follower job satisfaction

Job satisfaction has been portrayed as a “pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1976, p. 1304). Theory puts forward that authentic leadership should have a positive relation to job satisfaction (Gardner, Avolio, Luthans, et al., 2005). For instance, Ilies et al. (2005) announced that authentic leaders potentially have a favorable effect on followers’ behaviors in that this kind of leaders makes sure that followers’ self-determination is encouraged. Also, research has indicated that such leaders are more effective at breeding intrinsic employee motivation (Deci, Connell, & Ryan, 1989). By increasing their self-determination and motivation, we put forth that authentic leaders will contribute to their followers’ positive job experiences, which will result in greater follower job satisfaction.

The study by Gezer (2015) in the Turkish context found a significant positive relationship between each of the components of authentic leadership, that are relational transparency, internalized moral perspective, balanced processing, and self-awareness, and follower job satisfaction. Also, the study by Ayça (2016) in the Turkish tourism sector revealed that job satisfaction is an outcome of authentic leadership. Thus, we came up with the following hypothesis:

H1: Authentic leadership will have a positive contribution to follower job satisfaction.

2.2. The moderating effect of leader emotional expressivity on the relationship between authentic leadership and follower job satisfaction

Locke (1976) defined job satisfaction as a “pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1304). According to us, emotions are a great way to show how one appraises another’s deeds. For example, if a leader shows contentedness towards a follower right after his or her action, the follower will think that this action made the leader happy. Or, vice versa, if an expression of anger by the leader follows a follower’s action, the follower will think that something is wrong with what he or she has just done. On the other hand, followers of leaders who generally act neutral will not know what their leader feels about how they are doing, and therefore will not be able to get the necessary appraisal from their leaders, which is a prerequisite for job satisfaction, according to Locke’s definition. Thus, we come up with the suggestion that in case of leaders who are lower in authenticity, a stronger leader emotional expressivity will compensate for the lack of authenticity, and increase the perceptions of the followers as being appraised by their leaders, which will contribute positively to their job satisfaction. In contrast, for leaders who are already highly authentic, a strong leader emotional expressivity will be perceived by followers as the leader is expressing an overly-possessive leadership and as the leader is crossing a boundary when interacting with followers.

In sum, we expect that leader emotional expressivity (LEE) will compensate for the negative implications of low leader authenticity by encouraging follower job satisfaction. If a leader lacks

authenticity, and if this leader demonstrates a high level of leader emotional expressivity, then this high level of leader emotional expressivity will compensate for the lack of authentic leadership by increasing follower job satisfaction. On the other hand, if a leader is already strongly authentic, in this case, a high level of emotional expressivity by the same leader will be perceived by the followers of this leader as intimidating and they will feel that their leader is crossing a boundary when interacting with them. Therefore, followers' job satisfaction will again increase, however less strongly as compared to strongly authentic leaders who demonstrate a lower level of emotional expressivity. Namely, if strongly authentic leaders demonstrate a lower level of emotional expressivity, then there will be a more positive relationship between authentic leadership and follower job satisfaction, in comparison to leaders who demonstrate a higher level of emotional expressivity. In other words, if a strongly authentic leader does not express a very high level of emotional expressivity, then follower job satisfaction will increase more strongly with increasing leader authenticity. Thus, we came up with the following hypothesis:

H2. The relationship between authentic leadership and follower job satisfaction will be moderated by leader emotional expressivity (LEE), in such a way that the relationship between authentic leadership and follower job satisfaction is more positive for those employees whose leaders are lower on LEE as compared to those whose leaders are higher on LEE.

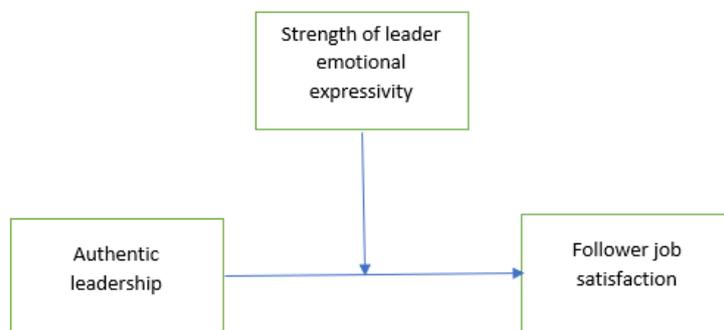
3. Methodology

3.1. Research design

The aim of this study is to test the contribution of authentic leadership to follower job outcomes of job satisfaction. In addition, this study aims to test the moderating effect of the strength of leader emotional expressivity on the relationship between authentic leadership and follower job satisfaction.

The model depicting the hypothetical relationships is presented in Figure 1.

Figure 1. Conceptual model of the study



A survey was undertaken in order to test the hypotheses with the aim of testing both the contribution of authentic leadership to follower job satisfaction and finding out the moderating effect of the strength of leader emotional expressivity on the relationship between authentic leadership and follower job satisfaction. The participants were asked to rate their perception of the authenticity and emotional expressivity of their actual leaders, and then they were asked to rate their own actual level of job satisfaction. Authentic Leadership Inventory-ALI by Neider and Schriesheim (2011) and Emotional Expressivity Scale by Kring et al. (1994) were utilized for the participants to rate their actual leader. In

addition, for the ratings of follower job satisfaction, the items of the shorter version of by Brayfield & Rothe's (1951) job satisfaction scale, which was shortened to a five item scale by Judge, Locke, Durham, & Kluger (1998) was used. The questions were read to the participants and their answers were recorded on a tablet PC.

3.2. Sample

A total of 258 employees working in the services departments from 32 firms and their immediate supervisors were contacted. The average age of the employees is 28.64, ranging from 18 to 62. 94 (36.4%) of the contacted employees are female. 42 (16.3%) of the contacted employees attended only elementary school, 160 (62%) are high school graduates, 54 (20.9%) attended university, and 2 (0.8%) completed higher education. In contrast, 19 (7.4%) of their immediate supervisors finished elementary school, 107 (41.5%) graduated from high school, and 132 (51.2%) are university graduates. The average working years add up to 8.20, ranging from 1 to 40, and the average tenure is 3.69 years, ranging from a minimum of 1 to a maximum of 20 years. 90 (34.9%) of the total of 258 respondents are from the retail industry, 49 (19%) work in the food industry, 48 (18.6%) come from the textile industry, 17 (6.6%) work in the IT sector, 12 (4.7%) are from the electronics industry, 10 (3.9%) work in the financial industry, 8 (3.1%) come from the construction industry, another 8 (3.1%) work in the paper industry, and again another 8 (3.1%) are hired in the agricultural industry, 6 (2.3%) deal with trade, and lastly 2 (0.8%) are employed in customer services.

4. Findings of the study

Regression analysis has been undertaken in order to test the contribution of authentic leadership to follower job satisfaction. For the regression analysis, two models have been created. The first model tests the effect of control variables on the dependent variable, and the second model tests the effect of the independent variables on the dependent variable, in addition to the effect of the control variables on the dependent variable.

For the measurement of the direct effect of authentic leadership on follower job satisfaction, the multiple regression models are expressed as follows:

Model 1: Follower job satisfaction = $\beta_0 + \beta_1*(Age) + \beta_2*(Gender) + \beta_3*(Tenure) + \epsilon$

Model 2: Follower job satisfaction = $\beta_0 + \beta_1*(Age) + \beta_2*(Gender) + \beta_3*(Tenure) + \beta_4*(Authentic leadership) + \epsilon$

In these models; age, gender, and tenure are control variables.

The tables 1 and 2 below show the results of the multiple regression analysis:

Table 1. Model summary of the multiple regression analysis for the contribution of authentic leadership to follower job satisfaction

| Model Summary | | | | | | | | | | |
|---------------|-----|----------------|---------------------|----------------------------|-------------------|------------|-----|-----|-----------------|---------------|
| Model | R | R ² | Adj. R ² | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
| | | | | | ΔR^2 | ΔF | df1 | df2 | Sig. ΔF | |
| 1 | .12 | .01 | .00 | .98 | .01 | 1.21 | 3 | 254 | .31 | 2.11 |
| 2 | .80 | .63 | .63 | .60 | .62 | 427.08 | 1 | 253 | .00 | |

Table 2. Regression coefficients for the contribution of authentic leadership to follower job satisfaction

| Model | Independent Variables | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|-----------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|------|
| | | β | Std. Error | β | | | Tolerance | VIF |
| 1 | (Constant) | 4.01 | .34 | | 11.73 | .00 | | |
| | Age | .00 | .01 | .00 | -.00 | 1.00 | .54 | 1.86 |
| | Gender | -.07 | .13 | -.03 | -.51 | .61 | .99 | 1.01 |
| | Tenure | -.03 | .03 | -.11 | -1.30 | .19 | .54 | 1.87 |
| 2 | (Constant) | .15 | .28 | | .54 | .59 | | |
| | Age | .01 | .01 | .05 | .93 | .35 | .54 | 1.86 |
| | Gender | -.00 | .08 | -.00 | -.05 | .96 | .99 | 1.01 |
| | Tenure | -.01 | .02 | -.04 | -.73 | .47 | .53 | 1.87 |
| | Authentic leadership | .90 | .04 | .80 | 20.67 | .00 | .98 | 1.02 |

According to the above tables, authentic leadership ($\beta = 0.80$, $t = 20.67$, $p < .05$) significantly predicts job satisfaction. This model explains 63% of the variance ($p < .05$). Thus, the hypothesis H1 (Authentic leadership will have a positive contribution to follower job satisfaction) is supported.

The multiple regression models for the moderating effect of leader emotional expressivity (LEE) on the relationship between authentic leadership and follower job satisfaction are demonstrated as follows:

Model 1: Follower job satisfaction = $\beta_0 + \beta_1*(Age) + \beta_2*(Gender) + \beta_3*(Tenure) + \epsilon$

Model 2: Follower job satisfaction = $\beta_0 + \beta_1*(Age) + \beta_2*(Gender) + \beta_3*(Tenure) + \beta_4*(ZAuthentic leadership) + \beta_5*(ZLEE) + \epsilon$

Model 3: Follower job satisfaction = $\beta_0 + \beta_1*(Age) + \beta_2*(Gender) + \beta_3*(Tenure) + \beta_4*(ZAuthentic leadership) + \beta_5*(ZLEE) + \beta_6*(ZAuthentic leadership * ZLEE) + \epsilon$

In these models; age, gender, and tenure are control variables.

Table 3 and 4 below demonstrate the moderating effect of leader emotional expressivity (LEE) on the relationship between authentic leadership and follower job satisfaction.

Table 3. Model summary of the multiple regression analysis for the moderation of LEE on the relationship between authentic leadership and follower job satisfaction

| Model Summary | | | | | | | | | | |
|---------------|-----|----------------|---------------------|----------------------------|-------------------|------------|-----|-----|-----------------|---------------|
| Model | R | R ² | Adj. R ² | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
| | | | | | ΔR^2 | ΔF | df1 | df2 | Sig. ΔF | |
| 1 | .12 | .01 | .00 | .98 | .01 | 1.21 | 3 | 254 | .31 | 2.09 |
| 2 | .81 | .65 | .64 | .59 | .64 | 216.48 | 2 | 252 | .00 | |
| 3 | .81 | .65 | .64 | .59 | .01 | 9.75 | 1 | 251 | .00 | |

Table 4. Regression coefficients for the moderation of LEE on the relationship between authentic leadership and follower job satisfaction

| Model | Independent Variables | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|----------------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|------|
| | | β | Std. Error | B | | | Tolerance | VIF |
| 1 | (Constant) | 4.01 | .34 | | 11.73 | .00 | | |
| | Age | .00 | .01 | .00 | -.00 | 1.00 | .54 | 1.86 |
| | Gender | -.07 | .13 | -.03 | -.51 | .61 | .99 | 1.01 |
| | Tenure | -.03 | .03 | -.11 | -1.30 | .19 | .54 | 1.87 |
| 2 | (Constant) | .67 | .33 | | 2.05 | .04 | | |
| | Age | .01 | .01 | .06 | 1.12 | .27 | .54 | 1.87 |
| | Gender | .01 | .08 | .01 | .18 | .86 | .97 | 1.03 |
| | Tenure | -.01 | .02 | -.04 | -.76 | .45 | .53 | 1.89 |
| | ZAuthentic leadership | .65 | .08 | .57 | 7.67 | .00 | .25 | 3.98 |
| | ZLEE | .15 | .06 | .16 | 2.69 | .00 | .41 | 2.43 |
| 3 | (Constant) | 3.70 | .21 | | 17.85 | .00 | | |
| | Age | .01 | .01 | .06 | 1.12 | .27 | .54 | 1.87 |
| | Gender | .01 | .08 | .01 | .18 | .86 | .97 | 1.03 |
| | Tenure | -.01 | .02 | -.04 | .76 | .45 | .53 | 1.89 |
| | ZAuthentic leadership | .56 | .07 | .57 | 7.67 | .00 | .25 | 3.98 |
| | ZLEE | .15 | .06 | .16 | 2.69 | .01 | .41 | 2.43 |
| | ZAuthentic leadership | -.16 | .05 | -.17 | -3.12 | .00 | .47 | 2.11 |
| | ZAuthentic leadership*ZLEE | | | | | | | |

According to the above tables, leader emotional expressivity (LEE) ($\beta = -0.17$, $t = -3.12$, $p < .05$) moderates the relationship between authentic leadership and follower job satisfaction. While leader emotional expressivity has a positive contribution ($\beta = .16$, $t = 2.69$, $p < .05$) to the dependent variable of job satisfaction, the interaction of leader emotional expressivity with authentic leadership is negative. The model explains 65% of the variance ($p < .05$) in the dependent variable. Therefore, H2 (The relationship between authentic leadership and follower job satisfaction will be moderated by leader emotional expressivity (LEE), in such a way that the relationship between authentic leadership and follower job satisfaction is more positive for those employees whose leaders are lower on LEE as compared to those whose leaders are higher on LEE) is supported.

Figure 2 below shows the moderation chart depicting the moderating effect of LEE on the relationship between authentic leadership and follower job satisfaction:

Figure 2. Moderation chart depicting the moderating effect of LEE on the relationship between authentic leadership and follower job satisfaction

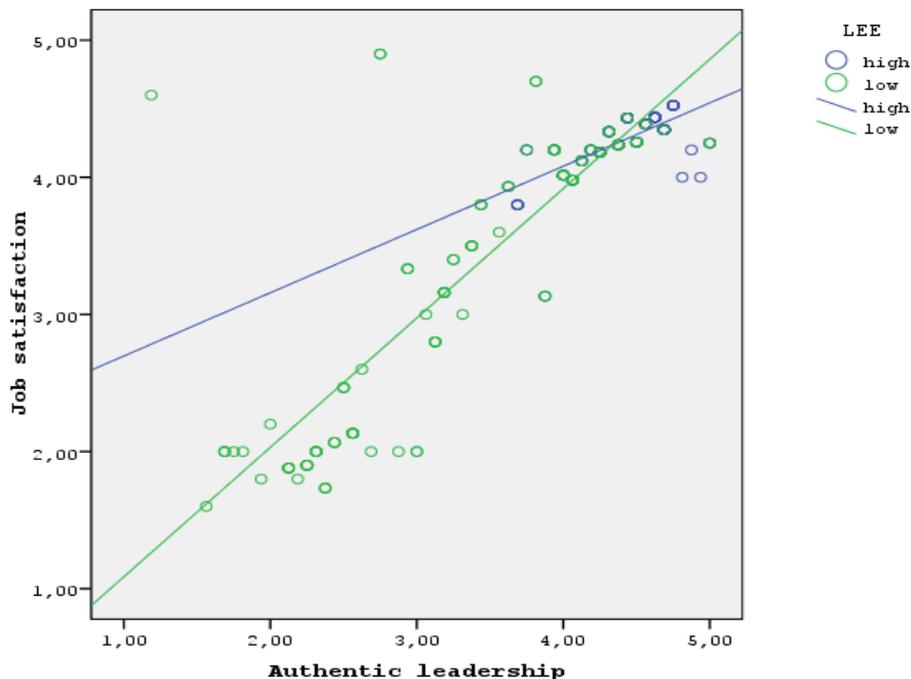


Figure 2 above suggests that the relationship between job satisfaction and authentic leadership are more positive for those employees whose leaders are lower on emotional expressivity (low LEE) as compared to those whose leaders are higher on emotional expressivity (high LEE).

5. Discussion and conclusion

As hypothesized and found in H1, followers of authentic leaders enjoy greater job satisfaction. According to the definition of Henderson and Hoy (1983), authentic leaders demonstrate the acceptance of organizational and personal responsibility for actions, outcomes, and mistakes, and tend to be non-manipulating of subordinates. All these qualities of authentic leaders will elicit a greater job satisfaction from their immediate followers.

As hypothesized and found in H2, leader emotional expressivity (LEE) moderates the relationship between authentic leadership and follower job satisfaction. Although leader emotional expressivity has a significant positive contribution to follower job satisfaction; in line with our expectations, higher leader emotional expressivity weakens the positive contribution of authentic leadership to follower job satisfaction for leaders who are already strongly authentic. The findings indicate that leader emotional expressivity has a positive contribution to follower job satisfaction. Also, in line with our propositions, the strength of leader emotional expressivity weakened the contributions of authentic leadership on to follower job satisfaction for leaders who are highly authentic. Namely, if leaders are highly emotionally expressive and if they are at the same time strongly authentic, then the interaction of these two strong qualities results in weaker positive contribution of authentic leadership to follower job satisfaction. On the other hand, higher leader emotional expressivity compensates for the low levels of authenticity in terms of increasing follower job satisfaction.



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The combination of very strong authenticity by the leader and being highly emotionally expressive may result in an overly-possessive kind of leader-follower relationship in the eyes of the followers, such as in case of an overly possessive relationship between adults and children, where adults have a wish to be fully in control of the situation and attempt to make sure that they will get their fair share of benefits from the relationship (Flasher, 1978). Such a view of the leader by the followers may contribute to the decrease in follower job satisfaction. Namely, followers may think that their leader is crossing a boundary with them by being highly emotionally expressive in addition to being strongly authentic.

The results of this study also highlight the fact that there can be a leader emotional expressivity premium, in such a way that leaders who are not strongly authentic, however, if they are highly emotionally expressive, this high level of emotional expressivity can compensate for their lack of authenticity. Therefore, followers may commit to a highly emotionally expressive leader even if this leader lacks authenticity. The existence of a high level of leader emotional expressivity can thus alter the charisma of the leader in parallel with the findings by Bono and Ilies (2006), where mood contagion, through the expression of positive emotions, was one of the psychological mechanisms by which charismatic leaders influence followers.

6. Directions for future research

This study does not explain the reason why the strength of leader emotional expressivity weakened the contribution of authentic leadership to follower job satisfaction for leaders who are highly authentic.

Therefore, we suggest that follower characteristics such as individualism or egalitarianism values can be studied in future research in order to be able to interpret the moderation of leader emotional expressivity better. We think that follower characteristics, which were beyond the scope of this research, can play a role in the negative moderating effect of leader emotional expressivity on the relationship between authentic leadership and follower job satisfaction. For example, followers, if they share an egalitarian point of view, might more strongly regard the highly emotionally expressive leader as crossing a boundary and become intimidated by that leader.

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LEADER-MEMBER EXCHANGE AND FOLLOWER TRUST IN LEADER: THE MODERATING EFFECT OF LEADER EMOTIONAL EXPRESSIVITY

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Abstract: *LMX theory suggests that there are positive direct relationships between leader-member exchange relationships and follower job outcomes. Previous work corroborates these positive relationships. However, former studies have not considered the effect of the emotional expressions of leaders on these relationships. This research attempts to contribute to the leadership literature by explaining the moderating effect of leader emotional expressivity on the direct relationship between leader-member exchange (LMX) and follower trust in leader. Accordingly, quantitative data, collected via survey administration to front-line employees of service-rendering companies from Istanbul was used to test the hypotheses developed in light of the relevant literature. Results provided corroborative empirical evidence for the moderating effect of leader emotional expressivity on the relationship between LMX and follower trust in leader, while confirming the positive direct relationship between the two concepts. Accordingly, the findings of this study revealed that the strength of leader emotional expressivity weakened the positive contributions of LMX to follower trust in leader for leaders who engage in a high level of LMX. On the other hand, higher leader emotional expressivity compensates for the low levels of LMX relationship in terms of increasing follower trust in leader. Follower characteristics can be studied in future research in order to be able to interpret the moderation of leader emotional expressivity better.*

Keywords: *Leadership, emotions, LMX, leader emotional expressivity, follower trust in leader*

1. Introduction

Leader-member exchange (LMX) describes the quality of the reciprocal relationship that is formed between employees and supervisors (Liden, Sparrowe, & Wayne, 1997). LMX theory asserts that limitations of the supervisor's time and resources restrict the number of high-quality exchange co-operations the supervisor can establish with subordinates. Therefore, the supervisor determines a narrow group of subordinates with whom he or she shares socioemotional resources that will result in augmented reciprocal trust, liking, and esteem. This social exchange relationship ensures that selected subordinates obtain more abundant resources from the supervisor and the supervisor acquires enhanced performance and devotion of competent employees. In contrast, low-quality relationships are restricted to the exchange of determinate contractual resources (Erdogan & Liden, 2002; Liden & Graen, 1980).

Emotions are omnipresent in leader-follower interactions, originating from and also affecting them (Rubin, Munz, & Bommer, 2005; Sy, Côté, & Saavedra, 2005). Because leaders have a deep influence on the activity of organizations and their insiders (Yukl, 2005), leader emotional expositions have solid capacity to affect how their subordinates feel, think, and act (George, 2000).

In this study, the contribution of LMX to the follower trust in leader, as well as the moderating effect of leader emotional expressivity on the relationship between LMX and follower trust in leader were analyzed.

2. Literature review

2.1. Leader-member exchange and follower trust in leader

LMX theory is based on vertical dyad linkage theory (VDL) set forth by Graen and his colleagues (e.g. Cashman, Dansereau, Graen, & Haga, 1976; Dansereau, Graen, & Haga, 1975; Graen, 1976; Graen & Cashman, 1975). The fundamental premise of VDL theory was that leaders distinguish among employees in the way they lead them (Graen & Uhl-Bien, 1995) so that the leader forms a much closer relationship with certain employees (in-group) and bestows them more “negotiating latitude” than other employees (out-group) (Cashman et al., 1976; Dansereau et al., 1975). Higher-quality exchanges, which are attributed to in-group relationships, are sincere working relationships characterized by reciprocal trust and support (Liden & Graen, 1980), interpersonal appeal (Dansereau, Graen & Haga, 1975), devotion, and bilateral effect (Dienesch & Liden, 1986).

Studies on interpersonal trust have exclusively described trust as a prospect by an individual or group that the promise of another individual or group can be relied on (Rotter, 1971, 1980). In addition, trust has been defined as a person’s voluntariness to be vulnerable to another party whose actions are not under his or her control (Hosmer, 1995; Zand, 1972) on the basis of the expectation that the other person is qualified, frank, involved, and dependable (Mishra & Spreitzer, 1994).

The underlying premise of social exchange theory is that relationships which supply more benefits than costs, which will bring forth lasting reciprocal trust and appeal (Blau, 1964). Also, social exchange theory enounced that the relationship between supervisors and subordinates transforms into reliable and reciprocal undertakings provided that both parties comply with specific norms of exchange (Cropanzano & Mitchell, 2005). Trust in leaders is established via conducts such as open communication and integrity (Dirks & Ferrin, 2002); namely, followers’ trust in leaders deepens the more often the leaders manifest such favorable psychological abilities (Norman et al., 2010).

Thus, we propose the following hypothesis:

Hypothesis 1: Leader-member exchange (LMX) will have a positive contribution to follower trust in leader.

2.2. The moderating effect of leader emotional expressivity on the relationship between leader-member exchange (LMX) and follower trust in leader

According to Rousseau et al.’s (1998) definition, trust is a “psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another” (p. 395). Departing from the social exchange theory by Blau (1964), which is based upon the exchange of gestures of goodwill, we suggest that for leaders who try to be viewed by their followers as “transparent” and enact their true feelings, followers will perceive them as real human beings with sincere feelings and therefore as vulnerable, and so, followers will be able to see the goodwill behind their leaders’ actions. As a result, followers’ trust in their leaders will be augmented and they will try to reciprocate by expressing their goodwill as well. Therefore, we suggest that in case of leaders who engage in a lower level of leader-member exchange, a stronger leader emotional expressivity will compensate for the lack

of leader-member exchange relationship, and increase their perception as being trustworthy leaders by their followers. In contrast, for leaders who engage in a high level of LMX, a strong leader emotional expressivity will be perceived by followers as a leader who is expressing an overly-possessive leadership and as someone who is crossing a boundary when interacting with followers.

In sum, we expect that leader emotional expressivity (LEE) will compensate for the negative implications of a low level of leader-member exchange (LMX) by encouraging trust in leader by followers. If a leader engages in a low level of leader-member exchange relationship, and if this leader demonstrates a high level of leader emotional expressivity, then this high level of leader emotional expressivity will compensate for the lack of LMX by increasing follower trust in leader. On the other hand, if a leader already demonstrates a high level of LMX, in this case, a high level of emotional expressivity by the same leader will be perceived by the followers of this leader as intimidating and they will feel that their leader is crossing a boundary when interacting with them. Therefore, followers' trust in leader will again increase, however less strongly as compared to strong-LMX leaders who demonstrate a lower level of emotional expressivity. Namely, if leaders engaging in a high level of LMX relationship with their followers demonstrate a lower level of emotional expressivity, then there will be a more positive relationship between LMX and follower trust in leader, in comparison to leaders who demonstrate a higher level of emotional expressivity. In other words, if a high-LMX leader does not express a very high level of emotional expressivity, then follower trust in leader will increase more strongly with increasing leader leader-member exchange (LMX). Thus, we came up with the following hypothesis:

H2. The relationship between leader-member exchange (LMX) and follower trust in leader will be moderated by leader emotional expressivity (LEE), in such a way that the relationship between leader-member exchange (LMX) and follower trust in leader is more positive for those employees whose leaders are lower on LEE as compared to those whose leaders are higher on LEE.

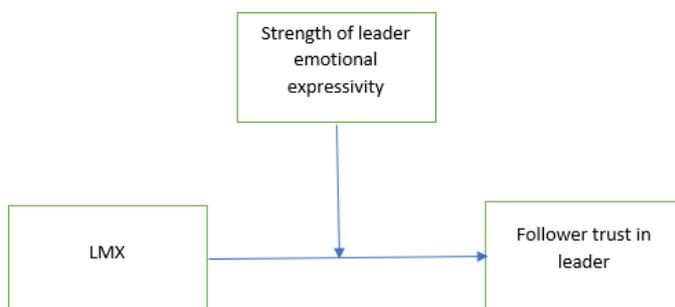
3. Methodology

3.1. Research design

The aim of this study is to test the contribution of leader-member exchange (LMX) to follower trust in leader. In addition, this study aims to test the moderating effect of the strength of leader emotional expressivity on the relationship between leader-member exchange (LMX) and follower trust in leader.

The model depicting the hypothetical relationships is presented in Figure 1.

Figure 1. Conceptual model of the study



A survey was undertaken in order to test the hypotheses with the aim of testing both the contribution of leader-member exchange to follower trust in leader and finding out the moderating effect of the strength of leader emotional expressivity on the relationship between leader-member exchange and follower trust in leader. The participants were asked to rate their perception of the leader-member exchange and emotional expressivity of their actual leaders, and then they were asked to rate their own actual level of trust in leader. Leader-Member Exchange Scale by Scandura and Schriesheim (1994) and Emotional Expressivity Scale by Kring et al. (1994) were utilized for the participants to rate their actual leader. In addition, for the ratings of follower trust in leader, the items of the Trust in Supervisor Scale by Inelmen (2009) was used. The questions were read to the participants and their answers were recorded on a tablet PC.

3.2. Sample

A total of 258 employees working in the services departments from 32 firms and their immediate supervisors were contacted. The average age of the employees is 28.64, ranging from 18 to 62. 94 (36.4%) of the contacted employees are female. 42 (16.3%) of the contacted employees attended only elementary school, 160 (62%) are high school graduates, 54 (20.9%) attended university, and 2 (0.8%) completed higher education. In contrast, 19 (7.4%) of their immediate supervisors finished elementary school, 107 (41.5%) graduated from high school, and 132 (51.2%) are university graduates. The average working years add up to 8.20, ranging from 1 to 40, and the average tenure is 3.69 years, ranging from a minimum of 1 to a maximum of 20 years. 90 (34.9%) of the total of 258 respondents are from the retail industry, 49 (19%) work in the food industry, 48 (18.6%) come from the textile industry, 17 (6.6%) work in the IT sector, 12 (4.7%) are from the electronics industry, 10 (3.9%) work in the financial industry, 8 (3.1%) come from the construction industry, another 8 (3.1%) work in the paper industry, and again another 8 (3.1%) are hired in the agricultural industry, 6 (2.3%) deal with trade, and lastly 2 (0.8%) are employed in customer services.

4. Findings of the study

Regression analysis has been undertaken in order to test the contribution of leader-member exchange to follower trust in leader. For the regression analysis, two models have been created. The first model tests the effect of control variables on the dependent variable, and the second model tests the effect of the independent variables on the dependent variable, in addition to the effect of the control variables on the dependent variable.

For the measurement of the contribution of leader-member exchange on follower trust in leader, the multiple regression models are expressed as follows:

Model 1: Follower trust in leader = $\beta_0 + \beta_1*(Age) + \beta_2*(Gender) + \beta_3*(Tenure) + \epsilon$

Model 2: Follower trust in leader = $\beta_0 + \beta_1*(Age) + \beta_2*(Gender) + \beta_3*(Tenure) + \beta_4*(LMX) + \epsilon$

In these models; age, gender, and tenure are control variables.

The tables 1 and 2 below show the results of the multiple regression analysis:

Table 1. Model summary of the multiple regression analysis for the contribution of LMX to follower trust in leader

| Model Summary | | | | | | | | | | |
|---------------|-----|----------------|---------------------|----------------------------|-------------------|--------|-----|-----|---------|---------------|
| Model | R | R ² | Adj. R ² | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
| | | | | | ΔR ² | ΔF | df1 | df2 | Sig. ΔF | |
| 1 | .15 | .02 | .01 | .93 | .02 | 1.83 | 3 | 254 | .14 | 2.03 |
| 2 | .87 | .76 | .75 | .46 | .74 | 764.68 | 1 | 253 | .00 | |

Table 2. Regression coefficients for the contribution of LMX to follower trust in leader

| Model | Independent Variables | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|-----------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|------|
| | | β | Std. Error | β | | | Tolerance | VIF |
| 1 | (Constant) | 4.25 | .32 | | 13.12 | .00 | | |
| | Age | -.01 | .01 | -.05 | -.53 | .60 | .54 | 1.86 |
| | Gender | -.13 | .12 | -.07 | -1.03 | .30 | .99 | 1.01 |
| | Tenure | -.03 | .02 | -.09 | -1.05 | .30 | .54 | 1.87 |
| 2 | (Constant) | .45 | .21 | | 2.09 | .04 | | |
| | Age | .00 | .01 | .02 | .40 | .69 | .54 | 1.86 |
| | Gender | -.10 | .06 | -.05 | -1.59 | .11 | .99 | 1.01 |
| | Tenure | .00 | .01 | .00 | .05 | .96 | .53 | 1.88 |
| | LMX | .89 | .03 | .87 | 27.65 | .00 | .97 | 1.03 |

According to the above tables, LMX ($\beta = 0.87$, $t = 27.65$, $p < .05$) significantly predicts follower trust in leader. This model explains 75% of the variance ($p < .05$). Thus, the hypothesis H1 (Leader-member exchange (LMX) will have a positive contribution to follower trust in leader) is supported.

For the moderation analysis, two models have been created. Along with the control variables, the independent variables of the regression are independent variable, moderator, and the interaction between independent variable and moderator. The first model tests the effect of the control variables on the dependent variable, and the second model tests the effect of the independent variable, the moderator, and the interaction between independent variable and moderator on the dependent variable, in addition to the effect of the control variables on the dependent variable.

The multiple regression models for the moderating effect of leader emotional expressivity (LEE) on the relationship between leader-member exchange (LMX) and follower trust in leader are demonstrated as follows:

$$\text{Model 1: Follower trust in leader} = \beta_0 + \beta_1*(\text{Age}) + \beta_2*(\text{Gender}) + \beta_3*(\text{Tenure}) + \varepsilon$$

$$\text{Model 2: Follower trust in leader} = \beta_0 + \beta_1*(\text{Age}) + \beta_2*(\text{Gender}) + \beta_3*(\text{Tenure}) + \beta_4*(\text{ZLMX}) + \beta_5*(\text{ZLEE}) + \varepsilon$$

$$\text{Model 3: Follower trust in leader} = \beta_0 + \beta_1*(\text{Age}) + \beta_2*(\text{Gender}) + \beta_3*(\text{Tenure}) + \beta_4*(\text{ZLMX}) + \beta_5*(\text{ZLEE}) + \beta_6*(\text{ZLMX} * \text{ZLEE}) + \varepsilon$$

In these models; age, gender, and tenure are control variables.

Table 3 and 4 below demonstrate the moderating effect of leader emotional expressivity (LEE) on the relationship between leader-member exchange (LMX) and follower trust in leader.

Table 3. Model summary of the multiple regression analysis for the moderation of LEE on the relationship between leader-member exchange (LMX) and follower trust in leader

| Model Summary | | | | | | | | | | |
|---------------|-----|----------------|---------------------|----------------------------|-------------------|------------|-----|-----|-----------------|---------------|
| Model | R | R ² | Adj. R ² | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
| | | | | | ΔR^2 | ΔF | df1 | df2 | Sig. ΔF | |
| 1 | .15 | .02 | .01 | .93 | .02 | 1.83 | 3 | 254 | .14 | 2.08 |
| 2 | .89 | .79 | .79 | .43 | .77 | 455.08 | 2 | 252 | .00 | |
| 3 | .89 | .79 | .79 | .43 | .01 | 6.59 | 1 | 251 | .01 | |

Table 4. Regression coefficients for the moderation of LEE on the relationship between leader-member exchange (LMX) and follower trust in leader

| Model | Independent Variables | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|-----------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|------|
| | | β | Std. Error | B | | | Tolerance | VIF |
| 1 | (Constant) | 4.25 | .32 | | 13.12 | .00 | | |
| | Age | -.01 | .01 | -.05 | -.53 | .60 | .54 | 1.86 |
| | Gender | -.13 | .12 | -.07 | -1.03 | .30 | .99 | 1.01 |
| | Tenure | -.03 | .02 | -.09 | -1.05 | .30 | .54 | 1.87 |
| 2 | (Constant) | .66 | .25 | | 2.63 | .00 | | |
| | Age | .00 | .01 | .02 | .53 | .60 | .54 | 1.86 |
| | Gender | -.05 | .06 | -.03 | -.87 | .39 | .97 | 1.03 |
| | Tenure | -.01 | .01 | -.02 | -.43 | .67 | .53 | 1.89 |
| | ZLMX | .61 | .06 | .59 | 9.92 | .00 | .23 | 4.30 |
| | ZLEE | .26 | .04 | .28 | 6.66 | .00 | .46 | 2.16 |
| 3 | (Constant) | 3.88 | .15 | | 25.47 | .00 | | |
| | Age | .00 | .01 | .02 | .53 | .60 | .54 | 1.86 |
| | Gender | -.05 | .06 | -.03 | -.87 | .39 | .97 | 1.03 |
| | Tenure | -.01 | .01 | -.02 | -.43 | .67 | .53 | 1.89 |
| | ZLMX | .55 | .06 | .59 | 9.92 | .00 | .23 | 4.30 |
| | ZLEE | .26 | .04 | .28 | 6.66 | .00 | .46 | 2.16 |
| | ZLMX*ZLEE | -.10 | .04 | -.12 | -2.57 | .01 | .39 | 2.59 |

The above tables illustrate that leader emotional expressivity (LEE) ($\beta = -0.12$, $t = -2.57$, $p < .05$) moderates the relationship between leader-member exchange (LMX) on follower trust in leader. While leader emotional expressivity has a positive contribution ($\beta = .28$, $t = 6.66$, $p < .05$) to the dependent variable of trust in leader, the interaction of leader emotional expressivity with leader-member exchange is negative. The model explains 79% of the variance ($p < .05$) in the dependent variable. Therefore, H2 (The relationship between leader-member exchange (LMX) and follower trust in leader will be moderated by leader emotional expressivity (LEE), in such a way that the relationship between LMX and follower trust in leader is more positive for those employees whose leaders are lower on LEE as compared to those whose leaders are higher on LEE) is supported.

Figure 2 below shows the moderation chart depicting the moderating effect of LEE on the relationship between leader-member exchange (LMX) and follower trust in leader:

Figure 2. Moderation chart depicting the moderating effect of LEE on the relationship between leader-member exchange (LMX) and follower trust in leader

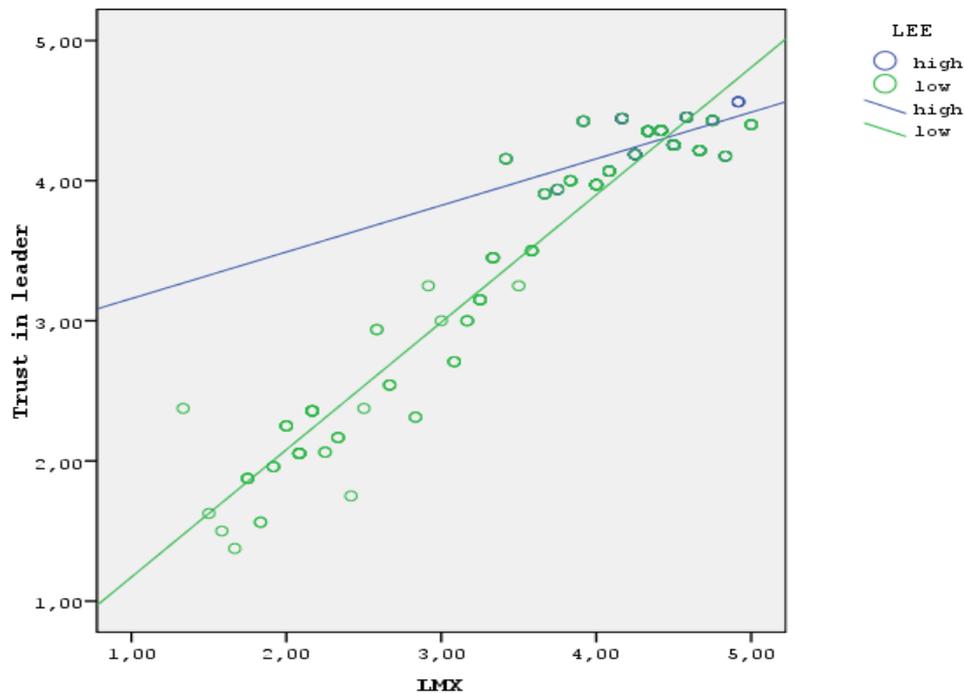


Figure 2 above suggests that the relationship between trust in leader and LMX are more positive for those employees whose leaders are lower on emotional expressivity (low LEE) as compared to those whose leaders are higher on emotional expressivity (high LEE).

5. Discussion and conclusion

As hypothesized and found in H1, followers of leaders with a high level of LMX relationships exhibit a higher level of trust in their leader. According to Dirks and Ferrin (2002), trust in leaders is established via conducts such as open communication and integrity, which is a part of high-quality social exchange relationships.

As hypothesized and found in H2, leader emotional expressivity (LEE) moderates the relationship between leader-member exchange and follower trust in leader. Although leader emotional expressivity has a significant positive contribution to follower trust in leader; parallel to our expectations, higher leader emotional expressivity weakens the positive contributions of leader-member exchange to follower trust in leader for leaders who engage in a high level of leader-member exchange. In line with the Social Exchange Theory (Blau, 1964), we assumed that followers would perceive the leaders who give voice to their true feelings as real human beings with sincere feelings and therefore as vulnerable. As a result, followers' trust in their leaders would be augmented and they would try to reciprocate. The results related with our hypothesis indicate that leader emotional expressivity has a positive contribution to follower trust in leader. Also, parallel to our propositions, the strength of leader emotional expressivity weakened the positive contributions of leader-member exchange to follower trust in leader for leaders

who engage in a high level of LMX. In other words, if leaders are highly emotionally expressive and if they at the same time demonstrate a high level of leader-member exchange, then the interaction of these two strong qualities results in weaker positive contributions of LMX to follower trust in leader. On the other hand, higher leader emotional expressivity compensates for the low levels of LMX in terms of increasing follower trust in leader.

The combination of the engagement of the leader in a high level of leader-member exchange and being highly emotionally expressive may result in an overly-possessive kind of leader-follower relationship in the eyes of the followers, such as in case of an overly possessive relationship between adults and children, where adults have a wish to be fully in control of the situation and attempt to make sure that they will get their fair share of benefits from the relationship (Flasher, 1978). Such a view of the leader by the followers may contribute to the decrease in follower trust in leader. Namely, followers may think that their leader is crossing a boundary with them by being highly emotionally expressive in addition to engaging in a high level of leader-member exchange relationship.

The results of this study also highlight the fact that there can be a leader emotional expressivity premium, in such a way that leaders who engage in a lower level of leader-member exchange relationship with their followers, however, if they are highly emotionally expressive, this high level of emotional expressivity can compensate for their lack of engagement in leader-member exchange relationships. Therefore, followers may commit to a highly emotionally expressive leader even if these followers are not part of the in-group. The existence of a high level of leader emotional expressivity can thus alter the charisma of the leader in parallel with the findings by Bono and Ilies (2006), where mood contagion, through the expression of positive emotions, was one of the psychological mechanisms by which charismatic leaders influence followers.

6. Directions for future research

We suggest that follower characteristics such as individualism or egalitarianism values can be studied in future research in order to be able to interpret the moderation of leader emotional expressivity better. We think that follower characteristics, which were beyond the scope of this research, can play a role in the negative moderating effect of leader emotional expressivity on the relationship between leader-member exchange and follower job outcomes of trust in leader and job performance. For example, followers, if they share an egalitarian point of view, might more strongly regard the highly emotionally expressive leader as crossing a boundary and become intimidated by that leader.

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CHANGES IN THE URBAN TRANSFORMATION PROCESS OF PUBLIC SPACES, THEIR PSYCHOLOGICAL EFFECTS ON THEIR ENVIRONMENT AND THEIR EVALUATION BY THEIR USERS (PEE)EXAMPLE OF ISTANBUL FINDIKLI PARK

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Abstract: *The task and purpose of the designers is to design and design the environments that include indoor / outdoor spaces with user sensitivity by determining the needs and requests of the users. In order to learn the needs and desires of the user, while the methods such as field research and observation are preferred, the general principles from the universal results coming from the behaviors, in other words, the universality of the behaviors and perceptions. The main aim is to determine the user participation before and during the design and to contribute to the design. Systematic observations in common urban spaces will show how the environment leads individuals and at the same time how the users change the designed environment in line with their needs and desires.*

In the scope of Environmental Psychology Discipline, Fındıklı Park study, where the concepts are tested on the field, where the user interactions and preferences are determined on the sample urban space in the environment-interaction The Park, which has been transformed and changed over time within the scope of the Istanbul Strait embankment areas, has been investigated in two different periods before and after the change.

Keywords: *Public Space, Environmental Psychology, User Involvement, Psychological Impact Assessment.*

Purpose

The urban transformation phenomenon, which is brought to the agenda with the change / development process of today's cities, affects public spaces and their users try to adapt to this process. Kabataş Fındıklı Park, which is considered as one of these public spaces, is one of our public areas. Fındıklı Park, which has been tried to be reformed in the context of filling areas in the İstanbul Boğazı, is limited to Galataport and MSGSÜ on the one hand and Kabataş Square and Martı Pier projects on the other. It is located on the most heavily used traffic axis of İstanbul, which is located between. It is a preferred point of interest for the recreation by pedestrians especially during the business check-in and check-out hours. It is a preferred point of interest for the recreation by pedestrians at the business entrance and at noon. It is close to the centers of Karaköy-Taksim-Beşiktaş as the focal point of the sea, land and rail system. When we think that walking is the most healthy and easily applicable physical activity, it is the most harmless way of transportation to the environment, we can say that our research area allows these actions, supports social relations and enables us to perceive the environment easily. It is important that the parks, which we can define as time-consuming places for walking and recreation, leave positive psychological effects on their users.

In the context of Environmental Psychology discipline, it was necessary to determine and evaluate the user satisfaction and the psychological impact of the environment on the space within the scope of the

discipline of the past and present (2016_2018). The general result has been tried to be taken into consideration considering age, gender, education and occupational group dependent variables.

Method

While the psychological effects of the use and appearance of the space in different periods are measured and evaluated on the users, the space is discussed in functional, aesthetic and psychological dimensions. While the impact is determined by the scale, positive negative adjective pairs and open-ended questions, prospective requests are identified and a database is prepared in preparation for possible revisions. While using textual and visual surveys, observations and mind maps, the effects of the space were stronger and more complete in different directions, behavior map was created, usage intensity was determined and image map was obtained.

Findings

Individual, environmental warnings, characteristics and capacities of sensory organs, age, gender, education, experience, tendency, expectation, attitude, socio-economic status, status, character, genetics, individual characteristics such as current psychologies, cultures, law, tradition, custom and perceptions such as routers from the environment such as fashion. For this reason, the sensing is subjective. Along with the brain, the whole nervous system is activated and the brain interprets the stimuli. Perception is the interpretation of all the stimuli from all sensory organs and the individual shows the response (behavior) to the environment as a result of this process. In the simplest way, there is an interaction / reaction with the environment. In addition to the subjectivity of perception, it is possible to find partnerships and make generalizations among the perceptions of individuals with similar characteristics. In the study;

The space is functional; the data were collected on location, size, intensity of use, time distribution of functions, distribution of functions within the space, behavior areas and location selection, urban furniture-material relationship, function reinforcement and determination of user requests in the context of urban furniture.

In terms of aesthetics: the importance of the dominance of the landscape, the shape of the space, the harmony of the texture and the tissues, the harmony with the use of color and the harmony with the nature, the features of the landscape arrangement and the harmony with the environment, the demands were made.

Regarding psychological satisfaction; satisfaction and space in the mind, the provision of privacy, the spatial boundaries that support social relations, the necessity of the feeling of trust and the demands are determined.

Conclusion

Even though Fındıklı Park will start with the metro station as of 2016, the spatial changes on the shore with coastal filling areas in 2018 have caused changes in the environmental perception of the users as well as in the park. On-site works and artificial, grass-like fences around the park; It prevents the users to spend peaceful and peaceful time in the park. As a result of the survey conducted with MSGSU students; The main reason why users prefer to park and use it actively is to be on the Karaköy -Beşiktaş axis which they use frequently and to be the only green focal point that meets the sea. Due to their proximity to workplaces and educational institutions, they prefer to use this area for recreation and



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recreation purposes and find an alternative to Fındıklı Park. They use the park for 56% rest, 26% for drinking and eating, 18% for cruising purposes. When the intensity of use is observed during the day; (9.00-12.00 hours) 16%, (12.00-15.00) 46%, (15.00-19.00) 28%, (between 19.00 and 24.00 hours) 10% result occurs. Low night use by users; Due to the construction site and insufficient lighting of the park, it is connected to the fact that it is not sufficiently reliable. It is stated that the green amount and appearance of the park is more positive in the past, and that the parking space, which has been reduced in size due to the construction site during the transformation period, has also lost its green texture. There are 5% adequate, 95% useless and insufficient opinions about the usefulness and adequacy of the green areas in the park. Users think that the size of the park is insufficient by 75% and 25% of the space is sufficient. The rearranged parking space has been used for homework construction, although much longer time has passed in the past as the public use and usage area is restricted. nowadays it has lost its characteristic and it is not used as much as it used to be. While 87% of the urban furniture used in the park is seen as good and sufficient, 13% is bad and insufficient, 53% of the seating elements are thought to be located at sea with 47% which is related to sea.

As a result of the surveys conducted in Fındıklı Park, which has 70% sea view, distinguishing the park from other parks; Fındıklı Park in 2016 before the new arrangement of the green area ratio, integrated with the coast, and can be reached, eye sea view easily at sea level can be monitored and without interruption to the coast of Kabatas to walk along the shore of the Bosphorus is highlighted by users who meet the sea. On the other hand, with the arrangements made in the park under the scope of the project in 2018; the remaining part of the operation by the private enterprise to access the shore of the park is much harder than the old situation, the remaining part of the operation by the private enterprise to access the shore of the park is much harder than the old situation, In terms of landscape, 5% new and 95% old park is preferred. The appearance and use of the field with positive-negative adjective pairs, the psychological effects and image on the users, 90% without view, 60% disturbing, 70% ugly, 60% incompatible, 70% live, 90% flattened, 50% safe, 90% the coastal area is inaccessible and public use is 20%. It is generally seen that today's appearance and usage of the park is perceived more negatively by the users than it was. 70% of the old state is much better rated 30% better than new seafood Looking at the evaluation of *landscape arrangement aesthetically*; The space is defined by green blue and brown. Blue sea, green nature, brown is considered as the color of the existing seating elements, 55% green, 45% blue draws attention. The lack of color diversity is expressed by the users, we want to see the park in the rainbow colors. On psychological satisfaction; Users feel that they feel 80% safe in the Park and 20% feel safe The rate of responding to the park's feelings of privacy is 55%. The rate of responding to the park's feelings of privacy is 55%. While sitting in the park, a stranger feels uncomfortable and 40% is not affected. When the park was transformed in 2018; created action, behavior maps park users MSGSU students; tea garden, benches, sitting areas, including a children's playground and has been defined to consist of three different locations. Fındıklı park in the minds of the users in the image; I sit on a bench and read a book, I walk by the sea (in 2016 Fındıklı Park) I reach out on the grass, I want to take photos, I go through the park, I like to come again because it remains a beautiful place in my mind.

When asked about the problems that make Fındıklı Park feel bad, the closing of the landscape was responded to the continuation of the construction and narrowing of the parking area. As a problem, 20% of green insufficiency, 53% of noise and 27% of the environmental pollution caused by construction As a problem, 20% of green insufficiency, 53% of noise and 27% of the environmental pollution caused by construction. Users want to spend time in a large park, especially at the seaside tea garden, where they



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can see the sea from every angle without interfering with the coast. They prefer to enlarge the park space, at least to the size before 2016. They prefer to increase the use of green space, the grass that reflects the nature of the place which gives color to the floor. The ground cover consisting of 80% tree + grass, 20% grass + flowers, it is important to remove the elements that cover the scenery and prevent the walking along the coast, and the main feature of the Fındıklı park is that they should not undermine the dominance of the landscape. In their minds, they display a park image that has not lost in its aesthetics with its green and colorful trees and flowers and its natural and lush flooring. The material of the walkways is chosen as the concrete which is used in 50% natural looking wood, 30% stone coating and 20% in the present. In addition to the flower colors they want to see, they also recommend 60% blue, 20% purple, 20% yellow. Tree 80% of the park is a canopy, the tree, large trees such as willow, 20% of non-existing trees such as palm want to see aesthetic trees As a result of the evaluation, it is revealed that users are more natural, aesthetically and psychologically more satisfactory than the current view of Park (2016 and before). As a result of the evaluation, it is revealed that users are more natural, aesthetically and psychologically more satisfactory than the current view of Park (2016 and before). This study emphasizes the necessity of user participation in the planning and urban design planning, implementation and reorganization stages, while the critical point of view developed by the users towards their environment is the condition for the environments that feel happier and possessed.

Resources

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FINANCIAL AND INFORMATION INTERACTIONS IN THE AREA OF NANOTECHNOLOGY OF IRAN; APPLICATION OF NETWORK ANALYSIS FOR IDENTIFICATION OF THE AGENT NETWORK

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Abstract: The purpose of this research is to study and analyze the status of financial and information exchange networks among the main agents in the area of nanotechnology in Iran through quantitative study of their relationships by using Network Analysis. Identification and plotting of financial and information exchange networks and the subsequent disclosure of formidable and influential agents as well as the strong and weak points regarding the position and relationship between the agents in this area is the ultimate conclusion of this research. The research findings at the level of individual agents reflected the high centrality of Iran Nanotechnology Initiative Council as the most formidable agent-network. The nanotechnology in current situation of Iran has not sufficiently entered the commercialization phase since the institutions established by the government for development of this technology are of high centrality in both networks. Moreover, the group of nano-product manufacturing companies is the most dominant group in the information exchange network while the policy making institutions are the most formidable group of financial network. On the other hand, the policy making institutions have the least information and financial exchange with the media, non-state communities and promotional institutes. Therefore, the social approach of policy making institutes toward nanotechnology must be extremely strengthened. Another policy recommendation is that the information and financial communications of nano companies as well as the market and product development services companies –with mediocre intensity- has been consolidated and enhanced for development of nanotechnology in Iran.

NETWORK MODELS IN IRAN'S NATURAL RESOURCES POLICIES

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Abstract: *Considering the ties and proximity of ecological and human elements in the natural system of Zagros Region of Iran and its uniqueness in Iran, designing and proposing a policy pattern for the management of these forests as components of Zagros' natural system will undoubtedly influence the managerial and productive conduct of the whole system in the future. This article will benefit from the three above mentioned theoretical sources to analyze the natural resources policy in Iran and provide a model for it. Generally, the review of the situation of the institute, forest, and water variables shows that: 1) Managerial policies and practices of institutions are the most influential factors in the management of Zagros forests and water preservation; 2) The forest area is reduced and the level of popular intuition dependency on them has also decreased as well; and 3) The amount of groundwater and underground water is reduced and the level of popular institution dependency on them has increased. Investigation of National Policy Documents of Iran through Network Analysis Approach (by calculation of centrality and power measures through NetDraw and UCINET Softwares) shows that there are unequal power distribution and shortcomings in the relations and arrangements of institutions and organizations relating to natural resources. In this regard, a network model including 5 general policies and 16 activities have been proposed that emphasized on the position of popular institutions, balanced distribution of power among popular institutions and governmental organizations, and balanced distribution of power among governmental institutions and organizations.*

Keywords: *Network Model; Network Analysis; Natural Resources Policy; UCINET and NetDraw Softwares; Power Distribution*

“HOMELANG” OR HOW TO LIVE IN A LANGUAGE

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Abstract: *The society we are living in is the society of a simple click that opens the world, breaks the barriers and gives access to any type of information no matter time or space. Today, we can live, without any problems, in almost any language. It depends on the person’s interest and willingness to live in a certain language. The study aims at placing the term “home” in a close connection with the term “language” by determining whether the word is the only house that we have and accepting that language is a continuously changing and lifelong battlefield. With the help of metaphors (living metaphor, distance metaphor, mother metaphor, birth and family metaphor, etc.) that are among our principle tools for understanding the construction of linguistic, social and political reality, we have tried to conduct a double levelled research: on one side, the paper aims to identify the identity framework of living in a language (as a mother tongue, as a regional language – dialects, as a national language or official language, as a foreign language learning – which undoubtedly implies foreign culture learning by increasing awareness and developing people’s curiosity towards the target culture and their own, and, of course, helping people to be able to make comparisons among cultures or as a European language according to the Common European Framework for Foreign Languages which provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks across Europe or as a lingua franca). On the other side, the paper aims to highlight the fact that there are also risks related to the language leaving phenomenon. We live in a language in different ways, but at the same time, for different reasons, people are tempted to leave the language: immigration, high-tech effects, etc. Living in a language vs. leaving a language interfere and the two phenomena still raise questions among researchers and linguists.*

Keywords: *language living, language learning, language leaving, identity framework, conceptual metaphor*

1. Introduction

Living in a language has become a challenging and debatable issue in the last decades due to some important factors: technology development, internet usage, online/virtual communication, unlimited and unrestricted access to any type of information, no matter time or space, the directives of the Common European Framework of Reference for Languages (CEFR), cross-cultural and media studies, generation gaps. Bearing in mind the above-mentioned factors that have changed the way in which people live in a language, it’s logical to ask ourselves *How do we live in a language? Which are the livable levels of a language? and Where to in the future?* Therefore, this paper aims to provide answers to these critical questions based on a double levelled research which emphasizes, on one side, the ways in which people live in a language or in more languages at the same time and, on the other side, the potential risks speakers are exposed to when they leave the language/languages, without effectively being aware of this phenomenon. Any language is a continuously changing and lifelong battlefield. Learning a language and living in it involve a pathway with enduring misunderstandings that arise principally when there is a clash that has to be overcome. From pronunciation to basic vocabulary, from grammar to pragmatics,

from competence to performance there is a long way with ups and downs, be it a mother tongue, a non-native language or a foreign one. Living in a language requires a lot of skills that each speaker needs to possess: a good linguistic background (namely, grammar and vocabulary), good knowledge and experience of how to handle and functionally use the language resources (discourse, interpersonal communication strategies, conversation management) and also the ability of activating the knowledge and using it effectively in social, cultural or international contexts.

2.Literature

The society we are living in is the society of a simple click that opens the world, breaks the barriers and gives access to any type of information no matter time or space. The contact between cultures and civilizations, the globalization forces that are here to stay and the massive migration phenomenon have led to a profound change into the linguistic patterns and the linguistic contact. Today, we can live, without any problems, in almost any language. It depends on the person's interest and willingness to live in a certain language. It is the case of so many writers who decided to drop their own mother tongue and switch to a foreign language (in case of Romanian writers and philosophers it is worth mentioning Emil Cioran, Eugen Ionescu, Mircea Eliade or the worldwide recognized writers like Joseph Conrad, Vladimir Nabokov, Salman Rushdie or Milan Kundera).

The metaphor *language as a house of being* is not a new concept. Briefly, the concept has been debated since ancient times by Aristotle who considered that the language is the basics of any society, by Humboldt (2008) who strongly believed that the human being weaves himself through language, but the metaphor as it is, was strongly activated by Martin Heidegger. According to the German philosopher (Heidegger, 1983) the human being is the only creature who is allowed to live and build his/her living both in space and time as compared to animals that look for a shelter or just hide themselves. Heidegger states that each language is unique and it is the house of a specific vision of the world that makes it unique as compared to other visions of the world rendered by other languages. He also pointed out that the language is, to a certain extent, the external manifestation of a people's spirit.

When cultures collide, languages connect and interfere leading to a phenomenon with its own riches, the exploration of which could yield incalculable benefits for us, both in terms of wider and more profitable policies and activity. People of different cultures share basic concepts but view them from different angles and perspectives, leading them to behave in a manner which we may consider irrational or even in direct contradiction of what we hold sacred. The behavior of people of different cultures is not something willy-nilly. There exist clear trends, sequences and traditions. (Lewis, 2006, p.XVI)

Before moving on to the next stage to emphasize what methodology consists of it would be beneficial to mention the fact that the concept *Homelang* is the result of a strong connection between the concept of home and the concept of language. Few explanations would be recommended.

What do we mean by *home*? According to Chambers Dictionary (2001) definition, a home is a place that is related to one's roots, a place of origin, a safe place. What do we mean by *language*? According to the above-mentioned dictionary, a language is conversation, speech, communication, verbalizing, expression, rhetoric. These two concepts join their forces to create the *homelang*, a safe place of origin where the interior monologues, the results of thoughts, of an internalized language, are conducted into words, whether expressed aloud or not. The concept as we have thought about it is an experimental one, based on motivations that mostly come from philosophy, linguistics and didactics. Last, but not least,

we shouldn't forget mentioning the fact that when living in a language, as a mother-tongue, as a dialect, as a second language or as a foreign language, we must pass the threshold of it effectively and efficiently.

3. Methodology

One of the most effective tools for understanding the construction of linguistic reality is the cognitive linguistics that highlights the role of the metaphor in the way we think, what we experience as human beings and what we do every day (Lakoff & Johnson, 1980). Since ancient times there have been different philosophical theories with different views on language and metaphor. Plato, for example, in his *Republic* (Plato, 2005) stated the fact that the truth is absolute and the metaphor should be banned as it would blind people's eyes from the objective reality (Cameron & Low, 1999). Moreover, Aristotle strongly believed that the metaphor should be valued positively because with the help of the metaphor people learn and understand things. The classical approaches, valuing the role of objectivity in understanding the construction of linguistic reality were continued during the Romantic period, where objectivity lost its important role from the classical period being replaced with subjectivity, where imagination, more specifically the metaphor seems to gain ground more and more. Along with the development of cognitive linguistics at the beginning of the 20th century, the concept of metaphor came into being as an invaluable tool for deciphering one's experience. In *Metaphors we live by* (Lakoff & Johnson, 1980), the authors consider that

The concepts that govern our thought are not just matters of the intellect. They also govern our everyday functioning, down to the most mundane details. Our concepts structure what we perceive, how we get around the world, and how we relate to other people. Our conceptual system thus plays a central role in defining our everyday realities. If we are right in suggesting that our conceptual system is largely metaphorical, then the way we think, what we experience, and what we do every day is very much a matter of metaphor. But our conceptual system is not something we are normally aware of. In most of the little things we do every day, we simply think and act more or less automatically along certain lines. Just what these lines are is by no means obvious. One way to find out is by looking at language. Since communication is based on the same conceptual system that we use in thinking and acting, language is an important source of evidence for what the system is like. (Lakoff & Johnson, 1980, p.4)

The aforementioned studies are an indication that the conceptual metaphor has gained considerable attention from language researchers and philosophers. Having in mind Lakoff's theory regarding the metaphor, we have tried to use and apply his theory into the homelang approach. We have tried to identify, starting from his theory, a number of five conceptual metaphors that describe the homelang process, namely: the living metaphor, the distance metaphor, the mother metaphor, the birth metaphor and the family metaphor. Each one of them encompasses a specific way of living in a language from the mother-tongue and the regional language (dialects) to the national/official language or from a foreign language and a European one to lingua franca.

4. Findings

As we have stated above our main goal is to present how to live in a language by applying the conceptual metaphor theory. There are more possibilities of living in a language; first of all, the conceptual *mother metaphor* applies to living in a language as a mother tongue, as a native speaker. Any mother tongue is our home, an identity, a face, and a destiny. The mother tongue is the language in which you think and you feel and you develop yourself from a spiritual point of view. The mother tongue is alive thinking,

the one we owe a great amount of our human qualities and inner thoughts. One's mother tongue becomes, to a certain extent, the so-called *forma mentis* owned by everybody who shares the thoughts in that specific language.

It is the first convention the child learns, our first way to come together with the others. The first steps in education are done through correcting the language mistakes. The child enters the world in the name of the language he has been taught to speak and comes out of the world leaving behind the mark of the language he spoke. While in a foreign country the misspoken language excludes you from the others' community, the language spoken at home is the one that includes you, integrates you and makes you equal to the others. It is the union carriage of society. If you spoil the language, all the rules the society is based on will be disregarded on the model of the spoiled language. (Liiceanu, 2017, pp.106-107)

Secondly, we can live in a language as speakers of certain dialects/sub-dialects/regional language/official language, inside or outside the country's borders. The distance metaphor based on space orientation (in-out/central-peripheral/up-down) might be of real help when explaining how to live in a regional/national language. Orientational metaphors are not metaphors which "structure one concept in terms of another but instead organize a whole system of concepts with respect to one another" (Lakoff & Johnson, 1980, p.14). Let's take the example of Romanian language. The Romanian language has four dialects: the Daco-Romanian dialect (which is spoken all over Romania, inside the borders of the country, and is the official language), and outside the border of the country there are numerically reduced communities that are still speaking the other three dialects of the Romanian language: the Macedo-Romanian (which is spoken in some parts of Macedonia), the Istro-Romanian dialect (which is spoken in the Istria Peninsula) and the Megleno-Romanian dialect (which is spoken in the northern part of Greece). There has been a sort of a "linguistic battle" due to the fact that there are distinctive phonetical and lexical features that do not diminish the value of each of them separately, but, more than that, contribute to the cultural linguistic richness. It is worth mentioning – as a general rule for all languages – that speakers consider their own dialect, the one they were born with and raised up with as being the standard language version. As a whole, the conclusion is that this phenomenon confirms one more time how powerfully lived is the language spoken at home.

Moreover, from a sociological point of view, the homelang process is of critical importance, because it sets up, in a way, the ground rules that tie up and separate people, not only as individuals but also as members belonging to the same community. Another important aspect is represented by the regional languages, inside the borders of a country, spoken by the minorities. The regional languages are different idioms (that do not include the dialects), distinct from the official language and used by a numerically reduced community in a specific area/region. According to the *European Charter for Regional and Minority Languages* (1992, 2018) "the recognition of the regional or minority languages is an expression of cultural wealth" and shows "the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question" (*European Charter for Regional and Minority Languages* 1992, 2018, p.3).

Moreover, a language could be lived in as a foreign language (L2 – second language acquisition). On one side, any language could be a foreign language (taking into consideration the relationship with the Other) or it could be a European language in a multilingual environment. Living in a language as a foreign language is of critical importance nowadays; it's part of all curricula in schools and also in



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universities. It's *a must* taking into consideration the world we are living in. Only one foreign language is no longer enough. In the Romanian educational system, from the primary school to the high school, pupils have to learn two foreign languages (English, French, German, Italian or Spanish) depending on the highschool's profile. At university, the situation stays the same: from compulsory foreign language courses to elective ones, from line of studies in a foreign language (Romanian, English, French, Hungarian, German) to Bachelor's Degrees or MA programs or even Ph.D Studies in a foreign language. There is a market demand for professionals in the field of foreign languages. No matter the profile and the area of expertise, there is a foreign languages trend. We live in a foreign language because we have to: studies, workplaces, careers, all these are, to a certain extent, determined by the necessity of learning at least one foreign language. From an educational point of view, living in a language at this level, is standardized by the European linguistic policy and by the Common European Framework of Reference for Languages (CEFR). In addition to the first category of learners, there is also a second category of people who are tempted to live in a language for personal matters; according to a survey that I conducted few years ago among foreigners who were willing to learn Romanian as a foreign language at the question what determined you to enroll in a course of language and Romanian civilization, the respondents were separated into two different categories: on one side there were respondents who considered that Romania is different (in a positive way), it has other customs, other coordinates and other cultural landmarks, other landscapes, another architecture (for the respondents who haven't been to Romania before; on the other side, there were respondents who have already visited the country and found out these cultural landmarks and got into contact with them, for these reasons being determined to also learn the language. There is tremendous demand for all these cultural coordinates, they are willing to find out in the courses exactly what they experienced by themselves, from food, drinks, to traditions, weddings, funerals, that are different (Moldovan & Ghițan, 2010). Moreover, the living metaphor in such a situation has multiple meanings: so far, we have seen that people could live in a language because they have to, positively forced in a way by the educational system; they could also live in a language because they are willing to do this due to their cultural awareness of a certain language. But there is also another perspective of living in a language due to the migration phenomenon. At this level the language is lived unequally, they are forced to live in a language not because they are willing to do so, but because of financial and social reasons. Looking for a place where to feel fulfilled and satisfied, requires sacrifices, at our level, linguistic sacrifices. These are made differently by the adults, on one side, and by the children, on the other side because in case of immigrants there are two faces of the same coin: the mother tongue and the host language. Adapting to a wholly new society involves a slow and difficult linguistic process in the case of adults; not everybody manages to feel like home in the host language, because people are culturally rooted in their own mother tongue. The birth metaphor and the family metaphor act as preserving identity sources that keep the adults deeply rooted to their origins.

The house – language is an escape, a place where we rest when we are tired to find the warmth and the mother smell, where we always come back in crisis situation to restore the energy. The speakers who come back to their mother tongue, justify this gesture by saying that they use the language of tiredness. In other words, the mother tongue becomes, similar to a house, the language in which they rest (Platon, 2010).

This phenomenon has implications not only on a linguistic level but also on culture, traditions, cuisine and immigrants' lifestyle. Taking into consideration these situations, we can say that the mother tongue is "a stability anchor" for the people who live and work abroad. As a result of this, immigrants tend to



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speak both languages, at different levels – the mother tongue at home and the foreign language at the work place, but in most of the cases they will remain outsiders, giving birth to a hybrid language, which is an unsatisfactory combination of the mother tongue and the host language. As far as it concerns children, the situation is different; being born or raised up in a host country, dealing with the host language from an early age, they no longer feel the pressure of being outsiders. They feel and think in the host language, because they are educated in the host language and steadily they lost interest and comfort in the mother tongue. For these children, mother tongue recovery is of high importance. For these children, the living metaphor is a journey in which they have to face and deal with linguistic obstacles. They are exposed to both living in a language and leaving a language. These two phenomena interfere and still raise questions among researchers and linguists.

5. Conclusions

In recent years it has become more and more obvious that successful language living is no longer restricted by the classroom environment mostly due to a lot of factors that we have tried to present in the above lines. Nowadays we are living in a society that is highly shaped by the digital technologies. Today's borders are ideal because they open the door to an unlimited number of cultural horizons and learning how to live in a language turns into a lifelong intercultural adventure that starts from the moment when we meet for the first time the other culture. In the light of the previous findings that we have already referred to, we should conclude that, in addition to advantages of knowing how to live in a language, there are also a lot of risks, that instead of helping us to live better in a specific language, make us more willing to leave that language: overwhelming immigration and exaggerated high-tech usage are just a few of the main reasons that impede living properly in a language. The immigration phenomenon has become an overwhelming issue in the last years due to massive movements of population from one country to another in a search for a better life. The mixture of languages that these people speak (at home, the mother tongue, at the workplace, the foreign language at different levels of proficiency) impedes proper living in a language. As a result of it, these people cannot live correctly, efficiently and effectively not just in their mother tongue but also in the host language. Barriers to effective living will definitively arise: faulty information, not having enough information, not knowing how to communicate effectively, not understanding accurately the language or culture of the other person, not being able to think ahead, not listening well enough or trying hard enough to make sense of the other's person message. When we make linguistic choices we should be aware that racism and ethnocentrism can find expression in any culturally diverse community. In such a context we are particularly concerned with uses of language which can be interpreted as racist or ethnocentric regardless of the intentions of the writer or speaker. When such a situation happens we should aim to be inclusive, make the language more accessible and ensure that, as far as possible, we should take account of the cultural and linguistic diversity in the wider society. On the other hand, the exaggerated use of high-tech, especially in the case of the young generation, has led to an endangered homelang. The homelang corruption by/from its own speakers is the result of several factors: lack of reading and well-written books, replacing them with other sources that, grammatically and graphically, spoil the language, the TV with the multitude of programs in which there are a lot of "unauthorized negligence phenomena, not to mention the language corruption in the public space. Last, but not least, there is also a values crisis, manifested by a remote-controlled existence dominated by rankings (top 10, top 100, top 300, etc.). This value crisis leads a drift of patterns, culminating in their complete loss, the concept of value being determined by fluctuating criteria that designate value for some people and non-value for others. The



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respect for language gradually disappears in press, on television, in institutions, etc. In a nutshell, we have to protect our homeland. There will always be risks but as long as we fight for the house of our inner thoughts, for the word as a founding ontological concept, we can live for a long in a language. Nichita Stănescu (Stănescu, 2003), one of our greatest poets that Romania has ever had, made one of the most touching description of the word that has to be lived: “the word is not a memory, the word is the treasury of some scattered people, the word is the constitution of a nation, the word is our only home, if we have a home. Otherwise, the landscape is noble, and death is worthwhile to forget” (Stănescu, 2003, p.859). That’s the way in which we should live in a language; in an authentic way and with the modesty of the expressed thought.

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EVALUATION OF EURO 2024 HOST CANDIDACY: HOW DID GERMANY WIN? WHY DID TURKEY LOSE?

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Extended abstract

In this study, the nomination files of the candidate countries (Turkey and Germany) for hosting the UEFA European Football Championship, which is one of the most prestigious international football organizations, were examined within the scope of UEFA evaluation criteria. Taking into consideration the criteria determined in 12 different areas made the evaluation of the candidates. These criteria include; status of stadiums, vision of candidate countries, political, social and environmental factors, legal problems, security and services, transportation, accommodation and training opportunities, commercial activities and broadcasting rights. The candidate countries Turkey and Germany's situation was analyzed in detail under each title.

Germany's EURO 2024 vision is that football will bring people together and that this tournament will create a permanent legacy on behalf of European football. The setting of new standards on values such as respect, participation, accessibility and sustainability has made the non-football influence of Germany's candidacy favorable to UEFA. The tournament's vision of Turkey's candidacy, as well as the participation of the economic and social impact, is expressed as the promotion of values such as diversity and accessibility. The key to Turkey's candidacy, especially to inspire a wide audience, including young people, and is referred to as being intimately football. EURO 2024 will be strengthened by the fact that the country's infrastructure and football activities that will increase the efficiency in management and organizational skills are seen as important contributions to Turkey's candidacy.

When evaluated within the scope of stadiums, it is the plus of Germany's candidacy that Germany's total stadium to be used for EURO 2024 is present, full compliance with UEFA's standards and that the stadium's total capacity for 51 games is 2,780,000. Turkey's EURO 2024 to ensure full compliance with the stadium plans to use for the UEFA standards although that will be reconstructed in 3 of the 10 stadiums and the stadium is 2,490,000 of the total capacity to 51 matches, undermine the candidacy of Turkey in terms of stadiums. In the candidacy file of both countries, sustainable environmental factors such as energy, water optimization and cyclical economy waste management (savings, reuse, recycling and recovery) obtained from renewable sources are considered to be above expectations by UEFA. Germany is connected to all of Europe by road, air and rail via an efficient transport network, as well as the variety of transportation facilities available in the country, Germany is a step forward in the heading of transportation. Although there are good general sense in the transportation network in Turkey, the European and airline connections, especially to remain limited to Istanbul and other cities in the lack of capacity, lack of railway connection with Europe is undermining Turkey's candidacy in the transport context. The fact that many cities that are planned to host the organization within the country are considered as a plus (Bursa, Eskisehir, Istanbul and Kocaeli) are considered to be a plus; especially the



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long distance from Gaziantep and Trabzon to other cities is a serious problem in the UEFA assessment. When the planned investments are completed within the scope of urban transportation facilities, it is foreseen that the accessibility in the city will reach the desired level, but the possibility of creating a serious cost and not completing the investments constitute a serious concern.

Although Turkey's candidacy file is generally positive, the lack of an action plan in the field of human rights, inadequate hotel capacity and infrastructure in many cities as well as the need for transportation infrastructure to be a concern for UEFA has weakened Turkey's candidacy; Germany was considered to be a safer option for UEFA in terms of hosting the EURO 2024 and Germany won the nomination. All this lack of technical details, as well as international lobbying and prejudices against Turkey, which has also been active in the losing Turkey's EURO 2024 host candidacy.

Keywords: EURO 2024, Mega Event Planning, Turkey's EURO 2024 Candidacy, Germany's EURO 2024 Candidacy

DETERMINATION OF LEVEL OF 21ST CENTURY LEARNER SKILLS USE OF HIGH SCHOOL STUDENTS

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Extended Abstract

21st century skills are one of the concepts that have recently entered our lives. With this concept, we try to explain what skills are needed to prepare our children and youth for the future world. Critical thinking, problem solving, communication, collaboration, information and technology literacy, flexibility and adaptability, global competencies and financial literacy are the basic 21st century skills. These skills do not have a fixed content. They vary according to the conditions of the day. The research within the main purpose that to determine the level of 21st century learner skills use of high school students who will be the employees of the 21st century in other words will be the employees of the future is seen as important in terms of research and application. For this purpose, the levels of high school students' 21st century learner skills use were investigated. Moreover, these skills use were compared among independent variables which were gender, school type, grade level, training goal and income rate.

The study was carried out by combining single survey model and comparative relational survey model within the framework of quantitative research approaches. Students attending various high schools in Karaman city center were the participants of the study. The data of the study were collected through the "21. yy. learner skills use scale" were developed by Göksün (2016). The scale is a five-point Likert-type scale consisting of 31 items and four factors including "cognitive skills", "autonomous skills", "collaboration and flexibility skills" and "innovation skills". Cognitive skills are the processing of information in mental processes, coding and being aware of the products formed as a result of the mental processes. Autonomous skills are the skills associated with the integration of self-management, self-regulation, autonomous learning skills, individual or group work skills. Collaboration and flexibility skills are making it more flexible by expanding the success of collaborative activities and learning environments. Innovation skills are used in terms of adaptation to new technologies. Descriptive statistics, independent samples t-test and one-way ANOVA were used to analyze the data.

According to research findings, high school students use 21st century learner skills and its four sub dimensions (cognitive, autonomous, collaboration and flexibility, and innovativeness skills), above midlevel. In addition to this, it was observed that the use of 21st century learner skills of the students differed significantly according to their grade levels. When the findings are examined according to the sub-dimensions of the scale; there were significant differences in cognitive skills, cooperation and flexibility. When the averages of the scores are examined, it can be said that in terms of the total score and the mentioned factors, the students' 21st-century learner skills increase as their grade levels increase. Similarly, the use of 21st century learner skills of the students differed significantly according to the education goal variable. When the findings are examined according to the sub-dimensions of the scale; significant differences were found in the cognitive skills sub-dimension. In terms of the total score and the aforementioned factor, it can be said that the students who have the target of university education



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and a postgraduate education, scores of 21st century learner skills are higher than the scores of the students who have the target of the graduation of high school. While there was no significant difference between the total scores of the 21st century learner skills use of the students in terms of family income level; significant differences were found in the sub-dimension of innovation. Students of the 21st century. There was no significant difference between the use of 21st century learner skills of the students in terms of gender and school type variables.

Modern societies of today have transformed from the industrial societies of the 20th century to the information societies of the 21st century due to the rapid development of technology and the need for increased knowledge. In order for individuals to adapt to the information society and to meet the increasing demands of the 21st century business, the 20th century must have a set of skills that are different from the individuals who know the knowledge and who have a diploma. Business people not only do good work but also creative, problem solving, productive, responsible, self-directed, strong communication and social skills are looking for individuals. Of course, it is clear that individuals who do not have the mentioned skills, who cannot adapt to new ideas and technologies, will not be successful in society and in business life both today and in the future. For these reasons, it is important to acquire the skills called the 21st century skills by individuals and to integrate them in accordance with the curriculums accordingly.

Keywords: 21st century learner skills, cognitive skills, autonomous skills, cooperation and flexibility, innovation.

THE PERIODICAL *TÜRK KADINI* AND BEING A WOMAN WRITER DURING THE LAST YEARS OF THE OTTOMAN EMPIRE

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Abstract: *Turkish nationalism that gained impetus during the Second Constitutional period of the Ottoman Empire had a great influence on women's activism. *Türk Kadını* (Turkish Woman), a literary and sociological women's periodical that was published between 1918 and 1919, was an example to this tendency. Unlike many contemporary women's periodicals that gave importance to publishing primarily the articles of female writers, the periodical *Türk Kadını* welcomed various distinguished nationalist male writers of the time. However, the editorial board of the periodical also defined one of its missions as creating an opportunity for girls and women to become writers. They encouraged women to send their writings to the periodical to be published in its pages. Besides, one of the most well-known nationalist authors of this period, Ömer Seyfettin, published a series of writing lessons for young girls. Therefore, *Türk Kadını* became a school for women writers of the last years of the Ottoman Empire. In this paper, this mission of the periodical *Türk Kadını* to educate new women writers and its impact on Turkish women's movement will be examined by scrutinizing women's writings that were published in the periodical, the writing lessons for women and the policies of the periodicals' editorial board.*

Keywords: *Ottoman Women's Periodicals, Women Writers, Turkish Women's Movement*

Introduction

Last years of the Ottoman Empire were marked by wars and territorial losses. However, despite the tragedies that the Ottoman society was going through there were also some social developments which created new opportunities for Ottoman women in public sphere. Becoming a writer was one of these novelties and was cherished by intellectuals of the time. Since they started becoming writers later than men women also needed some guidance, which was provided by certain nationalist intellectuals of the time. *Türk Kadını* was a literary and sociological periodical, which became a school for the existing and future women writers. It declared from its first issue onward that its mission was to educate women and children and it encouraged even its readers to publish their work in the periodical's pages. This paper aims to explain to what extent women contributed to the periodical *Türk Kadını* with their writings and to what extent the periodical accomplished its mission to educate new women writers and its potential impact on Turkish women's movement.

The periodical *Türk Kadını* and its general characteristics

Türk Kadını is a women's periodical that was published in Istanbul between 23 May 1918 and 8 May 1919. The name of the founder and director of the publication was Muallim (Teacher) Ahmed Halid. The periodical, which was published biweekly, only lasted for 21 issues. The first printing house of the periodical, which was Orhaniye Publishers (*Matbaa-ı Orhaniye*) until its issue number 12, was replaced by the Ahmediye Printing Company (*Ahmediye Matbaacılık Şirketi*) from issue number 13 onward. The price of the periodical cited as 5 *kuruş* (piasters) in its first issues was raised to 7,5 piasters starting from its issue number 17. Except from the subtitle "Works for women, comes out biweekly" on its front cover



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that stated the aim and function of the periodical and an informative article in its first issue, there exists no statement in *Türk Kadını* indicating the main point of view of the periodical.

However, the educational mission of the periodical was obvious. The editorial board of the periodical targeted “children, students, and women” as their main readers and they stated that the periodical was a member of a publishing family that included the magazines “*Talebe Defteri*” (Student’s Notebook) and “*Çocuk Edebiyatı*” (Children’s Literature) (*Türk Kadını*, no. 1, 23 May 1918, p. 2). They claimed that one of the biggest problems women faced was lack of a satisfactory women’s press. *Türk Kadını* stated its mission of being a school for women, just like the other periodicals it promoted for children. The periodical *Türk Kadını*, in that sense, aimed to include much more women in the writing process and its main goal appeared to be the encouragement of women’s writing in literature and on sociological issues.

The first issue of *Türk Kadını*, published on 22 May 1918, started with an introductory article titled “Nasıl ve Niçin” (How and why?) (*Türk Kadını*, no. 1, 23 May 1918, p. 2). The reason for the publication of the periodical was explained here by comparing the editorial board’s love to “write, make others write and publish some new things” with that of a young lover who commits suicide for the beloved one. Here, the Turkish word *yazdırmak*, which in English is “make others write” was very critical. In this same issue of the periodical, under the title “Hanımlarımızın Fikirleri” (Ideas of our ladies), the editorial board of *Türk Kadını* had also requested from its female readers to send their own writings to the periodical (*Türk Kadını*, no. 1, 23 May 1918, p. 15). They wrote that under the same title “Hanımlarımızın Fikirleri” they would publish the ideas, comments and requests of the ladies, while demanding that these writings were signed with their real names, the content was suitable for the periodical and the texts were short enough to be published.

There are no cartoons in the periodical and nearly no illustrations. Although the cover page openly declares that the periodical “works for women” and therefore was published to meet their needs, it is highly probable that the periodical also had a considerable number of male readers as many of the poems and literary works of popular male authors were found in its pages. The letters of male readers published in several issues also strengthens the possibility of this estimation (*Türk Kadını*, no. 7, 15 August 1918, p. 112; *Türk Kadını*, no. 18, 20 February 1919, p. 188).

Women writers, their literary and sociological works and the subjects they deal with

Looking at the writers of the periodical from a general perspective, it is not difficult to see that the periodical was dominated by the male authors belonging to the educated and nationalist middle-class of Ottoman society such as Abdülfeyyaz Tefvik, Mehmet Arif, Ahmed Edib, Niyazi, Doktor Galib Hakkı, Faruk Nafiz, Ömer Seyfettin, Mehmed Emin, Nüzhet Sabit, A. Seyfi, İrfan Emin, Halid Fahri, Akil Koyuncu, Hıfzı Tefvik, Hakkı Tahsin, İhsan Mukbil, Tahsin Nejad, İsmail Hikmet, Aziz Hüdayi, Fâik Âli, Yahya Saim, Midhat Sadullah, Reşid Süreyya, Selami İzzet, Ali Mükerrerem, Osman Fahri, Salih Zeki, Feridun Necdet, İdris Sabih, Halil Nihat, Basri Lostar, and Ahmed Necmeddin. Some of these authors frequently contributed to the periodical with their practical, theoretical, and scientific articles whereas some wrote literary works like poems, prose and stories.

Nevertheless, many women writers and girl students of time also contributed to the periodical *Türk Kadını*. These students were especially from the high schools for girls such as the French high school Notre Dame de Sion called also *Sörlük Mektebi* among the Turks, the women teachers’ training college

called *Darümuallimat* and the university for girls called *İnas Darülfînuunu*. All of these schools were considered as very respectable educational institutions of their time.

Other than the comments and writings of those female readers who answered the surveys of the periodical on different issues there appeared 24 different female signatures in all issues of the *Türk Kadını*. These women were Şükûfe Nihâl, Beyhan, Perihan, Perihan Saide (possibly again the same woman writer), Sevim Türkan, Meveddet Faik, Nükhet Nevâziş, Halide Nusret, Fatma Bedîa, Sabiha Nurünnisa, Cemile Orhun, Seniha Cemal, Hamdiye Vecihi, Nezihe Rikkat, Süheyla Muhterem, Mutîa Sabri, Hâmide, Muazzez Abdülfeyyâz, Müfide Ferid, M. Şekib and M. Ş.

Only nine of these names appeared more than once. The most prolific writers among them were Halide Nusret, Şükûfe Nihâl, Nezihe Rikkat and Sevim Türkan. While Nezihe Rikkat only published her articles on sociological issues and Sevim Türkan only published her writings on home economics, while the writings of Halide Nusret and Şükûfe Nihâl were in different literary forms. Halide Nusret wrote 3 works in prose literature, 1 story divided in two for two consecutive issues of the periodical and 8 poems to be published in *Türk Kadını*. Şükûfe Nihâl, however, wrote only 1 work in prose literature and 2 poems, while writing also 7 articles on sociological issues, which constituted the bulk of what she published in the periodical.

In general, however, the periodical accepted and published various forms of writings and literary genres from its female readers or women writers of the time. The women readers often sent their letters on certain women's rights that they newly acquired during World War I, their social consequences and how they perceived the new freedoms and responsibilities of Ottoman-Turkish women. They also answered the survey that the periodical organized on which qualities women requested from their future husbands. In one issue women readers had also written on tobacco dependence and how they talked their acquaintances out of smoking cigarettes.

Other than these letters of the female readers the periodical also published humoristic writings, comments on latest fashions, writings on home economics, sociological writings and proceedings of different women writers. Poems, proses and stories written by women also appeared frequently on different issues. About 27 sociological articles constituted nearly half of 64 titles penned by women, which was followed by 16 poems, 6 proses, 2 stories that were both divided into two and published in two consecutive issues and one conference proceeding of Müfide Ferid on feminism which also is divided into two and published in two different issues of *Türk Kadını*. There was only one humoristic short story written by Beyhan and one fashion critique by Perihan.

The articles in *Türk Kadını*, which were written by both men and women, were mainly on women's issues, but there were also scientific texts on beauty, health, childcare, and home economics that contributed to women's education after their school years. Most of the literary works were written on the themes of love, longing, or death, nationalist and patriotic poems and articles with direct references to the war and enemy in the periodical were also common.

Love and relationships between men and women for marital purposes also found a place in the periodical. The readers were asked to describe the husband or wife that they wanted to marry and two writing contests were arranged by the periodical for this purpose, one for women and another for men. First, the women were asked which qualities they wanted for choosing a husband (*Türk Kadını*, no. 15, 26 December 1918, p. 240). After the answers to this competition were published the male readers were



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asked to choose the best among these answer and they too were encouraged to describe their ideal future wife in their own letters (*Türk Kadını*, no. 17, 30 January 1919, p. 272).

Although many female and sometimes male readers had sent their writings mostly the editorial board of the periodical had to refuse publishing them. In many issues of the periodical the reasons behind the refusal of the writings were also explained mainly under the title “KONUŞMALARIMIZ” (Our talks). These reasons were often related to the length of the texts, their style and content, the competence and educational level of their authors and most frequently the foreign words they included or their grandiloquent style. What the periodical demanded from its women writers, however, were to be explained much better when a series of writing lessons will be published in its pages.

Writing lessons of Ömer Seyfeddin for young girls

In its issue number 13 the periodical announced that they would publish a new serial titled “Genç Kızlarımız İçin Altı Derste Tabii Yazmak Sanatı” (The art of naturally writing for our young girls) (*Türk Kadını*, no. 13, 28 November 1918, p. 208). The author of this serial was Ömer Seyfeddin, who is one of the most important story writers of Turkish literature.

He published his writing lessons for young girls in seven different issues of the periodical *Türk Kadını*. These were issues number 14, 15, 16, 17, 18, 19 and 21. As the title of the serial implies he aimed to finish his writing course in six lessons. However, before he could publish the second half of his lesson five and his final sixth lesson the periodical’s publishing life ended.

It is very interesting to examine the titles of each lesson and their content in order to understand what Ömer Seyfeddin was aiming as an author himself and what he expected from future women writers. Lesson 1, which is published in issue number 14 had the title “Doğru Yazmak” (Writing correctly) (*Türk Kadını*, no. 14, 12 December 1918, pp. 216-218). In this lesson the author criticized the tendency to use Arabic and Persian words instead of their Turkish equivalents as an attempt to write more beautiful. In issue number 15, the first lesson continued and this time he offered his students to avoid Arabic and Persian phrases (*terkib*) or prepositions (*cem edatı*), to write just like they talked to someone and to avoid all Arabic and Persian words when there is a Turkish equivalent in talking language (*Türk Kadını*, no. 15, 26 December 1918, pp. 233-236).

Lesson 2 is published in issue number 16 with the title “Yazmaya Heves Etmeden Okumak” (Reading before aspiring to write) (*Türk Kadını*, no. 16, 9 January 1919, pp. 247-250). In this lesson he explained which authors were most suitable to read. According to him, Refik Halid was best in writing naturally, while Halide Edib still used some stereotypical phrases. Those contemporary writers he praised were Falih Rıfki, Orhan Seyfi, Yusuf Ziya and Faruk Nafiz who all used national language and poetics successfully. The national literature such as *Âşık Garîb*, *Leylâ ile Mecnûn*, *Tahir’le Zühre*, *Âşık Kerem* and *Şahmeran* were also among his reading list. In addition, claiming that they would only find the model for natural writing in western literature, he proposed his students to learn necessarily French, German or English. Greek-Latin classics and especially works of Homeros were also important to read.

Lesson 3 was published in two issues, issue number 17 and 18 consecutively, with the title “Eski Uslûb İ’tikadı” (Old style creed) (*Türk Kadını*, no. 17, 30 January 1919, pp. 270-272; *Türk Kadını*, no. 18, 20 February 1919, pp. 284-286). In this lesson he criticized the Turkish literary intellectuals to evade using the talking language of ordinary people. He also claimed that this was not a case in French literature. After giving some examples to literary works using old style he argued that the secret of a real style was

“the dream the words coming together created for us” (*kelimelerin yan yana gelip bize duyurduğu hayal*). For reaching this goal he offered revolting at the principles of the old literature books which are not in line with life itself. Second, he proposed believing in life rather than the books of Ekrem Bey or Muallim Naci. Lastly, he claimed it was only a groundless fear that using Arabic or Persian words instead of Turkish ones could change their meaning and value. He also argued that the best dictionary was the conscious of the people who used that language (*en mükemmel kamûs o lisâna sahib olan milletin vicdânıdır*).

Lesson 4, which appeared in issue number 19 was titled “Manasızlıktan Sakınmak” (Avoiding meaninglessness) (*Türk Kadını*, no. 19, 20 March 1919, pp. 300-301). Ömer Seyfeddin claimed here that before writing any literary genre - be it prose or poem - the author or poet had to think about an issue that occupied his or her mind. He warned his students that any work written had to have three parts as introduction, analysis and conclusion. He also offered the future writers to write as themselves rather than imitating others.

The last lesson, published in *Türk Kadını*, was Lesson 5, the first half of which appeared in issue number 21 (*Türk Kadını*, no. 21, 8 May 1919, pp. 334-336). The title of this final lesson was “Tabii Aletler” (Natural tools). Here, Ömer Seyfeddin focused on poems rather than prose. He claimed that Persian prosody was not suitable for Turkish words and when used by Turkish poets this prosody inhibited poets to use at least sixty percent of Turkish words. He, therefore, proposed the poets to use syllabic meter (*hece vezni*) as a natural tool for writing Turkish poems. He claimed that this way anyone could read a poem without making mistakes.

All these lessons written by Ömer Seyfeddin provided a model to follow for the future women writers. Moreover, they revealed the principles of nationalist literature of the time and they encouraged women to write according to them.

Conclusion

The periodical *Türk Kadını* aimed to introduce new women writers to Turkish literature and it educated those young girls and women who wanted to become writers in the future. This was already a huge task for the liberation of Turkish women by providing them the tools to express themselves in written conversation. Those women writers such as Şükûfe Nihal [Başar] and Halide Nusret [Zorlutuna] would also become important names of Turkish nationalist literature during the Republican years. Although the first issue of *Türk Kadını* had only one woman writer, Şükûfe Nihal, who had contributed with one of her sociological articles, the latest issues of the periodical could have the articles, poems, proses or stories of sometimes six to seven different women writers. Even this development shows us how seriously women aimed to become writers and the success of the periodical *Türk Kadını* in helping them.

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HOMOECONOMICUS: THE ULTIMATE REPRESENTATIVE OF RATIONAL ECONOMIC BEHAVIOR

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Abstract: *Homoeconomicus is the top player of economics. Economic theoretical insights, models, approaches and frameworks are built upon homoeconomicus also known as economic human. In order to act consistent with the theory and not to violate its basic tenets, homoeconomicus is equipped with some specific characteristic properties. Homoeconomicus is designed as an unemotional, selfish, rational utility maximizer. In other words, homoeconomicus was born as a perfect representative of the theory. So it is a dual structure both supports each other.*

In economics; economic behavior, economic decision making, decision making under risk and uncertainty are explained by the theory of expected utility which was suggested by John Von Neumann who is a mathematician and Oscar Morgenstern who is an economist in 1944. The theory of expected utility uses invariance, completeness (complete-ordering), transitivity, continuity, independence, unequal-probability, Archimedean, monotonicity, substitution (independence of irrelevant alternatives) axioms to explain economic preferences and behavior. Not surprisingly homoeconomicus is harmonized with the axioms of the theory of expected utility as well.

Theoretical view has been questioned since 1950s by several behavioral and experimental research to draw attention to the lack of the theory to explain real life economic behavior and the concept of homoeconomicus has been criticized as being quite fictional. Lately neuroeconomic research has provided evidence that economic behavior in real life doesn't accompany the theoretical insights. Alternative theories have been suggested to develop canonical economic theories so far.

This research aims to better understand homoeconomicus and why and how homoeconomicus fails in real economic life.

Keywords: *Homoeconomicus, rationality, irrationality, expected utility theory, axioms.*

A SOCIAL TOURISM PROPOSAL FOR MUNICIPALITIES 4T: TWIN TOWNS TWIN TOURISTS

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Abstract: *The aim of this study is to develop a model that will enable the people who are disadvantaged in economic, physical and mental aspects to participate in tourism mobility in context of social tourism. Turkey's public administration is structured as central government and local authorities. Decentralization is carried out by local authorities. Local authorities are composed of municipalities, special provincial administrations and villages. However, approximately 90% of Turkey's population live in the municipality areas. Therefore, the scope of the study consists of municipalities. On the other hand, following the Second World War, twin towns practice became widespread in order to remove borders between countries and cities, to strengthen friendship between different cultures, and to develop trade and tourism. The duty of local people to participate in tourism mobility falls to the municipalities which are the closest public administration units to them. In this context, it is aimed to guide the municipalities in the dimensions of transportation, accommodation, food-beverage and leisure.*

Keywords: *Social Tourism, Municipality, Twin Towns, 4T: Twin Towns Twin Tourists*

Introduction

Tourism is not only an economic phenomenon, but also includes social, cultural, political and environmental dimensions. Therefore, in addition to the visible economic effects of tourism, such as income and foreign exchange input, non-economic and invisible social and cultural dimensions should be given importance (Pizam & Milman, 1986). The approach that accepts tourism as an industry serves the expectations and agenda of the managers of tourism enterprises. On the other hand, when the capacity of tourism is released, it is an effective social force that enables the development of human and the more widespread use of public goods (Higgins-Desbiolles, 2006).

Equality, management, power sharing and sustainability are the problems of new tourism concept. While many attempts have been made to solve these problems, there are serious problems in identifying and implementing policies (Ryan, 2002). Hughes (1984) states that it is not appropriate for the public to encourage participation in tourism with cash and instead it will be more appropriate to use different financial support methods for social tourism.

There are a total of 1398 municipalities in Turkey (Ministry of Interior, 2018). In the Municipal Law No. 5393, the municipality is defined as “a public entity having administrative and financial autonomy which is established to meet common local needs of inhabitants of a town and whose decision-making body is elected by voters.” A municipality may be established in a settlement with a population of 5,000 or more. In the third chapter of the relevant law, Article 14, item (a) lists the duties and responsibilities of the municipalities including culture and art, tourism and promotion, youth and sports, social services and assistance. Furthermore, in Article 15 of the related law, “... the projects which will develop health, education, social service and tourism may allocate immovable with the approval of the Ministry of

Interior free of charge or at a low cost provided that they are not used outside of its purpose. The Article 18, in the first chapter of the second part of the Municipal Law, states that the municipal council has power to “Decide to engage in mutual cooperation with municipalities and unions of local governments in Turkey and, with the permission of the Ministry of Interior, abroad; establish town twinnings; carry out cultural, artistic, sporting and similar activities and projects in order to develop social and economic relations; and build or cause to build or lease or allocate landlots, buildings and similar facilities for such purposes.”

This study consists of two parts. In the first part of the study, social tourism is explained and some researches will be given. In the second part, explanations about the proposed model are presented.

Social Tourism

The origin of social tourism is based on the fact that the industrial workers in the first half of the 20th century have the right to a paid holiday. Social tourism, which is the basic universal right, which will lead to the transformation of recreation and fun into practice, requires social and political intervention (Haulot, 1981). Social tourism can be defined as a variety of initiatives for different social groups (Minnaert, Maitland, & Miller, 2006), or as a type of tourism that includes economically low-income individuals and other groups with barriers to participating in tourism (McCabe, 2009).

According to the International Social Tourism Organization (2018), social tourism encompasses all kinds of activities that can contribute to the participation of everyone in the fair and sustainable tourism mobility. Tour operators that support social and economic solidarity, public authorities at local or national level, social organizations, trade associations and all organizations established for this purpose are partners and stakeholders of social tourism. All of these organizations have common values that support the development of quality of life, serving the society, respect for tourism employees and cultures and local development such as sustainability.

The European Commission has focused on social tourism in recent years. Social tourism provides social equality and fair tourism access for all citizens. Contributing to the sustainability of the European tourism industry is one of the reasons for this intervention (Diekmann & McCabe, 2011). In addition, there are various researches on the subject of social tourism which are of interest to academics (Ferrer, Sanz, Ferrandis, McCabe, & Garcia, 2015; McCabe & Johnson, 2013; Minnaert, 2014; Minnaert, Maitland, & Miller, 2009; Morgan, Pritchard, & Sedgley, 2015).

Ferrer et al. (2015) in a study on Spanish seniors, it was investigated whether there is a relationship between participation in tourism and improvement in health within the scope of social tourism. As a result of the research, it was determined that the elderly people who participated in tourism were more active and healthy than the ones who did not participate in tourism.

McCabe and Johnson (2013) conducted a research on the quality of life of social tourists who were on holiday with financial support. According to the results of the research, tourism contributes to the welfare of these people with low income. Social tourism has a great impact on the dimensions of psychological, recreational and family life of these people whose subjective well-being levels are low compared to the general population.

Minnaert (2014) investigated the benefits of social tourism and how to make tourism products more suitable for social tourism. According to the results of the research, uncertainty and travel inexperience

play an important role in the decisions of the people who will decide to participate in social tourism. Therefore, it would be useful for public sector or charitable organizations that promote social tourism to take action to optimize tourism products for these people and to minimize the level of uncertainty before travel.

According to the results of the research of Minnaert et al. (2009), on the value of social tourism, social tourism increases the family capital in the short term and increases the social capital in the medium term. This situation can be seen as beneficial for the general public, especially those participating in social tourism.

Morgan et al. (2015) conducted a research on the elderly who are economically disadvantaged. According to the results of the study, social tourism offers opportunities for old people to escape, recreation, friendship, recollecting memories and re-exposing their identity with the death of spouse. On the other hand, these trips may be of concern for the old people.

The twin town practice was first developed shortly after 1945. The mayors wanted to prevent Europe from breaking apart because of the war. The Council of European Municipalities and Regions (CEMR) supports the bringing together of people from different countries and cultures. Thus, it contributes significantly to the establishment of Europe by strengthening the links between elected local representatives and citizens. The objectives of the sister city are the following (Council of European Municipalities and Regions, 2018a):

- To guarantee peaceful relations between Europeans and to ensure their active participation at the local level;
- To reinforce mutual understanding and friendship between European citizens;
- To provide a virtual platform (town twinning website) to encourage and facilitate town twinnings between European municipalities;
- To encourage technical cooperation between municipalities and the exchange of best practices;
- To support good local governance and reinforce the role of local and regional authorities in the European integration process.

Jean Bareth, one of the founders of the Council of European Municipalities and Regions (CEMR) after the 2nd world war, defines twinning as: “A twinning is the coming together of two communities seeking, in this way, to take action with a European perspective and with the aim of facing their problems and developing between themselves closer and closer ties of friendship”. Twin towns relationship will be successful with an application taking into account the 10 factors listed below (Council of European Municipalities and Regions, 2018b):

1. Finding the right partner.
2. Inclusion of citizens and the whole community.
3. Include the dimension of Europeanism.
4. Defining common objectives.
5. Establishing a supporting structure.



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6. Working with schools and young people.
7. Drawing attention to today's important issues.
8. Planning a sustainable relationship.
9. Seeing the future and building the foundation for new changes.
10. Developing a budget and dealing with the financial situation.

A Model Proposal for Municipalities 4T: Twin Towns Twin Tourists

The 4T stands for both For Tourism and the initial letters of Twin Towns Twin Tourists. The twin towns twin tourists model proposal refers to the sending and hosting of tourists between the two municipalities that have the twin towns relationship. It is recommended that this model be carried out within the scope of social tourism. Therefore, the target audience of the model consists of individuals and/or groups who are economically, mentally and physically disadvantaged. On the other hand, the choice of the participants should be inclusive and fair. In this context, it is recommended to establish a commission composed of representatives of different stakeholders and to prepare a comprehensive and objective list of criteria by the commission in order to conduct the process in a transparent manner. In order to raise awareness about the issue, making announcements through written, visual and audio media tools is also important in terms of dissemination and promotion of the project. Figure 1 shows the proposed model for twin towns in the context of social tourism.

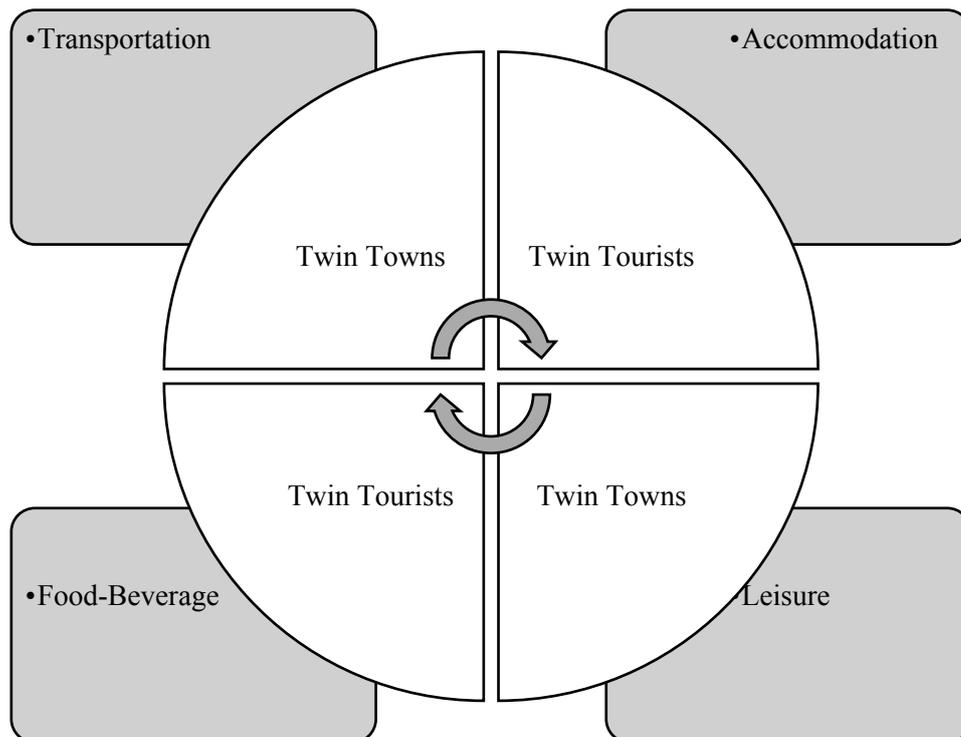


Figure 1. 4 Tourism: Twin Towns Twin Tourists Model Proposal

Within the scope of social tourism, the model explains how to eliminate the needs of the people who will be supported in tourism. In this context; Transportation, Accommodation, Food-Beverage and Leisure dimensions are determined. The stated dimensions are the basic needs of all those who temporarily leave the house, the city and the country where they live. How and by whom these needs are met are explained below.

Transportation

This dimension is divided into two sub-dimensions. The first is the transportation between the two twin towns and the second is the transportation in the twin towns. The former includes air, sea, rail and road vehicles according to the distance between the two towns and the physical conditions, as well as the transportation cost. The latter includes the use of buses, taxis, ferries, trams and subways in the daily life of the local people living in the twin towns.

Accommodation

It can be used in private hotel establishments, public guest houses, volunteer local residents' houses or in the house of twin tourists in accordance with the mental and physical situation of the twin tourists hosted in the twin towns. It is important to be accompanied to provide support to the people with special needs during their accommodation. In addition, twin tourists should be supported in the use of tools and equipment, hygiene and security issues.

Food & Beverages

According to the age, sex and health status of twin tourists, food and beverage needs should be met. Although the twin towns is used as a tool of cultural convergence, it should not become a means of pressure on people's food and beverage preferences. Therefore, it is important not to offer food and beverages that are not suitable for the culture and religious belief of the twin tourists. The pre-research by the municipalities that will send and host the twin tourists will prevent undesirable situations. Eating and drinking needs can be met at the accommodation and/or other food and beverage establishments.

Leisure

In accordance with the purpose of the twin towns application, the twin tourists must be familiar with the culture, people, environment, and the intangible and tangible values of the twin towns that s/he visits. This dimension includes city tours, interacting with local people, showing the life styles of local people, visiting historical places and museums, participating in local festivals and other cultural events, visiting natural beauties, experiencing shopping culture by visiting local markets, visiting places of entertainment, and bringing together people who have similar conditions with twin tourists, etc. It is aimed that the twin tourists will be able to see and experience life in the twin towns s/he is visiting.

The four basic needs stated in context of the proposed model can be funded with support to be provided by local, regional, national or international organizations, public administrations, professional associations, non-governmental organizations, private enterprises or philanthropic individuals. In addition, human resources, technical and political support can be provided by the persons and/or organizations mentioned.

Conclusion

Tourism is a movement accessible to the whole community. Therefore, it is not a help but a social duty to provide support to the people or the groups having economic, physical, mental or other obstacles to participate in tourism. Municipalities are the actors who can best fulfill this social duty. Because municipalities can monitor the conditions in which people live in the areas where they have power and authority. In addition, disadvantaged people usually apply to municipalities for the solution of their problems. Therefore, it is unthinkable for municipalities to remain indifferent. However, this issue is too complex and difficult to handle alone for municipalities.

The aim of the study is to guide the municipalities on social tourism through the proposed model. In the implementation process of the model, it is thought that there will be various difficulties in financial, technical, political and human resources issues. On the other hand, public sector, private sector and non-governmental organizations at many local, regional, national and international levels, especially the European Union, support such initiatives involving the society. Therefore, it is thought that the difficulties encountered with the support of these organizations will be overcome.

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EFFECT OF INNOVATIVENESS ON PROBLEMS RELATED TO BANK LOANS: A STUDY ON AN EMERGING MARKET

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Abstract: *This study analyzes the relationship between innovation and the perception of SME executives about the frequency that their firms make high interest payments for bank debt, fall into bankruptcy risk and have difficulty in paying off loans. The statistical analysis of the results of the questionnaires that are applied to 486 SME executives shows that firms that are involved in process innovation activities encounter the problem of making high interest payments for bank debt more frequently than firms that are not involved in such activities. Firms that are involved in process or product/service innovation activities that are new to the firm face with the problem of paying high interest rates for bank debt more frequently than firms that are not involved in such activities. In our analysis, we find that innovation activities do not have a relationship with the frequency of facing bankruptcy risk and the frequency of having difficulty in loan payment periods.*

Keywords: *SMEs, Bank credit, Interest rate, Bankruptcy risk*

Introduction

Innovation activities of firms are considered to be one of the factors that can affect the loan decisions of banks. Banks may be reluctant to provide loans to innovative firms because innovation activities are considered to be risky projects. Ortiz-Molina and Penas (2008) argue that innovative firms encounter higher information asymmetry and financial constraints than noninnovative firms.

Freel (2007) suggests that innovativeness is a speculative process. First of all, sales revenue generated by the innovation activities are realized long after the time that the expenses related to the innovation activities are incurred (Brophy and Shulman, 1993). Moreover, it is difficult to forecast the sales revenue and the expenses related to the innovation activities (Moore and Garnsey, 1993). Therefore, innovative firms face uncertainties about the future cash flows (Brown, Martinsson and Petersen, 2012).

Giudici and Palaria (2000) argue that because large firms can diversify their innovative activities, they can have stable cash flows. The authors also state that because SMEs have high project risk as a result of carrying on only one innovation project that they can finance during a certain period.

This study analyzes the relationship between innovativeness and the perception of SME executives about the frequency that their firms make high interest payments for bank debt, fall into bank credit related bankruptcy risk and have difficulty in paying off loans. The paper is structured as follows: Section 2 depicts the research methodology and section 3 describes the data. Section 4 gives the empirical results and section 5 concludes.

Methodology

Innovativeness is measured with different proxy variables. Financial constraints that firms encounter may change with various innovation activities that create different uncertainties (Freel, 2007). Because

our data set includes different variables that allow us to measure innovativeness, we can make an in-depth analysis of the effects of innovativeness on problems encountered by SMEs about bank loans. The proxy variables we use in the study are process innovativeness, product/service innovativeness, innovativeness that is new for the industry (process or product/service innovation) and innovativeness that is new for the firm.

The perceptions of the SME managers about the problems faced related to bank loans were measured with different variables that use likert scale. The question “With which frequency do you encounter the following financing problems?” was asked to the managers under the titles of “high interest rates”, “bankruptcy risk” and “having difficulty in loan payment periods”. The answers are categorized and ranked “never”=1, “infrequently”=2, “sometimes”=3, “frequently”=4 and “always”=5. The regression equation where we take the innovativeness proxy variables and the firm specific variables as independent variables and the perception of SME executives as the dependent variables is as follows:

$$BL_i = \beta_0 + \beta_1 FS + \beta_2 AGE + \beta_4 GR + \beta_5 DR + \beta_6 INN + \varepsilon_i \quad (1)$$

BL represents the dependent variables that measures the perceptions of managers about the problems related to bank loans. Firm size (FS) and firm age (AGE) are expected to affect the dependent variables because small and newly established firms are expected to encounter higher information asymmetry problems and higher uncertainties in their cash flows (Canton, Grilo, Monteagudo and Van der Zwan, 2013; Diamond, 1991; Levenson and Willard, 2000). Firm size is measured with the natural logarithm of the number of employees. Age is also measured with the natural logarithm of firm age.

Table 1. Variables used in the regression analysis

| Dependent Variables | |
|--|--|
| Paying high interest rates | The respondents choose to answer on a scale from 1 (never) to 5 (always) about the frequency with which the firm encounters the problem of paying high interest rate for bank loans. |
| Bankruptcy risk | The respondents choose to answer on a scale from 1 (never) to 5 (always) about the frequency with which the firm encounters bankruptcy risk caused by bank loans. |
| Having difficulty in paying off bank loans | The respondents choose to answer on a scale from 1 (never) to 5 (always) about the frequency with which the firm encounters difficulty in paying off bank loans. |
| Independent variables | |
| Firm size | Ln (Number of employees) |
| Firm age | Ln (Firm age) |
| Firm growth rate | Percentage change in sales revenue in the last year |
| Debt ratio | Ratio of total debt to total assets |
| Process innovation | Dummy variable=1 if the firm has created a new or a significantly improved production or service method, otherwise 0. |
| Product/service innovation | Dummy variable=1 if the firm has created a new or a significantly improved product or service, otherwise 0. |
| Innovation that is new for the industry | Dummy variable=1 if the firm has created a production or service method, product or service that is new or significantly improved for the industry, otherwise 0. |
| Innovation that is new for the firm | Dummy variable=1 if the firm has created a production or service method, product or service that is new or significantly improved for the firm, otherwise 0. |

Firm growth rate (GR) is expected to affect our dependent variables because of its effect on cash flow. Growth rate is measured with the percentage change in sales revenue in the last year. Debt ratio (DR) is the ratio of total debt to total assets. Debt ratio is also expected to affect the interest rate that the firm pays for the loans, bankruptcy risk and firm liquidity during the period of debt repayment. Proxy variables for innovativeness (INN) are also added to the regression model as independent variables.

Description of the variables included in regression analysis is presented in Table 1.

There is no multicollinearity problem in our analysis because the VIF values of all of our independent variables are below 4.

Data

Our sample is composed of 486 SMEs. Convenience sampling method was used to form the sample. 431 of the SMEs are firms with 10-50 employees and 55 of them are firms with 50-250 employees. The managers to whom we have applied our questionnaires are responsible from the financial affairs of the firms.

Descriptive statistics of the variables used in the regression model is presented in Table 2.

Table 2. Descriptive Statistics

| | Mean | Standard Deviation | Median | 25 th percentile | 75 th percentile | Percentage frequency of 1 (as a dummy variable) |
|--|------|--------------------|--------|-----------------------------|-----------------------------|---|
| Dependent Variables | | | | | | |
| Paying high interest rates | 3,54 | 1,39 | 4 | 3 | 5 | |
| Bankruptcy risk | 2,58 | 1,41 | 3 | 1 | 4 | |
| Having difficulty in paying off bank loans | 2,56 | 1,31 | 3 | 1 | 4 | |
| Independent variables | | | | | | |
| Firm size | 2,79 | 0,7 | 2,48 | 2,3 | 3 | |
| Firm age | 3,6 | 0,25 | 3,58 | 3,4 | 3,78 | |
| Firm growth rate | 0,07 | 0,17 | 0,1 | 0 | 0,15 | |
| Debt ratio | 0,17 | 0,91 | 0 | 0 | 0,2 | |
| Process innovation | | | | | | 54% |
| Product/service innovation | | | | | | 56% |
| Innovation that is new for the industry | | | | | | 45% |
| Innovation that is new for the firm | | | | | | 43% |

Empirical findings

Table 3 presents the results of the regression model where the dependent variable is the frequency with which the firm encounters the problem of paying high interest rate for bank loans. The first column shows the results of the model where process innovation is used as the proxy for innovativeness. In this

model, only process innovation variable has a statistically significant relationship with the dependent variable. The positive coefficient of the process innovation variable which is statistically significant at 0.01 level shows that SMEs that created a new or significantly improved production or service method encountered the problem of paying high interest rate for bank loans less frequently than firms that were not involved in such type of innovation activities.

The second column shows the result of the model where product/service innovation is taken as the independent variable. This model shows that none of the independent variables including the innovation variable has a statistically significant relationship with the dependent variable. The third column shows the result of the regression model where innovation that is new to the industry is included as the innovation proxy variable. There is no statistically significant relationship between the independent variables and the dependent variables also in this model.

Table 3. Regression Analysis Results (Dependent variable: Paying high interest rate)

| Dependent Variable: Paying high interest rate | [1] | [2] | [3] | [4] |
|---|---------------------|--------------------|--------------------|---------------------|
| Independent Variables | | | | |
| Firm size | 0,063 (0,385) | 0,040 (0,239) | 0,098 (1,018) | 0,116 (1,226) |
| Firm age | 0,025 (0,067) | 0,243 (0,644) | 0,48 (1,504) | 0,471 (1,466) |
| Firm growth rate | -0,093 (-0,147) | 0,208 (0,325) | 0,08 (0,198) | 0,081 (0,203) |
| Debt ratio | -0,188 (-1,303) | -0,202 (-1,371) | -0,117 (-1,236) | -0,100 (-1,068) |
| Process innovation | 1,318*** (3,568) | | | |
| Product/service innovation | | 0,079 (0,311) | | |
| Innovation that is new for the industry | | | -0,002 (-0,013) | |
| Innovation that is new for the firm | | | | 0,373*** (2,815) |
| Adjusted R ² | 0,04 | 0,01 | 0,02 | 0,02 |

T-values in parantheses.

***Statistically significant at 1% level.

**Statistically significant at 5% level.

*Statistically significant at 10% level.

The fourth column shows the result of the regression where innovation that is new to the firm is used as the innovation proxy variable. In this model, only innovation that is new to the industry has a statistically significant relationship with the dependent variable. The positive coefficient of the variable which is statistically significant at 0.01 level shows that firms that were involved in innovation activities that is

new to the firm in the last year encounter the problem of paying high interest rate for bank loans less frequently than firms that are not involved in such type of innovation activities.

Table 4 presents the results of the regression model where the dependent variable is the frequency with which the firm encounters bankruptcy risk caused by bank loans. The results show that none of the innovation proxy variables has a statistically significant relationship with the dependent variable. In four of the models, only firm growth rate has a statistically significant relationship with the frequency of facing bankruptcy risk caused by bank loans. The negative coefficient of the variable that is statistically significant at 0.05 level shows that an increase in sales growth rate lowers the frequency of encountering bankruptcy risk.

Table 5 presents the results of the regression model where the dependent variable is the frequency with which the firm encounters difficulty in paying off bank loans. The results show that none of the proxy variables for innovativeness has a statistically significant relationship with the dependent variable. The models given in the first column and the fourth column shows that firm size has a statistically significant relationship with the dependent variable at 0.10 level. Because the other two models do not show such a relationship, we can say that the determined relationship is the result of low correlation of firm size with the other independent variables that do not show itself as multicollinearity.

Table 4. Regression Analysis Results (Dependent variable: Bankruptcy risk)

| Dependent variable: Bankruptcy risk | [1] | [2] | [3] | [4] |
|---|----------------------|----------------------|----------------------|----------------------|
| Independent Variables | | | | |
| Firm size | 0,001 (0,006) | -0,012 (-0,079) | -0,02 (-0,207) | -0,01 (-0,107) |
| Firm age | 0,128 (0,364) | 0,193 (0,553) | 0,275 (0,979) | 0,257 (0,914) |
| Firm growth rate | -1,491** (-2,406) | -1,342** (-2,175) | -1,262** (-2,964) | -1,285** (-3,017) |
| Debt ratio | -0,13 (-0,958) | -0,141 (-1,024) | -0,064 (-0,665) | -0,057 (-0,597) |
| Process innovation | 0,305 (0,875) | | | |
| Product/service innovation | | 0,266 (1,130) | | |
| Innovation that is new for the industry | | | -0,152 (-0,944) | |
| Innovation that is new for the firm | | | | 0,07 (0,509) |
| Adjusted R ² | 0,03 | 0,03 | 0,03 | 0,03 |

T-values in parantheses.

***Statistically significant at 1% level.

**Statistically significant at 5% level.

*Statistically significant at 10% level.

Conclusion

This study investigates the relationship between innovativeness and the perception of SME managers about the frequency that their firms make high interest payments for bank debt, fall into bank credit related bankruptcy risk and have difficulty in paying off loans. The sample is composed of managers that are employed by 486 SMEs.

In the analysis, innovativeness is measured with four proxy variables: Process innovativeness, product/service innovativeness, innovativeness that is new for the industry (process or product/service innovation) and innovativeness new that is new for the firm. The results show that firms that are involved in process innovation activities and firms that are involved in innovation activities that are new to the firm more frequently pay high interest rate for bank loans than firms that are not involved in such type of innovation activities. These results show that banks expect instability in the cash flows of firms that are involved in these types of innovation activities and require higher interest rates from them.

Table 5. Regression Analysis Results (Dependent variable: Having difficulty in paying off bank loans)

| Dependent variable: Having difficulty in paying off bank loans | [1] | [2] | [3] | [4] |
|--|--------------------|--------------------|--------------------|-------------------|
| Independent Variables | | | | |
| Firm size | 0,256* (1,668) | 0,245 (1,603) | 0,146 (1,583) | 0,160* (1,726) |
| Firm age | 0,103 (0,298) | 0,095 (0,282) | 0,092 (0,356) | 0,079 (0,308) |
| Firm growth rate | -0,305 (-0,551) | -0,331 (-0,611) | 0,213 (0,553) | 0,198 (0,513) |
| Debt ratio | 0,119 (0,879) | 0,119 (0,886) | 0,133 (1,461) | 0,143 (1,568) |
| Process innovation | -0,046 (-0,133) | | | |
| Product/service innovation | | -0,083 (-0,362) | | |
| Innovation that is new for the industry | | | -0,047 (-0,312) | |
| Innovation that is new for the firm | | | | 0,185 (1,455) |
| Adjusted R ² | 0,01 | 0,01 | 0,01 | 0,02 |

T-values in parantheses.

***Statistically significant at 1% level.

**Statistically significant at 5% level.

*Statistically significant at 10% level.

The analysis does not show a relationship between the innovation proxy variables and the frequency of encountering bankruptcy risk and the frequency of facing difficulties in paying off bank loans. These results may signal that innovation activities do not create instability of cash flows, as expected by the banks.

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TOURISM IN THE ORGANIZATIONAL STRUCTURES OF METROPOLITAN MUNICIPALITIES

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Abstract: *The purpose of this study is to determine whether a unit related to tourism is included in the organizational structures of metropolitan municipalities. Tourism attracts the attention of many developed and developing countries because of the participation of more than 1 billion 300 million people in 2017 and being one of the fastest growing and developing sectors in the world. Nevertheless, the competition among the tourism destinations continue to be intense. One way of achieving superiority against competing tourism destinations in this competition is to satisfy the tourists who prefer the destination to the highest possible level. The local people of a tourism destination need fundamental elements such as eating-drinking, entertainment, public transportation, cleaning, life and property security, communication and information in the place where they live the visitors also need these elements as much as the local people. At this point, municipalities have great responsibilities as local administrative units. According to the Culture and Tourism Ministry data, in 2017, the number of tourists coming to Turkey is about 38 million people. According to the World Tourism Organization, in 2017, Turkey is ranked 8th among the most visited countries in the world. Nearly 60% of the visitors come only to Istanbul and Antalya. Together with other metropolitan cities, this ratio approaches 80%. In this context, the organizational structures of the 30 metropolitan municipalities hosting such a large number of visitors will be examined on the official internet addresses and it will be determined whether they have a tourism related unit.*

Keywords: *Organizational Structure, Metropolitan Municipality, Local Authorities, Tourism*

Introduction

Many formal organizational structures consist of the reflection of justified institutional rules. The elaboration of such rules in modern states and societies is partly explained by the expansion of formal organizational structures and their increasing complexity. In organizations with isomorphic structures compatible with the myths of the institutional environment, internal coordination and control are decreasing to maintain legitimacy. Organizational structuring is based on trust and good faith rather than coordination, supervision and evaluation (Meyer & Rowan, 1977).

Those who have power in the organization decide the direction of strategic actions. This strategic choice also determines the form of organizational structures as well as the manipulation of performance standards and environmental characteristics (Child, 1972). Mintzberg (1980), one of the pioneers in the field of organization, states that organizational structure has five elements: simple structure, machine bureaucracy, professional bureaucracy, divisionalized form and adhocracy. An effective organization can be achieved through the organization's internal processes and its compatibility with the environment.



Turkey's administrative structure is composed of 81 provinces. 51 of these provinces are provincial municipalities and 30 are metropolitan municipalities (Ministry of Interior, 2018). These provinces are governed by governorships representing central government and local administrations representing decentralization. Local administrations, as defined in the Article 127 of the Constitution (Constitution of Turkey, 1982): "Local administrations are public corporate bodies established to meet the common local needs of the inhabitants of provinces, municipal districts and villages, whose principles of constitution and decision-making organs elected by the electorate are determined by law."

According to the Metropolitan Municipality Law No. 5216, the population of the province should be more than 750 thousand to become a metropolitan municipality. The boundary of the metropolitan municipality is the provincial boundary (Metropolitan Municipality Law, 2004).

In this study, firstly some researches about municipalities and tourism are mentioned. In addition, basic tourism data on provinces with metropolitan municipalities are presented. Secondly, the organizational structures of the metropolitan municipalities and the norm staff arrangement are explained. Thirdly, research methods and findings of the research work presented for the reorganization of the metropolitan municipalities in Turkey is terminated.

In this study, firstly some researches about municipalities and tourism are mentioned. In addition, basic tourism data on the provinces with metropolitan municipalities are presented. Secondly, the organizational structures of the metropolitan municipalities and the norm staff arrangement are explained. Thirdly, the study is concluded with presentation of the research method and findings on the organizational structures of metropolitan municipalities in Turkey.

Municipalities and Tourism

The visitors need the elements such as food and beverages, leisure, transportation, life and property security, control of the enterprises producing goods and services, communication means, cleanliness as much as the local people of a tourism destination. In meeting these needs, municipalities have responsibilities as local administrations.

According to the Culture and Tourism Ministry (2018), 32 million 410 thousand foreign tourists visited Turkey in 2017. When Turkish citizens living abroad are added, this number is closer to 38 million. According to the World Tourism Organization, in 2017, Turkey is ranked 8th among the most visited countries in the world. Various studies conducted (Ishikawa & Fukushige, 2007; Jintalikhitdee & Laothamatas, 2018; Konidaris, 2017; Lundmark, 2006; Madsen & Zhang, 2010; Marin-Yaseli & Martinez, 2003; Rigall-I-Torrent, 2007; Vojnovic, 2018; Voltes-Dorta, Jimenez, & Suarez-Aleman, 2014) show that municipalities are responsible for tourism.

Local administrations such as the municipality and local people play an important role in the development of tourism and the protection and development of culture (Jintalikhitdee & Laothamatas, 2018). Well-prepared growth models, which take into account the correct supply of public goods, contribute to the successful implementation of sustainable tourism to municipalities where tourism is intense (Rigall-I-Torrent, 2007).

Ishikawa and Fukushige (2007) as a result of their research on the island of Amami Oshima in Japan, the municipalities are expected to provide financial support and to lead the development of tourism by the local community.

Lundmark (2006) conducted a survey on labor mobility, covering the municipalities of Are and Malung in the mountainous areas of Sweden. The study was conducted to find out whether the temporary tourism workforce has become a permanent settlement. According to the results of the study, because of its lifestyle and seasonality, few people have permanently settled in the places where these two municipalities exist.

Marin-Yaseli and Martinez (2003), in their study of the Pyrenees Valley in Spain, state that there is a significant reduction in the number of animal husbandry and farm animal populations in the tourist areas. Researchers argue that the use of fertile soils for tourism purposes and the employment of people engaged in animal husbandry in tourism are effective in this decline.

Vojnovic (2018) conducted a survey of 25 touristic municipalities in Croatia. In 2016, more than 1 million overnight stays were made by tourists in these municipalities. According to this research, tourist density does not threaten sustainability, and it even revitalizes the local economy and encourages the preservation of traditions through employment opportunities. There is also no conflict between local people and tourists.

The Federation of Spanish Municipalities draws attention to the chronic economic deficit caused by high expenditures in touristic areas. A study was conducted to investigate whether there is such a deficit in tourist areas. The scope of the study consists of 3200 municipalities where tourism is not intense and intensive. Research results show that there is a direct relationship between tourism intensity and local economic deficit in the smallest and largest municipalities (Voltes-Dorta et al., 2014).

Madsen and Zhang (2010) investigated the economic effects of tourism in the study conducted by 98 Danish municipalities. According to the results of the study, it is determined that tourism has different effects on local economies depending on the size of municipalities.

According to the survey conducted by Konidaris (2017), 42.2% of the marketing activities of 10 municipalities in Greece are digital marketing. Only 1 municipality has conducted a customer satisfaction survey. Most of the municipalities organize print media, event organization and tourism exhibitions. In addition, it has been determined that they do not assume any quality and education duties.

According to the Ministry of Culture and Tourism (2018), 76.12% of foreign tourists visiting Turkey entered in the metropolitan provinces. Istanbul and Antalya constitute the first two provinces where foreigners enter most. On the other hand, no foreign tourist has entered from Manisa. In addition, the number of foreign visitors to Kahramanmaraş, Mardin and Sakarya provinces is below 100. In terms of facilities, 80.67% of the facilities licensed by the Ministry of Culture and Tourism (3,109 units) and 69.82% of the facilities licensed by municipalities (5,315 units) are located in metropolitan cities in Turkey

In terms of the number of arrivals, 88.60% of arrivals to the facilities licensed by the Ministry of Culture and Tourism and 67.70% of arrivals to the facilities licensed by municipalities were recorded in metropolitan cities. Moreover, when Table 1 is examined in terms of the number of overnight stays, 92.85% in the facilities licensed by the Ministry of Culture and Tourism and 71.10% in the facilities licensed by municipalities were recorded in metropolitan cities.

Metropolitan Municipality Organizational Structure and Norm Staff Regulation

In the Metropolitan Municipality Law No. 5216, the fifth chapter titled Metropolitan Municipality Organization and Staff explains the organizational structures of the metropolitan municipalities (Metropolitan Municipality Law, 2004). In Article 21 of the related law, the organizational structures of the metropolitan municipalities are explained as follows:

- The metropolitan municipality administration shall consist of the general secretariat, divisions and branches in accordance with the principles of standard job positions.
- Units shall be set up, abolished or combined by a resolution of the metropolitan council.
- There shall be no vice-mayor in metropolitan municipalities. To provide services effectively and efficiently, up to five assistant secretaries general may be appointed to assist the secretary general in metropolitan municipalities with a population of more than three million, and no more than three in other metropolitan municipalities.
- The secretary general and his assistants shall manage the metropolitan municipality services on behalf of the mayor under his instructions and responsibility in accordance with the laws and regulations and with the municipality's goals, policies, strategic plan and annual programs.

Figure 1 shows the hierarchical structuring of metropolitan municipalities organized according to the norm staff.

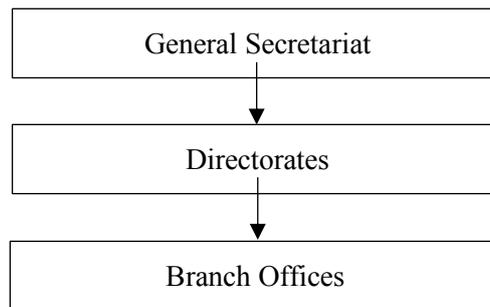


Figure 1. Norm Staff Hierarchy

Source: Metropolitan Municipality Law, 2004

Research Methodology

The purpose of the study

The aim of this research, which is based on qualitative data, is to determine whether there is a tourism unit in the organizational structures of metropolitan municipalities. Research questions are as follows:

Research Question 1: Is there a unit including the term of tourism directly in the organizational structure of metropolitan municipalities in Turkey?

Research Question 2: Does tourism exist as an independent unit in the organizational structure of metropolitan municipalities in Turkey?

Research Question 3: At which level is tourism unit represented in the organizational structure of metropolitan municipalities in Turkey?

Sample and Data Collection

30 metropolitan municipalities in Turkey constitute the scope of the research. The data used in the research were obtained as secondary sources through the official websites of 30 metropolitan municipalities.

Findings

Tourism in the Organizational Structures of Metropolitan Municipalities

The findings of the research are shown in Figure 1, Figure 2, Figure 3, and Figure 4.

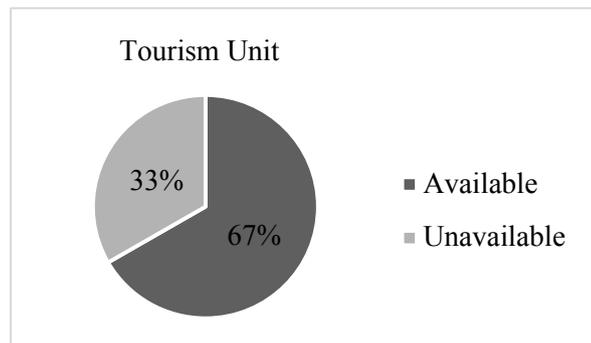


Figure 2. Metropolitan municipalities with tourism unit

Figure 2 shows the organizational structures of metropolitan municipalities whether there is any unit related to tourism. According to Figure 2, 67% of metropolitan municipalities in Turkey has at least one tourism unit. On the other hand, 33% of metropolitan municipalities do not have a tourism unit.

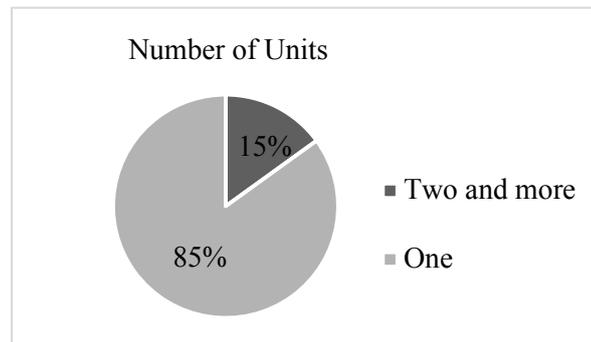


Figure 3. Number of Tourism Units of Metropolitan Municipalities

Figure 4 shows the level of the tourism unit in the organizational structures of metropolitan municipalities. According to Figure 4, 20% of the metropolitan municipalities have tourism units at directorate level and 80% have at branch office level.

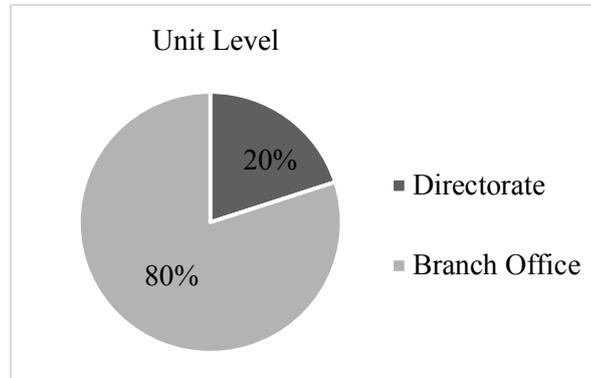


Figure 4. The Level of Tourism Units

Figure 5 shows whether the tourism unit in the organizational structures of the metropolitan municipalities is an independent unit. According to Figure 5, tourism is existed as independent in 35% of metropolitan municipalities' organizational structures, while in 65% tourism coexists with culture, promotion, foreign affairs, zoning, environment, natural areas, coasts, social affairs, municipal police and sports.

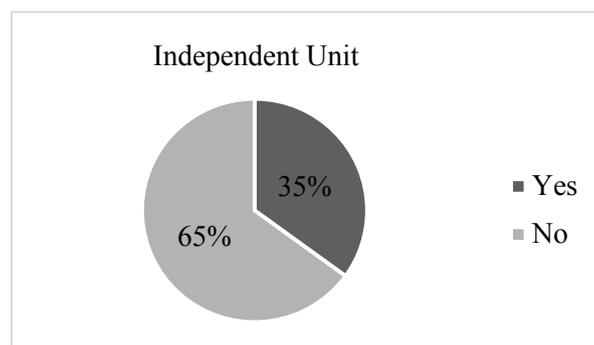


Figure 5. The Rate of Independent Tourism Unit

Table 1 contains information regarding the metropolitan municipalities in Turkey and tourism units. According to Turkey's geographical area; there are 6 metropolitan municipalities in the Marmara Region, 5 in the Aegean Region, 5 in the Mediterranean Region, 4 in the Central Anatolia Region, 4 in the Southeast Anatolia Region, 3 in the Eastern Anatolia Region and 3 in the Black Sea Region.

Table 1, when examined in terms of provinces, it is remarkable that the organizational structure of Turkey's capital Ankara metropolitan municipality does not have a tourism unit. Since 1980's Balıkesir is an important tourism destination in terms of domestic tourism but the metropolitan municipality has no tourism unit in the organizational structure. On the other hand, there are two units related to tourism in the organizational structures of Antalya, Erzurum and Mersin metropolitan municipalities.



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Table 1. Metropolitan Municipalities and Tourism Units

| Metropolitan Municipality | Region | Tourism Unit | Unit Level | Independent | The Place of Tourism Unit in the Organizational Structure |
|---------------------------|------------------------|--------------|-------------------------------|-------------|--|
| Adana | Mediterranean | Yes | Branch Office | Yes | Branch Office of Cultural Resources and Tourism |
| Ankara | Central Anatolia | No | - | - | - |
| Antalya | Mediterranean | Yes | Branch Office | Yes | Branch Office of Tourism Branch Office of Tourism and Coasts Municipal Police |
| Aydın | Aegean | Yes | Branch Office | Yes | Branch Office of Tourism and Publicity |
| Balıkesir | Marmara | No | - | - | - |
| Bursa | Marmara | Yes | Branch Office | Yes | Branch Office of Culture and Tourism |
| Denizli | Aegean | Yes | Directorate and Branch Office | Yes | Directorate of Culture, Tourism and Publicity Branch Office of Tourism and Publicity |
| Diyarbakır | South Eastern Anatolia | Yes | Branch Office | Yes | Branch Office of Tourism |
| Erzurum | Eastern Anatolia | Yes | Branch Office | Yes | Branch Office of Tourism Branch Office of Zoning, Environment and Tourism Municipal Police |
| Eskişehir | Central Anatolia | No | - | - | - |
| Gaziantep | South Eastern Anatolia | Yes | Branch Office | Yes | Branch Office of Tourism and Publicity |
| Hatay | Mediterranean | No | - | - | - |
| İstanbul | Marmara | Yes | Branch Office | Yes | Branch Office of Tourism |
| İzmir | Aegean | Yes | Branch Office | No | Branch Office of Foreign Affairs and Tourism |
| Kahramanmaraş | Mediterranean | Yes | Branch Office | Yes | Branch Office of Culture and Tourism |
| Kayseri | Central Anatolia | No | - | - | - |
| Kocaeli | Marmara | Yes | Branch Office | No | Branch Office of Natural Areas and Tourism |
| Konya | Central Anatolia | Yes | Branch Office | Yes | Branch Office of Tourism |
| Malatya | Eastern Anatolia | No | - | - | - |
| Manisa | Aegean | No | - | - | - |
| Mardin | South Eastern Anatolia | Yes | Directorate and Branch Office | No | Directorate of Culture, Tourism and Social Affairs Branch Office of Culture, Tourism and Social Affairs |
| Mersin | Mediterranean | Yes | Branch Office | No | Branch Office of Tourism, Publicity and Foreign Affairs Branch Office of Tourism Municipal Police |
| Muğla | Aegean | Yes | Directorate and Branch Office | Yes | Directorate of Culture, Tourism and Sports Branch Office of Tourism |
| Ordu | Black Sea | No | - | - | - |
| Sakarya | Marmara | Yes | Branch Office | Yes | Branch Office of Tourism and Publicity |
| Samsun | Black Sea | Yes | Branch Office | Yes | Branch Office of Tourism and Publicity |
| Şanlıurfa | South Eastern Anatolia | Yes | Directorate | Yes | Directorate of Culture and Tourism |
| Tekirdağ | Marmara | No | - | - | - |
| Trabzon | Black Sea | No | - | - | - |
| Van | Eastern Anatolia | Yes | Branch Office | Yes | Branch Office of Tourism |

In the organizational structures of the metropolitan municipalities with a tourism unit, the term tourism is represented in four metropolitan municipalities as directorates and in sixteen metropolitan municipalities as branch offices. In the organizational structures of metropolitan municipalities, the



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number of units in which tourism is represented alone is seven. In the other organizational structures, tourism is accompanied by culture, promotion, external relations, zoning, environment, natural areas, coasts, social affairs, municipal police and sports. There is a unit in the organizational structure of Erzurum metropolitan municipality and Mersin metropolitan municipality together with tourism and municipality police. It is considered that such a structure is convenient because many of the tourist activities are included in the task area of the municipality police.

Conclusion

A large part of the area where the intense activity of tourism enterprises and tourists in Turkey is located in metropolitan areas where the municipal authorities are responsible. Tourism has positive and negative effects directly and indirectly on tourism enterprises, tourists, local people, social and physical environment. For this reason, metropolitan municipalities should take a role to avoid damages while benefiting from the benefits of tourism in their areas of responsibility. In order to carry out this role, it is necessary to have a tourism unit in the organizational structure and to employ the people who have at least undergraduate education in this unit. This unit should monitor the development of tourism by actively carrying out activities related to tourism monitoring, coordination, supervision, control and guidance.

In Polat's (2011) study, only 5 (31%) of the organizational structures of 16 metropolitan municipalities had a tourism unit. In addition, in 2011, 14 provinces with a status of provincial municipality and with a status of metropolitan municipality in 2018 had no tourism unit. In other words, the rate of having a tourism unit which was 31% in 2011 increased to 67% in 2018. This increase can be interpreted that metropolitan municipalities want to take on more duties in tourism. On the other hand, tourism is often accompanied by culture and publicity in the organizational structures of metropolitan municipalities. The presence of the ministry at the level of the culture may be directed to the local administrations in this direction. Although it is considered that it is more appropriate to have a tourism unit as an independent, it is a positive approach for tourism to be included in the organizational structures of metropolitan municipalities, albeit with another field.

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SENTIMENT CLASSIFICATION OF THE LOCAL VISITORS' SOCIAL MEDIA REVIEWS

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Abstract: The aim of this study is to classify the local visitors' reviews shared on social media after their visits to historical and touristic regions. In this context, sentiment analysis was conducted for social media reviews by using supervised learning approach from machine learning methods. For the analysis, the local visitors' reviews, on Istanbul and Antalya, which are Turkey's two important tourism cities, were imported from TripAdvisor website. The reviews were classified as positive, negative, and neutral. In the study, the data distribution was processed in positive, negative, and neutral classifications with KNIME software, and then it was tested with the learning method of decision trees from the supervised learning models. As a result of the decision trees learning test that is one of the supervised learning models, 75.7% was found as the success rate.

Keywords: Tourism, tourist, touristic experience, data mining, sentiment analysis, visitor reviews.

Introduction

Social media is a broad concept defining the different types of content that compose of social networks (Eley & Tilley, 2009, p. 78). According to Mayfield (2008) social media consists of social networks, blogs, wikis, podcasts, forums, content communities, and microblogs. Social media plays an increasingly important role as a source of information for travelers (Xiang & Gretzel, 2010, p. 179).

Knowing what other people think is an important part of information gathering behavior (Pang & Lee, 2008). "Sentiment Analysis (SA) or Opinion Mining (OM) is the computational study of people's opinions, attitudes and emotions toward an entity." and sentiment analysis is an ongoing field of research in the area of text Mining (Medhat, Hassan, & Korsahy, 2014, p. 1093). It is stated that sentiment analysis is also called opinion mining and represents the same field of study (Pang & Lee, 2008; Liu, 2012; Can & Alatas, 2017).

The platforms where millions of people share ideas about different aspects of life every day are rich data sources for sentiment analysis and opinion mining (Pak & Paroubek, 2010). The sentiment analysis is carried out for the following purposes: sentiment and subjectivity classification, vision summarization, vision acquisition, cynicism, and irony etc. (Kaynar, Yıldız, Görmez, & Albayrak, 2016). Sentiment analysis is the definition of feelings, thoughts, and evaluations as positive and negative (Wilson, Wiebe, & Hoffmann, 2005).

Sentiment analysis is carried out with two different approaches: lexicon based and machine learning. The lexicon-based approach consists of dictionary based and corpus based approaches. The corpus-based approach is divided into statistical and semantic. The machine learning approach is divided into supervised and unsupervised learning. In supervised learning, there are four main classifiers: decision tree classifiers, linear classifiers, rule-based classifiers, and probabilistic classifiers. Linear classifiers

are grouped as support vector machines and neural network, and probabilistic classifiers are grouped as naive bayes, bayesian network, and maximum entropy (Medhat, Hassan, & Korsahy, 2014). The stages of sentiment analysis for product reviews are shown in Figure 1.

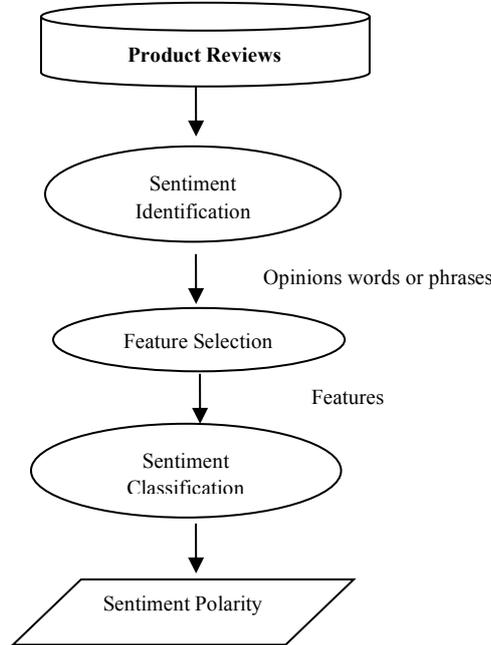


Figure 1. Sentiment Analysis process on product reviews

Source: Medhat, Hassan, & Korsahy, 2014, p. 1094

Sentiment analysis can be applied to various data sources. For examples, IMDB film reviews (Andrew et al., 2011; Kasaba & Yıldıztepe, 2016; Pang, Lee, & Vaithyanathan, 2002) and travel websites such as Twitter (Adak-Kaplan, 2016; Agarwal, Xie, Vovsha, Rambow, & Passonneau, 2011, Çoban, Özyer, & Tümüklü-Özyer, 2015; Go, Bhayani, & Huang, 2009; Kouloumpis, Wilson, & Moore, 2011; Meriç & Diri, 2014, Nizam & Akın, 2014; Onan, 2017) TripAdvisor and Booking.com (Gao, Hao, & Fu, 2015; Oğul & Ercan, 2016).

Research Methodology

Purpose of the research

The purpose of this research is to classify the local visitors' reviews shared on social media after their visits to historical and touristic regions. In this context, sentiment analysis was conducted for social media reviews by using supervised learning approach from machine learning methods.

Sampling and Data Collection

This study has focused on the analysis of local visitors' sentiments. Within the scope of research, the local visitors' reviews shared on TripAdvisor.com were examined after their visits to the historical and touristic regions of Istanbul and Antalya, in 2018. It is assumed that the visitors those wrote their reviews in Turkish are local visitors.

The best destinations were chosen from TripAdvisor website to visit in Istanbul and Antalya. In this context, 5,000 and more reviewed destinations for Istanbul, and 1,000 and more reviewed destinations for Antalya were included in the study. In selection of the reviews, the gender variable was determined as a prerequisite. The reviews of internet users who do not remark gender on TripAdvisor.com are not included in the study. In addition, the reviews cover the comments shared in 2018. In this context, 625 reviews for Istanbul and 562 reviews for Antalya were included in the analysis. In total 1,187 reviews were taken from TripAdvisor.com.

Findings

Table 1 presents the distribution of reviews according to city and gender variables. According to Table 1, 52.6% of the total reviews belong to İstanbul and 47.4% to Antalya. Moreover, 71.1% of the comments were made by males and 28.8% by female visitors.

Table 1. *Distribution of Reviews by City and Gender*

| City | Male | | Female | | Total | |
|----------|------|------|--------|------|-------|------|
| | n | % | n | % | n | % |
| İstanbul | 437 | 36.8 | 188 | 15.8 | 625 | 52.6 |
| Antalya | 408 | 34.3 | 154 | 13 | 562 | 47.4 |
| Total | 845 | 71.1 | 342 | 28.8 | 1187 | 100 |

The data set obtained from the reviews was tailored for the analysis by normalizing, transliterating, and removing the stop words. Moreover, positive and negative dictionary of words was prepared by creating the term document matrix. After this decomposition process, reviews were divided into three categories as positive, negative, and neutral through Excel. Finally, the data recorded in Excel format were analyzed through KNIME. Figure 2 shows the data analysis workflow in KNIME.

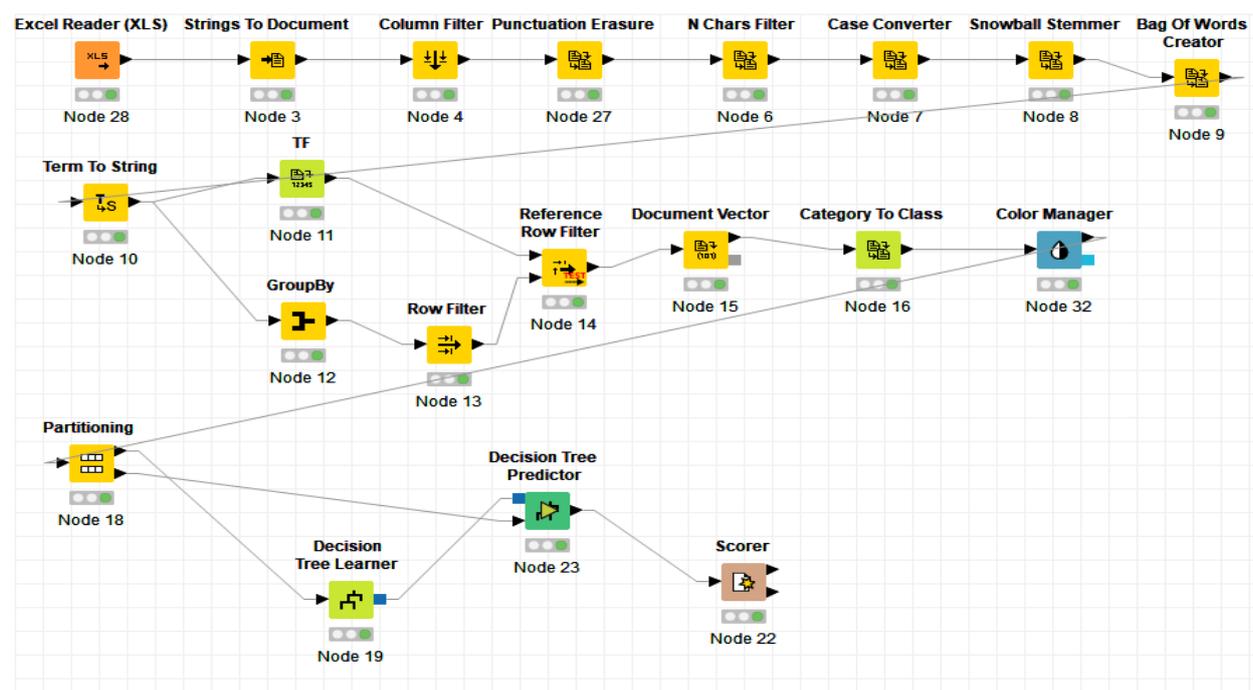


Figure 2. The data analysis workflow in KNIME

The data included in the program with the excel reader command were tested with the process flow shown in Figure 2. After processing, the data were divided two portions as training data (66%) and test data (33%) by the portioning command. And then, the decision tree method, which is one of the supervised learning models, was tested. Decision tree learner and decision tree predictor were used to analyze the sentiment of the data and the results were obtained by scorer command.

Table 2. *Sentiment analysis results by decision tree*

| Prediction | Decision Tree Results | | | | Accuracy |
|------------|-----------------------|-----------------|----------------|-----------------|----------|
| | True Positives | False Positives | True Negatives | False Negatives | |
| Positives | 306 | 98 | 0 | 0 | 75.7% |
| Negatives | 0 | 0 | 391 | 13 | |
| Neutral | 0 | 0 | 319 | 85 | |

In Table 2, sentiment analysis results are presented according to the decision tree results. As a result of the research, 75.7% was achieved as a success rate.

Conclusion

Seker (2015, p. 38) emphasizes that techniques for data mining will be fed from a wide range of disciplines such as behavioral sciences, social sciences or business. According to the statement of Gao, Hao, and Fu (2015), sentiment analysis of tourists and local people plays an important role in tourism development. User created content by internet users is considered a credible rumor (Stepchenkova & Zhan, 2013), and it plays an important role in the planning process of travel (O'Connor, 2008).

As a result of study conducted for the reviews of local visitors who shared their evaluations and thoughts on TripAdvisor.com after their visits to the historical and touristic regions in İstanbul and Antalya, the success rate was found 75.7%. Identifying, estimating, and controlling the behavior of individuals in social sciences is an important detail. Consumer experiences are an important element of social and economic issues (Quan & Wang, 2004, p. 297). At this point, knowing the emotions and thoughts of consumers in areas such as tourism marketing, tourism management etc. will be useful for tourism management and marketing of tourism products and services.

The success rate obtained from the sentiment analysis of the reviews shared by the local visitors will be a source of information for the local authorities and destination management/marketing organizations trying to promote the destinations in which they operate. Local visitors' reviews may contribute to the discovery of some issues that local administrators cannot see. Moreover, private sector representatives should also pay attention to the reviews shared on the web by visitors due the fact that the visitors' reviews indicate their intentions to re-visit the same region. In other words, a decrease in the number of visitors leads to a decrease in revenues. In conclusion, sentiment analysis can be used as one of the important tools in tourism development.

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EFFECTIVE FACTORS ON USAGE OF PROCESS IMPROVEMENT APPLICATIONS VIA COLLABORATION PLATFORMS

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Abstract: The aim of the study is revealing of the usage intention indicators for process automatize workflow applications on collaboration platforms. A survey conducted as an investigation method to identify the variables that significantly affect the intention to use online workflows on collaboration platforms. There are 153 home appliances sector individuals from involved in investigation on the purpose of data collection employees in Turkey. A Technology Acceptance Model (TAM) is developed and supported with the variables of environment, perceived support and project management. Results indicated that 65% of the intention to use online workflows on collaboration platforms are explained by perceived usefulness and perceived ease of use. The variable results, perceived usefulness and perceived ease of use, do not indicate high deviation among the each other.

Keywords: Business Process Management (BPM), Technology Acceptance Model, Workflow

1. Introduction

The process development literature contains various methods and approaches. We can consider business process re-engineering methodology as one of the most used and valid concept. Deeply expertise, transformative leaders, critical mind in organization and managerial support are such kind of components for process re-design activities. The competition ability exists with the efficient business process management today's quick changing world. The soft skills are highly determinant and technological tools for business processes management are determining the competition result.

2. Literature review

Process management: Processes consist of the activities that transforms the inputs to the outputs [1]. During the history of the business process management concept come to exist with the 1990's, however development of the processes and having a critical mind against the current processes since the first manufacture activities [2]. Business process reengineering consists of the evaluation and rebuilt of existing processes in charge of the continuous improvement of productivity and efficiency. The rebuilt activity summarizing by restructure of the processes in a strategical approach. The business processes reengineering seems like to be easy in that way however that is quite hard to implement in real business life [3].

The business processes hosts some common characteristics to group and separating through sub processes. These characteristics distinguishes from each other with some determinant factors. While these characteristics define, the business activities are considered. Armistead and Rowland made these grouping through the design, operational, structured and limited consistency output [4].

Collaboration tools: Adaptation to today's changing business dynamics and sustainable competition against to competitors requires efficient information management in the organizations. Providing efficient information flow is possible with the harmony among the business processes and collaboration

platforms. That causes to the updated and accurate information flow to the decision makers via reporting in understandable format. That is why modelling the information, representing the communication and communication variables quite crucial design target in organizations [5].

Technology acceptance model: Researchers and practitioners widely to predict and explain of acceptance from users the information technologies have used technology Acceptance Model (TAM) [6]. This model developed to predict the market requirement potentials before the development investments for computer-based applications consists of multimedia, image processes in the middle 1980s. The aim of the TAM is predicting and explaining the technology usage by measuring the perceived usefulness and perceived ease of use after the interaction with the system. Perceived ease of use is the degree of perception caused by using a particular system that effects decrease of effort [7].

3. Research model

Behavioural intention is a measure of the likelihood that a person will get involved in a given behaviour [8]. There are some motivation factors affect the behaviours, which are components of behavioural intention. These factors are “indications of how hard are people planning to try and how much effort they are planning to exert in order to perform the behaviour”.

Perceived usefulness is one of the main component of the model and aims to investigate the functional evaluation of the technological innovation from the users conceptually.

There are many components of the ease of use such as ergonomics, lean screen design, the amount of the steps that required to accomplished, understandable linguistics, the common jargon when needed and delivering the directive visuals to guide for users on right time and right place for the users.

Support: As an important step of an implementation process users should be well trained enough to use the tool properly. One of the most successful qualification gaining method is on the job training practices. This case could be performing with online communication channels that is why it is more easy and available in differentiated channels.

Environment: The guidelines are an environmental determinant contributor to conduct the employee activities. Online workflows and collaboration platforms cover the open points of process due to the employee failures and malevolent activities regarding the requirements of the guidelines. The environment variable based on the study of Hernandez and others [9]. Hernandez and others measured the environment concerning the legal authorities. In our study and in the companies the environmental variable is measuring the guidelines as an authority symbol.

The projects of collaboration platform design and workflow application development should be corresponding to these strategies and targets to improve the efficiency and effectiveness. The outputs of the projects effecting the daily business of the employees and that is the reason why project targets should be explained properly.

A survey was conducted in SharePoint to collect the data, with 350 professionals who are using the SharePoint applications individually and working in a global home appliances company in Turkey organization only. The attendees are specialized in different areas of business. The survey is targeted not only process owners but also more general participants within the home appliances employees. The criteria for selecting these individuals, consists in not only junior and senior users but also managers and blue collars to increase the diversity. The number of responses were 153 with a response rate 0.44%.

The surveys, which are included in analysis, are 137 and this sample size is acceptable for the analysis. The minimum amount of the required attendee was calculated as 97 when we consider N=7200 universal set of employees in the company. The collected survey results processes in MS Excel. Minitab 17 used to analyze the results as a statistical software.

The survey included two main parts. The first part consisted of demographic questions designed to solicit information of gender, age, education, position, organization, and total work experience, total work experience in company. The second part of the survey consisted of model variables within the items measuring. These items were modified to relate to SharePoint applications. Standard 5-point Likert scale used for the questionnaire, with gradation texts such as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. The research model is constructed as seen in Figure 1.

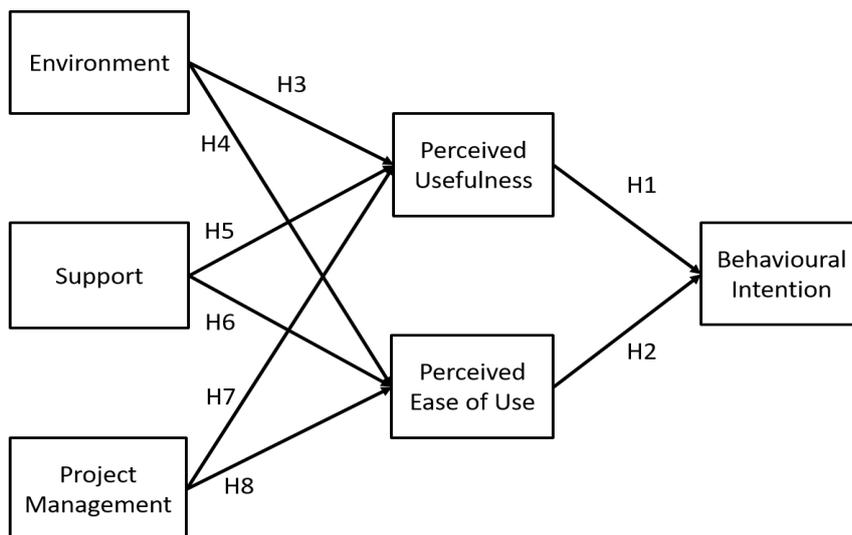


Figure 1 Proposed research model

4. Implications and results

The results of the first part for demographic indicates for the gender the 39% of attendees are male and 61% is female. The most common response range for age is 26-35 within the more than half of the attendees. The bachelors and masters graduated groups are more than 88% in total.

The hierarchical position responses implies that the most of the respondents are specialists, experts and head of sections in white collar and blue collar respondents are a few more however more or less same as the high level white collar which are manager or director.

As another classification is experience that more than 5 years choice indicates mostly selected. There is a difference in classes between total experience and total experience in company. Total experience is more than half of the attendees and total experience in company is less than half however, the most selected choice among the options.

There are three regression models in the main model and hypothesis. The first two hypothesis says that perceived usefulness and perceived ease of use have positive impact on behavioral intention.

$$\text{Behavioral Intention} = 0.231 + 0.488 \text{ Perceived Usefulness} + 0.466 \text{ Perceived Ease of Use} \quad (1)$$

The second three hypothesis says that environment, perceived support and project management have positive impact on perceived usefulness.

$$\text{Perceived Usefulness} = 0.763 + 0.36 \text{ Support} + 0.139 \text{ Environment} + 0.357 \text{ Project Management} \quad (2)$$

The third three are last hypothesis says that environment, perceived support and project management have positive impact on perceived ease of use.

$$\text{Perceived Ease of Use} = 0.712 + 0.2769 \text{ Support} + 0.1498 \text{ Environment} + 0.4411 \text{ Project Management} \quad (3)$$

According to the results of the analysis, there is no significant relation with the demographic values and answers.

The results indicates that the collaboration and workflow platforms and applications are systems that will used in future from the point of the employees in home appliance sector. The perceived usefulness and perceived ease of use are the most explaining variable this intention to use. Although, environment, perceived support and project management have impact to use.

Table 1. Hypothesis of the model and results

| Codes | Hypothesis | RESULT | Coefficient Value |
|-------|---|----------|-------------------|
| H 1 | Perceived usefulness has a positive effect on behavioural intention. | Accepted | 0.488 |
| H 2 | Perceived ease of use has a positive effect on behavioural intention. | Accepted | 0.466 |
| H 3 | Support has a positive effect on perceived usefulness. | Accepted | 0.139 |
| H 4 | Support has a positive effect on perceived ease of use. | Accepted | 0.150 |
| H 5 | Environment has a positive effect on perceived usefulness. | Accepted | 0.360 |
| H 6 | Environment has a positive effect on perceived ease of use. | Accepted | 0.277 |
| H 7 | Project management has a positive effect on perceived usefulness. | Accepted | 0.357 |
| H 8 | Project management has a positive effect on perceived ease of use. | Accepted | 0.442 |

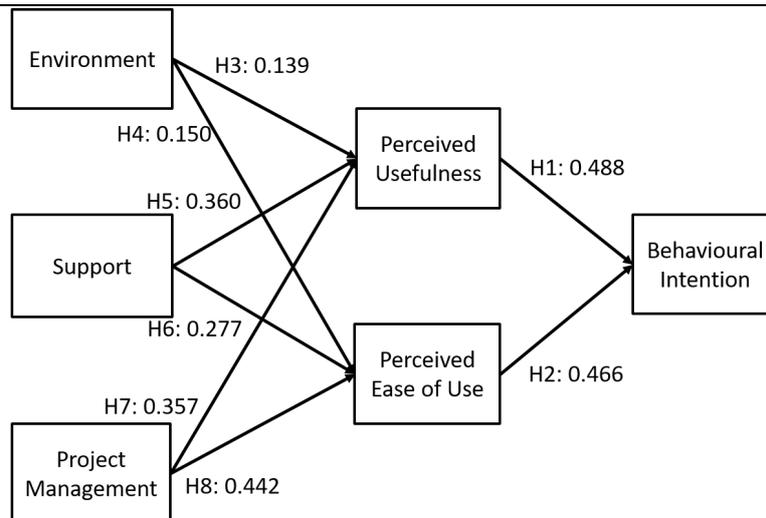


Figure 2. Research model results

The other sectors could be research area for similar studies for same model and items. The location could be an affective factor such as sector, different parts of Turkey or other countries are topic of other studies. The model supported with three additional variables however there are many others existing or possible for discovery. The other variables could enrich the model. This study indicates that the collaboration platforms and the applications that developed in these platforms requires.

5. Conclusion

The main aim of the study was investigating the factors that have effect on behaviour of system usage. The behaviour was defined as behavioural intention and the main factors affected that were perceived usefulness and perceived ease of use. These independent variables become dependent variable against the factors of environment, support and project management. This structure is not under the focus in literature and developing in business.

The analysis indicate that all the independent variables have positive effect on the dependent variables. These results are guiding for developers and management to predict the user expectations. The user expectation is significant on life of a solution and conformity to the purposes. The results of this study indicates the determined variables are explaining the behavioural intention within the high relationship. Perceived usefulness is the most significant variable on the behavioural intention and support is the determining usefulness in high ratio.

This study bears several limitations. The scope of the study could be extend for other locations in home appliances sector. On the other hand, there are many different sectors available to conduct this research. These target sectors could be group in service and manufacturing. The demographic variables could be significant. The results of these extended and variated studies could be compare with the results of this study.

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A DESCRIPTIVE ANALYSIS STUDY ON THE ABSTRACTS OF POSTGRADUATE THESES ON BILINGUALISM (2000-2017)

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Abstract: The objective of this study was to identify whether the abstracts of the postgraduate theses on bilingualism contain the objective, the study group/ population-sampling, method, data collection and analysis, findings and result, recommendations and keywords of the respective study. This study reveals the success levels and problems of the abstracts of master's and doctoral theses on bilingualism in terms of writing the objective, method, findings, conclusion and keywords. Accordingly, the document analysis method, a qualitative research method, was employed in this study. Because the theses on bilingualism consist of written materials about the subject of investigation. Data collection was conducted by utilizing YÖK (Higher Education Board) National Thesis Center. "Thesis Abstract Form" developed by the researcher was used as the data collection tool. A literature search was conducted and experts were consulted to develop this form. Based on collected data, when the same theses were eliminated, a total of 64 theses, including 14 doctoral theses (1 closed) and 50 master's theses (12 closed), were reached. After 13 closed theses and 3 out-of-field theses were excluded, the remaining 48 theses were included in the study. The theses were downloaded as pdf files and were recorded in folders designated as doctoral and master's. In order for the study to progress easily, the author's name, surname, type of program (master's/doctorate), university, year data, along with the objective, the study group/ population-sampling, method, data collection, data analysis, findings and result, recommendations and keywords of the recorded thesis abstracts were recorded in excel format. Descriptive analysis was used to analyze the data. The data obtained were interpreted according to predetermined subject topics. The results of the study are as follows: Although the objective was stated in all 48 thesis abstracts, 7 thesis abstracts did not have the study group/ population-sampling, 37 thesis abstracts did not have method, 12 thesis abstracts did not have findings and result, and there were only 3 thesis abstracts containing recommendations. However, 14 thesis abstracts did not have any information about data collection and 34 thesis abstracts did not have any information about data analysis. These results indicate that theses on bilingualism have problems in the method section and accordingly more emphasis should be placed on scientific research methods course in postgraduate education. No keyword was used in 10 thesis abstracts. This result adversely affects accessibility of a number of studies on bilingualism. It was found that there were 127 different keywords in 48 postgraduate theses, the most commonly used keyword was "bilingualism" (26 times) and usually 3-4 keywords were used. In addition, 32 theses abstracts had non-functional information, other than the objective, the study group/population-sampling, method, data collection and data analysis, findings, result and recommendations.

Keywords: Bilingualism, postgraduate theses, abstract.

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ANALYZING THE DEMAND OF TURKISH SMES FOR BANK LOANS

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Abstract: *SMEs depend on bank loans for their survival and growth in all economies in the world. Nonetheless, one of the most important constraints encountered by SMEs is access to bank loans. Banks are reluctant to provide loans to SMEs because of the information asymmetry problem that results from the inadequacy of accounting and financial reports of SMEs. High failure probability, inadequacy of the provided collateral and sensitivity to economic fluctuations also make banks hesitant to provide loans to SMEs. Inability to have access to bank financing is a critical problem for SMEs because these firms do not have access to the equity markets. In a context where the empirical literature argues that SMEs face constraints in bank financing, examining the demand of SMEs for bank financing is an important contribution to the literature. The purpose of this study is to analyze the demand of SMEs for bank loans in Turkey.*

Keywords: *SMEs, Bank loans, financial constraints*

Introduction

Banks do not prefer to loan to SMEs because of the information asymmetry problem that emanates from the preference of the SMEs not to provide sufficient accounting and financial records (UNCTAD, 2001). High failure rates of SMEs, inability to provide the required collateral and sensitivity to economic fluctuations are the other reasons of why banks are hesitant to provide bank financing to SMEs. Because SMEs rely on bank financing for survival and growth, inability to have access to bank loans is an important problem for them. Lu and Chiang (2003) argue that small businesses lose their chance of growth because of not being able to obtain bank loans.

In a context where the literature argues that SME face bank financing constraints although they demand bank loans, analyzing the demand of SMEs for bank loans in detail is an important contribution to the literature. The purpose of this study is to investigate the demand of SMEs for bank loans in Turkey. The article is structured as follows: Section 2 depicts how the data was collected. Section 3 gives the empirical results and section 4 concludes.

Data

A telephone survey was applied to collect the dataset of the study in 2015. The sample of SMEs are composed of Turkish firms that exist in the cities where the highest number of SMEs exist. 645 SMEs that employ from 10 to 250 people make up our sample. The questionnaire is applied to the executives of firms in the sample. Table 1 presents the sample demographics for the SMEs.

Sample demographics show that approximately 70% of the are older than 10 years old. Furthermore, the majority of the sample firms are small enterprises that employ 10-50 employees.

Table 1. Sample demographics for SMEs

| | N=645 | % |
|---|-------|-------|
| <i>Age</i> | | |
| 1-5 | 46 | 7.13 |
| 6-10 | 152 | 23.57 |
| 11-20 | 242 | 37.52 |
| >20 | 205 | 31.78 |
| <i>Number of Employees</i> | | |
| 10-50 | 571 | 88.53 |
| 50-250 | 74 | 11.47 |
| <i>Industry</i> | | |
| Food products | 101 | 15.66 |
| Textile and apparel | 110 | 17.05 |
| Fabricated metal products manufacturing | 89 | 13.80 |
| Hotel and restaurant | 127 | 19.69 |
| Wholesale and retail trade | 135 | 20.93 |
| Construction | 83 | 12.87 |

Empirical results

The answers of the dichotomous questions asked to the respondents are summarized in Table 2.

Table 2. Summary of the responses of dichotomous questions

| | N=645 | % |
|--|-------|-------|
| Did your firm make a bank loan application in the last three years? | | |
| Yes. | 267 | 41.40 |
| No. | 378 | 58.60 |
| Did your firm make a bank loan application in the last year? | | |
| Yes. | 205 | 31.78 |
| No. | 450 | 69.77 |
| Would a decrease in interest rates increase your firm's demand for bank financing? | | |
| Yes. | 397 | 61.55 |
| No. | 248 | 38.45 |
| Would a decrease in collateral requirements increase your firm's demand for bank financing? | | |
| Yes. | 388 | 60.16 |
| No. | 257 | 39.84 |
| Would a decrease in interest rates increase your firm's demand for bank financing? (For SMEs that did not make a bank loan application in the last three years) | | |
| Yes. | 163 | 43.12 |
| No. | 215 | 56.88 |
| Would a decrease in collateral requirements increase your firm's demand for bank financing? (For SMEs that did not make a bank loan application in the last three years) | | |
| Yes. | 157 | 41.53 |
| No. | 221 | 58.47 |
| Did your firm prefer not to apply for bank financing in the last three years because you think that the bank would reject your application? (For SMEs that did not make a bank loan application in the last three years) | | |
| Yes. | 12 | 3.17 |
| No. | 366 | 96.83 |

When we asked the respondents whether they made a bank loan application in the last three years, 41% of them told that they made a loan application. 59% of them said that they have not applied for a loan. When they were asked whether they made a loan application in the last year, 31% of them responded positively. We see that the majority of the firms did not make a loan application in the last year. 62% of the participants stated that a decrease in interest rates would increase their firm's demand for bank financing. 60% of them declared that a decrease in collateral requirements would increase their demand for bank loans. The findings signal that firms do not demand bank loans not only because of high interest rates and collateral requirements have similar effects on the demand of bank financing.

When we analyze the answers of the managers who are employed by firms that did not apply for bank loans in the last three years, we find that the majority of the firms would not have a higher demand for bank financing with a decrease in interest rates. Moreover, lower collateral requirements would not increase the demand for bank loans for majority of the firms. These results show that firms the reason of low demand for bank loans are not only high interest rates and high collateral requirements.

When we ask the managers whether their firms prefer not to apply for bank financing in the last three years because they think that the bank would reject their application, 93% of them responded negatively. This result shows that SMEs that did not prefer to make bank loan applications are not discouraged borrowers.

A number of studies in the literature argue that larger firms have better access to bank loans (e.g. Gatchev, Pulvino and Tarhan, 2010; Opler, Pinkowitz, Stulz and Williamson, 1999). That's why, the preference of firms to apply for bank loans may differ with firm size. We examine whether the responses given to our questions differ with firm size with t test. The group statistics that include the means, standard deviations and medians of firm size is presented in Table 3.

Table 3. Group statistics for firm size

| Did your firm make a bank loan application in the last three years? | | | |
|--|--------------------|-------|--------------------|
| Yes. | | No. | |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 34.73 | 48.35 | 23.89 | 30.82 |
| Did your firm make a bank loan application in the last year? | | | |
| Yes. | | No. | |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 37.78 | 52.14 | 24.05 | 30.87 |
| Would a decrease in interest rates increase your firm's demand for bank financing? | | | |
| Yes. | | No. | |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 32.85 | 46.63 | 22.05 | 25.97 |
| Would a decrease in collateral requirements increase your firm's demand for bank financing? | | | |
| Yes. | | No. | |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 32.07 | 44.98 | 24.06 | 32.03 |

The results show that larger firms preferred to apply for bank loans in the last three years and in the last year. Firms whose demand for banks loans would increase with lower interest rates and lower collateral requirements are also larger firms. Table 4 presents the results of the t tests.

Table-4. T tests for equality of group means

| | T value | Sig. Level |
|---|---------|------------|
| Did your firm make a bank loan application in the last three years? (Yes, No) | 3.470 | 0.001 |
| Did your firm make a bank loan application in the last year? (Yes, No) | 4.166 | 0.000 |
| Would a decrease in interest rates increase your firm's demand for bank financing? (Yes, No) | 3.185 | 0.002 |
| Would a decrease in collateral requirements increase your firm's demand for bank financing? (Yes, No) | 2.369 | 0.018 |

The t tests show that at 0.01 level of significance, older firms made a bank loan application in the last three years and in the last year, and a decrease in interest rates and collateral requirements would increase the demand for bank loans for older firms.

Conclusion

This paper focuses on evaluating the demand of Turkish SMEs for bank loans. The analysis is confined to a sample of 645 SMEs. The results show that the majority of the SMEs did not make a bank loan application in the last three years and in the last year. However, managers of more than half of sample firms declared that their demand for bank loans would increase with lower interest rates and collateral requirements. SMEs that did not apply for bank financing in the last three years have a lower tendency to demand bank financing when there is a decrease in interest rates and collateral requirements than firms that applied for bank financing in the last three years. This result shows that high interest rates and collateral requirements is not the only reason for low demand of SMEs for bank financing.

Only a very small percentage of the respondents stated that their firms did not make a bank loan application in the last three years because they think that they will be rejected. The same result is found for firms. Therefore, we can say that discouragement is not the reason for not applying for a bank loan. We also find that the tendency of firms to apply for bank financing in the last three years and in the last year do not change with age. On the other hand, small hotel and restaurant businesses that would have a higher demand for bank loans if there was a reduction in interest rates and collateral requirements were younger firms.

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FINANCING PRACTICES OF HOSPITALITY SMES: A STUDY ON AN EMERGING MARKET

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Abstract: *SMEs have a critical role in job creation and growth in both the developed and developing countries. These firms depend on bank loans for their survival and growth. Access to bank financing very is important for SMEs because they do not generate sufficient cash flows to finance their investments and they do not have access to the equity markets. However, due to the information asymmetry between the banks and the firms, SMEs face an important challenge in accessing bank loans. There are certain studies in the literature that argue that banks do not prefer to provide financing to hospitality SMEs because these firms are risky due to their sensitivity to economic developments and seasonality. In a context where the literature suggests that hospitality SMEs face challenges in their access to bank loans, analyzing how hospitality SMEs finance themselves is a good contribution to the literature. The purpose of this study is to investigate the financing practices of small hospitality businesses in Turkey.*

Keywords: *Hospitality SMEs, Bank loans, financial constraints, hospitality industry*

Introduction

Although bank loans are the primary source of financing for small businesses, these firms encounter difficulties in their access to bank loans. There are studies that argue that banks do not prefer to provide bank loans to small hospitality businesses because they are risky because of the heightened sensitivity of their financial performance to seasonality and economic situation (Elgonemy, 2002; Tsai et al., 2011). Lu and Chiang (2003) state that small hospitality businesses lose their chance of growth because of their inability to have access to bank loans. Sanjeev et al. (2012) suggests that because small hospitality firms have negative working capital as a result of long credit periods, interest rates that they pay for bank loans are high.

In a context where existing studies argue that small hospitality businesses encounter constraints in their access to bank loans, analyzing how small hospitality firms finance themselves is a good contribution to the literature. The purpose of this study is to analyze the financing practices of small hospitality businesses in Turkey. The article is structured as follows: Section 2 presents how we collected the data and section 3 shows the empirical results. Finally, section 4 concludes.

Data

The analysis uses the responses given in a countrywide telephone survey that is applied to the managers of small hotel and restaurant businesses in Turkey in 2015. The survey includes questions about the financing practices of the hospitality businesses. Our sample size is 126 and convenience sampling is used to form the sample. 10-20 people are employed by the firms. Sample demographics of the firms is given in Table 1.

Table 1. Sample demographics for small hotel and restaurant businesses

| | N=126 | % |
|-------------------------------------|-------|--------|
| <i>Age</i> | | |
| 1-10 | 60 | 47.62 |
| 11-24 | 49 | 38.89 |
| 25-40 | 13 | 10.32 |
| >40 | 5 | 3.97 |
| <i>Number of Employees</i> | | |
| 10-15 | 88 | 69.84 |
| 15-20 | 38 | 30.16 |
| <i>Number of Owners</i> | | |
| One owner | 77 | 61.11 |
| Two owners | 34 | 26.98 |
| Three or more owners | 16 | 12.70 |
| <i>Owner Management</i> | | |
| Owner-managed | 108 | 85.71 |
| Not owner-managed | 18 | 14.29 |
| <i>Foreign Ownership</i> | | |
| Has a foreign shareholder | 0 | 0.00 |
| Does not have a foreign shareholder | 126 | 100.00 |

Empirical results

Table 2 presents the summary of the answers given to the dichotomous questions asked in the survey.

Table 2. Summary Answers of the Dichotomous Questions

| | N=126 | % |
|---|-------|------|
| <i>Do you need bank loans?</i> | | |
| Yes. | 25 | 0.20 |
| No. | 101 | 0.80 |
| <i>Did you receive your highest amount of credit from a domestically-owned or a foreign-owned bank?</i> | | |
| Domestically-owned | 65 | 0.52 |
| Foreign-owned | 61 | 0.48 |
| <i>Did you receive your highest amount of credit from a small-scale or a large-scale bank?</i> | | |
| Small-scale | 10 | 0.08 |
| Large-scale | 116 | 0.92 |

When we asked the managers whether their firms need bank loans, 80% of them say that they do not need bank loans. Among the managers, 52% of them tell that the bank that they receive their largest amount of loan is a foreign-owned bank. Moreover, 92% of them say that the main bank that they are in a credit relationship with is a large-scale bank.

Summary statistics for the responses given to the other questions in the survey are presented in Table 3.

Table 3. Summary statistics for the responses

| | Mean | Standard Deviation | Median |
|---|-------|--------------------|--------|
| <i>What is the share of each of the following sources in total financing of your firm?</i> | | | |
| Retained earnings | 11.91 | 15.76 | 0.00 |
| Investments by the owner | 52.38 | 36.22 | 42.00 |
| Bank loans | 10.02 | 16.53 | 0.00 |
| Loans from acquaintances | 1.98 | 6.58 | 0.00 |
| Trade credit | 7.99 | 10.45 | 0.00 |
| Leasing | 0.35 | 1.70 | 0.00 |
| Sale of stock to new shareholders | 1.28 | 4.18 | 0.00 |
| Private equity funds | 1.99 | 5.35 | 0.00 |
| Angel investors | 0.12 | 0.99 | 0.00 |
| Venture capital | 6.71 | 12.37 | 0.00 |
| Other sources | 0.47 | 5.32 | 0.00 |
| <i>What is the number of banks that you are in a credit relationship with?</i> | 2.53 | 1.70 | 2.00 |
| <i>For how many years are you in a relationship with the bank that you receive the highest amount of credit?</i> | 8.09 | 6.23 | 7.00 |
| <i>Short term bank loans are used by our firm. (never, rarely, frequently, always, On scale from 1 [never] to 5 [always])</i> | 1.97 | 1.16 | 2.00 |
| <i>Long term bank loans are used by our firm. (never, rarely, frequently, always, On scale from 1 [never] to 5 [always])</i> | 2.66 | 1.50 | 3.00 |

We see that investments by owners make up 53.38% of total financing sources of the small hotel and restaurant businesses. Retained earnings and bank loans are the other important sources of funds. 11.91% of total financing of the firms come from retained earnings. Moreover, 10.02% of funds come from bank loans. Trade credits make up approximately 8% of total financing of the small hotel and restaurant businesses.

Businesses in the sample are in a credit relationship with 2.53 banks on average. Furthermore, they have been in a credit relationship with their leading bank for 8.09 years. The mean of the responses to the likert scale question that has a scale from 1 (never) to 5 (always) and states “Our firm uses short term bank loans” has a mean of 1.97. When the same scale is used for the statement “Our firm uses long term bank loans”, the mean of the answers is 2.66. The results show that small hotel and restaurant businesses tend to use long term bank loans more than short term bank loans.

Conclusion

This paper analyzes the financing practices of small hotel and restaurant businesses in Turkey. The sample comprised of 126 businesses. The results show that 80% of the businesses do not need bank loans. Approximately half of the managers stated that the main bank that they are in a credit relationship is a foreign-owned bank. Moreover, more than 90% of the businesses are in a credit relationship with large scale banks.



The results show that approximately more than half of the total funds provided to small hotel and restaurant businesses come from investments by the owners. Retained earnings make up 12% of total funds provided. The share of bank loans in total funds is 10%. Small hotel and restaurant business have a higher tendency to apply for long bank loans than for short term bank loans.

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DUD (RETURNED) CHECK

Nazmi Ocak

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Abstract: Article 63 of the Law No. 6728 entered into force on 09.08.2016 and Article 5 of the Czech Law No. 5941 have been amended. In Article 5 of the Czech Law; The penalty for opening a check account and issuing checks is regulated. The principle of economic punishment has been introduced, and if the fine is not paid, it is aimed to prevent the deterioration of the market by means of check. According to the date of the written date of the submission within the legal period of presentation, the person about the check that the her unrequited process, the person who caused the complaint, on the complaint of the bearer, for every check, up to thousand five hundred days shall be judged a judicial fine. However, the judicial fine to be imposed; the unpaid amount of the checks shall not be less than the sum of the interest to be calculated over the default interest rate in the commercial affairs and the total of the follow-up and trial expenses in accordance with the Law no. The court also prohibits the issuance of checks and opening of check accounts; In the event of a ban, the issuance of checks and checks accounts shall continue. During the trial, it is decided by the court that it is a prohibition on issuing checks and opening of check accounts as a protection measure. The prohibition of issuing a check and checking account shall be applied to the real or legal person holding the check account, the checks and checks on behalf of this legal entity, and the company authorities who are registered with the governing body and the trade registry in the case of being issued on behalf of a capital company. In case the maturity of the check does not occur in the check, the person who represents the legal entity shall be held responsible for the date of the unrequited transaction when the representative of the legal person who signed the check in the dated-postdate checks is changed.

Unlike the previous regulations, the crime of non-performing checks was removed from the public trial and it was ensured to be seen in the enforcement criminal courts instead of the public prosecutor. The complainant is obliged to follow up the case in court because it is regulated as a criminal offense. Contrary to the rule of the defendant in the criminal proceedings, the case cannot be terminated. The duration of the complaint shall be subject to the provisions of the Law on Execution and Bankruptcy in accordance with the Law No. m.5/1 of the Check Law and shall be reduced by one year from the date on which the offense was committed.

Provisions for prepayment, reconciliation and postponement of the announcement of the provision shall not be applied in the proceedings due to the non-refundable checks.

The person may ask for the abolition of the ban on issuing and issuing a check account for a period of three years from the date on which the convicted prisoner has been fully executed and, in any case, after ten years from the date on which the ban has been imposed. When the decision to abolish the prohibition on issuing a check and opening of a check account is finalized, it will be announced and announced in accordance with the procedures in Article 8 of Article 5 of the Risk Center through the MERSİS.



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BANKRUPT'S CERTIFICATE

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Abstract: Law No. 7101, published on 15.03.2018, Law No. 285-309 of the Execution and Bankruptcy Law. The concordat between the articles has led to a new application. In the justification of the law, amac the institution of postponement of bankruptcy has not been able to achieve the purpose of realization of the purpose. In the postponement of bankruptcy, the fact that the creditors cannot have a say in any way, the process is carried out between the debtor and the court, and when the judicial problems are evaluated together, this institution is completely repealed and instead of the creditors and the debtor's agreements after a negotiation, its use has been seen as a need in terms of commercial and social life bir. With this Law, the institution of postponement of bankruptcy was completely abolished and instead it was aimed to make the concordat system easier to operate. Non-traders may also request concordat and the courts of first instance trade shall be appointed instead of enforcement courts. Articles 377 and 634 of the TCC have been revised and the right to demand concordat has been introduced. A new application was introduced in the form of a provisional deadline, which allowed the court to take the measures it deemed appropriate. In order to make the regulation functional, a creditors board has been formed. The effect of the contract on contracts shall be regulated and the provisions on whether the debtor's request for concordat in the contracts shall constitute a violation of the contract, shall be considered as a just cause of termination or make the debt due. In addition, the debtor can terminate the debt relations, to which he is a party, after receiving the approval of the court and the appropriate opinion of the commissioner. A different creditor and receivable ratio has been introduced for the approval of the concordato project. For the approval of the concordato project; The creditors must have been accepted by a majority of 1/2 of the creditors and half of the receivable, or one-fourth of the creditors that have been registered and more than two-thirds of the receivables. A definite duration requirement shall be met, concluding a 5-month provisional period, a definite deadline of 1.5 years, concordance with a concluding six (6) months to conclude the concordat within a total of 2 years and 5 months. Judicial decisions and the doctrine will lead to the implementation of the new regulation.

THE IMPACT OF EXCHANGE RATE FLUCTUATIONS ON INFLATION RATES IN ALGERIA

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Abstract: Exchange rate fluctuations are one of the factors influencing the competitiveness of the economy and hence the factors governing inflationary processes and real growth. It is clear that the exchange rate links the local economy to the global economy. Studies and analysis of the real and monetary factors with exchange rate trends have a great importance in macroeconomic analysis.

The objective of this paper is to study and assess the impact of exchange rate fluctuations (TCR) on inflation rates (INF) in the Algerian economy. The study based on the annual time series, which lasted 27 years from 1990 to 2017, Which were obtained from the World Bank and International Monetary Fund.

In order to achieve the objective, the measurement tools used to test the cointegration using the Engle-Granger (1987) method of two steps and Johansen method, then we determine the causal relationship using the causality methodology of Granger.

The study concludes that there is no long-term equilibrium relationship between exchange rate and inflation according to the Engel-Granger test. There is no causal relationship between the two variables in the short term according to the test of the causal relationship of Granger.

Keywords: Exchange Rate - Inflation - cointegration Test - Granger's Causal Test.

JEL: C92, C99, E31, F31

Introduction

The problem of balance and imbalance of economy is the crucial element of economic theory. Regardless the difference of economic schools and their views, all of their studies always focused on how to reach the macroeconomic balance.

In order to fight inflation monetary authorities, do: reduce the value of the local currency to improve the competitiveness of exports, and reduce the money supply of local currency, and restrict domestic demand by raising exchange rate. This policy called: "correction policy on the basis of the exchange rate"; it does this function using the exchange rate as a nominal link between domestic and international prices, i.e Linking local currency with a stable foreign currency.

According to above, the following problems can be raised:

Is there a long-term balance between exchange rate fluctuations and inflation in the Algerian economy?

To answer this question, we will check the hypothesis said: exchange rate and inflation have a long-term balance in the Algerian economy.

The objective of this study is to find out the effect of exchange rate fluctuations on inflation rates in Algeria during the period 1990 to 2017. This is done through the theoretical proposition of the relationship between the two variables, then we test the balance between them using econometric tools, which is cointegration.

The theoretical framework of the relationship between the exchange rate and inflation

The exchange rate has a direct impact on inflation, as the instrument that links the national economy to the international economy, that through the commodity market (goods exported and imported into international trade), the asset market (financial and non-financial assets) and production factor (labor market).

Exchange rate movements effect on demand and supply, which affects inflation. The decline of exchange rate affects demand on the one hand, through reducing export prices and rising import prices, which lead to increase exports leading to increased aggregate demand and higher output. In the other hand on supply side, the lower exchange rate leads to an increase in the prices of imported inputs that make inflation rate to rise, even if aggregate demand remains constant. Here, we clearly see the effect of imported inflation on domestic inflationⁱ.

Economically, the relationship between inflation and purchasing power of the currency is inverse relationship. In other words, the high rate of inflation will inevitably lead to a decrease in the purchasing power of the currency, i.e the devaluation of the national currency against other currencies, thereby affecting the exchange rate, that means more units of National currency exchanged in one unit of a foreign currency, which is usually accompanied by a higher interest rate. On the other hand, a country with a steady low inflation rate knows an increasing value of their currency, as its purchasing power increases compared to other currenciesⁱⁱ.

On the other hand, high inflation leads to reduction value of the national currency, thus reduction of exchange rate of the national currency against other foreign currencies, and the negative effects of guest foreign investments due to instability of the value of the local currency and their exchange rate, so that the impact of inflation on the exchange rate mainly transfer through balance of trade, so each rise in the inflation rate will reduce the competitiveness of national goods and services, which lead to reduce external demand for domestic goods and and services and rise the domestic demand for foreign goods. In order to avoid a deficiency in balance of trade, the level of the currency exchange rate should decreaseⁱⁱⁱ.

Literature Review

Study (Yude Wang2013)^{iv}: This study aimed to show the effect of exchange rate changes on the inflation rate in China for the period (2005-2013). This study was done using the VAR model, choosing the nominal effective exchange rate index and the CPI from July 2005 to June 2013 as the sample period.

The results showed that exchange rate has effects on inflation rates, and there is inverse relationship between effective nominal exchange rate and consumer price index. The appreciation of the renminbi currency has the ability to curb inflation in China, but their effects are limited.

Study (Wellington Madesha, Clainos Chidoko and James Zivanomoyo 2007)^v: This study aimed to investigate the relationship between the exchange rate and the inflation rate in Zimbabwe during the period 1980-2007. This study was conducted using the Granger Causality test.

Its results revealed a long-term relationship between exchange rate and inflation, on the other hand it found causality between the two variables, that means the exchange rate and inflation cause each other.

study (Audu, Nathan Pelesai Ph.D. & Amaegberi, Michael 2013)^{vi}: This study was designed to demonstrate the effect of the interest rate and exchange rate on inflation in Nigeria for the period from 1970 to 2012. This study was conducted using the Johanson and Juselius method to test the cointegration between the two variables, and to determine the direction of the causal relationship in short and long terms between variables they used ECM error correction model.

The results showed that both interest rate and exchange rate in Nigeria are good explanatory variables to explain inflation changes in Nigerian economy, the study also showed a cointegration between interest rate, exchange rate and inflation rate, and there is a causal relationship from exchange rate to inflation in the short and long terms. The study indicates that there is a positive effect of interest rate on inflation while exchange rate affects inflation negatively.

Study (Darabi and Haidar Abbas 2016)^{vii}: This study seeks to demonstrate the effect of exchange rate on the inflation rate while 1970-2014 period. This study was done using the two-steps Engle-Granger method and Johanson and Juselius method to test the cointegration between variables, and to determine the direction of causal relationship in the short and long terms between Variables used VECM error correction model.

The results showed a balanced relationship between exchange rate and inflation, also it showed a cointegration between the exchange rate and the inflation rate, and there is causal relationship that is from exchange rate toward the inflation rate in both short and long terms.

Study of (Ahmed Hussein Elhiti and Khaled Hamadi Mashhadani 2008)^{viii}: This study aimed to analyze the impact of exchange rate fluctuations on inflation rates, and clarifying the nature of this relationship as a result of the using different policies of exchange rates between countries (Jordan and Turkey), this study was performed using multiple linear regression and Ordinary least squares (O.L.S) method.

The results showed a significance impact of the exchange rate on inflation rates in Jordan, and there is inverse relationship between the exchange rate and inflation rate, this means that improvements of exchange rate values of the Jordanian dinar against the US dollar have contributed to the reduction of high inflation rates, this due to the use of fixed exchange rate policy.

The results also showed there is an impact of the exchange rate on inflation rates in Turkey, and there is positive relationship between the exchange rate and inflation, this is due to the use of flexible exchange rate policy, which were represented in relative Overvaluation due to tight domestic savings and the weakness of monetary investment, which prompted turkey to an expansion of monetary release, which contributed to increasing inflation rates.

The situation of this Study from previous studies



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There is a similarity between previous studies and our study, where all studied the impact of exchange rate fluctuations on inflation rates, however, our study was based on a simple linear model using the Engel-Granger method and the Johansen method, while some of other studies were based on multiple linear model using the Engel-Granger method and the Johansen method, and others relied on the dynamic models of data panel, and it was done using the method of Generalized method of moments.

In terms of the results obtained, all previous studies proved that there is a balance between the exchange rate and inflation rates in both short and long terms, unlike our study it showed there in no equilibrium relationship between the exchange rate and inflation rates in the short and long term, and there is no causality between them.

Economic analysis of the variables of the study

Economic analysis of the exchange rate series (TCR)

After oil prices shock of 1986, Algerian economy known a serious deterioration, as the hydrocarbons revenue was and still to represent the largest share in national income which result a sharp deficit in state budget and balance of payments, what Required a whole reconsideration of economic policie, especially exchange policy, than Algerian economy entered the era of structural reforms moving gradually from central planned economy to an economy governed by supply and demand laws, i.e free market mechanisms^{ix}. where a set of procedures based on elasticities was implemented. after the issuance of the Money and Loan law of 1990, and with the initiation of arrangements and agreements with monetary and international institutions, the Algerian dinar knows a significant reduction of value scored a 40.17% drop in April 1994, in order to reduce the difference between official exchange rates and exchange rates in the parallel market, as an adoption of flexible exchange rate reduction model^x.

exchange rate improved after the second half of 1995 until 1998, this explains the stability of nominal exchange rate in the interbank market, in addition, the inflation rate has'not yet reached the average of trading partners countries, under the structural adjustment program, algeria was able to find a harmony between monetary policy and exchange rate policy, that's what gave considerable results in the area of stability in macroeconomic level^{xi}.

After the oil price shock in 1998, the exchange rate of the Algerian dinar declined in nominal terms, in 1999, the exchange reserves rose due to higher oil prices, this had an immediate impact on the balance of the exchange market, where we recorded high offer of hard currencies during the period (2000 - 2002), this offer was faced with a parallel rise in demand for hard currencies (import of goods and services)^{xii}, in January 2003 the algerian central bank reduced the value of algerian dinar in the range of 2% and 5%, this measure intended to limit the rising of cash market in the parallel market, in 2005, the Algerian dinar exchange rate reached about 73.28, and it has reached in 2017 the rate 111.0 dinar for one dollar. it is severe and continuous decline, especially in the parallel market. The fact that matter here is purchasing power of Algerian dinar became very weak ^{xiii},

Economic analysis of inflation series (INF)

Inflation before price liberalization characterized as a suppressed inflation, because the prices were determined administratively making them know a kind of stability as a result of the State's subsidy policy for a wide range of goods, inflation rates rose in 1986 as a result of the oil shock, which reached 9.3% in 1989 as a result of the beginning of prices liberalization, through the issuance of Law 89-12. in 1992,



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inflation rates in Algeria has known an unprecedented rise, where it reached 31.86% (it was 17.87% in 1990), this is due to the authorities' support for economic activity through an expansionary fiscal policy, resulting a budget deficit, inflation was also increases in 1994, due to the beginning of the economic reform program with the International Monetary Institutions, then it moved from 29.04% in 1994 to 29.78% in 1995, this is logically rise, as a result of further liberalization of prices and removal of subsidies on food commodities which represents the biggest share in the consumer price index, the devaluation of the Algerian dinar in April 1994 led to a 40.17% increase in inflation^{xiv}.

Economic reform program had positive effects on inflation in the medium and long term, where inflation rates began to decline steadily from 1995 to 2000, reaching 0.3% in 2000, where most prices have become free, and cancelling of public subsidies for consumer goods and energy except a few of them^{xv}.

After the year 2000, inflation started to rise, the maximum rate reached in 2012 by 8.89% compared to 5.7% in 2009. this rise due to the rise of imported goods prices, especially agricultural ones in one hand, on the other hand, and locally, it caused from the strong increase in the food products prices especially industrial food products^{xvi}.

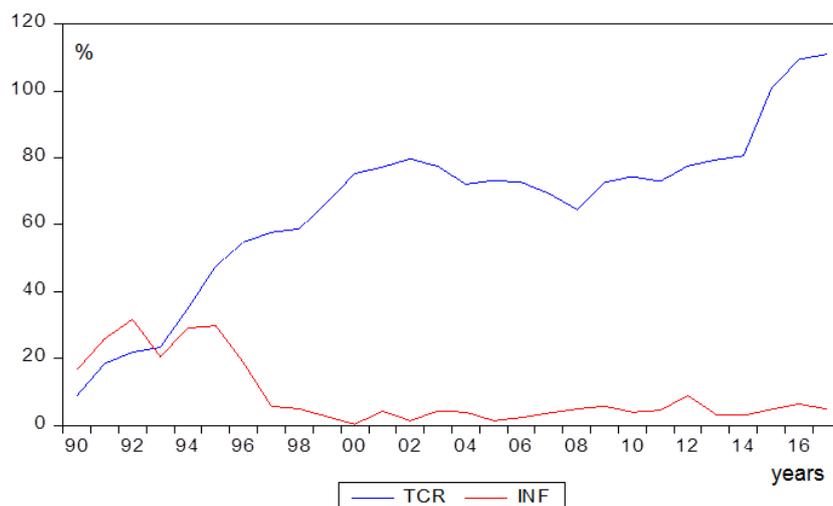
Econometric Analysis

Here we will analyze and interprets the relationship between exchange rate and inflation rate through the results obtained in the econometric study of this relationship:

Results of statistical analysis

Before testing the stability of the INF and TCR series, we can draw them using Eviews 09, it is shown below:

Figure 1. Graphic representation of the two series



Source: prepared by the researchers based on Eviews 09 outputs.

The figure 1 above shows that the TCR series have a general trend, where we notice that there is a fluctuating tendency to increase of (TCR) and this tendency is linked to time, this is reflected in the changing values of the exchange rate series where it was confined between two limits; the lowest value

of 8.95% registered in 1990 and the highest value of 111.00% registered in 2017, with an average of 65.46% and a standard deviation of 72.64.

We also note that there is a volatile trend to decrease in the movement of (INF) and this trend is linked to time, this is demonstrated by changing values of the inflation chain where it was confined between the lowest value of 0.339% registered in 2000 and the highest value of 31,669% recorded in 1992, with an average of 9.18% and standard deviation of 4.79.

Stability test results

The stability test aims to examine the characteristics of the time series for inflation (INF) and the official exchange rate (TCR), and to verify the extent of their trend stationarity. through unit root tests, despite there is many tests of unit root, however, we will use Augmented Dickey–Fuller test (ADF), where we will rely on Schwarz standard and Philips Peron test (PP) with Default criterion, this is in order to assess the null hypothesis which said: there is a unit root.^{xvii}

In time series stability test ADF depends on three models to determine the appropriate model^{xviii}:

$$\text{mod}(6): \quad \Delta Y_t = \bar{C}_2 + \bar{b}t + \bar{\phi} \cdot Y_{t-1} + \sum_{j=2}^P \bar{\phi}_j \cdot \Delta Y_{t-j+1} + \bar{\varepsilon}_t (\bar{\phi} = \bar{\phi} - 1) \cdot \tilde{A}_m(1)$$

$$\text{mod}(5): \quad \Delta Y_t = \bar{C}_1 + \bar{\phi} \cdot Y_{t-1} + \sum_{j=2}^P \bar{\phi}_j \cdot \Delta Y_{t-j+1} + \bar{\varepsilon}_t (\bar{\phi} = \bar{\phi} - 1) \cdot \tilde{A}_m(1)$$

$$\text{mod}(4): \quad \Delta Y_t = \bar{\phi} \cdot Y_{t-1} + \sum_{j=2}^P \bar{\phi}_j \cdot \Delta Y_{t-j+1} + \bar{\varepsilon}_t (\bar{\phi} = \bar{\phi} - 1) \cdot \tilde{A}_m(1)$$

Table 1. Test for unit root in level

| ADF | | | | | | | | | |
|----------|-------------|-------------|----------------|---------------------|-------------|----------------|-------------|-------------|----------------|
| Variable | Intercept | | | Trend and intercept | | | Non | | |
| | coefficient | t-statistic | Decision | coefficient | t-statistic | Decision | Coefficient | t-statistic | Decision |
| INF | -3.699871 | -1.475426 | Non stationery | -4.339330 | -1.809386 | Non stationery | -2.653401 | -1.379370 | Non stationery |
| | -2.976263 | | | -3.587527 | | | -1.953858 | | |
| | -2.627420 | | | -3.229230 | | | -1.609571 | | |
| TCR | -3.699871 | -1.457582 | Non stationery | -4.467895 | -2.667825 | Non stationery | 2.653401- | 2.487619 | Non stationery |
| | -2.976263 | | | -3.644963 | | | 1.953858- | | |
| | -2.627420 | | | -3.261452 | | | 1.609571- | | |
| PP | | | | | | | | | |
| Variable | coefficient | t-statistic | Decision | coefficient | t-statistic | Decision | Coefficient | t-statistic | Decision |
| INF | -3.699871 | -1.464459 | Non stationery | -4.339330 | -1.906744 | Non stationery | -2.653401 | -1.362336 | Non stationery |
| | -2.976263 | | | -3.587527 | | | -1.953858 | | |
| | -2.627420 | | | -3.229230 | | | -1.609571 | | |
| TCR | -3.699871 | -1.435296 | Non stationery | -4.339330 | -1.885244 | Non stationery | -2.653401 | 1.944949 | Non stationery |
| | -2.976263 | | | -3.587527 | | | -1.953858 | | |
| | -2.627420 | | | -3.229230 | | | -1.609571 | | |

Source: prepared by the researchers based on Eviews 09 outputs.

The table 1 above shows the statistical results obtained from the application of ADF and PP tests at level, where they describe that the two series are unstable, and they contain unit root, given that the

calculated values are less than critical values of Mackinnon, so we convert two series to first class differences from then conduct the same tests.

Table 2. Test for unit root at first differences

| ADF | | | | | | | | | |
|----------|------------------|-------------|---------------------|---------------------|-------------|----------------------|-------------|-------------|---------------------|
| Variable | Intercept | | | Trend and intercept | | | Non | | |
| | Coefficient t | t-statistic | Decision | coefficient | t-statistic | Decision | Coefficient | t-statistic | Decision |
| INF | -3.711457 | -5.294933 | Stationery At %1 | -4.356068 | 5.314831- | Stationery At %1 | 2.656915- | 5.284772- | Stationery At %1 |
| | -2.981038 | | | -3.595026 | | | 1.954414- | | |
| | -2.629906 | | | -3.233456 | | | 1.609329- | | |
| TCR | -3.711457 | -3.638705 | Stationery At %5 | 4.356068 | 3.562267- | Stationery At %10 | 2.656915- | 2.045307- | Stationery At %1 |
| | -2.981038 | | | 3.595026- | | | 1.954414- | | |
| | -2.629906 | | | 3.233456- | | | 1.609329- | | |
| PP | | | | | | | | | |
| Variable | Coefficien t | t-statistic | Decision | coefficient | t-statistic | Decision | Coefficient | t-statistic | Decision |
| INF | -3.711457 | -5.400690 | Stationery At %1 | 4.356068- | 5.831387- | Stationery At %1 | 2.656915- | 5.348639- | Stationery At %1 |
| | -2.981038 | | | 3.595026- | | | 1.954414- | | |
| | -2.629906 | | | 3.233456- | | | 1.609329- | | |
| TCR | -3.711457 | -3.615787 | Stationery At %5 | 4.356068- | 3.537689- | Stationery At %10 | 2.656915- | 3.006679- | Stationery At %1 |
| | -2.981038 | | | 3.595026- | | | 1.954414- | | |
| | -2.629906 | | | 3.233456- | | | 1.609329- | | |

Source: prepared by the researchers based on Eviews 09 outputs.

Table 2 above shows the statistical results obtained by applying the two previous tests at first-degree differences, where it turned out that the two transformed series are stable, due to the calculated values are far more than the critical values of Mackinnon, i.e (TCR) and (INF) are first-class integrated, these results are consistent with the econometric theory that assumes that most macroeconomic variables is not static at level but becomes static at the first difference.

Results of cointegration test

Cointegration is defined as a combination of two or more series so that fluctuations occurring in one lead to the cancellation th fluctuations occurring in other series, in a way that the ratio between their values is constant over time, this may mean that time series data may be unstable if taken separately, but they are stable as a group, such a long-term relationship between a set of variables are useful in predicting the values of dependent variable in depending on a set of independent variables^{xix}.

The co-integration theory is based on the analysis of non-static time series, where both Engel and Granger indicate the possibility of generating a stationary linear mix from time series are not static, if this static linear mix can be generated, these non stationary time series in this case are integrated at the same level, thus, we can use the level of the variables in regression, and in this case regression is not spurious^{xx}. And described as long-term equilibrium relationship is, then the linear mix of the study model is as follows^{xxi}:

$$\widehat{INF}_t = \hat{\alpha} + \hat{\beta}TCR_t + \varepsilon_t$$

$$\varepsilon_{t1} = INF_t - \widehat{INF}_t$$

This formula shows the impact of the exchange rate on inflation, if this is a linear mix is integrated zero-class I (0); then the time series is stable, thus, we can say that the INF and TCR are achieve common integrated.

The results of the integration analysis with Engel-Granger method

This method requires two-steps: the first step is to estimate the relationship using ordinary least squares (OLS), where we get the regression equation of cointegration, then we get the estimated regression residuals, this is the linear mix generated from the long-term equilibrium relationship. The second step is to test the stationarity of the residual series obtained from the first step.

If residual series is stable at level, we conclude that model variables are integrated at same level, even they are non-static time series, and the relationship estimated in the first step is a true relationship and is not misleading. but if the residual series was unstable at level, then there is no long-term equilibrium relationship between the two variables, and then the previous relationship is misleading^{xxii}.

Results of the equation estimation of the combined integration

By applying the OLS method and the regression between the exchange rate and inflation rate, we obtained the following estimated relationship:

$$INF_t = \alpha_0 + \alpha_1 TCR_t + \varepsilon_t$$

$$INF = 27.8536 - 0.2851 * TCR$$

$$(8.046) \quad (-5.767)$$

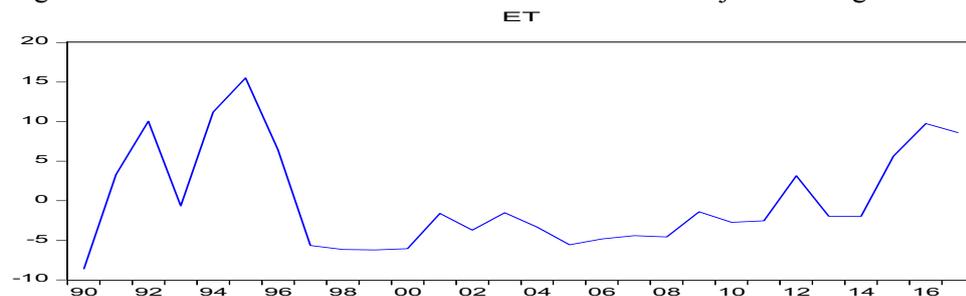
$$R^2 = 56 \quad DW = 0.796 \quad F = 33.267$$

It is clear from the estimated model that its parameters correspond to the economic theory (Vanger's law), we have to mention that the model has the problem of self-correlation in residual series, which may explain the existence of Spurious regression, after conducting a regression relationship between INF and TCR using the level we conducted unit root test on the residuals of this regression.

Results of stability study of residual series

At this stage we have examined estimated equation residuals and make sure it is stable, then we made ADF and PP tests in order to confirm the results obtained.

Figure 2. Examination of the results of the joint integration equation residuals:



Source: prepared by the researchers based on Eviews 09 outputs.

The figure 2 shows that the residuals series of regression of cointegration is unstable, this because it does not fluctuate around a fixed arithmetic mean and a variance not linked to time, thus ADF and PP tests will be conducted to confirm the results.

Table 3. Test results ADF and PP

| ADF | | | | | | | | | |
|----------|-------------------------------------|-------------|-------------------|-------------------------------------|-------------|-------------------|-------------------------------------|-------------|---------------------|
| Variable | Intercept | | | Trend and intercept | | | Non | | |
| | Coefficient | t-statistic | Decision | coefficient | t-statistic | Decision | Coefficient | t-statistic | Decision |
| ET | 3.711457- 2.981038- 2.629906- | 2.424216- | Non Stationery | 4.339330- 3.587527- 3.229230- | 2.554797- | Non Stationery | 2.656915- 1.954414- 1.609329- | 2.485638- | Stationery At %5 |
| PP | | | | | | | | | |
| Variable | Coefficient | t-statistic | Decision | coefficient | t-statistic | Decision | Coefficient | t-statistic | Decision |
| ET | 3.699871- 2.976263- 2.627420- | 2.592286- | Non Stationery | 4.339330- 3.587527- 3.229230- | 2.554797- | Non Stationery | 2.653401- 1.953858- 1.609571- | 2.660270- | Stationery At %1 |

Source: prepared by the researchers based on Eviews 09 outputs.

The results shown in the table 3 above show that the calculated values are greater than the critical values for both the ADF and PP tests, this means that the residues are unstable and contains a unitary root, this is an evidence non existing of common integration relationship between exchange rate and inflation according to Angel-Granger method.

The results of cointegration analysis with Johannsen method

Johansen methodology tests the existiny of balance relationship between model variables long run using cointegration^{xxiii}, this method is better than the first method, because it allows to determine the mutual effect between the variables studied, this method is also considered more appropriate than the other methods because their estimation are less biased and more stable especially in the time series that experiencing the problem of non-stationary at level^{xxiv}.

Optimal delay test results

Before conducting a cointegration test we identify delay periods included in the model, they are selected depend on different standards, we will use the following:

FPE : Final Prediction Error 1969.

AIC : Akaike 1973.

SC : Schwarz 1978.

HQ : Hannan and Quinn 1979.

LR: Means as much as possible.

The appropriate period must have the lowest value of statistical standards mentioned above.

Table 5. The results of selecting the optimal delay period

| Lag | LogL | LR | FPE | AIC | SC | HQ |
|-----|-----------|-----------|-----------|-----------|-----------|-----------|
| 0 | -200.4182 | NA | 19829.96 | 15.57063 | 15.66740 | 15.59850 |
| 1 | -154.2998 | 81.59410* | 778.2601* | 12.33075* | 12.62108* | 12.41435* |
| 2 | -151.9664 | 3.769216 | 891.4957 | 12.45896 | 12.94284 | 12.59830 |

* indicates the number of periods periods chosen by the standard

Source: prepared by the researchers based on Eviews 09 outputs.

Through the table 5 above; the number of appropriate deley time periods are 1.

Johansen test for cointegration

The cointegration test aims to investigate the existence of a long-term relationship between variables, we have for both inflation and exchange rate time series are first order integration, a long-term balance between them will be tested despite a short-term imbalance, this is through the test of cointegration using Johansen methodology.

The table 6 shows the Trace Test result and the maximum eigenvalues test to examine the presence of a long-term relationship between inflation and exchange rate.

Table 6. Johansen test for the simultaneous integration

| | | | | | |
|--|------------|-----------|----------------|---------|--|
| Date: 10/12/18 Time: 17:12 | | | | | |
| Sample (adjusted): 1992 2017 | | | | | |
| Included observations: 26 after adjustments | | | | | |
| Trend assumption: Linear deterministic trend | | | | | |
| Series: INF TCR | | | | | |
| Lags interval (in first differences): 1 to 1 | | | | | |
| Unrestricted Cointegration Rank Test (Trace) | | | | | |
| Hypothesized | | Trace | 0.05 | | |
| No. of CE(s) | Eigenvalue | Statistic | Critical Value | Prob ** | |
| None | 0.343171 | 12.26211 | 15.49471 | 0.1448 | |
| At most 1 | 0.049995 | 1.333491 | 3.841466 | 0.2482 | |
| Trace test indicates no cointegration at the 0.05 level | | | | | |
| * denotes rejection of the hypothesis at the 0.05 level | | | | | |
| **MacKinnon-Haug-Michelis (1999) p-values | | | | | |
| Unrestricted Cointegration Rank Test (Maximum Eigenvalue) | | | | | |
| Hypothesized | | Max-Eigen | 0.05 | | |
| No. of CE(s) | Eigenvalue | Statistic | Critical Value | Prob ** | |
| None | 0.343171 | 10.92862 | 14.26460 | 0.1578 | |
| At most 1 | 0.049995 | 1.333491 | 3.841466 | 0.2482 | |
| Max-eigenvalue test indicates no cointegration at the 0.05 level | | | | | |
| * denotes rejection of the hypothesis at the 0.05 level | | | | | |
| **MacKinnon-Haug-Michelis (1999) p-values | | | | | |

Source: prepared by the researchers based on Eviews 09 outputs.

The results of the table 6 indicate that Trace Statistic and Max-Eigen Statistic are less then Critical Value at a significant level of 5%. this means wa accept null hypothesis: there is no cointegration at this level. thus, there is no cointegration relationship between the two variables in the long term. This agrees with the previous result of Engle-Granger method.

Results of causal relationship study between exchange rate and inflation

The problem of causality is one of the most important axes of determining the forms of economic models, it aims to find and understand the causes of economic phenomena to identify the dependent and explanatory phenomenon^{xxv}.

Granger (1969) proposed this criterion of determining the causal relationship which focuses on the dynamic relationship between time series, where causality test of Granger determine the impact that can be caused by a variable on another variable, and shows the direction of influence, is it uni-influence or is it a mutual influence, and then we know the direction of the causal relationship between the variables of the study. Causal tests indicate the type of effect in the short term using the Granger method. the most important condition for applying causality test of Granger is the stability of time series^{xxvi}.

Thus, we have four possible outcomes for causality test of Granger, as bellow:

- The INF variable causes the TCR variable, and the TCR variable causes the INF variable.
- The INF variable causes the TCR variable, and the TCR variable does not cause the DINF variable.
- The INF variable does not cause the TCR variable, and the TCR variable causes the INF variable.
- The INF variable does not cause the TCR variable, and the TCR variable does not cause the INF variable.

After we conducted the causal relationship of Granger between exchange rate and inflation, using Eviews 9 program, taking into consideration the number of time lags: 2, we obtained the following results:

Table 7. Results of the Cranger's Causal Test

Pairwise Granger Causality Tests
Date: 10/12/18 Time: 17:28
Sample: 1990 2017
Lags: 2

| Null Hypothesis: | Obs | F-Statistic | Prob. |
|----------------------------------|-----|-------------|--------|
| DTCR does not Granger Cause DINF | 25 | 2.00775 | 0.1605 |
| DINF does not Granger Cause DTCR | | 0.54358 | 0.5890 |

Source: prepared by the researchers based on Eviews 09 outputs.

It is clear that Fisher's calculated statistic $F = 2.00775$ is less than the tabular value, and that $F(\text{Prop}) = 0.1605$ is significantly bigger than 0.05.

Thus, we accept the null hypothesis: there is no causal relationship between the two variables, in other words, fluctuations in exchange rates do not cause inflation fluctuations in Algeria in the short term.

We also note that Fisher's calculated statistic $F = 0.54358$ is smaller than the tabular value, and that $F(\text{Prop}) = 0.5890$ is significantly larger than 0.05.

Thus, we accept the null hypothesis: there is no causal relationship between the two variables, in other words, fluctuations in inflation rates do not cause fluctuations in exchange rates in Algeria in the short term.

Conclusion

This study analyzed the bilateral relationship between exchange rates and inflation rates in Algerian economy in the period (1990 - 2017), where we teste the stability of time series, through unit root tests, we also determined the rank of integration of each variable separately, it turns out that the two variables have first class integration, accordingly we used cointegration test of Engel-Granger and the Johansen method, In addition to testing the causality we used Granger methodology , to determine if there is balanced relationship between the two variables in the long and short terms, or not.

the results showed that the hypothesis of existing a balance relationship between exchange rate and inflation rate in the long term; was incorrect. The results also showed that fluctuations in exchange rates do not cause inflation fluctuations in Algeria in the short term, as the same, fluctuations in inflation rates do not cause fluctuations in exchange rates in short term, what means there is no causal in either direction.

Thus, Purchasing Power Parity theory (PPP) does not apply on Algerian reality, therefore, it is not possible to rely on this theory in determining the exchange rate of the Algerian dinar according to current data, the reason for the lack of relationship between the two variables, can be caused by quality control and quantity control applied on exchange system in Algeria.

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CHANGING MENTALITY IN TURKISH LITERATURE OF THE TANZIMAT REFORM AND SERVET-I FUNUN ERA AND ITS REFLECTIONS INTO THE POETRY

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Extended abstract

The Ottoman modernization accelerated with the Tanzimat Proclamation on 3 November 1839, and many Western elements were possessed as this phenomenon aims at a political transformation rather than a literal innovation. The decline of the Ottoman Empire, a great state, concurred with the Western transition from a dogmatic Christianity to a civil law system, collapse of kingdoms, and reaching up to the humanistic thought. The gap between the West and the Ottomans was deepened with Western scientific progress and accordingly redesign of the Western education system and in contrast Ottomans' late use of printing press. In other words, the Ottoman State fell behind with the Western developments and became late to take action against the West that had managed to change and advanced in every respect.

Developed in the West, Positivism is a philosophical thought that influenced many nations in some degree and had a great impact on the leadership of Ottoman Modernization, as well. Auguste Comte bases this philosophy on the facts of physic and material world. Mustafa Reşit Pasha who constructed the Tanzimat Proclamation was influenced among others by this movement, which later won the youth facing the Western World. Many of these young people experienced the Western art, lifestyle and social order in there and formalized their living styles in accordance with these standards. In this study, we aimed to identify how this mental change reflect onto type of poem and analyze the dimensions of this transformation in the aspect of context.

The study was limited with one poem each from the poets of Tanzimat and Servet-i Fünun literature. These poems are "Münacaat" from Şinasi, "Hürriyet Kasidesi" from Namık Kemal, "Külbe-i İştihak" from Abdülhak Hamit Tarhan, "İnanmak İhtiyacı" from Tevfik Fikret, and "Münacat" from Cenap Şehabettin. We made the contextual analysis and find these poems sufficient to display the then mentality change, which are selected under this constraint.

In the present study, a textual analysis method was used, and in this context, we addressed the concept of mentality and presented some information on social engineering. Further, we made a discussion over the Western mentality that welcomed with Tanzimat and its effects upon the literature. As a result, we examined the impact of such mental change on the poetry of both periods starting with Tanzimat. In the scope of this study, we collected information from such disciplines as history, sociology, philosophy, and psychology.

Tanzimat Proclamation is an important legal regulation that the Ottoman State consciously set up in the beginning of its deterioration compared to the Europe. The underlying factors of this arrangement might be the delayed problems. This is an inception of the modernization project of the Ottomans totally fell



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behind. Following the Tanzimat Proclamation, the transformation became effective in many areas although it could not infuse into the society. This process manifested itself in Istanbul, the capital of the Ottoman State, in particular, and had repercussions on the Court and intelligentsia.

The post-Tanzimat developments placed in our study help us modify our literal sense in structure and content. We found the first examples for this change in the İbrahim Şinasi's works. The poet was influenced by French literature shifting in the administrative and philosophical context following the French Revolution when he was sent to France for public finance education by Mustafa Resit Pasha so that he returned home with innovative literal thoughts. He altered the contents of the classical poetry using the word of "*akl*" (reason) in his poem named "*Münacaat*" (invocation). In this type of invocation written in religious context, he shifted the traditional approach and tried to witness the God's presence in his mind. Namely, he replaced "*aşk*" (divine love) in a classical poem with "*akl*".

We observe that Namık Kemal represents as a poet the second phase in the transition from affection to thought in Ottoman Literature, with his poem, "Hürriyet Kasidesi". He substituted the mystical sense of poetry in Classical literature with an approach called "*cemiyet mistisizmi*" (social mysticism) by Mehmet Kaplan. To clarify this understanding, the poets of Classical Literature attempted to reverence the God, thinking nothing of themselves before the His presence, whereas Namık Kemal prioritized human-being under the impact of the French Revolution, turned his face onto this world from the other and declared that he would not be backward in coming forward to eliminate himself. Besides, he inserted into his poems the Western thoughts of humanism, including homeland, nation, and freedom.

In addition, "Külbe-yi İştıyak", the poem of Abdülhak Hamit Tarhan from the second-term poets of Tanzimat period, was written under the influence of Romanticism. He destroyed the sense of nature remaining on the background plane of the classical literature with the thought that there is an awe-inspiring natural order in the universe and re-rendered it applying a pantheist approach. Romanticism is built upon the J.J. Rousseau's thoughts of the nature that it represents a divine existence. Accordingly, Mr Tarhan highlighted this divinity in front of the natural beauties in his poems so that the nature within the poem appeared just as the God's own poem. The nature is an indicator of beauty, divinity and love. Furthermore, the style of the passage from physics to meta-physics was established in Turkish poem under the Western poetry.

Servet-i Fünun Literature has moulded with a literal approach that evolved under the impact of Romanticism as well as Realism. This generation underwent sharp alterations in sense of religion along with progress in positive sciences. Mr Fikret and Mr Cenap remained in between belief and non-belief, and also had never been discouraged to question the God bluntly. The mood of an individual who broke with the past is recognizable in Mr Fikret's poem named "İnanmak İhtiyacı". In this work made from the pessimistic perspective, life is just a loophole. It can be inferred that such a thought that the earth and universe is empty indicates weaker or even no belief. It is noted to assess that this understanding has evolved under the Western mentality and demonstrates that he estranged to the society in any respect.

One of the most important examples is "Münacat", the poem of Cenap Şahabettin for the mentality change in the literature. Mr Şahabettin furthered the approach in Mr Şinasi's "Münacat" and invoked the God to show his face. Breaking apart the traditional sense of "Münacat", such an expressive style



indicates that the poet was going far from the religious things and assessed this world using a innovative mentality.

In conclusion, we will analyze how the transformation starting from the Tanzimat Proclamation reflects into the poems of Tanzimat and Servet-i Fünun Literature. As a result, we observe that the poets of both literature periods were influenced by the changes in Western mentality. We determine that the literature is seen not only as an art but also an instrument of social engineering.

Keywords: Tanzimat Poetry, Servet-i Fünun Poetry, Mentality, Estrangement.

INTERTEXTUALITY IN THE NOVEL 'RESTLESSNESS' BY ZÜLFÜ LIVANELI

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Extended abstract

In the second half of the twentieth century, novelists broadened the universe of novels by leaving the classical approach. Introduction of the philosophies of modernism and postmodernism into literature, led the form of novel to be matured by destroying, transforming and putting into different forms the perceptions from the past. Right alongside the modernist novel that is constructed by the approach of the *Nouveau Roman* (New Novel in French), the approach of postmodernist novel that developed its own methods increased the power of the genre of novels. It is possible to argue that both movements were intertwined and borrowed from each other in Turkish literature. The “intertextuality” technique is one of the mutual usages mentioned above. In this context, the author, who did not lose their connection with the past, motivated their narrative by tradition, religion and religious narratives, myths, folk tales, etc. The author, who reinterpreted the past, sometimes declared a war against the past, while sometimes transformed the traditional within the context of the needs of the times. While achieving this transformation, they took on the principles of “consistency” and “integrity”. The novel, which aimed a new identity in 1950s, also broadened and improved its instruments in terms of its structure. “Intertextuality”, which is one of these instruments, took on a role that strengthened the expression and deepened the meaning in the narratives of various modern and postmodern novelists. Intertextuality, which served as a bridge between the present and the past, became a theory in 1960s via formulization by constructivists such as Julia Kristeva and Roland Barthes.

This study aimed to provide information about what “intertextuality” which is mentioned shortly above is and how it is technically used in novels and make an analysis in the context of the “intertextuality” in the novel “Huzursuzluk” [Restlessness] by Zülfü Livaneli published in January 2017.

The study was limited to the novel Huzursuzluk by Livaneli. However, a synthesis was reached by reviewing several theoretical books in order to reveal the intertextual relationship in the novel. Additionally, the intertextual relationships in the novel took us to different source texts.

The study utilized the methods of novel analysis. Within this framework, the intertextual relationships were marked by reading the novel. Then, the marks were analyzed in the context of ‘intertextuality’, ‘hermeneutical metatextuality’, ‘hypertextuality’ and ‘metatextuality’. Through the intertextual attributions that are heavily found in the novel, the multilayered structure of the text was examined.

As a literary genre, the novel has experienced structural and thematic change by having been influenced by several approaches from its emergence to our times. On the other hand, it continued to be nourished by disciplines such as history, sociology, philosophy and psychology. In this context, the author, who did not lose their connection with the past, motivated their narrative by tradition, religion and religious narratives, myths, folk tales, etc. The author, who reinterpreted the past, sometimes declared a war against the past, while sometimes transformed the traditional within the context of the needs of the times.

The act of transformation, which is seen especially in modern and postmodern authors, also showed the necessity of a set of techniques. “Intertextuality”, which emerged from amongst these techniques, became indispensable for modern and postmodern novels. “Intertextuality”, which was also reflected in the text in Turkish literature just like the world, has been presented both by authors and scientists and theoreticians of literature from the beginning to our times with different definitions. It was determined that the text was examined from different perspectives and different classifications were made in relation to “intertextuality” in these definitions. The text was read by considering all these findings. In the context of the data obtained from the text, a text-specific classification was used.

It was observed that Zülfü Livaneli, in his book “Huzursuzluk”, blended what is real with the mythical, transformed it and reinterpreted it. It was determined that the author built a bridge between the period of time he is in (state) and the past, and he criticized modern life and people by praising the past.

In a novel, intertextual relationships support a main idea. We may describe this main idea as the following: “Humankind has appraised everything throughout the history. Values differ between communities and societies. However, the shared characteristic of all is that, after a time, values govern, oppress people, and they turn the time and place where these people live into hell. In other words, humankind is the slave of the values it has created. These values -especially religious ones- have led the world into a chaos since the past to the present. Livaneli conceived the value judgements of today with a critical approach by showing as examples authors such as Yunus Emre and Rumi, who embraced the person and humanity as the most dignified entities, against the radicalized world of the present.

The author, who strengthened the theme of the novel by quoting from significant historical figures such as Rumi, Yunus Emre and Nazım Hikmet, also introduced folk tales into the text and presented mythological and religious heroes in the text with a multilayered narrative and the method of allusion. Additionally, from the beginning of the novel, references were made to the theme of the story of Layla and Majnun with metaphors of path and search. In this context, the travel by İbrahim, who is the third-person narrator, for a newspaper story from Istanbul to Mardin and his search for a woman named Meleknaz were supported by examples of psychic depression during this search. It was determined that İbrahim, who is searching for a person in the surface structure, had ontic concerns about “what a person is”, “why he is in this world” and “what a person should be like” in the deep structure. İbrahim’s comprehension of the essence of a person and what a person is was analyzed in the context of intertextuality by his entrapment between the modern and the past and between belief and nonbelief, as well as sufistic references.

In the conclusion section, Livaneli’s novel “Huzursuzluk” was assessed to be a work where, like in several modern and postmodern novels, “intertextuality” was used as a method, the text was enriched directly or by allusion, and depth was provided to the surface structure. It was seen that Zülfü Livaneli used a more complicated structure by abandoning the classical plot, built a bridge between the time period he lives in an the past and strengthened his narrative by intertextual references. It was concluded that the concept of “intertextuality” is an effective method in terms of criticizability and artistic appraisal of modern and postmodern novels.

Keywords: Intertextuality, *Huzursuzluk*, Textuality, Tradition

TEXTUAL CRITICISMS ON THE HADITH COLLECTIONS OF THE CLASSICAL PERIOD ZAIDI IMAMS BUKHARI AND MUSLIM

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Extended abstract

Bukhari and Muslim are the most significant hadith books of the 3rd century (Hijri). The studies carried out on these books in the past have put the spotlight on Bukhari and Muslim's works, attracting further academic studies. Of course, among these barrage of studies, a number of scholars offered criticism over certain points of interest. As far as it is known, the first narrator to criticize works relating to Sahih al-Bukhari on an individual basis was Dârekutnî (d.385/995), who criticized hadiths within Bukhari in his work titled "el Ilzamat vet Tetebu". Aside from this, other scholars also voiced their criticism towards Bukhari from time to time, though not on an individual work basis. However, these criticisms were more concerned with the imputation of the hadiths rather than their actual texts. Thanks to these criticisms and studies on Bukhari and Muslim, the reputation of these two works was further strengthened in time and they gained the appreciation of the scholars of the ummah. As the Bukhari and Muslim's works gradually gained more favor, efforts were made to preserve the value of these works by answering the criticisms. Indeed, both of these works attained higher significance with the time and the criticisms did not otherwise diminish their prominence.

In the modern period, internal questionings and discussions initiated as a result of the Ummah's declining political power following a number of military defeats targeted these books, especially the Bukhari. These discussions voiced the opinion that narrators were more concerned with criticisms on imputation of the hadiths rather than textual criticisms. As a continuation of this, textual criticisms on the hadiths of Bukhari and Muslim began to surface with gauging interest. The debates surrounding Bukhari and Muslim point out that little or no textual criticism on these two works were made in the past and the criticism were mostly focused on imputation and narrators, and that these criticisms were answered by ibn Hacer, who is particularly well known for his commentary on Bukhari and is an authority in this field. Had there not been any textual criticisms on the hadiths in Bukhari and Muslim in the past? Or does the information we have so far not provide any information on this? Thus, the present study will give attention to the textual analysis on the hadiths in Bukhari and Muslim carried out within the studies of an unpopular sect, which will shed light into our history and provide a healthier assessment of the present. I believe this study will give rise to this opinion. Today, criticisms against Bukhari and Muslim cause major public indignation to the point that it has come to be believed that these criticisms will harm the sunnah and even the religion itself. On the other hand, it is pointed out that these criticisms are originate from external orientalist sources rather than within the Muslims themselves. The present study is important in terms of providing examples of textual criticisms made during the classical period from within the Muslim community - rather than an outside source -targeting the hadiths in Bukhari and Muslim. These criticisms made in the past caused no harm against the hadiths in both books and did not diminish their reputation.



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What is meant by “classical period” at the title is the period between late 3rd century (Hijri) and early 4th (century). The present study includes hadiths that were subject to textual criticism by Zaidi scholars during this period. However, it should be noted that these criticisms were not directed to Imam Bukhari and Imam Muslim, as they include no mention of their names. It appears that during this period these two scholars and their works had not yet been recognized or noted. The criticisms towards the hadiths were made over the hadiths asked directly to Zaidi scholars.

The hadiths reported by Bukhari and Muslim were criticized during the 3rd century (Hijri) on the grounds that their texts were in contradiction with either the Qur’an, the sahih sunnah of the Prophet Muhammad, reason or the pillars of Islam. As far as we can determine, the number of hadiths under criticism exceeds twenty. Some of these hadiths are: the hadith which states that death will be brought forward in the shape of a black and white ram on the Day of Resurrection; the hadith which states that had it not been for the Children of Israel, meat would not have gone bad; the hadith which states that cemetery visits are permitted; the hadith which states that during one’s sleep, Satan knots three knots at the back of the head of each of them; the hadith which states that 70.000 people will enter Paradise without being brought into account; the hadith which prohibits cursing the time; the hadith on Duha prayers.

As an example, one of the hadiths in Bukhari and Muslim criticized by Muhammed b. Yahya is as follows:

Narrated by Abu Saïd Al-Khudri Allah’s Messenger said, “On the Day of Resurrection, death will be brought forward in the shape of a black and white ram. Then a call-maker will call, ‘O people of Paradise!’. Thereupon they will stretch their necks and look carefully. The caller will say, ‘Do you know what this is?’. They will say: ‘Yes, this is death.’ By then all of them would have seen it. Then it will be announced again, ‘O people of Hell!’. They will stretch their necks and look carefully. The caller will say, ‘Do you know what this is?’. They will say, ‘Yes, this is death.’ And by then all of them would have seen it. Then it (that ram) will be slaughtered and the caller will say, ‘O people of Paradise! Eternity for you and no death. O people of Hell! Eternity for you and no death.’. Then the Prophet recited: “And warn them of the Day of grief and regrets when the case has been decided, while (now) they (i.e. the people of the world) are in a state of carelessness and they believe not.” (Dr. Muhammad Taqî-ud-Dîn Al-Hilâlî and Dr. Muhammed Muhsin Khân. “Translation of the meanings of the Noble Qur’an in the English Language.” Part 16, p. 406; V.19:39)

Zaidi scholar Muhammed b. Yahya provides the following assessment on this hadith:

“This hadith of Allah’s Messenger is not sahih, as it includes some additions that are not worthy. This saying can only be of the ignorant and common people. Indeed, we have heard such sayings uttered by such people. As for death, it refers to the soul leaving the body which leads to absence of all movement. He who speaks of the interruption of death is surely ignorant. Had there been anything of mortality like death in the afterlife, then the afterlife would be a mortal realm itself. However, there exists no mortality for any being in the afterlife. Otherwise, the death that is said to have been interrupted must have delivered a soul. This can only be suggested by someone ignorant and weak to discern the right from the wrong. However, Allah says that there will be no ill but only perpetuity in the afterlife: “They will not taste death therein except the first death, and He will have protected them from the punishment of Hellfire” (Mecmu’ I, 139).

As can be seen, some hadiths reported by Bukhari and Muslim were criticized by some scholars on account of certain textual issues during the classical period.

Keywords: Zaidiyah, Hadith, Textual Criticism, Imam Bukhari, Imam Muslim

A MANUFACTURING MATURITY ANALYSIS IN THE SHIPBUILDING INDUSTRY

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Extended Abstract

The problem with many shipyards that are losing or have lost competitiveness in the world shipbuilding market are that its assembly processes and shipbuilding methods are becoming outdated and unproductive in comparison to the most advanced shipyards that have adopted or are in the process of applying lean manufacturing principles.

In the study, firstly research and studies in the literature were analyzed. The maturity assessment tools for lean manufacturing techniques were investigated. There was no lean maturity assessment tool for shipbuilding industry. For that reason, a new assessment model is created for shipbuilding industry.

In this model, there are three levels. At first level, there are 3 dimensions (“Technique”, “Infrastructure” and “Technology”). The second level there are 6 sub-dimensions (“Elimination of Wastes”, “Working Activities”, “Continuous Improvement”, “Supply Management”, “Maintenance” and “Plant Layout and Capabilities”) of each dimensions and at level of three there are 38 elements in the model.

The questionnaire prepared has been sent to some academicians and industry experts who have knowledge about lean principle and processes of a ship production. 3 academicians have been come back. Gathered data used for determining weight of each elements of the model and cut-off points on each dimension (axes).

In the model there are three lean maturity levels which are “Lean”, “Non-Lean” and “Emerger”. If a shipyard will be at the Non-Lean level for all three axes (Technique, Infrastructure and Technology), it will be called non lean shipyard. If it will be at the Lean level for all three axes, it will be called lean shipyard. All other combinations will be allocated to Emerger.

The shipyards have been reached both by telephone and e-mail to learn the usage of lean manufacturing practices. The managers of some shipyards where in the Tuzla and Yalova shipyards region have been interviewed face to face.

Within this research, questionnaire survey method was used and 41 shipyards have been interviewed. SPSS 22 program was used to analyze data obtained.

From the visited shipyards, it can be said that there are two types of shipyard organization. The first one is the shipyard that is managed by the boss and the second one is the shipyard that is managed like institute or managed by a group. The difference between them is; at the first type, boss is responsible for everything in the organization. The boss rules the shipyard. But at the second type, there are different authorities for different departments. This one is more organized, more cleaned and it seems more like working in lean philosophy. Unfortunately, even the second type of the shipyard does not actually apply



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lean manufacturing. It seems like they have lean at first but they do not have it. They have total quality management applications, ERP (Enterprise Resource Planning) applications or MRP (Material Requirement Planning) applications as they are organized shipyards. However, in every industrial branch these applications are essential as the computers or employees now.

The highest three criteria of the average of the 41 shipyards are, respectively: IS1 (“The rate of correction, repairs or rework done is very low.”), IS5 (“Waiting for tools and machines is very low.”) and B2 (“Periodic and preventive maintenance for equipment is done.”). According to these results, it can be said that shipyards managers are happy to have their level of rework and waiting for machines. Additionally it can be said that preventive maintenance is very common tool among shipyards.

The lowest three criteria of the average of the 41 shipyards are, respectively: IA4 (“The rate of using kanban cards for material movement and production purposes is very high.”), SI4 (“The rate of using a tool for mistake proofing like poka-yoke is very high.”) and SI3 (“Suggestions given by product line worker for process improving are considered by top management.”). The lowest criteria, IA4, is the only one criteria which is at Non-lean level. In addition to this, it is obviously seen that poka-yoke applications are not in common among shipyards. The criteria questioning the employee participation, SI3 is also one of the lowest criteria. This proves that what was said earlier about organizational structure of Turkish shipyards. In Turkish shipbuilding industry which has mostly bureaucratic organizational structure, it is determined that the employees not included in improvement work.

According to the analysis result, since there is no shipyard which is at Lean level at all three dimensions, there is no evidence of the existence of a lean shipyard out of 41 shipyards surveyed. Besides, there is no shipyard which is at Non-Lean level at all three dimensions. This result says us all of 41 shipyards is at Emerger level.

The effects of demographic structures of shipyards are examined and the results are listed as follows:

It have been identified that the lean maturity level of a shipyard is affected by the working area (repair, new construction and repair & new construction) of the shipyard. This situation is highly normal because production process of repair and new construction shipyard is different from each other. By looking to the effect of the working area into the dimensions, it is seen that only the technical dimension has been affected. About the sub-dimensions, elimination of wastes and working activity are the only sub-dimensions which are affected by variable mentioned. According to the analysis, new construction shipyards are in better position about wastes and leanness of working activity.

It is determined that the size of the shipyard (amount of worker) also has an effect on lean maturity level. Correlation analysis and analysis of variance showed that when the size of the shipyard increases, the leanness of the shipyard also increases. By looking to the effect of the size of the shipyard into the dimensions it is seen that only the technology dimension has been affected. About the sub-dimensions, Plant Layout and Capabilities is the only sub-dimensions which are affected by variable mentioned. The bigger shipyards which have financial advantages are in better position about plan capabilities.

It is determined that the duration of implementing of lean manufacturing techniques also has an effect on lean maturity level. It is seen that elimination of wastes and continuous improvement sub-dimensions increases when duration of implementing of lean manufacturing techniques increases. This result says something parallel with the study revealed that when the commitment to the lean philosophy increases, the productivity increases.

In general, by looking to the lean maturity level of the shipyards in Turkey, it is observed that lean techniques are not used actively. The truth of none of 41 shipyards are at lean level proves that situation.

Turkey has great potential in shipyard industry. To transform this potential energy to kinetic, it is obvious that Turkish shipyards should understand the lean philosophy and should implement it to their shipyards by the help of the methods that is mentioned at chapter 2 lean manufacturing techniques and tools. If and only the usage of lean manufacturing in Turkish Shipyard will make the costs reduce and make the shipyards compete with the other countries.

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HISTORY AND PERSONAL STORY: SALMAN RUSHDIE'S *MIDNIGHT'S CHILDREN* AND JULIAN BARNES'S *A HISTORY OF THE WORLD IN 10^{1/2} CHAPTERS*

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Abstract: Contemporary British fiction attempts to rewrite narratives of the past. History is usually written in a chronological account, however, in postmodern historiographical fictions we cannot come across stable and fixed single linear history but discontinuous, nonlinear and contradictory histories or stories. In this respect, history cannot be described as one solid form or as a stable history but a collection of fragmented histories, plural histories or many histories. Readers can learn historical accounts from the personal stories in postmodern historiographic metafiction. Official history can leave its place to a multiplicity of subjective histories or stories. Salman Rushdie and Julian Barnes both deal with the historical facts one in a magical and the other in a playful way that we learn how personal stories of ordinary people both shape and reflect the history. The aim of this paper is to demonstrate how these fragmented histories or personal stories are interrelated to the general history or national history within postmodern historiographic fictions as in *Midnight's Children* by Salman Rushdie and *A History of the World in 10^{1/2} Chapters* by Julian Barnes.

Keywords: Historiographic metafiction, rewriting history, Salman Rushdie, Julian Barnes, postmodern fiction, contemporary British novel

*The subject of history is the subject in history,
subject to history and to his story.*

Linda Hutcheon

One of the most crucial “trends in contemporary British fiction is the attempt to address and rewrite narratives of the past” (Bentley, 128). Random House Unabridged Dictionary defines history as “a continuous, systematic, narrative of past events as relating to a particular people, country, period, person, etc., usually written as a chronological account” however, in postmodern historiographic fictions, as Raman Selden and Peter Widdowson state, there is no stable, fixed or “single ‘history’, only discontinuous [nonlinear] and contradictory ‘histories’” (163). In addition, McHale states that “the dominant of postmodernist fiction is ontological” and like ontology which describes a/any universe or a plurality of universes, postmodern fiction talks about a history, plural histories or many stories rather than the totalizing nature of the history (10). In this respect, history cannot be described as one solid formation or as a stable history but a collection of fragmented histories. The aim of this paper is to demonstrate how these fragmented histories or personal stories are interrelated to the general history or national history within postmodern historiographic novels like *Midnight's Children* by Salman Rushdie and *A History of the World in 10^{1/2} Chapters* by Julian Barnes.



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Barnes and Rushdie present us these two words, history and story, within their historiographic novels and we see historical references as well as historical personages in their postmodern fictions. In other words, historical contexts or the history are reconstructed and reinstalled in these fictions that have both historiography and the novel form. In relation to this, Linda Hutcheon coined the term “historiographic metafiction”, as a new form of historical novel and also a characteristic of postmodernism in her *A Poetics of Postmodernism*. In this new way of history, the writing of history aims “to narrate past events in such a way that events seem to narrate themselves” (Hutcheon 92). For example, the personal story of Saleem in *Midnight's Children* narrates a general history and this new way of fiction includes rewriting or representing the past both in fiction and history. In postmodern historiographic metafiction, we see a particular story and the protagonists “are the ex-centrics, the marginalized, the peripheral figures of fictional history” (Hutcheon 114) such as Saleem Sinai in *Midnight's Children* or the woodworm, Spike Tiggler, and Charlie in *A History of the World in 10^{1/2} Chapters*.

History and fiction combine each other and the historiographic metafiction “both install and then blur the line between fiction and history” (Hutcheon 113). Hence, we can say that new historical fiction challenges to the objectivity, neutrality, and impersonality of history because it becomes subjective, partial and personal. In this respect, unlike history the personal stories in the postmodern historiographic metafictions tell what somebody tells about what happened, so we can say that personal story (his/her story) creates histories rather than “the” history. Rushdie presents this combination of fantasy (individual history) and national history (India) in his *Midnight's Children* through the personal story of the protagonist Saleem Sinai. In other words, the historical events are told in such a way that the personal story is told.

According to the story of Saleem, Indian history since independence is supernaturally related to the fates of children who are born at the very moment, at midnight when India gains its independence from British colonial rule on August 15, 1947. He states that his unique position is related to the history as he “had been mysteriously handcuffed to history, my [his] destinies indissolubly chained to those of my [his] country” (Rushdie 3). Saleem claims that these midnight's children have supernatural powers and these characters are well aware of the powerful influence of the events in India on their identities. That is, the history of Saleem and his family make parallel references to national history.

Different classes, ethnic groups, races, religions, and languages coexist in India and because of this plurality the nation faces multiple diversities and so does Saleem in his crack personality. For example, Saleem's personal story gives multiple interpretations of the Indian nation and from the very beginning he claims himself as crack as the history of India: “I mean quite simply that I have begun to crack all over like an old jug—that my poor body, singular, unlovely, buffeted by *too much history*, subjected to drainage above and drainage below, mutilated by doors, brained by spittoons, has started coming apart at the seams. In short, I am literally disintegrating” (Rushdie 37). That is, we see a fragmentary nature of his personal story that is the same for Indian history. We see a fragmentary nature of his personal story that is the same for Indian history. He explains this correspondence between his life and the Indian nation as: “I was linked to history both literally and metaphorically, both actively and passively” (Rushdie 238).

In addition, Saleem's multiplicity resembles the multiplicity of India. When Saleem loses his memory as well as his multiple subjectivities and becomes a citizen of Pakistan which was split at that time, he makes a relation between his memory and the history by losing both historical and personal



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consciousness: “in those days the country’s East and West Wings were separated by unbridgeable land-mass India; but past and present, too, are divided by an unbridgeable gulf” (Rushdie 351). We see the subjectivity of both his story and the history but in either case, they both create their own reality. For this reason, as he says “no sane human being ever trusts someone else’s version more than his own”, his own version of Indian history (his story) only belongs to him (Rushdie 211). When he finishes his story, he finishes the jars of special chutneys in the factory as well but he leaves an empty jar that is open to different versions of (hi)story because “the process of revision should be constant and endless” (Rushdie 460).

On the other side, as the title says *A History of the World in 10^{1/2} Chapters* by Barnes is a fictional writing of a history of the world. However, it is not “the” history but a history of the world with many personal stories instead of a general history. As the title of the book claims, Barnes portrays ten and half personal stories which give direct information about some parts of the history of the world. In this respect, we can say that the novel is not an overview of the world history but Barnes’s stories strongly give historical knowledge related to the real historical accounts. For example, the history of Noah’s ark and the flood which is the basis for the entire book is told from a stowaway woodworm’s point of view in the first chapter. It is claimed that the story told by the woodworm is different from ‘the’ history as recorded in the Bible. However, it gives references to the history as well; it is written in the Bible or in the historical accounts that Noah’s ark is a single ship. How Saleem’s magical personal story gives references to the general history of India, the woodworm’s alternative personal perspective of history gives details about the history of Noah’s as well. We learn the historical account from the story of the woodworm that Noah's Ark, which is a Biblical vessel, is built by Noah, God's chosen, in order to save his people and animals from the flood and from the wicked world into a new and fresh existence. Although the woodworm tells his own version of history, the basic framework of the Biblical story or in other words the general historical knowledge of the history remains intact.

In the same way, in the "The Visitors," Barnes tells us a fictional story giving a number of differences between his fictional character Franklin Hughes’s personal story and the real historical event, but these differences also give references to the actual history. In Hughes’s personal story a cruise ship named Santa Euphemia is hijacked by an Arab terrorist group called “Black Thunder” and according to the real historical event an Italian cruise ship named *Achille Lauro* was hijacked by Palestinian terrorists in the Mediterranean in 1985. Chapter The Survivor tells the story of the narrator who escapes by boat to avoid a nuclear war. It tells the historical event the Chernobyl disaster. Besides, there are also some references to the historical events such as to Hiroshima in 1945: “he was fifteen when they dropped the Hiroshima bomb, and to Korean War” (Barnes 255). Chapter Shipwreck is an analysis of French artist Théodore Gericault’s painting, *The Raft of Medusa*. It tells the historical account of the shipwreck and the survival of the crew members by criticizing the painting of Gericault’s softening the impact of reality.

The “Three Simple Stories” are also based on historical accounts; the story of Titanic, the stories of Jonah and James Bartley and the story of Jews during the Holocaust. The narrator of the first story, 18 years old student, meets with Lawrence Beesley who is a coward survivor of the Titanic disaster. Beesley had managed to escape from the ship in women's clothing just before it went down. Hence, Barnes tells us the tragic history of Titanic from a different perspective through the personal story of Beesley. The second story is based on the story of Jonah in Bible and Barnes shows us this Biblical history through



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the personal story of James Bartley who shares the same fate with Jonah. According to Biblical history, a big fish swallows Jonah who is vomited out later after three days and nights. In the text, the author tells a similar tale about James Bartley, a man who has been lost at sea and swallowed by a whale but is found alive when the whale is killed. Through the personal story of Bartley, Barnes gives the historical account of Jonah as the history repeats itself differently once again. The third story is based on an actual historical event that tells the voyage of the damned and it is about how The St. Louis is prevented to land on different shores with many Jews on board. Anyway, following the historical account, after *St. Louis* sailed from Hamburg to Cuba with 937 passengers most of whom were Jew seeking asylum from Nazi persecution, the Germans pretend to have some sympathy by letting them sail away although they know that the Jews will not find a place to land. Finally, the “Belgian government announced that it would admit 200 of the passengers” and “Holland agreed to take 194, Britain 350, and France 250” (Barnes 188).

Next, Barnes in the eighth chapter, “Upstream” shows us the historical knowledge about the native Indians whose tribe lives near the Mocapra River. An actor named Charlie writes letters to his girlfriend telling the film he shoots in the jungle near the Mocapra in Venezuela. A couple of hundred years ago two Jesuit missionaries tried to find their way back to the Orinoco and met with the Indians so wanted them to build a raft. But when they get near their destination the raft capsizes, the missionaries nearly drown and the Indians disappear. Like a historical book, the film tries to refresh the same event and the Indians are wanted to play their own ancestors. However, they cannot make a distinction between real life and the acting; natives think that Matt and Charlie are really Jesuits when they dressed up likely. Barnes demonstrates how personal story gives information about a nation’s or a tribe’s history from a personal perspective. In other words, unlike what history tells, he shows Indians as honest and open, and they appear to live clean lives. By this way, Barnes demonstrates that history only deals with the stories of famous, not the ordinary and by showing the stories of ordinary people, he retells the history from a different perspective. Taking all, Barnes demonstrates that Charlie’s perspective of Indian tribe tells us how the story of native Indians is neglected by the world history.

On the other side, in chapter nine “Project Ararat”, personal story of Spike Tigger is also based on a historical data about a historical name James Irwin who is the eighth person walking on the moon. The personal story of Spike Tiggler is similar to the history of James Irwin. Like Irwin, Tiggler is an astronaut who felt the God there and Tiggler then went to find the Ark on the Mount Ararat in Turkey in order to find the root of the history. Finally, Barnes writes his comments about history and these comments are parenthetically set off from the rest of the novel in the half chapter under name of “Parenthesis”. He summarizes the problem of history:

History isn’t what happened. History is just what historians tell us. There was a pattern, a plan, a movement, expansion, the march of democracy; it is a tapestry, a flow of events, a complex narrative, connected, explicable. One good story leads to another... And, we the readers of history, the sufferers from history, we scan the pattern for hopeful conclusions, for the way ahead. (Barnes, p. 242).

Consequently, Rozett in her recent study of the new historical fiction, *Constructing a World*, claims that “whether or not the novelist will admit to such an intent, a historical [historiographic] novel ‘teaches’ history, and does so with more attention to the values, superstitions, workaday life, pastimes, and material culture of a particular time and place than most textbooks do” (166). She argues that the

imaginative postmodern historical novel by representing the history “tells you things you didn’t know or couldn’t possibly learn from a conventional history book...It helps you think about the world in ways that are different from the kind of reflection you would otherwise be capable of” (175). Following her views, we can conclude that postmodern historiographic fictions are potential to teach history and we learn historical accounts from the personal stories of the ordinary people from *Midnight’s Children* and *A History of the World in 10^{1/2} Chapters*. In other words, as Brenda K. Marchall states, “Historiographic metafiction does not tell us how to think about certain event; rather, it says: ‘that is one way of looking at things, now here is another, and another, and another’” (156), the official history leaves its place to multiplicity of subjective histories or stories. Therefore, it is obvious that both Rushdie and Barnes deal with historical facts one in a magical and the other in a playful way that we learn how personal stories of ordinary people both shape and reflect the history.

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EVALUATION OF ENVIRONMENTAL POLICY IN TURKEY IN THE HISTORICAL PROCESS AND RECOMMENDATIONS FOR SUSTAINABLE ENVIRONMENTAL POLICY FOR THE FUTURE

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Extended abstract

This study evaluates the developments in the international community within the framework of Turkey's environmental policy, with strengths and weaknesses, opportunities and threats are putting forth sustainable environmental policy aims to put forward proposals for the future. In this context, first discussed the process of emergence in the international arena of environmental problems, Turkey reflection of this process examined Turkey's been set out strengths and weaknesses in terms of environmental policy and was finally brought suggestions environmental policies for the future.

In the 1970s when environmental problems began to debate on the international scene, the report titled "Limits to Growth" was the first to point out the extent to which environmental problems are reached and is important in terms of identifying problems that could be faced if measures were not taken. With a strong emphasis on the "Boundaries of Growth" report and a wide international participation in the international arena, the most important expectation of the United Nations Environment Conference held in Stockholm in 1972, was the recognition of common responsibility to environmental problems throughout the country. "Our Common Future" Report (Brundtland Report) in 1987 aimed to achieve sustainable economic development, taking into account the balance of development and nature with the development model proposed for all countries. The concept of "sustainable development", which for the first time came to the fore with the Brundtland Report, has become the main agenda of many conferences and meetings over the years, the positive effects of the concept of sustainable development have been explained. The concept of "sustainability" and the Agenda 21 which was accepted at the conference have become the main agenda of subsequent meetings with the Rio Conference in 1992. The fact that the concept of sustainability, which aims at ending the actions and behaviors that may be harmful to the environment in general, concerns the whole humanity, natural life, natural resources, urban and urban space, has led to the formation of a common action awareness at global level.

The formation of environmental awareness in Turkey and awareness reflected in this policy is not based on a very old history. Emerging developments in the international environment-related fields, have found in the initial legislation in Turkey and thus aimed to lag behind the international community. In this context, in the period up to the 1970s, the concept of environment in Turkey "right to health" has been evaluated in context. In the 1970s, as a reflection of the emerging developments on the international scene, the concept of environment was met in legislation and institutional structure. Environmental consciousness and environmental protection regulations have been widespread in the period beginning with the establishment of the Ministry of Environment in 1991. The beginning of full membership negotiations with the EU and the issue of environment title stand out as the most difficult topic.



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In this study, Turkey's all this historical process and environmental policy assessment and taking into account the breaking point for the future of sustainable environmental policy aims to put forward recommendations. When all this evaluation process, with strengths and weaknesses in terms of Turkey's environmental policy, opportunities and threats are emerging. Turkey's most important strengths and opportunities to be represented as young population. If the environmental awareness is widespread and effective implementation is achieved, if the young population is seen as a catalyst, environmental awareness can be opened to wider masses and environmental problems can be eliminated and prevented. Other strengths in terms of Turkey's environmental policy is being a party to many international conventions in the field of environmental problems and the transfer of many environmental regulations and internal regulations in the EU integration process. This shows that there is an important way to make institutional infrastructure and legal regulations. The other strengths and opportunities for Turkey is that it is rich in renewable energy sources. This wealth will facilitate the implementation of sustainable policies and policy change.

The most significant weaknesses in terms of Turkey's environmental policy is contrary to the institutional structure of the legislation is incomplete long-term planning in environmental policy development. The most important reason for this lack can be seen as not giving political priority to environmental problems. Another important weakness is that there are no financial resources required solving environmental problems or that priority is given to the use of existing resources. Environment failure to provide political and financial priority to the problems of resource scarcity, environmental and preference for state economic development dilemma of economic development against environmental problems in developing the fundamental problem faced by all countries is also reflected in Turkey. Another significant weaknesses in terms of environmental policy, Turkey's R & D activities, development projects and initiatives related to the lack of adequate management, is limited trained human resources in these areas. Another disadvantage is the lack of consistency in judicial decisions on environmental issues, which in practice leads to contradictions and problems.

In order to remove all these negatives and to implement a more consistent and sustainable environmental policy, effective environmental awareness should be promoted, encouraging positive practices, increasing administrative and technical capacity and financial support, monitoring and control being made effective with deterrent sanctions and most importantly, it must be made a priority. In this context, within the framework of "sustainable development" principle, which is seen as the main element that directs policies related to environment and development; economic development, social and environmental protection; and the long-term transformation and change that will take account of future generations in development policies will be ensured.

Keywords: Environmental Policy, Sustainability, Environmental Legislation

EVALUATION OF THE 2017 URBANISM COUNCIL DECISIONS WITHIN THE FRAMEWORK OF MODERN AND POSTMODERN PLANNING APPROACHES

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Abstract

The 2017 Urbanism Council, in which developments, changes and anticipations emerging in the field of urbanism are addressed, can be considered as a road map in the shape of the future of our cities. The main theme "New Vision for Urban Development" which Council, Turkey's new vision of urban planning, developing and aimed to identify with the participation of all interested parties, taking into account changing circumstances (Şehircilik Şûrası Komisyon Raporları, 2017). Within the scope of the 2017 Urbanism Council, over 100 institutions and over 130 experts have been working in 4 separate commissions for 9 months; These commissions are the committees of "Urban Transformation", "Urban Transformation", "The Role of Local Authorities in the Urbanization New Vision" and "Urbanization, Migration and Integration" in our cities. At the end of the meeting, it was aimed to create "sustainable, safe and healthy, livable cities" (Şehircilik Şûrası Komisyon Raporları, 2017, p.19).

Many developments that took place in the world towards the end of the 1900s influenced societies, and this change revealed postmodern understanding in the process plan. (Lyddon (1987), Leontidou (1993) and Sandercock (1998)), which are the reflections of the modern planning approach that emerged after the Industrial Revolution, such as uniform and similar cities, central planning understanding, single rationality and single public good sense, they are beginning to be inadequate in planning and moving their rapidly changing and transforming cities. In contrast to modern planning, postmodern planning concept, which is a pluralistic process, can be defined as an interactive process that requires direct involvement in the planning process at each stage of the planning process (Lyddon (1987), Leontidou (1993) and Sandercock (1998)). In this framework, when the 2017 Urbanism Council Commission reports are examined, it is seen that the problem identifications and recommendation decisions of each commission represent a transition from the modern planning approach to the postmodern planning approach. In this context, in this study, the 2017 Urbanism Council Commission reports were evaluated in theoretical framework and analyzed in connection with modern and postmodern planning approaches.

When the 2017 Urbanism Council Committees are examined separately, it can be said that the problem identification and recommendations of each commission represent the transition to the postmodern understanding in the planning approach. The first commission that "identity of our city, Planning and Design Commission", the original and identity of settlements in economic planning and design principles should be followed in order to build social, tackles the cultural and ecological dimensions (Şehircilik Şûrası Komisyon Raporları, 2017). Identity header that under the Council meetings to determine, "producing history again, instead of dedifferentiation of circles, location-specific value of the fed urban identity" vision aims at the construction of certain principles and identity of the city considering the value. When humanity, human orientation, nature orientation and inclusion are defined



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as basic principles; social memory, human scale, and the spirit of the place are listed as fundamental values. Different social aspects of the city as a heterogeneous hosts and the result of being location-specific detection of the presence of multiple public interest, on a human scale and emphasis on values, reflecting the spirit of the place shows that the Council meetings to evolve towards a postmodern planning approach.

Under the heading of planning, the Council predicts that natural, cultural and human values will be used effectively in the planning process with the vision of "transition from multi-part and consumption-oriented to resource-oriented planning". It is aimed to protect the natural, historical and cultural heritage with the understanding of sustainability by developing quality of human capital in this frame. The recommended method for achieving these goals is to move away from the multiple and complex legal system; coordination and integrity, which are provided at a lower level and with participation at all levels, is a model established by a framework law. This proposed model represents an understanding of postmodern planning. 2017 Urbanism Council adopted the vision of "transition from quantity to quality, from standard to quality" under the design heading. Within this vision, quality is listed in three sub-headings as "quality of life", "quality of space" and "values"; flexible, negotiatorial, innovative, original and encouraging method for achieving the qualifications of the students. All these principles show that the compromise principle of rationality based on the compromise of the postmodern understanding, the indispensable necessity of participation at every stage, and the multiple public benefit understanding are reflected in the Council decisions.

The 2nd Commission, the "Urban Transformation Commission", has determined that the transformation process in our country is not seen as "urban renewal" and is calling for an urban intervention based on effective, multi-actor, transparent, participatory, organized, flexible, form "(Şehircilik Şûrası Komisyon Raporları, 2017, p.138). Principle decisions emerging in the context of urban transformation include principles of postmodern planning approach such as city identity, transparency, negotiation and direct participation at all stages. The problematic determinations such as the regulation of urban regeneration legislation and elimination of deficiencies, the increase of supervisory and supervisory role of the Ministry of Environment and Urbanization, the delay of inter-institutional co-ordination, the extension of the judicial process related to urban transformation and the lack of support of social arrangements by social projects are also reflections of the transition to a postmodern understanding. Looking at the reconciliatory rationality, the evaluation of the process of urban transformation as an interactive and mutual learning process shows that the process has evolved from a modern understanding of planning to a postmodern understanding.

Another commission is "Urbanization, Migration and Integration" Commission describes the direct relationship between migration and urbanization, highlighting internal and external migration movements in Turkey in the historical process. One of the key findings of the Commission is that the migration phenomenon assessed at the national and national level has gradually come to the transnational dimension and needs to be examined and assessed in very different areas (Şehircilik Şûrası Komisyon Raporları, 2017). The determination that the cities of your future should take into account the fact of migration in the spatial and sociological contexts can also be interpreted as the understanding that migration in the modern sense can not be effectively managed and that necessary precautions must be taken. The Commission on "The Role of Local Governments in the Urbanization New Vision" emphasizes the cooperation between the local authorities and the central government and the



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relationship between the global scale and the local scale within the framework of the vision of "Creating Sustainable, Safe and Healthy, Livable Cities" (Şehircilik Şûrası Komisyon Raporları, 2017, p. 336). The determination that spatial specificities should be taken into account spatially and the emphasis on participation and knowledge production in planning shows that postmodern understanding is also important in the context of local governments. The increase in foreign population, the change in housing sales and diversity are expressed as other dimensions of the effects of spatial and sociological change.

2017 Urbanism Council has completed its work into four separate commissions and revealed Turkey's new urban vision. The emerging new vision moves away from the modern planning approach and marks the transition towards the postmodern planning approach. When each commission report is examined, it is understood that the problems of urbanism are seen as a reflection of the modern planning approach in the theoretical context; uniform and similar cities, understanding of central planning, single rationality and one understanding of public good, limited and indirect participation, and so on. It is seen that the postmodern approach has been determined in proposals and recommendation decisions in the draft commission reports; direct participation at all stages of the planning process, the diversity of rationality and public interest, and an interactive and multilateral process. Ensuring the continuity of this kind of change and transformation necessary for the establishment of "sustainable, safe and healthy, livable cities" as the committee aims for will lead to the change from the theoretical context to the city life in practice.

Keywords: 2017 Urbanism Council, Modern Planning, Postmodern Planning

THE STRATEGIC ROLES OF THE "HOUSE OF ENTREPRENEURSHIP" AT THE UNIVERSITY OF ELOUED (ECHAHEED HAMMA LAKHDAR UNIVERSITY)

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Abstract

The mission of the House of Entrepreneurship is to generalize the process of educating students about entrepreneurship; and that is through

- Establishing a culture of entrepreneurship among students and encouraging entrepreneurship;
- Linking the University with its various economic and social partners;
- Teaching of undergraduate students.

Its objectives are:

- Promoting corporate culture
- Start new ideas for innovative projects
- Strengthening the construction network

Its activities are:

- Organizing study days on entrepreneurship
- Organization of training courses in business
- Organizing competitions in partnership with the National Agency for Youth Support and Employment



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PAPERS IN TURKISH INCLUDING ENGLISH ABSTRACT

A REVIEW ON THE RELATIONSHIP BETWEEN DIVORCED AND MARRIED INDIVIDUALS' SPIRITUALITY AND MEANING AND PURPOSE OF LIFE

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Abstract: *Even though the institution of marriage is sacred, many marriages do not go in the desired direction. The couples have difficulty in getting along with each other or in getting attached to each other and these situations may end up in struggling or giving up on marriage. In this process, spirituality may play an active role to get stronger. Today, spirituality also plays an important role in protecting mental health and influencing towards the positive direction. In our society, the number of divorces among the spouses seems to increase steadily as well as the decrease in the marriage rate. According to the data by Turkey Statistical Institute (TSI), when the number of divorces is analyzed in the last 10 years in Turkey, it is observed that a total of 1,184,266 couples divorced. In the field studies, it seems that the divorce is related to the deception, the problem of attachment, the intolerance of the spouses, the formation of triangles. The divorce process between spouses is complex, social, legal and psychological. The divorce process for both adults and children is a very difficult transition phase. For this reason, field specialists need to focus on the reformatory factors regarding the period before the divorce, the divorce process and the individual. It is thought that the assumption regarding how spirituality can help to overcome difficulties and how it can make life more meaningful has a positive effect. In studying this assumption, the aim of this study is to review the difficulties of divorced and married individuals in addressing the relationship between spirituality and the meaning and purpose of life. In the study, it is aimed to reveal the relationship between spirituality and the meaning and purpose of life in the individuals and marriages that have experienced the divorce process and the problems they have experienced. Descriptive survey method is used in the study. The study group consists of 120 divorced and 120 married individuals in Istanbul province in 2018.*

Keywords: *Divorced Individuals, Married Individuals, Spirituality, Meaning of Life*

BOŞANMIŞ VE EVLİ BİREYLERİN MANEVİYAT İLE YAŞAMIN ANLAMLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Özet: *Günümüzde evlenme oranının azalmasının yanı sıra eşler arasındaki boşanma sayısının da gittikçe arttığı görülmektedir. Türkiye İstatistik Kurumu (TÜİK) verilerine göre Türkiye’de son 10 yıl içinde boşanma sayıları yıllara göre incelendiğinde, toplam 1.184.266 çiftin boşandığı görülmektedir. Yapılan alan çalışmaları boşanmanın kadınların ekonomik özgürlüğünü kazanması, aldatma, bağlanma sorunu, eşlerin birbirlerine tahammülsüzlüğü, üçgenlerin oluşmasıyla bağlantılı olduğu tespit edilmiştir. Alan çalışmaları eşler arasında boşanma süreci karmaşık, sosyal, legal ve psikolojik açıdan açıklanmaktadır. Hem yetişkinler hem de çocuklar için boşanma süreci ve sonrası oldukça zor bir geçiş aşamasıdır. Bu nedenle alan uzmanlarının boşanma süreci ve sonrasında bireylere ve çocuklara yönelik iyileştirici unsurlar üzerinde durması gerekmektedir. Günümüzde de din, ruh sağlığını koruma ve pozitif yönde etkilemede önemli bir rol oynamaktadır. Bu nedenle bu çalışma boşanmış ve evli bireylerde kendini toparlama gücü ve dini bağlılık düzeylerinin incelenmesini hedeflemektedir. Çalışmada boşanma sürecini yaşamış bireyler ve halen evli olan çiftlerin, yaşadıkları*

sorunlarda dinin kendini toparlama sürecindeki etkisini ortaya çıkarmayı amaçlanmaktadır. Araştırmada betimsel tarama yöntemi kullanılmıştır. Çalışmanın grubunu, İstanbul ilinde 2018'de 200 boşanmış ve 200 evli çift oluşturmaktadır. Çalışma analiz yapılmaya başlamıştır.

Anahtar Kelimeler: Boşanmış Bireyler, Evli Çiftler, Kendini Toparlama, Maneviyat

Boşanma

Geçmişte boşanma ailenin sonu olarak algılanmaktaydı, mutluluğun ve geleceğin sonu olarak anlaşılmaktaydı. İnsanların çoğunluğu çok mutsuz olmasına rağmen, boşanmaya cesaret edememekteydiler ve evliliklerini mutsuz olmasına rağmen devam etmekteydiler. Kendilerine evliliklerini yürütmeye sorumlu hissetmekteydiler. Weis (1980) çiftlerin bu durumlarını, mutsuz olmalarına rağmen evliliklerini yürütme sorumluluklarını gelenekle bağlantılı olduğunu açıklamaktadır. Evli çiftler sadece çocuklarından dolayı evliliklerini yürütmeleri gibi durumların günümüzde geçersizliğini kaybettiğini vurgulamakta (Weiss, 1980, s. 270). Günümüzdeki evli çiftlerin bakış açılarının değiştiğini, mutsuz bir ailede yetişmektense, mutlu bir ailede çocuğun yetişmesi çocuğun gelişmesi için daha olumlu olacağı düşüncesi daha yaygın. Dreikurs (1968), bu durumu bayanın zaman içerisinde özgürlük hakkına sahip olduklarıyla ilişkilendirmektedir. Toplumun modernleşmesiyle bayanın hukuksal hakları verilmesiyle ve özgürlüklerine kavuştuklarından, mutsuz bir evlilik yaşamaktansa boşanmayı tercih ettiklerini belirtmektedir. Bayanların bu özgürlükleri bazı eşler tarafından olumsuz algılandığı ve boşanmalarında kadınının suçlu olduğunu vurgulamakta (Dreikurs, 1968, s.30). Devran-Tütün (1997), boşanmanın yetişkinler ve çocuklar için oldukça zor bir süreç olarak açıklarken, bunun kültürel normlarla bağlantılı olunca daha da zor olduğunu vurgulamaktadır. Özellikle çiftlerin boşanma sürecini kendi yetiştiği ülkede yaşamadığından daha da zorlandığını, yabancı bir ülkede bunu yaşamaları zor olduğunu belirtmekte. Bu durumu yaşayanlar daha yoğun ve duygusal yaşadığını belirtmekte. Özellikle göçmenlerde bu sürecin zorluğuna dikkat çekmekte. Almanya da bu süreci yaşayan göçmenlerin ne kadar zor olduğuna dikkat çekmektedir (Devran-Tütün, 1997, s. 177). Boşanmayı etkileyebilecek önemli değişkenlerden biri de kadının rolünün değişmesidir. 21. Yüzyılda kadın aile sorumluluğuna ilaveten iş hayatında da yer almasıyla yükü iki katına çıkmıştır. Ekonomik bağımsızlığını kazanıp aile ve iş yükü altında ezilen kadınların değişen bu rolleri sebebiyle boşanmaya eğilimleri artmıştır (Ünal, 2013, s. 595).

Artan boşanmalar sonucunda ailelerin dağılmasıyla yeni gençlik sorunlarının ortaya çıkmıştır. Annenin ya da babanın olmayışı bireyin örnek alabileceği yetişkin bulamamasına ya da yanlış örnekler almasına zemin hazırlamaktadır. Bu da çocukları psikolojik olarak sorunlu hale getirebilmektedir. Bu tarz problemlerin yaygınlaşmasıyla toplum etkilenmekte alkol, uyuşturucu vb. sorunlar artabilmektedir (Özkalp, 1994, s. 124).

Boşanma Süreçleri

Wallerstein / Blakeslee (1989), eşlerin boşanma süreçlerini üç evre olarak açıklamaktadır. Bu üç evreyi birbirine bağlantılı olarak ifade ederler. Birinci dönem olan acil evrede, problemler başlar, eşlerden biri kendini geri çeker, öfke krizi yaşanır ve cinsel olarak birbirlerinden uzaklaşırlar. Wallerstein / Blakeslee (1989), (2002), bu evreyi açıklarken, süreci yaşayan eşlerin yarısından çoğu, fiziksel şiddete de başvurduklarını veya maruz kaldıklarını belirtirler ve maalesef bu maruz kalma, çocukların önünde gerçekleşir. Ve yine bu dönemde eşlerden biri evden ayrılır. Acil evrede, ayrılma sonrası dönem, birkaç

ay sürebildiği gibi iki seneyi de bulabilir. İkinci dönem olan geçiş evresinde aile bireyleri yeni rollerle karşılaşır. Yeni ilişkilerin inşa edilmesi gereken bu evrede; yeni çevre, arkadaş, okul, iş hayatında ayrılan bireyler ve ebeveynlerin yanı sıra, özellikle çocuklar için de bu yeni başlangıcın oldukça güç olduğu aşıkardır. Bireyler ve çocuklar bu yeni rollerin karmaşıklığını yaşamaktadır. Bu evre, hem ebeveynler hem de çocuklar için büyük çaba harcanılan evre olarak da tanımlanmaktadır. Üçüncü evre olan tekrar güçlenme ve stabile olma evresi, boşanma sonrası yeni aile kurma veya yeni yaşam dönemi olarak tanımlanmaktadır. Ayrıca bu evre, boşanma süreci yorgunluğunun, yeni yaşamın oluşumu ve geçişi olarak da açıklanmaktadır (Wallerstein / Blakeslee, s.32).

Maneviyatın İnsan Psikolojisi Üzerindeki Olumlu Etkisi

Boşanma sonrası tekrar güçlenme ve stabile olma sürecinde bireylerin farklı stratejileri ile ayağa kalkmaktadır. Bazıları kendilerini işe vererek, bazıları sosyal hayata vererek iyileşme sürecine girerken, diğer bir kısım ise manevi güçleri ile ayağa kalkmaktadırlar.

Maneviyat kelimesi Türkiye’de genellikle din/dindarlık kavramını çağrıştırdığı bilinmekle beraber dinden ayrı olarak iç huzur ve içsel bütünlük olarak da tanımlandığı görülmektedir (Düzgüner, 2013). Maneviyat kavramının çeşitli toplumlarca ahlak ve diğerkamlik gibi insani değerler üzerindeki ilişkisinin göz önünde tutulduğunu saptamıştır. Manevi yönleriyle başkaları için bir şeyler yapma güdülenmesi arasında yapılan çalışmaya katılan kişilerin beyanlarına göre kuvvetli bir ilişki bulunmuştur. Daştan ve Buzlu (2010) çalışmalarında, kanser hastaları üzerinde yapmış oldukları çalışmalar neticesinde maneviyatın, insanların varoluşsal tehditlere karşı bireyleri kuvvetlendirdiği ayrıca baş edebilme becerilerine olumlu katkılarının yanı sıra hayatlarında umut ve anlam bulmada oldukça yararlı olduğu belirtilmiştir.

Maneviyat olgusu, dini aidiyetlik hissi ve dini ritüellere katılım psikoterapi sürecindeki her danışanda dikkate alınması gereken önemli faktörlerdir. Danışan için önde gelen psikolojik gelişim mi manevi gelişimin mi olduğu dikkate alınarak ve danışanın benzer sorulara verdikleri cevaplar ile terapötik müdahaleye karar vermek mümkündür (Ekşi ve ark., 2016, s. 22).

Pozitif psikolojinin güçlenmesi sayesinde maneviyatla ilişkisi olduğu düşünülen çalışmalarda da ciddi artışlar yaşanmıştır. Psikoloji alanındaki pozitif akım ile öne çıkan affedicilik, minnettarlık ve iyimserlik gibi kavramlar manevi gelenekteki kavramlarla da benzerlik göstermektedir. Buradan hareketle maneviyat ve dini deneyimler ile ilgili yapılan araştırmaların pozitif psikoloji alanına girdiği düşünüle bilinir (Ekşi ve ark., 2016, s. 26).

Kaya ve Küçük (2017), öğrenciler üzerinde yaptıkları çalışmalarla dini ritüellere devam eden öğrencilerin psikolojik iyi oluşlarıyla birlikte hayatlarını anlamlandırmaları arasında oldukça kuvvetli bir ilişki saptadıkları bilinmektedir. Dini gerekliliklerini yerine getiren öğrencilerin manevi yönleriyle birlikte kendileri psikolojik olarak daha iyi hissettiklerine yapılan çalışmalarla ulaşılmıştır.

Maneviyatın yaşamı anlamlandırma ve hayat kalitesini doğrudan etkilediği yapılan çalışmalarca saptanmıştır. Uçar (2017), yaşlılar üzerinde yürüttüğü çalışma neticesinde, maneviyata olan ilgileri fazla olan bireylerin hayat kaliteleri ve standartlarında iyileşme ve artış gözlenmektedir.

Maneviyat, bireylerin kişisel gelişimleriyle ve tutum-davranışları üzerinde etkiye sahiptir. Mutluer 2006 yılında yapmış olduğu bir araştırmada, bireyler arasında maneviyatı kuvvetli olan ve manevi değerlere sahip olan bireylerin kişisel olarak özgüven düzeylerinin yüksek olduğu sonucuna varmıştır.

Maneviyatın artırılması ve geliştirilmesi hem bireyin psikolojik iyi oluş hem de kişisel gelişimi için önemli olduğu bilinmektedir. Doğan (2006) yapmış olduğu araştırmada, öğrencilerin alkol tüketimleri ile maneviyatları arasında zıt bir ilişki saptamıştır. Ayrıca öğrencilerin fiziksel egzersiz alışkanlıkları arttıkça manevi iyi oluşlarının olumlu etkilendiği bulunmuştur. Dini eğilimleri fazla olan ve yarınlara daha olumlu bakma eğiliminde olan öğrencilerin maneviyat düzeylerinde iyilik hallerinde anlamlı farklılık bulunmuştur.

Çelik ve arkadaşları 2014 yılında yayınlanan çalışmalarında inanç ve dini ritüellerin çeşitli hastalıkların önlenmesinde, ağrı, anksiyete ve depresyon gibi rahatsızlıkların azalmasında, yaşam kalitesinin arttırılmasında ve hastaların sorunlarla baş edebilme becerilerine faydalı etkiler gösterdiğini bulmuştur. Çalışmanın bulgularına göre anneleri lise ve üzeri eğitim düzeyine sahip ve bekar olan hemşirelerin maneviyat ve manevi bakım algılama düzeylerinin yüksek olduğu bulgulanmıştır (Çelik ve ark., 2014, s. 10).

Psikolojik iyi oluş pozitif psikolojinin en değerli kavramlarından biridir. Bireyin geçmiş yaşamını ve kendisini pozitif algılaması, özgür bir iradeye sahip olması, hayatın anlamlı ve amaçlı olduğuna inanması, bireysel gelişimin katlanarak devam etmesi, çevreyle sağlıklı ilişkiler kurabilmesi gibi bileşenler psikolojik iyi oluşu oluşturur (Ryff ve Keyes, 1995).

Psikolojik iyi oluşun birçok değişkenle ilişki içerisinde olduğu düşünülmektedir. Bunlardan birisi de evlilikdir. Evlilik ruh sağlığı ve mutluluk ile pozitif korelasyon gösteren bir değişkendir. Literatüre bakıldığında psikolojik iyi oluş ile evlilik arasındaki ilişkinin incelendiği çalışmalara rastlanmaktadır (Kim ve McKenry, 2002; Gülyüksel Akdağ ve Cihangir Çankaya, 2015). Türkiye İstatistik Kurumu [TUİK] 2013 verileri göz önüne alındığında ülkemizde evli olan bireylerin evli olmayanlara nazaran daha mutlu oldukları göze çarpmaktadır (TUİK, 2013).

Hayatın Anlamı

İnsanoğlu yaşamını sürdürdüğü süreçte sürekli bir yaşam amacı bulma ve yaşamış olduğu hayata bir anlam katma ihtiyacında olmuştur. Frankl(2009,s.113) yazmış olduğu kitapta insandaki hayatın anlamını bulma ihtiyacını, insanın içinde olan temel bir güdü olduğunu söylemiştir. Aynı zamanda Frankl(2009,s.113) insanın aradığı anlamın sadece kendisi tarafından bulunabileceğini ve ancak bu şekilde olduğunda insanın hayatın anlamını bulma isteğinde doyuma ulaşabileceğini ifade etmiştir.

Hayatın anlamı kavramı, hayatta yaşanan acılarla da ilişkilendirilmiştir. 2016(Cufta) yılında yapılan bir çalışmada Hayatın anlamı kavramı, acının anlamı kavramı ile yakından ilişkilendirilmiş ve her iki kavramında hayatın gerçekleri olduğunu kanısı üzerinde durularak sıkıntı yaşanmadan hayatın anlamının keşfedilemeyeceğinden bahsedilmiştir.

Hayatın anlamını bulma arayışı insanoğlunda bir ihtiyaç meydana getirmiş ve giderilmek istenmiştir. Bu ihtiyaç, psikolojik iyi olma ile ilişkilendirilebilir. Nitekim 2017(Kaya ve Küçük)' de üniversite öğrencileri üzerinde yapılan bir araştırmada öğrencilerin hayatın anlamına yönelik düşünceleri kuvvetlendikçe psikolojik iyi olma düzeylerinin de arttığı gözlenmiştir. Hayatın anlamı kavramı, bir çok araştırmının konusu olmuştur ve insanlık var olduğu sürece de araştırılmaya devam edecektir.

Yöntem

Veri Toplama Aracı

Çalışmada, katılımcılara bir Kişisel Bilgi Çizelgesi, Manevi Yönelim Ölçeği ve bir de Hayatın Anlam ve Amacı Ölçeği uygulanmıştır. Kişisel bilgi formda 20 soru sorulmaktadır. Kişisel bilgi formu soruları yazarlar tarafından hazırlanmıştır.

Manevi Yönelim Ölçeği:

Uygulanan ölçek soruları Kasapoğlu (2015) tarafından geliştirilmiştir. Manevi Yönelim Ölçeğinde 16 soru sorulmaktadır.

Hayatın Anlam ve Amacı Ölçeği:

Uygulanan ölçek soruları Aydın, Kaya ve Peker (2015) tarafından geliştirilmiştir. Hayatın Anlam ve Amacı Ölçeğinde 17 soru sorulmaktadır.

Bulgular

Bireylerin medeni durumuna (evli-boşanmış) göre manevi yönelimlerinin incelenmesi.

Boşanmış ve evli bireylerin manevi yönelim düşünceleri arasında anlamlı farkın olup olmadığı ilişkin bağımsız örneklem *t* testi sonuçları Tablo 1’de sunulmuştur.

Tablo 1. Boşanmış ve Evli bireylerin manevi yönelim değerleri arasındaki farklara ilişkin bağımsız örneklem *t* testi sonuçları

| Değişken | Aile tipi | n | | sd | <i>t</i> |
|---------------------------|-----------|-----|------|------|---------------------|
| Manevi Yönelim | Evli | 109 | 3.42 | 0.37 | 0.624 ^{ns} |
| | Boşanmış | 121 | 3.39 | 0.40 | |
| <i>Not. ns = anlamsız</i> | | | | | |

Tablo 1’de Evli ve boşanmış bireylerin manevi yönelimleri incelendiğinde; evli bireylerin manevi yönelim düşünceleri puan ortalamaları ($M = 3.42$, $SD = 0.37$) boşanmış bireylerin manevi yönelim puan ortalamalarından ($M = 3.39$, $SD = 0.40$) görece daha yüksek olduğu görülmektedir. Ancak, bu puan ortalamaları arasında istatistikî olarak anlamlı bir fark bulunamamıştır, $t_{(228)} = 0.624$, $p > .05$. Bu sonuçlara göre boşanmış ve evli bireylerin manevi yönelim düşünceleri birbirlerine yakın oldukları/benzer oldukları ifade edilebilir.

Bireylerin medeni durumuna (evli-boşanmış) göre hayatın anlamı yönelimlerinin incelenmesi.

Boşanmış ve evli bireylerin hayatın anlamı düşünceleri arasında anlamlı farkın olup olmadığı ilişkin bağımsız örneklem *t* testi sonuçları Tablo 2’de sunulmuştur.

Tablo 2. Boşanmış ve Evli bireylerin hayatın anlamı değerleri arasındaki farklara ilişkin bağımsız örneklem *t* testi sonuçları

| Değişken | Aile tipi | n | | sd | <i>t</i> |
|-----------------------------------|-----------|-----|------|------|---------------------|
| Hayatın Anlamı | Evli | 110 | 5.97 | 1.26 | 0.000 ^{**} |
| | Boşanmış | 122 | 4.52 | 1.53 | |
| <i>Not^{**} p<0.01</i> | | | | | |

Tablo 2’de Evli ve boşanmış bireylerin hayatın anlamları incelendiğinde; evli bireylerin hayatın anlamı düşünceleri puan ortalamaları ($M = 5.97$, $SD = 1.26$) boşanmış bireylerin hayatın anlamı düşünceleri puan ortalamalarından ($M = 4.52$, $SD = 1.53$) daha yüksek olduğu anlaşılmaktadır. Bununla birlikte, bu puan ortalamaları arasında istatistiki olarak anlamlı bir farkın olduğu saptanmıştır, $t_{(230)} = 0.0$, $p < 0.01$. Bu sonuçlar değerlendirildiğinde, evli bireylerin boşanmış bireylere göre daha güçlü hayatın anlamı düşüncelerine sahip oldukları söylenebilir.

Sonuç

Yapılan bu araştırmada ulaşılan sonuçlar şu şekildedir;

- Boşanmış ve boşanmamış bireylerin manevi yönelim düşüncelerinin birbirine yakın olduğu ancak hayatın anlamına yönelik olan düşüncelerin evli bireylerde, boşanmış bireylere göre daha güçlü olduğu görülmüştür.
- Cinsiyet değişkeni temel alındığında boşanmış ve evli bireylerin manevi yönelimlerinde bir fark bulunamamıştır. Hayatın anlamına dair olan düşüncelerde evli bireyler arasında bir fark bulunamazken, boşanmış bireylere bakıldığında erkek bireylerin, bayan bireylere göre hayatın anlamına yönelik olan düşüncelerin daha güçlü olduğu görülmüştür.
- Evlenmeden önce flört dönemi yaşamış veya flört dönemi yaşamamış bireylerin hayatın anlamına dair düşüncelerine ve manevi yönelimlerinde ise; Boşanmış ve evlenmeden önce flört yaşamış bireylerin, boşanmış ve evlenmeden önce flört yaşamamış bireylere göre daha güçlü manevi yönelim düşüncelerinin olduğu görülmüştür. Bu bireylerin hayatın anlamına yönelik olan düşünceleri ise birbirine yakın/benzer olduğu görülmüştür. Evli ve evlenmeden önce flört yaşamamış bireylerin, evli ve evlenmeden önce flört yaşamış bireylere göre daha güçlü manevi yönelim düşüncelerine sahip olduğu görülmüştür. Bu bireylerin hayatın anlamına yönelik düşünceleri birbirlerine yakın/benzer olduğu görülmüştür.
- Çocuk sahibi olup-olmama değişkeni temel alındığında; boşanmış ve çocuk sahibi olmayan bireylerin, boşanmış ve çocuk sahibi olan bireylere göre daha güçlü manevi yönelim düşüncelerine sahip olduğu ancak hayatın anlamına yönelik düşüncelerinin birbirine yakın/benzer olduğu görülmüştür. Evli ve çocuk sahibi olmayan bireylerin, evli ve çocuk sahibi olan bireylere göre daha güçlü hayatın anlamına yönelik düşüncelere sahip olduğu ancak manevi yönelim düşüncelerinin ise birbirine yakın/benzer olduğu görülmüştür.
- Evlenme yaşı ile ilgili değişken temel alındığında; boşanmış bireyler içerisinde evlenme yaşı 13-25 yaş olanlar ile evlenme yaşı 26-36 yaş aralığında olanların manevi yönelim düşüncelerinin ve hayatın anlamına yönelik düşüncelerinin birbirine yakın/benzer olduğu görülmüştür. Evli ve evlenme yaşı 26-35 yaş aralığında olan bireylerin evli ve evlenme yaşı 13-25 yaş aralığında olan bireylere göre daha güçlü manevi yönelim düşüncelerine sahip oldukları, ancak evli ve evlenme yaşı 13-25 yaş aralığında olan bireylerin evli ve evlenme yaşı 26-36 yaş aralığında olan bireylere göre daha güçlü hayatın anlamına yönelik düşüncelere sahip oldukları görülmüştür.
- Evli bireyler içerisinde eşleriyle olan yaş farkları değişkeni temel alındığında; eşleriyle aralarında 0-3 yaş olan bireyleri ile eşleriyle aralarında 3-5 yaş farkı olan bireylerin hayatın anlamı yönündeki düşünceleri ve manevi yönelim düşünceleri birbirine yakın/benzer olduğu görülmüştür.
- Boşanmış bireylerin yaş, evlilik süresi, boşanma üzerinden geçen süre, eşleriyle olan yaş farkı, eğitim durumları, bireylerin yetiştirilme biçimleri, çocuk sayıları ve yaşadıkları ailelerin gelir durumu gibi değişkenler temel alındığında bu değişkenlere göre boşanmış bireylerin birbirlerine oldukça yakın manevi yönelim düşüncelerine sahip oldukları görülmektedir. Boşanmış bireylerde kendileriyle ilgili yaş, evlilik süreleri, ne zaman boşandıkları, eşleriyle yaş farkları, eğitim durumları, yetiştirilme

sitilleri, kaç çocuk sahibi oldukları ve şu anki gelir durumu gibi değişkenlere göre boşanmış bireylerin birbirlerine oldukça yakın hayatın anlamı düşüncelerine sahip olduğu görülmüştür.

- Evli bireylerin yaş, evlilik süresi, boşanma üzerinden geçen süre, eşleriyle olan yaş farkı, eğitim durumları, bireylerin yetiştirilme biçimleri, çocuk sayıları ve yaşadıkları ailelerin gelir durumu gibi değişkenler temel alındığında bu değişkenlere göre evli bireylerin birbirlerine oldukça yakın manevi yönelim düşüncelerine sahip oldukları görülmektedir. Evli bireylerin yaş, evlilik süresi, boşanma üzerinden geçen süre, eşleriyle olan yaş farkı, eğitim durumları, bireylerin yetiştirilme biçimleri, çocuk sayıları ve yaşadıkları ailelerin gelir durumu gibi değişkenler temel alındığında bu değişkenlere göre evli bireylerin birbirlerine oldukça yakın hayatın anlamı düşüncelerine sahip oldukları görülmüştür.
- Boşanmış bireyler arasında boşanma nedeni bağımlılık olan bireylerin, bağımlılık dışında diğer nedenler ile boşanan bireylere göre daha düşük manevi yönelim düşünce değerlerine sahip oldukları görülmüştür. Bununla birlikte boşanma nedeni ekonomik problem, karakter uyuşmaması, aldatma, şiddet, üçüncü şahıslar, güven sorunu, sorumsuzluk ve başka nedenler olan bireylerin manevi yönelim düşünceleri birbirlerine yakın oldukları/benzer oldukları görülmüştür.

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THE EFFECTS OF BUSINESS STRESS IN BUSINESS LIFE

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Abstract: *One of the most important discomforts experienced by modern day society in daily life and work life is stress. Stress means stress, body aches, headache, fatigue, weakness, thoughtfulness, insufficient feeling, suspicion, extreme irritability and so on. symptoms occur. It is inevitable for working individuals to face stress in business life. Performance and efficiency of stress are low in business life. Prices are very stress for individuals and offering. They did not have any difference in this idea. In this study, stress and stress, stress, stress, stress caused by stress, stress and stress in order to prevent stress.*

Keywords: *stress, work, human*

İŞ YAŞAMINDA İŞ STRESİNİN ETKİLERİ

Özet: *Günümüz modern toplumunun günlük yaşantı ve iş yaşantısında yaşadığı en önemli rahatsızlıklarından biri strestir. Gerginlik manasına gelen stres vücut ağrıları, baş ağrısı, yorgunluk, halsizlik, dalgınlık, kendini yetersiz hissetme, kuşku, aşırı sinirlilik vb. belirtilerle ortaya çıkmaktadır. Teknolojideki gelişmelerle birlikte gelişen, yoğunlaşan, karmaşık bir hale gelen günlük hayat ve iş hayatı toplumlara daha geniş imkanlar yaratıp daha iyi yaşama koşulları sağlarken beraberinde stres başta olmak üzere bazı olumsuzlukları ortaya çıkarmaktadır. Çalışan bireylerin iş hayatında stresle karşılaşması kaçınılmazdır. Stresin iş yaşamında performans ve verim düşüklüğü yaratmasına paralel olarak bireyin günlük ve aile yaşamında da kalıcı olumsuzluklara neden olmaktadır. Dolayısıyla stres bireyler ve işletmeler için çok önemlidir. Bu bilinçte olan işletmeler sorunu farkedip, önlemini aldığı ölçüde hedeflerine ulaşabilmektedir. Bu çalışmada stres tanımı, kavramı ve kapsamı, stres kaynakları, stresin yol açtığı sorunlar, iş yaşamında stres ve stresi önleme konuları ele alınmıştır.*

Anahtar sözcükler: *stres, iş, insan*

İş Stresi ve Tanımı

Modern psiko-sosyolojik teknikler geliştirilmesinden önceki dönemde, bireyin iş yaşamındaki davranışlarıyla ilgili olarak, çeşitli varsayımlar ve subjektif yaklaşımlar kullanılmaktaydı. İnsan davranışı biyolojik bir mantıkla değerlendirilmekte ve çalışanların gizli bir yarışma içinde oldukları, ayrıca olumsuz davranış ve tutumlarının ardında da toplumun değer yargılarına karşı bir karşı çıkış özentisi bulunduğu kabul edilmekteydi. İnsanların davranışlarına aşırı bir bencilliğin yön verdiği düşünülmekteydi. Yeni, modern psiko-sosyolojik yaklaşımlar ise insanın iş yaşamındaki sorunlara yalnızca kendi zeka ve becerisi ile çözüm aramadığı; tüm çevreleriyle merkezi sinir sistemi aracılığıyla iletişimde olduklarını kabul eder. Çalışanların tüm sağlıkları bakımından, iş ortamındaki diğer zararlı etkenlerle birlikte psiko-sosyolojik streslerin de ele alınmasını benimser. İnsan davranışı artık tümüyle içgüdüsel bir olgu sayılmamakta ve içinde bulunduğu ortamın etkileriyle karmaşık bir davranış biçimi olduğu kabul edilmektedir. Yani çalışanlar, toplumun bir parçası olduğuna göre, aşırı bencilliklerinin yanında, içinde yaşadıkları ve benimsedikleri sosyal gruplarla etkileşimlerinin de onların davranışlarına yön vereceği düşünülmektedir (Erkan, 1993).

Steers (1981)'a göre, iş stresi, çalışanların ruhsal ve bedensel sağlıkları üzerindeki olumsuz etkileri, personel devri ve işe devamsızlığı artırması, iş kazalarına yol açması ve örgütsel etkinliği azaltması nedenleriyle kontrol altına alınması gereken bir sorundur (Torun, 1996).

Bugün şirketler artık insana yatırım yapmanın önemini kavrayan bir çok yöneticiyi barındırmaktadır. Ama bununla birlikte, az maliyet ile kısa sürede maksimum performans elde etme ütopyasından da kurtulamamışlardır. Bu da belli bir bilincin yeterince gelişmemiş olduğunun bir göstergesidir (Altınay, 2000).

Stresin Kaynakları

Bireyin İş Çevresinin Yarattığı Stres Kaynakları

Birey, üyesi olduğu grubun, işin, işletmenin veya örgütün yapısı, bunların yönetim biçimi ve iş konumu gibi faktörlere de strese uğrayabilir.

İş hayatının sebep olduğu stres ve sonuçları herkesi ilgilendirmektedir. İş hayatından yansıyan stresler çok geniş ve değişiktir, dolayısıyla da sadece bireyin gayretiyle önlenemez. İş şartları, çalışanlar üzerinde baskı ve zorlanma yaratır. Strese neden olan bu durum da sağlıklı ilgili ciddi sonuçlar yaratmaktadır (Baltaş ve Baltaş, 1995).

İşletme Politikaları ve Stratejileri

Günümüzde değişen ve modern bir anlayışa kavuşan işletmelerin politika ve stratejileri de değişmiştir. Bunun sonucu yeni istihdam politikaları, bu politikaların getirdiği yenilikler, teknolojik yenileşmeler ve bunun sonucu makinenin insan gücünün yerini alması, üretim, işyeri güveni, ulaşım, yeni üretim teknikleri ve bunun getirdiği yeni bilgi birikimi gibi durumlar bireyde stres yaratmaktadır (Artan, 1987).

Bireyin Çevresinin Yarattığı Stres Kaynakları

Bireyin genel çevresinin yarattığı stres, ülkenin ve dünya ekonomisinin gidişi, siyasi belirsizlikler, çarpık kentleşme ve yetersiz alt yapı imkanları, teknolojik değişikliklerin değişime uğratıldığı yaşam tarzı alışkanlıkları ve kuşaklar arası çatışma gibi nedenlerle bağlı olarak ortaya çıkar. Girişimci, yönetici veya çalışanlar ekonomik ve politik sorunlar veya savaş, afet gibi nedenlerle iş ve gelecek kaygısı yüzünden strese maruz kalabilir (Şahin, 1994).

Stresin Aşamaları

Stresin alarm, direniş ve tükenme olmak üzere üç safhası vardır:

- Alarm safhalarında kişi bedenen veya ruhen sınırlarının zorlandığını hisseder ve uyarımdan kaçarak veya onunla mücadele ederek yenilik yaşar ve bu uyarıcıyla başa çıkabileceğinden emin olamaz.
- Direniş döneminde birey fiziksel ve duygusal enerjisini harekete geçirerek strese neden olan uyarıcının olumsuz etkilerine karşı çıkmaya çalışır. Bu dönemde organizmanın alarm döneminde gösterdiği bedensel ve ruhsal belirtiler ortadan kalkar.
- Birey strese neden olan uyarıcıyla başarılı bir şekilde baş edebilirse tükenme safhası ortaya çıkmaz. Ancak uyarıcının çok şiddetli olması ve bireyin uzun süre bu uyarıcıya maruz kaldığı durumlarda tükenme dönemi ortaya çıkacak yıkım ve bitkinlik yaşanacaktır (Torun, 1996).

Stresin Yol Açtığı Problemler

Stres bedensel ve ruhsal birçok rahatsızlığa neden olur. Stresin neden olduğu bedensel rahatsızlıklar aşağıda sıralanmaktadır:

- Aşırı iştah veya iştahsızlık,
- Kronik yorgunluk ve halsizlik,



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- Kronik baş ağrıları,
- Adale ağrıları ve spazmları,
- Cinsel ilişkiler konusunda isteksizlik,
- Uykusuzluk veya sık sık uyanma
- Bulantı, ishal, kabızlık,
- Nefes darlığı, titreme.

Stresin neden olduğu duygusal ve davranışsal rahatsızlıklar ise şöyle belirtilebilir:

- Alınganlık ve sinirlilik,
- Tatilden kaçınma ve anlamsız bulma,
- Olaylar karşısından tepki göstermeme,
- Yalnızlıktan kaçınma,
- Ölümden ve kaza geçirmekten aşırı derecede korkmak,
- Hayattan zevk almama, her şeyi boş görme,
- Hastalık hastası olma,
- Konsantrasyon bozukluğu ve bellek zayıflığı,
- Kapalı yerlerden, yalnız kalmaktan, savaştan, depremden ve gök gürültüsünden korkarak paniğe kapılma (Cüceloğlu, 1991)

Stresin Sonuçları

Stresin insanların davranışları, duyguları ve biyolojik yapıları üzerinde değişik sonuçları vardır (Soysal, 2009).

Davranışsal Sonuçları

Fizyolojik, psikolojik ve zihinsel etkilerinin yanısıra stres; bireyin davranışlarını da etkileyip değiştirebilir. Sigara, alkol, uyuşturucu madde kullanımı gibi zararlı alışkanlıklar, aşırı yemek yeme, hırçınlık ve saldırganlık bu olumsuz davranışlara örnek olarak gösterilebilir (Medicana Genel Sağlık Ansiklopedisi, 1993).

Örgütsel Stres Kaynakları

Örgütler büyüdükçe ve karmaşıklaştıkça çalışanları etkileyen stres kaynakları da artmaktadır. Örgüt dışındaki nedenlerden başka örgüt içinde de örgütle ilişkilendirilen stres kaynakları vardır. Örgüt yapısı gereği; idari politikaları, yapıları, fiziksel koşulları ve süreçleri, rekabetçi üretim ve pazarlama yapıları gibi stres kaynaklarına sahiptir. Örgütsel strese neden olabilecek etkenler şunlardır:

İşin Gerekerinden Kaynaklanan Stres Etkenleri

İşin stresli olması işin yapılış şekli ya da o işin yapısıyla ilgilidir. özellikle mavi yakalı işçiler, işin yapılış şekli nedeniyle büyük bir stres altında çalışırlar. Diğer bir deyişle, fiziki koşulların neden olabileceği sağlık sorunları ile karşılaşabilir. İşin gereklerinden kaynaklanan stres kaynakları şunlardır:

- Monotonluk,
- Vardiyalı Çalışma Düzeni,

- Çok Fazla ya da Az İş Yükü ve
- Zaman Baskısı.

Örgüt Yapısından Kaynaklanan Stres Etkenleri

İş hayatından yansıyan stres ve bunların sonuçları doğrudan veya dolaylı olarak gerçekte dünya üzerindeki herkesi ilgilendirmektedir. Stres olarak bilinen problemleri doğuran iş şartları, çalışanlar üzerinde baskı ve zorlanma yaratır. Bu zorlanmanın uzun sürmesi de sağlıkla ilgili ciddi sonuçların doğmasına zemin hazırlayabilir (Baltaş ve Baltas, 1995). Örgüt yapısından kaynaklanan etkenler şunlardır:

- Örgütsel İklim: Örgütsel iklim, örgütteki bireylerin moral düzeylerini, beraber iş yapma isteklerini, verimliliklerini ve amaçlara ulaşmada isteklerini belirtir. Buna göre örgüt ikliminin, örgütün temel değerleri ve normları üzerinde etkileri vardır.
- Karar Verme Sürecinde Katılma: Bireyin kendisini ilgilendiren kararlarda bireyin fikrinin hiç sorulmaması ve sadece sonuçların bildirilmesi bireyin örgüte olan güvenini azaltır. Örgütteki değişikliklerin nedenine ilişkin bilgiden yoksun kalmak, bireylerin kendi kişiliklerinin dikkate alınmadığı hissettirerek, moral ve kontrol duygularının sarsılmasına neden olur.

Kariyer Gelişimi ile İlgili Stres Etkenleri:

Kariyer sahibi olarak bir örgütte çalışma yaşamını başlatan her birey başarılı olmayı ve kariyerinde en üst konuma gelebilmeyi amaçlar. Kariyer yönetimi bireyin kendi yetenek ve ilgilerini analiz etmelerine ve kariyer geliştirme faaliyetlerinin planlanmasına yardımcı olmaktadır.

Örgüt İçi İlişkilerden Kaynaklanan Stres Etkenleri

Çalışan birey üstleriyle olduğu kadar astlarıyla ve meslektaşlarıyla ilişkiler kurmakta güçlük çekiyorsa, stres ortamı doğar. Bunlar aşağıda verilmiştir:

- Astlarla İlişkiler: Yöneticinin otoritesini kullanmasını ile astlarının bu konudaki beklentilerinin çatışması yada uyumsuzluğu, ilişkileri bozan dolayısıyla strese neden olan bir durumdur.
- Üstlerle ilişkiler: Üstlerin astlarına karşı gösterdiği tutum ve davranışlar, örgütteki ilişkileri önemli derecede etkiler. Üst ile ast arasındaki ilişkinin biçimi bireylere olumlu ya da olumsuz olarak etkiler.
- Meslektaşlarla İlişkiler: Bir üst basamağa yükselmek için birbiri ile rekabet halinde olan bireyler için bu stres kaynağıdır. Bireyler örgüte olan bağımlılıklarını devam ettirebilmek için (rekabetin yanı sıra) birbirlerinden yardım ve destek beklerler. İşte bu çelişki sonucu bireyler, meslektaşları ile ilişkilerinde olumsuz değişiklikler hissedebilir.

Fiziksel Koşullardan Kaynaklanan Stres Etkenleri

Çalışma yaşamında bireyler bazen çok hareketsiz, monoton ve hiçbir fiziki caba gerektirmeyen işler yapabildikleri gibi; hafif, çok tekrarlı, zor, tehlikeli ve sağlıksız koşullarda da çalışabilirler. Bununla beraber bireylerin beden yapıları ve boyutları fizyolojik kapasitesi ve toleransları, psikososyal tepkileri, yapılan iş ve işlemlerden olduğu kadar, iş ortamlarındaki streslerden de etkilenir.

Stresi Önleme Yolları

Bireylerin dayanabilecekleri boyutlarda olan veya önemsenmeyecek düzeydeki streslerin çoğunun uyarıcı etkileri ile yararlı ve gerekli oldukları düşünülebilir. Sakıncalı olanlar, insanın sağlığını; bedensel ve ruhsal dengesini bozacak düzeye erişmiş streslerdir. Uluslararası Çalışma Örgütü (ILO)'nün konuya bakışı da şöyledir:

“İş yaşamındaki koşullar, çalışanların sağlığını ve ruhsal dengesini tehlikeye sokmamalı ve ona düşünebilmek, sosyalleşmek ve toplum yaşamına katkıda bulunmak için serbest zaman bırakmalı ve bu arada kendisinin doyumluluğunu desteklerken, onun kişisel kapasite ve yeteneklerini sergilemek ve geliştirmek fırsatını da vermelidir.”(Erkan, 1993).

Örgütsel Başaçıkma Yolları

Fiziksel Koşulların İyileştirilmesi: Örgütün çalışma yerlerindeki gürültü, aydınlatma, renk düzeni ve hava koşulları konularında uygun standartların sağlanmasını içerir. Gürültüyü azaltmak için uygulanabilecek mühendislik yöntemleri kullanılabilir (Sabuncuoğlu ve Tüz, 1998).

Sosyal Destek Sağlanması: Çalışanlara sağlanan sosyal destekler ile stresten etkilenme düzeyleri düşürülebilir. Çalışma ortamında destekleyici gruplar oluşturmak, ustabaşları eğiterek astlarına anlayışlı ve destekleyici yaklaşımlarını sağlamak. Ayrıca işyerinde dinlenme veya yemek aralarında bir takım sportif oyun etkinlikleri de psikolojik rahatlama sağlayabilir. Örneğin, tenis, el topu, koşma, yüzmeye ve çeşitli oyunlar gibi (Sabuncuoğlu ve Tüz, 1998).

Stres Danışmanlığı Sağlanması: Çalışanların kendi başlarına çözemedikleri sorunları profesyonel danışmanlar yardımıyla çözmeleridir. İşletmeler bu amaçla psikolog ya da sosyal psikologlar istihdam etmelidir. Ayrıca işletme içinde yine uzmanların vereceği eğitimlerle, çalışanlara bireysel stresle başaçıkma teknikleri öğretilir (Sabuncuoğlu ve Tüz, 1998).

Meslek Danışmanlığı: Çalışanlar içinden kendisine uygun bölüm ya da işlerde olmayanlar için; onların ilgi ve yeteneklerinin değerlendirilerek daha uygun iş yada bölümlere geçiş yapabilmeleri fırsatı yaratmak ve gerekli eğitimin sağlanmasıdır.

Çalışma Ortamının İnsancillaştırılması: Çalışanlar işlerinden doyum sağlamalı, birbirleriyle iyi ilişkiler içinde olmalıdırlar. Tepe yöneticiler çalışanların değer ve isteklerini anlamalı, karar ve planlama süreçlerinde onların katılımına açık olmalı, iletişim kurmalıdırlar. Çalışanlar işletmeyi ücret, pozisyon veya iş koşullarını iyileştirebilecekleri bir yer olarak görmelidirler. Sağlıkları konusunda gerekli periyodik kontroller yapılmalı, tedavileri için çeşitli programlar geliştirilmelidir (Sabuncuoğlu ve Tüz, 1998).

Sonuç

Günümüz çalışma yaşamında yoğunluk ve strese hemen hemen her çalışan maruz kalmaktadır. Bu durum işgörenleri çalışma yaşamında olumsuz yönde etkileyip motivasyonlarının düşük olmasına ve dolayısıyla da verimlerinin düşmesine neden olmaktadır.

İşletmelerde çalışanların daha yaratıcı ve üretken olmalarını sağlamak, verimlilik enerji ve canlılık alanında olumlu bir güç oluşturmak için stres yönetimi üzerinde önemle durulması ve ihmal edilmemesi gerekmektedir. Stresin özellikle iş ve sosyal yaşamda açtığı derin yaralar, bireyleri ve kurumları onun üzerinde daha fazla araştırma yapmaya ve onu yönetmeye sevk etmiştir. Bu anlamda stres yönetiminin



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amacı çalışanların ruh ve beden sağlıklarını koruyarak iş ve iş dışı yaşamda kaliteli ve verimli bir yaşam sürdürebilmelerine yardımcı olmak şeklinde ifade edilebilir.

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INVESTIGATION OF TURKEY'S IMPORT FUNCTION WITH NONLINEAR COINTEGRATION ANALYSIS

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Abstract: *In recent years, interest in estimating nonlinear models has increased considerably. The aim of this study is examining Turkey's import function between the years of 1980-2016 with nonlinear cointegration analysis developed by Kapetanios, Shin and Shell (KSS 2006). In the study, linear cointegration result has also been included. According to the results, long run relationship has been obtained.*

Keywords: *Import Function, Cointegration, KSS (2006)*

TÜRKİYE'NİN İTHALAT FONKSİYONUNUN DOĞRUSAL OLMAYAN EŞBÜTÜNLEŞME ANALİZİ İLE İNCELENMESİ

Özet: *Son yıllarda doğrusal olmayan modellerin tahminine olan ilgi oldukça artmıştır. Bu çalışmanın amacı, 1980-2016 yılları arasında Türkiye'nin ithalat fonksiyonunun Kapetanios, Shin ve Shell (KSS 2006) tarafından geliştirilen doğrusal olmayan eşbütünleşme analizi ile incelenmesidir. Çalışmada doğrusal eşbütünleşme sonucuna da ayrıca yer verilmiştir. Sonuçlara göre uzun dönemli ilişki elde edilmiştir.*

Anahtar Kelimeler: *İthalat Fonksiyonu, Eşbütünleşme, KSS (2006)*

Giriş

Ülkelerin refahlarını yükseltmeleri, mal ve hizmet niteliğini geliştirmeleri kapalı bir ekonomiyle oldukça zordur. Üretim, girdi, işgücü, teknoloji açıkları gibi nedenlerle ülkeler ithalata yönelmektedir (Bayraktutan ve Bıdırdı, 2010: 352).

İthalat, dış ticaret üzerindeki kısıtlamaların kaldırılarak ülke ekonomilerinin rekabet ettiği bir ortamda, gelişmekte olan ülkelerin kalkınma hızlarını artırmak, gelişmiş ülkelerin de istikrarlı büyüme için başvurdukları önemli bir araçtır (Bayraktutan ve Bıdırdı, 2010: 352).

Literatürde ithalat fonksiyonunu tahmin etmeye yönelik pek çok çalışma vardır. Türkiye için yapılan çalışmalara bakıldığında; Bayraktutan ve Bıdırdı (2010) ile Doğanlar vd. (2006) ithalat fonksiyonunu Engle Granger ve Johansen eşbütünleşme yöntemleri ile, Vergil ve Erdoğan (2009) ARDL yöntemi ile tahmin etmişlerdir. Onwuka ve Zoral (2009) ARDL yönteminin yanında FMOLS yöntemini de kullanmışlardır. Diğer ülkeler için yapılan çalışmalara bakıldığında Hye ve Mashkooe (2010) Bangladeş, Constant ve Yue (2010) Fildişi, Matlasedi (2017) Güney Afrika için ithalat fonksiyonunun tahmininde ARDL yöntemini tercih etmişlerdir. ARDL yöntemi ile yapılan çalışmalara Bahmani-Oskooee vd.

(2005) İngiltere çalışması örnek gösterilebilir. Bahmani- Oskooee ve Brooks (1999) ABD ve ticaret partnerleri için fiyat esnekliklerini Johansen eşbütünleşme yöntemi ile tahmin etmiştir. Bahmani-Oskooee (1998) Pakistan, Filipinler gibi az gelişmiş ülkelerin ithalat fonksiyonunu tahmin etmede Johansen eşbütünleşme yöntemini tercih edenlerden biridir. Moore, Morris ve Simmons (2009) Karayipler için ithalat fonksiyonunu tahmin etmede GARCH modelini, Bobic (2009) ise Hırvatistan için ithalat fonksiyonunu tahmin etmede panel eşbütünleşme yöntemini tercih etmişlerdir. Jaforullah ve King Yeni Zelanda için petrol ithalatını Johansen eşbütünleşme yöntemleri ile tahmin etmişlerdir. Doğrusal olmayan yaklaşımı kullananlardan Gouvea ve Schettini (2015) Brezilya için ithalat modelini Markov modelleri ile incelemişlerdir. Dong (2017) Marshall-Lerner koşulunu doğrusal olmama durumunu da hesaba katarak Amerika ve G7 ülkeleri için incelemiştir. Sharma ve Pal (2018) doğrusal olmayan ARDL yöntemi ile Hindistan için döviz kuru oynaklığının ticaret üzerindeki etkilerini incelemişlerdir.

Bu çalışmada ise Türkiye için ithalat fonksiyonunun uzun dönemde dengeye gelip gelmediği doğrusal ve doğrusal olmayan yaklaşımla incelenmiştir. Bilindiği gibi doğrusal olmama durumunu ortaya koyan iktisatçılardan biri Neftçi'dir. Neftçi (1984) çalışması doğrusal olmayan modellerdeki çalışmalara örnek gösterilmektedir. Son yıllarda zaman serisi çalışmalarında serilerin varsayılanın aksine doğrusal olamayabilecekleri dikkate alınmaktadır.

Türkiye İthalatının Yapısı

Türkiye'de 1980 yılından itibaren dış ticaretin geliştirilmesi için bazı önemli adımlar atılmıştır. Dış ticaret işlemlerinde serbestleşme ve ekonominin dışa açılması bunlara örnek gösterilebilir (Bayraktutan ve Bıdırdı, 2010:352).

24 Ocak 1980 kararları ile Türkiye ekonomisinin uluslar arası rekabet ortamına uygun hale getirilmesi amaçlanmıştır. İthalat teminatları kaldırılmış ve gümrük vergileri önemli oranlarda düşürülmüştür. Bu kararların, ithalat açısından en önemli etkisinin esnek kur politikasının benimsenmesi olduğu ifade edilebilir (Bayraktutan ve Bıdırdı, 2010:353).

Ekonomik entegrasyonlar (bütünleşmeler) ülkelerin verimliliklerini ve refah seviyelerini arttırabilmeleri için gerekli olmaktadır. Balassa (1976) entegrasyonları, ticaret engellerinin kaldırılması (ticari-ekonomik entegrasyon), faktör hareketlerinin serbestleştirilmesi (faktör entegrasyonu), ulusal ekonomik politikaların yakınlaştırılması (politik entegrasyon) ve bu politikaların tümüyle aynılaştırılması (tam entegrasyon) olarak sınıflandırmıştır (Bakkalcı, 2002:39). Balassa (1961) bütünleşmelerin kurumsallaşma sürecini ve aşamalarını beş grupta incelemiştir (Bakkalcı, 2002:40):

- Serbest Ticaret Bölgeleri,
- Gümrük Birliği,
- Ortak Pazar,
- Ekonomik Birlik,
- Tam Ekonomik Birlik

Gümrük birliği; taraf ülkelerin mallarının tek bir gümrük alanı içinde, her tür tarife ve eşdeğer vergiden muaf biçimde, serbestçe dolaşabilmeleri ve tarafların, üçüncü ülkelere gelen ithalata yönelik olarak

da aynı tarife oranlarını ve aynı ticaret politikasını uygulamaları anlamına gelmektedir (Türkiye AB Gümrük Birliği-T.C Dışişleri Bakanlığı).

Viner (1950) gümrük birliklerini ve gümrük birliklerinin ekonomik etkilerini detaylı olarak incelemiştir. Viner'a göre gümrük birliğinin gerçekleştirilebilmesi için üç koşulun sağlanması gerekmektedir:

- Üye ülkeler arasındaki gümrükler ve miktar kısıtlamaları kaldırılmalıdır,
- Üye ülkeler arasında üçüncü ülkelere karşı uygulanacak ortak gümrük tarifeleri belirlenmelidir,
- Gümrüklerden sağlanacak gelirlerin üye ülkeler arasında hangi oranda dağılacığı belirlenmelidir (Bakkalcı, 2002:40).

1996 yılında Gümrük Birliği'ne giren Türkiye'nin dış ticaretine bakıldığında 2013-2016 yılları arasında en çok ithalat yaptığı ülkeler (Tablo 1) Çin, Almanya ve Rusya'dır. İthalat yapılan ürün grupları Tablo 2'de verilmiştir. İlk sırada hammadde ithalatı yer almaktadır.

Tablo 1. Türkiye'nin En Çok İthalat Yaptığı Ülkeler (Bin ABD Doları)

| Ülkeler | 2016 | 2015 | 2014 | 2013 |
|---------|------------|------------|------------|------------|
| Çin | 25 441 433 | 24 873 457 | 24 918 224 | 24 685 885 |
| Almanya | 21 474 989 | 21 351 884 | 22 369 476 | 24 182 422 |
| Rusya | 15 162 386 | 20 401 757 | 25 288 597 | 25 064 214 |

Kaynak:TÜİK

Tablo 2. Geniş Ekonomik Grupların Sınıflanmasına Göre İthalat (Bin ABD Doları)

| Ürün Grubu | 2016 | 2015 | 2014 | 2013 |
|-----------------|-------------|-------------|-------------|-------------|
| Yatırım malları | 35 918 942 | 34 904 940 | 35 995 907 | 36 771 127 |
| Hammadde | 134 315 401 | 143 316 885 | 176 721 669 | 183 811 325 |
| Tüketim malları | 27 947 076 | 28 586 784 | 29 006 394 | 30 415 894 |

Kaynak:TÜİK

Ekonometrik Teori

Doğrusal eşbütünlüşme yöntemlerinden Engle-Granger yaklaşımında değişkenlerin birinci dereceden farkı alındığında durağan olması gerekmektedir. Bu yöntemde model tahmin edilip kalıntılara ADF birim kök testi uygulanmaktadır. Elde edilen test istatistiği Engle-Granger (1987) kritik değerleri ile kıyaslanıp eşbütünlüşmenin olup olmadığına karar verilir. Kapetanios, Shin ve Shell (KSS 2006), Engle Granger eşbütünlüşme testini doğrusal olmayan modeller için geliştirmişlerdir. Bu testte eşbütünlüşme ilişkisinin olmadığını gösteren temel hipoteze karşın, değişkenler arasında doğrusal olmayan uzun dönem ilişkisinin olduğunu ifade eden alternatif hipotez sınanmaktadır. Modele dahil edilecek deterministik bileşenlere göre aşağıdaki regresyonlar oluşturulmuştur (Yılcı, 2009:208-210):

$$y_t^* = \alpha_1' x_t^* + u_t^*$$

$$y_t^+ = \alpha_1' x_t^+ + u_t^+$$

Burada * sembolü ile gösterilen değişkenler ortalamadan arındırılmış, + sembolü ile gösterilen değişkenler ise hem ortalama hem de trendden arındırılmış veriyi göstermektedir. KSS testinde alternatif

hipotez altında kalıntıların üssel düzgün geçişli otoregresif bir sürece uygunluk gösterip göstermediği sınanmaktadır. Kalıntılar STAR modelinde aşağıdaki gibi ifade edilmektedir:

$$\Delta u_t = \theta u_{t-1} + \gamma u_{t-1} [1 - \exp(-\phi u_{t-1}^2)] + \varepsilon_t$$

Eşitlikte eşbütünleşme ilişkisinin olmadığını gösteren temel hipotez $\theta = 0$, doğrusal olmayan eşbütünleşme ilişkisi olduğunu gösteren alternatif hipoteze karşın $\theta > 0$ ve $-2 < \gamma < 0$ sınamayla test edilebilmektedir. Kapetanios vd. (2006) eşitliğe birinci dereceden Taylor serisi yaklaşımını uygulayarak aşağıdaki eşitliği elde etmişlerdir.

$$\Delta u_t = \delta u_{t-1}^3 + \xi$$

t=1,...,T

Burada, eşbütünleşme ilişkisi olmadığını gösteren temel hipotez $\delta = 0$, doğrusal olmayan uzun dönemli bir ilişki olduğunu gösteren yani kalıntıların üssel düzgün geçişli otoregresif modele uygunluk gösterdiğini belirten alternatif hipoteze $\delta < 0$ karşın aşağıdaki t istatistiği kullanılarak test edilmektedir:

$$t = \frac{\hat{\delta}}{se(\hat{\delta})}$$

Bu istatistik asimptotik olarak normal dağılmadığı için Kapetanios vd. (2006) uygun kritik değerleri simülasyonlarla elde etmişlerdir.

Uygulama

İthalat talebi, reel milli gelirin (GSYİH) ve görece fiyatların (yurt içi ithalat fiyat endeksinin yurt içi fiyatlara oranı) bir fonksiyonu olarak kabul edilmektedir (Doğanlar vd, 2006:57). Bu çalışmada da model bu şekilde oluşturulmuştur.

Çalışmada 1980-2016 dönemi incelenmiştir. Veriler Dünya Bankasından elde edilmiştir. Hem Engle-Granger hem de KSS eşbütünleşme testinin uygulanabilmesi için değişkenlerin birinci dereceden entegre, yani I(1) olmaları gerekmektedir. Bunun için ADF birim kök testi (Tablo 3 ve Tablo 4) uygulanmıştır. Sonuçlar değişkenlerin birinci dereceden farkı alındığında durağanlaştığını göstermektedir.

Tablo 3. ADF Birim Kök Testi Sonuçları

| Değişken | Hesaplanan Değer |
|-------------------------------------|------------------|
| İthalat (sabitli) | -1.01 |
| İthalat (sabitli ve trendli) | -2.58 |
| Görel Fiyatlar (sabitli) | -2.04 |
| Görel Fiyatlar (sabitli ve trendli) | -1.22 |
| Gelir (sabitli) | -0.42 |
| Gelir (sabitli ve trendli) | -2.88 |

Sabitli modelde %5 anlamlılık düzeyi için kritik değer -2.94 ve sabitli ve trendli modelde %5 anlamlılık düzeyi için kritik değer -3.54

Tablo 4. Farkı Alınmış Değişkenler İçin ADF Birim Kök Testi Sonuçları

| Değişken | Hesaplanan Değer |
|--------------------------|------------------|
| Δ İthalat | -5.46 |
| Δ Görelî Fiyatlar | -2.20 |
| Δ Gelir | -5.19 |

Fark alınmış modelde %5 anlamlılık düzeyi için kritik değer -1.95

Eşbütünleşme test sonuçları Tablo 5’te verilmiştir. Engle-Granger doğrusal eşbütünleşme testi sonucuna göre uzun dönemki ilişki mevcuttur. Doğrusal olmayan eşbütünleşme testi sonucuna göre; ortalamadan (KSS_c) ve hem ortalama hem de sabitten arındırılmış (KSS_t) KSS test istatistikleri mutlak değerce kritik değeri aştığı için ithalat modeli için uzun dönemli ilişki bulunmuştur.

Tablo 5. Doğrusal ve Doğrusal Olmayan Eşbütünleşme Testi Sonuçları

| Test | Test İstatistiği | %5 Kritik Değer |
|---------------|------------------|-----------------|
| Engle-Granger | -4.75 | -3.92 |
| KSS_c | -9.60 | -3.67 |
| KSS_t | -9.43 | -3.99 |

Sonuç

Uygulamalarda doğrusal olmayan modellere olan ilgi son yıllarda artmaktadır. Bu çalışmada 1980-2016 yıllık verileri kullanılarak Türkiye’nin ithalat fonksiyonu KSS doğrusal olmayan eşbütünleşme analizi ile incelenmiştir. Yapılan birim kök testleri sonucunda değişkenlerin birinci dereceden farkı alındığında durağanlaştığı görülmüştür. Kıyaslama yapmak amacıyla doğrusal eşbütünleşme yöntemi olan Engle-Granger yöntemi ile de model tahmin edilmiş ve uzun dönemli ilişki bulunmuştur. KSS eşbütünleşme testi de ithalat modeli için uzun dönemli ilişkinin var olduğunu göstermiştir. İthalat modeli ile ilgili literatürdeki çalışmaların büyük bir kısmı Johansen, Engle Granger eşbütünleşme ve ARDL gibi yaklaşımlara dayanmaktadır. Bu çalışmada ise, diğerlerinden farklı olarak, Engle-Granger yönteminin doğrusal olmayan biçimine dayanan KSS eşbütünleşme testine yer verilmiştir.

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SOCIAL MEDIA USAGE OF UNIVERSITIES IN THE PROCESS OF PREFERENCE

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Abstract: The activities of helping new generations to acquire the knowledge and skills necessary to take their place in society are briefly referred to as education. Man is a social entity and can not be considered apart from society. It is natural and a right to participate in the training activities necessary to be able to adapt to society. This right has been registered both internationally and in national laws and contracts. Article 26 of the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948, states that every person has the right to education. In Article 42 of the Constitution of the Republic of Turkey it is stated that no one can be deprived of education and training. The task of States is to open training institutions, to assign training staff to these institutions, and to ensure that their citizens benefit from the relevant rights. Educational institutions opened by private institutions also alleviate the responsibility of the state in this task. Thousands of schools have been opened in our country for millions of students at primary level. There are dozens of higher education institutions, including at least one in each city, and they continue to open. There are currently 206 Higher Education Institutions in the Higher Education Council. The main task of each higher education institution is to be able to add qualified graduates. While performing this task, they are competing for the most successful candidates to choose themselves. Attracting successful candidates to themselves requires firstly reaching them. With the help of the communication and information technologies that entered our lives together with the end of the 90's, access to individuals has become much easier and the scope has expanded so much. Social media, which has added another dimension to communication with the new millennium, has penetrated every aspect of our lives and offered new opportunities for higher education institutions as well. Institutions can check whether their messages reach their target group, see the profile of the mass that they reach, and thus they can make the next contents more planned. It is not wrong to say that today almost all higher education institutions have at least one social media account. This situation, which is the result of the compulsion of the competitive environment, gives the candidates the convenience of making their preferences. With the support of mobile devices and operators, social media, which has entered every area of our lives, is the source of this. In this context, the study aims to measure the social media presence of universities and the performance of social media platforms in the selection process. In this framework, the study will try to analyze the social media shares of universities in Istanbul towards to candidates.

Keywords: University, Preference, Social Media.

TERCİH SÜRECİNDE ÜNİVERSİTELERİN SOSYAL MEDYA KULLANIMI

Özet: Yeni kuşakların toplumda yerlerini alabilmeleri için gerekli bilgi ve becerileri elde etmelerine yardım etme etkinlikleri kısaca eğitim olarak adlandırılmaktadır. İnsan sosyal bir varlıktır ve toplumdan ayrı düşünülemez. Topluma adapte olabilmesi için gerekli eğitim faaliyetlerine katılması doğaldır ve bir haktır. Bu hak gerek uluslararası, gerekse ulusal yasa ve sözleşmelerde kayıt altına alınmıştır. Birleşmiş Milletler Genel Kurulu'nun 1948 yılında kabul etmiş olduğu İnsan Hakları Evrensel



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Beyanamesi'nin 26. maddesi her şahsın öğrenim hakkı olduğunu belirtmektedir. Türkiye Cumhuriyeti Anayasası'nın 42. maddesinde de kimsenin eğitim ve öğrenim hakkından mahrum bırakılmayacağı belirtilmektedir. Devletlerin görevi eğitim kurumları açmak, bu kurumlara eğitim personelleri görevlendirmek ve vatandaşlarının ilgili haklardan yararlanmasına sağlamaktır. Özel kurumlar tarafından açılan eğitim kurumları da bu görevde devletin sorumluluğunu hafifletmektedir. Ülkemizde de ilköğretim seviyesindeki milyonlarca öğrenci için binlerce okul açılmış durumdadır. Her şehirde en az bir adet olmak üzere onlarca yükseköğretim kurumu açılmıştır ve açılmaya da devam etmektedir. Halihazırda Yükseköğretim Kurulu bünyesinde 206 Yükseköğretim Kurumu yer almaktadır. Her yükseköğretim kurumunun temel görevi topluma nitelikli mezunlar kazandırabilmektir. Bu görevini yerine getirirken de en başarılı adayların kendilerini tercih etmesi için yarışmaktadırlar. Başarılı adayları kendine çekmek öncelikle onlara ulaşmayı gerektirmektedir. 90'lı yılların sonu ile birlikte hayatımıza giren iletişim ve bilişim teknolojilerinin yardımı ile bireylere erişmek oldukça kolaylaşmış, kapsamı da bir o kadar genişlemiştir. Yeni milenyum ile iletişime bir başka boyut katan sosyal medya ise hayatımızın her alanına nüfuz ettiği gibi, yükseköğretim kurumlarına da yeni imkanlar sunmuştur. Kurumlar iletilerinin hedef kitlelerine ulaşıp ulaşmadığını denetleyebilmekte, ulaştığı kitlenin profilini görebilmekte ve böylece bir sonraki içeriklerini daha planlı oluşturabilmektedirler. Günümüzde hemen hemen tüm yükseköğretim kurumunun en az bir sosyal medya hesabının olduğunu söylemek yanlış olmayacaktır. Rekabet ortamının zorlayıcılığının sonucu olan bu durum adaylara tercihlerini yapmada kolaylıklar sağlamaktadır. Mobil cihazlar ve operatörlerin desteği ile hayatımızın her alanına girmiş olan sosyal medya bunun kaynağını oluşturmaktadır. Bu kapsamda çalışma üniversitelerin sosyal medya mevcudiyetlerini ve tercih sürecinde sosyal medya platformlarını kullanma performanslarını ölçmeyi amaçlamaktadır. Bu çerçevede, çalışmada İstanbul'daki üniversitelerin adaylara yönelik sosyal medya paylaşımları analiz edilmeye çalışılacaktır.

Anahtar Kelimeler: Üniversite, Tercih, Sosyal Medya.

Giriş

Eğitim Türk Dil Kurumu sözlüklerinde “Yeni kuşakların, toplum yaşayışında yerlerini almak için hazırlanırken, gerekli bilgi, beceri ve anlayışlar elde etmelerine ve kişiliklerini geliştirmelerine yardım etme etkinliği” şeklinde tanımlanmaktadır (TDK, 2018). Tanımdan yola çıkılarak eğitim için her bireyin temel haklarından biri benzetmesini yapmak yanlış olmayacaktır. Nitekim ulusal ve uluslararası pek çok sözleşmede de bu hak güvence altına alınmıştır. Devletler gerek kendi imkanları ile, gerekse özel sektörün desteğini alarak bu haktan vatandaşlarını yararlandırmak için çabalamaktadır. Lisansüstü eğitimi bir başka kulvarda kabul edilecek olursa, her devlet en üst eğitim seviyesi olan lisans eğitiminden tüm vatandaşlarının faydalanmasını, bir başka ifade ile üniversite mezunlarının sayısının artmasını arzu etmektedir. Bu hem bir kalkınmış göstergesidir, aynı zamanda da modern ülkeler ile her anlamda yarışabilmek için de bir zorunluluktur.

Literatür

Üniversite Eğitimi

Üniversitelerin temel işlevleri bilimsel bilgiyi üretmek ve yaymak, bilim insanlarını yetiştirmek ve gerçekleştireceği eğitim faaliyetleri ile topluma nitelikli mezunlar vermektir. Ülkemiz de dahil olmak üzere günümüzde çağdaş ve gelişmiş ülkelerin tamamında temel eğitim zorunludur. Temel eğitimlerini tamamlayan bireylerin büyük bir çoğunluğu ülke imkanlarının elverdiği nispette eğitim düzeylerini bir

üst seviyeye taşımak için yükseköğretim kurumlarına devam etmeyi arzu etmektedir. Bu talebe cevap vermek adına ülkeler ise genellikle üniversite sayılarını artırma eğilimindedir. 2015 yılı itibarı ile Amerika Birleşik Devletleri'ndeki yükseköğretim kurumu sayısı 4.583'tür (Statista, 2018a). 2015 yılı itibarı ile Almanya'daki yükseköğretim kurumu sayısı ise 399'dur (Research in Germany, 2018). 2016 yılı itibarı ile İngiltere'de 162 yükseköğretim kurumu bulunmaktadır (Univetsitiesuk, 2018). 2018 yılı itibarı ile Türkiye'deki yükseköğretim kurumu sayısı ise 206'dır (YÖK, 2018). Dünyadaki üniversite sayısının binlerle ifade edildiği günümüzde kurumlar sıralamalarda üstlerde yer almak için kendilerini sürekli geliştirmektedirler. Yayın hayatına 1971 yılında bir gazete formatında başlayan Times Higher Education eğitim, araştırma, yayın, uluslararası görünüm ve gelirden oluşan 5 kriter ile dünya üniversitelerinin sıralamasını yapmaktadır. 2018 yılı itibarı ile tüm bilim dalları genelinde 1.103 üniversiteden oluşan sıralamaya Türkiye sadece 22 üniversite ile girebilmiştir. Aynı listeye Amerika Birleşik Devletleri 157, İngiltere ise 93 üniversitesini dahil edebilmiştir (THE, 2018a). Kuruluşun sıralamayı yaparken kullanmış olduğu kriterlerden araştırma konusu açısından ön plana çıkan uluslararası görünüm kriteridir. Bu kriterin içerisinde uluslararası öğrenci ve öğretim elemanı oranı ile uluslararası işbirliği alt kriterleri yer almaktadır (THE, 2018b). Üniversitelerin söz konusu kriterleri yerine getirmesinde başarı ve faaliyetlerini dünyaya duyurması şüphesiz ki çok önem taşımaktadır. Günümüzde başta sosyal medya olmak üzere iletişim ve bilişim teknolojileri üniversitelere bu konuda çok büyük imkanlar sunmaktadır.

Sosyal Medya

Sosyal medya, iletişim camiasında kullanıldığı hali ile yeni medya kavramının bir alt dalıdır. Kavramda yer alan "yeni" öneki eski olmayan, eskiyi reddeden anlamında kullanılmamaktadır. Modernizmi reddeden postmodernizmin aksine, yeni medyanın gelenekseli reddetmeden, onun iletişim pratiklerinin temelleri üzerinde işleyen bir ortam yenileşmesini ifade etmektedir. Esasen sosyal olmayan bir medyadan söz etmek de mümkün değildir. Yukarıda değinildiği üzere medyayı tanımlayan kitle iletişim araçları duygu birliği yaratmak için faaliyet yürütürler ve bu da en azından o medyanın takipçileri arasında bir sosyalleşme yaratır. Yeni teknolojilerin içerisine doğan, bir başka ifade ile yeni teknolojiyi içselleştirerek dünyaya gelen yeni nesil, ondan başka iletişim ortamını kullanmayarak sosyal medyanın gelişimine katkıda bulunmaktadır. Ünlü iletişim kuramcısı Marshall McLuhan'ın teknolojik determinizm üzerine yaklaşımlarında olduğu gibi teknoloji insanı esir almış, araç mesajın önüne geçerek hayatlarımızı şekillendirerek insanoğlunu sosyal medyaya esir etmiştir. Yeni milenyum ile hayatımıza giren farklı özellikleri ile ön plana çıkan pek çok sosyal medya aracı mevcuttur. Arkadaşlarını bul sloganı ile çıkarak sonradan kabuk değiştiren Facebook, 140 ile başlayıp sonradan 280'e çıkan karakter sayılı mesajlar ile kendini ifade imkanı sunan Twitter, hareketli ve sabit görüntüler paylaşma imkanı sunan Instagram ve diğerleri. İstatistikler üzerinde önemli durulması gereken sosyal medyanın ulaştığı boyutları gözler önüne sermektedir.

Dünya genelinde sosyal medya kullanıcılarının sayısı 2018 yılı itibarı ile 2,62 Milyardır ve bu sayısının 2021 yılında 3 Milyarı aşması beklenmektedir (Statista, 2018b). 2018 yılı itibarı ile dünya nüfusunun %71,8'i sosyal ağlara erişmektedir ve 2021 yılında bu oranın %73,1 olması beklenmektedir (Statista, 2018c). Ülkemizdeki aktif sosyal ağ penetrasyonu ise 2018 yılı itibarı ile %63'tür ve bu oranla gelişmiş pek çok Avrupa ülkelerinin önündedir (Statista, 2018d). 2018 yılı itibarı ile en fazla aktif kullanıcıya sahip sosyal medya aracı ise yaklaşık 2.2 Milyar kullanıcı ile Facebook'tur (Statista, 2018e). 2017 yılı itibarı ile her internet kullanıcısı başına 7 sosyal medya hesabı düşmektedir (Statista, 2018f). 2017

yılıın 2. çeyreği itibarı ile kullanıcı başına düşen sosyal medya hesabı 16-24 yaş aralığında 8.7 olurken, 55-64 yaş aralığında bu oran 4.6'dır (Statista, 2018g). 2017 yılıın 2. çeyreği itibarı ile internet kullanıcıları günde ortalama 2 saat 59 dakikasını sosyal medyadan video izlemeye ayırmaktadır (Statista, 2018h). 2018 yılı itibarı ile bir dakikada Instagram'da 49.380 fotoğraf paylaşılmaktadır (Statista, 2018i).

Üniversite Eğitiminde Sosyal Medya Kullanımı

Sosyal medya tüm kurumlara olduğu gibi üniversiteler için de potansiyel faydalar barındırmaktadır. Sosyal medyanın en önemli özelliklerinden birisi etkileşim kurabilmedir. Karşılıklı olarak birbirini etkileme işi olarak tariflenen etkileşim bireyselleşmenin hiç olmadığı kadar ön planda olduğu günümüzde çok fazla önem taşımaktadır. Üniversitelerin temel kaynağı öğrencilerdir. Özellikle vakıf üniversiteleri için hem faaliyetleri yerine getirmek için ödeyecekleri ücretler açısından, hem de mezun olduklarında kurumlarının ismini duyurmaları açısından üniversitelerin öğrencilerine ihtiyacı vardır. Bu noktada sosyal medya üniversitelerin gerek potansiyel, gerekse mezun öğrencileri sürekli etkileşim halinde kalabilmesi için imlanlar sunmaktadır. Kurumsal her şirketin amacı faaliyet gösterdiği piyasada kalıcı olmaktır. Bu kalıcılığı ise sunmuş olduğu kaliteli hizmetlerin devamlılığı ile sağlayacağı güven ile tesis edecektir. Buna ilave olarak zihinlerde oluşan kurumsal imajı pekiştirmek adına tüm ortamlarda kurumsal kimliğini sergileyerek akılda kalıcılığı da sağlaması gerekmektedir. Bu noktada her ortamda erişilebilen sosyal medya üniversiteler için imkanlar sunmaktadır. İnternetin yaygınlaşması ile birlikte eğitim camiasında özellikle uzaktan eğitim perspektifinden bir çok gelişme gözlenmiştir. Dünyada ve ülkemizde pek çok üniversite uzaktan eğitim altyapılarını oluşturarak yeni programlar açmaya başlamıştır. Türkiye İstatistik Kurumu istatistiklerine göre 2018 yılı itibarı ile nüfusun %72,9'u internet kullanmaktadır (TÜİK, 2018). Bunun yanında 2017 yılı itibarı ile Türkiye nüfusunun yaklaşık %33'ü sosyal ağ kullanıcıdır (Statista, 2018j). Bu rakamlardan hareketle üniversitede okuyan veya öğrenci adayı yaşındaki bireylerin tamamına yakını için sosyal medya kullanıcısı tanımlaması yanlış olmayacaktır. Sosyal medya uzmanların görüşlerine erişmek, araştırma projelerinde öğrencilere destek sunmak, öğrencilere ortak çalışma ortamı yaratmak noktalarında üniversitelere imkanlar sunmaktadır. Üniversiteler özgür düşüncenin beşiği olan kurumlardır. İsmi evrensellikten alan kurumlarda suç teşkil etmeye her türlü özgürce ifade etmek özgürdür. Bu noktada sosyal medya üniversitelere imkanlar sunmaktadır. Anonim kimliklerle ifade imkanı sunan sosyal medya sayesinde üniversiteler öğrencilerin kurumları hakkında yüz yüze ifade etmede zorlandığı pek çok görüşü öğrenerek, bunları kendini bu yönde geliştirme manasında kullanabilir.

Tercih Sürecinde Üniversitelerin Sosyal Medya Kullanımı Üzerine Bir Araştırma

Araştırmanın Amacı

Yeryüzünde canlıların ortaya çıkışından itibaren etkisi hiç azalmadan devam eden ihtiyaçlardan birisi şüphesiz iletişimdir. Tüm canlılarda olduğu gibi insanoğlu da iletişim ihtiyacını geliştirmiş olduğu teknik ve teknolojiler ile gidermektedir. İletişim ihtiyacını gidermek için geliştirilen teknolojiler günümüzde yeni bir ekonominin de omurgasını oluşturmaktadır. Elektronik ticaret dediğimiz yapı internet altyapısı üzerinden yürümektedir. Günümüzde ticaretin ana omurgalarından birini teşkil eden internet aynı zamanda eylemin öncesi ve sonrasında gerçekleşen pazarlama ve müşteri ilişkileri gibi alanlarda da şirketlere olanaklar sunmaktadır. En az iletişim ve ticaret kadar eski bir kavram olan eğitim de, başlangıcında olmasa bile günümüzde hızla ticari bir görünüm kazanmaya başlamıştır. Serbest piyasa

ekonomisinin bir sonucu olarak gelinen noktada ticaretin kurallarına göre yürütülmesi kaçınılmazdır. Modern dünyada ticaret müşteri ile sürekli temas halinde olmayı zorunlu kılmaktadır. Eğitimin taraflarından birisi olan kurumların da öğrenciler ile sürekli temas halinde olması gerekmektedir. Bunun için de en ileri iletişim araç ve ortamlarından faydalanılmaktadır. İletişim dünyasının popüler ortamlarından sosyal medya bunların başında gelmektedir. Bu perspektiften yola çıkarak çalışma üniversitelerin, yaşları ve aldıkları eğitimle daha bilinçli olduğu düşünülen yükseköğretim düzeyindeki potansiyel öğrencilere yönelik sosyal medyadaki faaliyetlerini araştırmayı amaçlamaktadır.

Araştırmanın Kapsamı ve Sınırlılıkları

Yükseköğretim yüksek maliyetleri olan bir eğitim seviyesidir. Dolayısı ile her bireyi bu eğitim imkanlarından faydalandırmak mümkün olamamaktadır. Bu sebeple ülkeler yükseköğretime geçiş için bir sistem veya sınav uygulamaktadır. Ülkemizde bu görevi Yükseköğretim Kurumları Sınavı adı ile Öğrenci Seçme ve Yerleştirme Merkezi gerçekleştirmektedir. 2018 yılı Yükseköğretim Kurumları Sınavı 30 Haziran 2018 – 01 Temmuz 2018 tarihlerinde gerçekleşmiştir. 31 Temmuz 2018 tarihinde açıklanan sınav sonuçlarının ardından yerleşmeye hak kazanan öğrenciler 07-14 Ağustos 2018 tarihleri arasında tercihlerini gerçekleştireceklerdir. Sınav takviminden hareketle çalışma 7-14 Ağustos 2018 tarihleri arasındaki sosyal medya paylaşımları ile sınırlandırılmıştır. 2018 Temmuz yılı itibarı ile dünyada en fazla kullanıcı sayısına sahip ilk üç sosyal medya aracı 2 Milyar 196 Milyon kullanıcısı ile Facebook, 1 Milyar 900 Milyon kullanıcısı ile Youtube ve 1 Milyar 500 Milyon kullanıcısı ile WhatsApp şeklindedir (Statista, 2018k). Pek çok üniversitenin Facebook ve Youtube hesapları olabileceği tahmin edilirken, her üniversitenin öğrencileri ile haberleşeceği bir WhatsApp hesabı olabileceği tahmin edilmemektedir. Bu sebeple WhatsApp araştırma örnekleminde çıkartılarak, 1 Milyar kullanıcıya sahip Instagram dahil edilmiştir.

Araştırmanın Yöntemi ve Örneklemi

Çalışmanın teorik bölümünde de belirtildiği üzere ülkemizde 206 adet yükseköğretim kurumu mevcuttur. Yine çalışmanın özet bölümünde belirtildiği üzere bu yükseköğretim kurumlarından sadece İstanbul'da bulunan 13'ü devlet, 44'ü vakıf olmak üzere 57 üniversite araştırmaya dahil edilmiş, diğerleri kapsam dışında bırakılmıştır. Kapsam dahilindeki her üniversitenin belirtilen üç sosyal medya hesabındaki belirlenen tarih aralığında paylaşmış olduğu mesajlar içerik analizi yöntemi ile analiz edilmeye çalışılmıştır.

Bulgular

Tablo incelendiğinde, kontenjan sayıları açısından öğrenci alımında bulunan 11 devlet üniversitesinin 41 vakıf üniversitesi adar öğrenci yükü olduğu tespit edilmektedir. Üniversiteler tek tek incelendiğinde ise, tek başına bir devlet üniversitesinin tüm vakıf üniversitelerinin 1/3'ü kadar öğrenciyi ağırladığı ortaya çıkmaktadır. 4 üniversitenin 2018-2019 eğitim öğretim yılında öğrenci almaya başlamadığı görülmektedir. Web sayfalarına ulaşılamaması bu durumun bir yansıması olarak düşünülse de, onlarca rakip üniversitenin bulunduğu bir ortamda kendini erken tanıtmaya başlamanın öne geçmek adına meyvelerini zamanla vereceği de hesaba katılması gereken bir durumdur.

Tablo 1. Üniversitelerin Facebook, Youtube, Instagram Profilleri

| Üniversite Adı | Kontenjan | Facebook | | Youtube | Instagram | | |
|--------------------------------------|---------------|--------------------|------------|----------------------------------|------------|---------|----------|
| | | Beğenen | Takip Eden | Abone | Gönderi | Takipçi | Takip |
| Devlet | | | | | | | |
| Boğaziçi Ü. | 2.083 | 115.021 | 113.722 | 15.497 | 997 | 53.700 | 65 |
| Galatasaray Ü. | 335 | | | Yok | | | |
| İstanbul Medeniyet Ü. | 2.146 | 9.210 | 9.269 | 538 | 317 | 2.528 | 53 |
| İstanbul Teknik Ü. | 3.708 | 79.252 | 78.533 | 6.622 | 1.504 | 41.500 | 145 |
| İstanbul Ü. | 22.104 | 118.762 | 117.542 | 3.355 | 393 | 14.000 | 15 |
| İstanbul Ü. Cerrahpaşa | 2.798 | | | Web Sayfasına Ulaşılamadı | | | |
| Marmara Ü. | 7.273 | 88.438 | 87.536 | 506 | 1.722 | 17.200 | 0 |
| Mimar Sinan Güzel Sanatlar Ü. | 890 | 6.166 | 6.311 | Yok | | | |
| Sağlık Bilimleri Ü. | 1.912 | 9.142 | 9.472 | Ulaşılamadı | 152 | 2.849 | 4 |
| Türk-Alman Ü. | 606 | | | Yok | | | |
| Türkiye Uluslararası İslam, Bilim ve | 0 | | | Web Sayfasına Ulaşılamadı | | | |
| Türk-Japon Bilim ve Teknoloji Ü. | 0 | | | Web Sayfasına Ulaşılamadı | | | |
| Yıldız Teknik Ü. | 4.019 | 60.480 | 60.302 | 877 | 79 | 8.015 | 48 |
| Devlet Toplam | 47.874 | 486.471 | 482.687 | 27.395 | 5.164 | 139.792 | 330 |
| Vakıf | | | | | | | |
| Acıbadem Mehmet Ali Aydınlar Ü. | 530 | 16.791 | 16.707 | 932 | 652 | 8.849 | 23 |
| Altınbaş Ü. | 1.260 | 74.941 | 73.977 | 1.997 | 1.440 | 6.919 | 44 |
| Bahçeşehir Ü. | 2.992 | Ulaşılamadı | | 2.559 | Yok | | |
| Beykent Ü. | 3.833 | 77.574 | 76.453 | Yok | 1.818 | 21.200 | 49 |
| Beykoz Ü. | 670 | 11.050 | 10.937 | 566 | 843 | 10.900 | 19 |
| Bezm-İ Âlem Vakıf Ü. | 495 | 16.577 | 16.633 | 1.059 | 280 | 5.493 | 10 |
| Biruni Ü. | 1.240 | | | Yok | | | |
| Doğuş Ü. | 1.650 | 24.091 | 24.000 | Yok | 1.512 | 5.018 | 37 |
| Fatih Sultan Mehmet Vakıf Ü. | 965 | 19.751 | 19.546 | 817 | 285 | 1.723 | 18 |
| Fenerbahçe Ü. | 0 | | | Web Sayfasına Ulaşılamadı | | | |
| Haliç Ü. | 1.440 | 11.030 | 11.051 | Yok | 702 | 6.482 | 30 |
| Işık Ü. | 1.120 | 24.932 | 24.596 | 642 | 870 | 3.207 | 55 |
| İbn Haldun Ü. | 150 | 9.093 | 9.342 | 866 | 452 | 2.061 | 6 |
| İstanbul Arel Ü. | 1.444 | 57.603 | 66.918 | 391 | 1.028 | 15.300 | 63 |
| İstanbul Atlas Ü. | 0 | | | Web Sayfasına Ulaşılamadı | | | |
| İstanbul Aydın Ü. | 3.406 | 131.658 | 129.934 | 1.854 | 1.045 | 7.499 | 103 |
| İstanbul Ayvansaray Ü. | 330 | 6.385 | 6.514 | 398 | 500 | 2.377 | 4 |
| İstanbul Bilgi Ü. | 2.362 | 209.996 | 206.053 | Yok | 943 | 26.900 | 149 |
| İstanbul Bilim Ü. | 456 | 16.287 | 16.099 | Yok | | | |
| İstanbul Esenyurt | 1.000 | 24.646 | 24.646 | 106 | 254 | 3.480 | 8 |
| İstanbul Gedik Ü. | 845 | 21.420 | 21.282 | 0 | 1.357 | 2.771 | 15 |
| İstanbul Gelişim Ü. | 3.692 | 31.778 | 31.876 | 570 | 1.549 | 18.400 | 0 |
| İstanbul Kent Ü. | 495 | 364 | 396 | Yok | 250 | 1.014 | 2 |
| İstanbul Kültür Ü. | 2.245 | 58.964 | 58.208 | 2.723 | 1.577 | 11.000 | 50 |
| İstanbul Medipol Ü. | 4.545 | 81.933 | 81.937 | 4.741 | 1.390 | 19.500 | 4 |
| İstanbul Okan Ü. | 2.320 | 60.528 | 57.820 | 1.844 | 2.767 | 12.200 | 777 |
| İstanbul Rumeli Ü. | 498 | 7.463 | 7.548 | 224 | 1.743 | 2.218 | 12 |
| İstanbul Sabahattin Zaim Ü. | 1.364 | 15.485 | 15.433 | 1.084 | 546 | 4.167 | 36 |
| İstanbul Şehir Ü. | 1.540 | 63.037 | 64.053 | 2.813 | 884 | 5.988 | 25 |
| İstanbul Ticaret Ü. | 1.390 | 49.829 | 48.941 | 671 | 706 | 3.470 | 0 |
| İstanbul Yeni Yüzyıl Ü. | 1.178 | 13.785 | 13.722 | 215 | 1.051 | 2.936 | 5 |
| İstanbul 29 Mayıs Ü. | 320 | 8.396 | 8.404 | 0 | Yok | | |
| İstinye Ü. | 1.990 | 11.056 | 11.235 | 738 | 1.077 | 4.121 | 3 |
| Kadir Has Ü. | 1.116 | 108.440 | 107.344 | 717 | 1.127 | 6.856 | 31 |
| Koç Ü. | 1.152 | 88.871 | 88.105 | 5.761 | 789 | 25.700 | 14 |
| Maltepe Ü. | 2.034 | 17.875 | 22.509 | 479 | 2.092 | 8.880 | 73 |



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|--------------------------------|---------------|---------------------------|-----------|--------|--------|---------|-------|
| Mef Ü. | 832 | 13.215 | 13.134 | 1.938 | 1.760 | 3.627 | 32 |
| Nişantaşı Ü. | 1.757 | 93.550 | 91.844 | 0 | 1.869 | 20.200 | 49 |
| Özyeğin Ü. | 1.348 | 61.058 | 60.129 | 2.105 | 523 | 8.630 | 64 |
| Piri Reis Ü. | 661 | 8.592 | 8.549 | 385 | 835 | 3.377 | 1 |
| Sabancı Ü. | 760 | 71.508 | 71.170 | 2.937 | 772 | 15.400 | 142 |
| Semerkan Bilim ve Medeniyet Ü. | 0 | Web Sayfasına Ulaşılamadı | | | | | |
| Üsküdar Ü. | 2.301 | 129.049 | 127.514 | 7.483 | 1.848 | 15.300 | 19 |
| Yeditepe Ü. | 3.257 | 41.623 | 41.445 | 1.369 | 895 | 17.300 | 92 |
| Vakıf Toplam | 62.983 | 1.790.224 | 1.786.004 | 50.984 | 40.031 | 340.463 | 2.064 |

Açık ve öğrenci alıyor olmasına rağmen, 2'si devlet ve 1'i vakıf olmak üzere 3 üniversitenin neredeyse her gencin sosyal medya hesabının olduğu bilinen iletişim çağında hiçbir sosyal medya hesabının olmaması da düşündürücüdür. Sosyal medya hesapları tek tek incelendiğinde ise, farklı farklı olmak üzere 2 üniversitenin 1'er sosyal medya hesabına ulaşamadığı, 1'i devlet, 9'u vakıf olmak üzere toplam 10 üniversitenin en az 1 sosyal medya hesabının olmadığı izlenmektedir. Yukarıda da belirtildiği üzere iletişim çağında ve rekabetin yoğun yaşandığı bir sektörde bu tarz eksikliklerin bir dezavantaj olduğu açıktır. İlave olarak 1'i devlet, 2'si vakıf olmak üzere 3 üniversitenin bir sosyal medya hesabı üzerinden hiçbir kişi, kurum veya kuruluşu takip etmemesi de ilginç bir sonuç olarak ortaya çıkmaktadır. İletişim göndericinin alıcı, alıcının da gönderici olabildiği karşılıklı gerçekleşen bir eylemdir ve son zamanlarda iletişim bu şekilde işlemektedir. Dolayısı ile kurumların gönderici olduğu kadar alıcı da olması gerekmektedir, Bir başka ifade ile en azından kendileri ile doğrudan alakalı resmi kurumlar bile olsa takip ettikleri bölmesinin boş olmaması gerekmektedir.

Tablo incelendiğinde 1 devlet ve 1 vakıf olmak üzere 2 üniversitenin tercih sürecini kapsayan 7-14 Ağustos 2018 tarihleri arasında Facebook ortamından hiç mesaj paylaşmadığı görülmektedir. 2 devlet üniversitesi ilgili dönemde mesaj yayınlamış olmakla birlikte, bu mesajlar tercih süreci ile ilgili adaylara yönelik mesajlar değildir. Genel olarak bakıldığında ise bu dönemde paylaşılan mesajların %76'sının tercih süreci ile ilgili olduğu tespit edilmektedir. 4 farklı gruba ayrılan tercih süreci ile ilgili mesajlardan en çok paylaşılanı %42 ile Bilgi kategorisindeki mesajlardır. Bu grupta aday öğrencilere üniversitenin genel olarak kendisi ve bölümleri hakkında bilgi sunulmaktadır. En az paylaşılan mesaj türü ise yaklaşık %9,4 lük payı ile Link türü mesajlar olmuştur. Bu grupta aday öğrencileri daha fazla bilgi alabilecekleri veya bir yayını izleyebilecekleri sayfalara yönlendirecek bağlantılar yer almaktadır. Facebook ortamında İstanbul'da bulunan 47 üniversite tercih süreci ile ilgili toplam 842 mesaj paylaşmış ve bu mesajlar ise toplamda 24.808 beğeni almıştır. Toplam beğeniye oranı açısından bakıldığında en fazla beğeniye %33'lük beğeni oranı ile üniversitelerin tanıtım toplantıları ve yayınlarının hangi tarihte olacağını bildiren Program başlığı altındaki mesajlar olduğu görülmektedir. En az beğeniye alan mesaj grubu ise Bilgi başlığı altındaki paylaşımlardır. Görüntülenme sayısı ulaşılan kitleyi göstermesi açısından önem taşımaktadır. Üniversiteler programları ve genel olarak kurumları hakkında bilgileri aktardığı bir anlamda Bilgi başlığı altındaki mesajların hareketli görüntülü olanı şeklinde nitelendirilebilecek Video başlığı altında yer alan mesaj türünden 274 adet paylaşmış olmasına rağmen, bu mesajlar toplamda 1.5 milyon kez görüntülenme sayısına ulaşmıştır. En fazla yorum da video başlığı altında paylaşılan mesajlara yapılmıştır. Bu üniversitelerin etkileşimi bu tarzda paylaşımlarla yakaladığını göstermesi açısından önem taşımaktadır. Nitekim takipçilerin gördükleri mesajları kendi takipçilerinin de görmesi amacıyla en fazla paylaştıkları mesaj türü de video başlığı altındaki mesajlar olmuştur.

Tablo 2. Üniversitelerin Tercih Sürecinde Facebook Paylaşım Bilgileri

| Üniversite | Bilgi | | | | | | Link | | | | Program | | | | Video | | | | | TB | TB/TM1 |
|----------------------|--------------|------------|------------|--------------|------------|------------|-----------|------------|----------|-----------|------------|--------------|-----------|------------|------------|--------------|------------|--------------|------------------|---------------|--------------|
| | TM | TM1 | M | B | Y | P | M | B | Y | P | M | B | Y | P | M | B | Y | P | G | | |
| Boğaziçi | 12 | 8 | | | | | | | | | 4 | 73 | 1 | 4 | 4 | 278 | 75 | 26 | 13.100 | 351 | 43,88 |
| İstanbul Medeniyet | 3 | 2 | 2 | 30 | 9 | 3 | | | | | | | | | | | | | | 30 | 15,00 |
| İstanbul Teknik | 10 | 0 | | | | | | | | | | | | | | | | | | 0 | 0,00 |
| İstanbul | 0 | 0 | | | | | | | | | | | | | | | | | | 0 | 0,00 |
| Marmara | 46 | 18 | 2 | 15 | 0 | 1 | 13 | 163 | 1 | 52 | | | | | 3 | 22 | 2 | 0 | 1.547 | 200 | 11,11 |
| Mimar Sinan | 6 | 2 | 1 | 77 | 2 | 3 | | | | | 1 | 26 | 0 | 13 | | | | | | 103 | 51,50 |
| Sağlık Bilimleri | 12 | 8 | 2 | 206 | 11 | 8 | | | | | 4 | 173 | 3 | 9 | 2 | 40 | 0 | 2 | 484 | 419 | 52,38 |
| Yıldız Teknik | 4 | 0 | | | | | | | | | | | | | | | | | | 0 | 0,00 |
| Acıbadem M.A. | 14 | 9 | 6 | 40 | 0 | 0 | 2 | 8 | 0 | 0 | | | | | 1 | 3 | 0 | 0 | 191 | 51 | 5,67 |
| Altınbaş | 30 | 22 | 7 | 30 | 0 | 0 | | | | | 7 | 31 | 0 | 1 | 8 | 83 | 20 | 25 | 3.199 | 144 | 6,55 |
| Beykent | 0 | 0 | | | | | | | | | | | | | | | | | | 0 | 0,00 |
| Bevkoz | 8 | 5 | 2 | 28 | 0 | 9 | | | | | 3 | 20 | 0 | 0 | | | | | | 48 | 9,60 |
| Bezm-i Alem Vakıf | 8 | 7 | 2 | 24 | 0 | 4 | 1 | 1 | 0 | 1 | 4 | 28 | 1 | 3 | | | | | | 53 | 7,57 |
| Doğuş | 6 | 4 | | | | | | | | | 2 | 8 | 0 | 0 | 2 | 2 | 0 | 0 | 127 | 10 | 2,50 |
| Fatih Sultan Mehmet | 26 | 23 | 22 | 3.844 | 33 | 50 | | | | | | | | | 1 | 14 | 0 | 0 | 1.700 | 3.858 | 167,74 |
| Haliç | 9 | 8 | 2 | 23 | 0 | 2 | | | | | 3 | 16 | 0 | 2 | 3 | 36 | 0 | 4 | 710 | 75 | 9,38 |
| Işık | 17 | 15 | 2 | 208 | 3 | 1 | | | | | 2 | 13 | 0 | 0 | 11 | 72 | 0 | 5 | 1.101 | 293 | 19,53 |
| İbn Haldun | 18 | 12 | 5 | 287 | 4 | 5 | | | | | 1 | 27 | 1 | 2 | 6 | 209 | 3 | 9 | 18.420 | 523 | 43,58 |
| İstanbul Arel | 14 | 14 | 1 | 5 | 1 | 0 | | | | | | | | | 13 | 30 | 10 | 2 | 953 | 35 | 2,50 |
| İstanbul Aydın | 28 | 22 | | | | | | | | | 22 | 129 | 11 | 10 | | | | | | 129 | 5,86 |
| İstanbul Ayyansaray | 15 | 9 | 1 | 388 | 1 | 4 | | | | | | | | | 8 | 200 | 3 | 39 | 25.900 | 588 | 65,33 |
| İstanbul Bilgi | 4 | 1 | 1 | 25 | 4 | 2 | | | | | | | | | | | | | | 25 | 25,00 |
| İstanbul Bilim | 0 | 0 | | | | | | | | | | | | | | | | | | 0 | 0,00 |
| İstanbul Esenyurt. | 33 | 22 | | | | | 4 | 20 | 1 | 0 | 4 | 31 | 4 | 0 | 14 | 70 | 3 | 5 | 1.747 | 121 | 5,50 |
| İstanbul Gedik | 40 | 34 | 28 | 116 | 0 | 5 | | | | | 3 | 4 | 0 | 0 | 3 | 11 | 0 | 0 | 4.634 | 131 | 3,85 |
| İstanbul Gelişim | 39 | 29 | 20 | 245 | 13 | 117 | | | | | | | | | 9 | 90 | 6 | 93 | 2.610 | 335 | 11,55 |
| İstanbul Kent | 1 | 1 | 1 | 1 | 0 | 0 | | | | | | | | | | | | | | 1 | 1,00 |
| İstanbul Kültür | 12 | 10 | 5 | 44 | 3 | 2 | | | | | | | | | 5 | 30 | 2 | 3 | 1.413 | 74 | 7,40 |
| İstanbul Medipol | 60 | 53 | 2 | 22 | 0 | 0 | 18 | 99 | 0 | 3 | 8 | 44 | 0 | 3 | 25 | 413 | 87 | 74 | 19.177 | 578 | 10,91 |
| İstanbul Okan | 76 | 74 | 61 | 258 | 2 | 15 | 3 | 19 | 0 | 0 | 3 | 12 | 0 | 0 | 7 | 29 | 0 | 6 | 1.196 | 318 | 4,30 |
| İstanbul Rumeli | 25 | 24 | 3 | 43 | 0 | 12 | | | | | 3 | 32 | 0 | 2 | 18 | 942 | 17 | 62 | 210.397 | 1.017 | 42,38 |
| İstanbul Sabahattin | 30 | 18 | 10 | 201 | 0 | 11 | 5 | 88 | 0 | 3 | 3 | 37 | 0 | 4 | | | | | | 326 | 18,11 |
| İstanbul Şehir | 18 | 12 | 9 | 149 | 1 | 17 | | | | | | | | | 3 | 30 | 0 | 11 | 920 | 179 | 14,92 |
| İstanbul Ticaret | 27 | 25 | 6 | 15 | 2 | 2 | 18 | 15 | 0 | 0 | 1 | 3 | 1 | 0 | | | | | | 33 | 1,32 |
| İstanbul Yeni Yüzyıl | 63 | 57 | 36 | 169 | 6 | 15 | | | | | 5 | 13 | 0 | 4 | 16 | 82 | 2 | 292 | 2.426 | 264 | 4,63 |
| İstanbul 29 Mayıs | 17 | 15 | 7 | 165 | 0 | 37 | 1 | 441 | 6 | 26 | 4 | 121 | 0 | 24 | 3 | 135 | 2 | 36 | 67.154 | 862 | 57,47 |
| İstinye | 26 | 18 | 5 | 33 | 0 | 1 | 6 | 25 | 0 | 3 | 4 | 19 | 1 | 4 | 3 | 16 | 0 | 0 | 425 | 93 | 5,17 |
| Kadir Has | 58 | 42 | 8 | 186 | 1 | 17 | | | | | 15 | 3.907 | 4 | 24 | 19 | 318 | 108 | 40 | 20.107 | 4.411 | 105,02 |
| Koç | 11 | 8 | | | | | | | | | | | | | 8 | 696 | 7 | 62 | 17.955 | 696 | 87,00 |
| Maltepe | 53 | 40 | 7 | 50 | 0 | 8 | 3 | 30 | 0 | 1 | 3 | 13 | 0 | 0 | 27 | 183 | 46 | 24 | 8.302 | 276 | 6,90 |
| Mef | 83 | 68 | 34 | 175 | 1 | 38 | | | | | 17 | 71 | 0 | 26 | 17 | 143 | 1 | 32 | 2.875 | 389 | 5,72 |
| Nişantaşı | 18 | 13 | 3 | 50 | 12 | 7 | | | | | 1 | 4 | 0 | 2 | 9 | 92 | 9 | 10 | 5.063 | 146 | 11,23 |
| Özyeğin | 23 | 19 | 16 | 177 | 1 | 1 | | | | | 1 | 8 | 0 | 1 | 2 | 50 | 0 | 5 | 971 | 235 | 12,37 |
| Piri Reis | 8 | 6 | 4 | 49 | 2 | 12 | 1 | 10 | 0 | 1 | | | | | 1 | 8 | 0 | 0 | 270 | 67 | 11,17 |
| Sabancı | 32 | 27 | 7 | 109 | 1 | 3 | 3 | 67 | 1 | 5 | 8 | 79 | 0 | 11 | 9 | 711 | 18 | 78 | 290.072 | 966 | 35,78 |
| Üsküdar | 23 | 20 | 2 | 888 | 7 | 15 | 1 | 10 | 0 | 0 | 3 | 3.329 | 17 | 20 | 14 | 2.017 | 23 | 324 | 779.582 | 6.244 | 312,20 |
| Yeditepe | 30 | 18 | 13 | 74 | 4 | 2 | | | | | 5 | 37 | 0 | 4 | | | | | | 111 | 6,17 |
| Toplam | 1.096 | 842 | 345 | 8.449 | 124 | 429 | 79 | 996 | 9 | 95 | 144 | 8.308 | 44 | 173 | 274 | 7.055 | 444 | 1.269 | 1.504.728 | 24.808 | 29,46 |

TM: Toplam Mesaj Sayısı–**TM1:** Tercih Süreci ile İlgili Toplam Mesaj Sayısı–**M:** Mesaj Sayısı
B: Beğeni Sayısı–**Y:** Yorum Sayısı–**P:** Paylaşım Sayısı–**G:** Görüntülenme Sayısı–**TB:** Toplam Beğeni Sayısı

Tablo incelendiğinde Youtube hesabı bulunan İstanbul'daki 40 üniversiteden 13'ünün tercih süreci olan 7-14 Ağustos 2018 tarihleri arasında hiç video yayınlamadıkları, geriye kalan 27 üniversitenin ise aynı dönemde toplam 308 adet video yayınladıkları görülmektedir. Yayınlanan videoların %90'a yakını (277 adet) tercih süreci ile ilgilidir. Tercih süreci ile ilgili bu videoların toplam süresi ise 129 saate yakındır. 3'ü devlet, 7'si vakıf olmak üzere toplam 10 üniversitenin ilgili dönemde yayınladıkları videoların tamamı tercih süreci ile ilgilidir. Youtube ortamı için konuşulacak olursa bu durum söz konusu üniversitelerin tercih sürecine odaklandıklarını göstermesi açısından önem taşımaktadır. Mesajların görüntülenme sayısında başarılı olduğu görülürken, bu mesajlara izleyen yorum yapmaktan kaçındıkları gözlenmektedir. Beğeni oranları incelendiğinde ise genelde takipçilerin video mesajları beğendikleri görülürken, görüntülenme sayısı ile orantılandığında çok gerilerde kaldığı ortadadır.

Tablo 3. Üniversitelerin Tercih Sürecinde Youtube Paylaşım Bilgileri

| Üniversite | TM | M | G | Y | B+ | B- | S |
|---------------------------------|------------|------------|------------------|-----------|--------------|------------|--------------|
| Boğazici Ü. | 16 | 16 | 8.396 | 26 | 212 | 9 | 741 |
| İstanbul Medeniyet Ü. | | | | 0 | | | |
| İstanbul Teknik Ü. | 2 | 1 | 412 | 0 | 24 | 0 | 61 |
| İstanbul Ü. | 5 | 5 | 526 | 1 | 16 | 0 | 22 |
| Marmara Ü. | 12 | 12 | 6.410 | 37 | 131 | 13 | 43 |
| Yıldız Teknik Ü. | | | | 0 | | | |
| Acıbadem Mehmet Ali Aydınlar Ü. | 2 | 2 | 289 | 0 | 7 | 0 | 4 |
| Altınbaş Ü. | 11 | 8 | 1.200 | 0 | 24 | 3 | 225 |
| Bahçesehir Ü. | | | | 0 | | | |
| Bevkoz Ü. | 3 | 3 | 169 | 0 | 3 | 0 | 129 |
| Bezm-İ Âlem Vakıf Ü. | 4 | 3 | 53 | 1 | 4 | 1 | 46 |
| Fatih Sultan Mehmet Vakıf Ü. | | | | 0 | | | |
| İsık Ü. | 16 | 16 | 4.264 | 0 | 11 | 1 | 548 |
| İbn Haldun Ü. | 8 | 8 | 656 | 0 | 28 | 0 | 128 |
| İstanbul Arel Ü. | | | | 0 | | | |
| İstanbul Aydın Ü. | 6 | 5 | 498 | 0 | 10 | 2 | 54 |
| İstanbul Avcılar Ü. | | | | 0 | | | 0 |
| İstanbul Esenyurt | 15 | 13 | 342 | 0 | 4 | 0 | 79 |
| İstanbul Gedik Ü. | | | | 0 | | | |
| İstanbul Gelişim Ü. | 8 | 7 | 738 | 0 | 26 | 4 | 13 |
| İstanbul Kültür Ü. | | | | 0 | | | |
| İstanbul Medipol Ü. | 25 | 25 | 2.594 | 0 | 60 | 5 | 352 |
| İstanbul Okan Ü. | 7 | 2 | 300 | 0 | 5 | 0 | 98 |
| İstanbul Rumeli Ü. | 7 | 6 | 233.089 | 1 | 25 | 5 | 6 |
| İstanbul Sabahattin Zaim Ü. | | | | 0 | | | |
| İstanbul Şehir Ü. | | | | 0 | | | |
| İstanbul Ticaret Ü. | 4 | 2 | 90 | 0 | 2 | 1 | 2 |
| İstanbul Yeni Yüzyıl Ü. | | | | 0 | | | |
| İstanbul 29 Mayıs Ü. | 2 | 2 | 125 | 0 | 6 | 0 | 22 |
| İstinve Ü. | 11 | 10 | 26.226 | 0 | 9 | 4 | 79 |
| Kadir Has Ü. | | | | 0 | | | |
| Koc Ü. | | | | 0 | | | |
| Maltepe Ü. | 41 | 34 | 2.041 | 6 | 40 | 1 | 699 |
| Mef Ü. | 70 | 67 | 11.231 | 0 | 265 | 11 | 3.929 |
| Nisantasi Ü. | 12 | 11 | 4.675 | 0 | 103 | 59 | 164 |
| Özveğin Ü. | 2 | 1 | 180 | 0 | 4 | 0 | 1 |
| Piri Reis Ü. | | | | 0 | | | |
| Sabancı Ü. | 1 | 1 | 128.805 | 0 | 4 | 2 | 1 |
| Üsküdar Ü. | 13 | 12 | 1.168.394 | 5 | 27 | 3 | 161 |
| Yeditepe Ü. | 5 | 5 | 503 | 0 | 11 | 2 | 120 |
| Toplam | 308 | 277 | 1.602.206 | 77 | 1.061 | 126 | 7.727 |

TM: Toplam Mesaj Sayısı - **M:** Mesaj Sayısı - **G:** Görüntülenme Sayısı - **Y:** Yorum Sayısı
B+: Beğeni Sayısı - **B-:** Beğenmeme Sayısı - **S:** Süre

Tablo incelendiğinde, Instagram hesabı bulunan İstanbul'daki 44 üniversitelerden 1 devlet üniversitesinin tercih dönemi olan 7-14 Ağustos 2018 tarihleri arasında hiç paylaşımında bulunmadığı görülmektedir. 4 farklı kategoriye ayrılan mesaj türlerinin tamamından paylaşımında bulunan sadece 2 vakıf üniversitesi olmuştur. Bir başka ifade ile 41 üniversite kategorilerin en az birinden paylaşımında bulunmamıştır. İlgili dönemde yapılan paylaşımların %78'i tercih süreci ile ilgili paylaşımlardır. 1'i devlet, 5'i vakıf olmak üzere toplam 6 üniversitenin yaptığı paylaşımların tamamı tercih süreci ile ilgilidir. Bu noktadan hareketle ilgili üniversitelerin Instagram ortamında tercih sürecine odaklandığı söylenebilir. Paylaşımların çoğunun Bilgi başlığı altında yer alan ve amacı üniversitelerin genel olarak kurumları ve özel olarak programları hakkında bilgilendirmek olan mesajlar olduğu gözlenmektedir. En az paylaşımında bulunan mesaj türü ise takipçilerini bir başka sayfaya yönlendirme amacı olan Link başlığı altındaki paylaşımlar olmuştur. Oransal açıdan bakıldığında en fazla beğeniyi Video başlığı altındaki mesajlar almıştır. En az beğeniyi ise takipçileri bilgilendirme yapılacak bir programın tarihini bildiren paylaşımlar almıştır.

Tablo 4: Üniversitelerin Tercih Sürecinde Instagram Paylaşım Bilgileri

| Üniversite | Bilgi | | | | | Link | | | Program | | | Video | | | TB | TB/TM1 |
|--------------------------|------------|------------|------------|---------------|------------|-----------|--------------|-----------|------------|--------------|-----------|------------|----------------|------------|----------------|---------------|
| | TM | TM1 | M | B | Y | M | B | Y | M | B | Y | M | B | Y | | |
| Boğaziçi | 6 | 3 | 2 | 4.319 | 22 | | | | | | | 1 | 9.836 | 42 | 14.155 | 4.718,33 |
| İstanbul Medeniyet | 4 | 2 | 2 | 117 | 0 | | | | | | | | | | 117 | 58,50 |
| İstanbul Teknik | 14 | 3 | 2 | 3.239 | 4 | | | | | | | 1 | 1.435 | 16 | 4.674 | 1.558,00 |
| İstanbul | 0 | 0 | | 0 | | | | | | | | | | | 0 | 0,00 |
| Marmara | 28 | 17 | 2 | 422 | 7 | 15 | 1.588 | 19 | | | | | | | 2.010 | 118,24 |
| Sağlık Bilimleri | 6 | 6 | 3 | 999 | 29 | | | | 3 | 366 | 7 | | | | 1.365 | 227,50 |
| Yıldız Teknik | 4 | 1 | 1 | 835 | 27 | | | | | | | | | | 835 | 835,00 |
| Acıbadem M.A. Avdınlar | 17 | 9 | 9 | 1.869 | 16 | | | | | | | | | | 1.869 | 207,67 |
| Altınbaş | 11 | 8 | 6 | 596 | 2 | | | | 1 | 80 | 0 | 1 | 2.989 | 0 | 3.665 | 458,13 |
| Beykent | 8 | 6 | 1 | 236 | 3 | | | | 4 | 1.170 | 6 | 1 | 3.602 | 4 | 5.008 | 834,67 |
| Beykoz | 6 | 4 | 1 | 235 | 0 | | | | 3 | 227 | 0 | | | | 462 | 115,50 |
| Bezm-İ Âlem Vakıf | 6 | 5 | | 0 | | | | | 4 | 344 | 1 | 1 | 161 | 0 | 505 | 101,00 |
| Doğuş | 3 | 1 | | 0 | | | | | 1 | 58 | 0 | | | | 58 | 58,00 |
| Fatih Sultan Mehmet | 18 | 17 | 16 | 3.427 | 25 | | | | | | | 1 | 4.055 | 1 | 7.482 | 440,12 |
| Haliç | 7 | 7 | 3 | 313 | 0 | | | | 1 | 309 | 0 | 3 | 6.130 | 7 | 6.752 | 964,57 |
| Işık | 18 | 16 | 4 | 2.369 | 3 | | | | 3 | 655 | 1 | 9 | 49.791 | 1 | 52.815 | 3.300,94 |
| İbn Haldun | 15 | 11 | 4 | 578 | 0 | | | | 1 | 317 | 6 | 6 | 42.452 | 1 | 43.347 | 3.940,64 |
| İstanbul Arel | 15 | 13 | 1 | 96 | 0 | | | | | | | 12 | 8.310 | 10 | 8.406 | 646,62 |
| İstanbul Aydın | 11 | 2 | | 0 | | | | | 1 | 16 | 0 | 1 | 600 | 0 | 616 | 308,00 |
| İstanbul Ayyansaray | 13 | 8 | 1 | 72 | 0 | | | | | | | 7 | 8.438 | 5 | 8.510 | 1.063,75 |
| İstanbul Bilgi | 10 | 2 | 1 | 994 | 17 | | | | | | | 1 | 3.839 | 2 | 4.833 | 2.416,50 |
| İstanbul Esenyurt | 6 | 3 | 1 | 176 | 0 | | | | 1 | 60 | 0 | 1 | 2.786 | 6 | 3.022 | 1.007,33 |
| İstanbul Gedik | 42 | 34 | 28 | 3.958 | 10 | | | | 3 | 161 | 0 | 3 | 6.505 | 0 | 10.624 | 312,47 |
| İstanbul Gelişim | 35 | 24 | 23 | 3.999 | 36 | | | | 1 | 75 | 10 | | | | 4.074 | 169,75 |
| İstanbul Kent | 2 | 2 | 1 | 50 | 1 | | | | | | | 1 | 78 | 15 | 128 | 64,00 |
| İstanbul Kültür | 10 | 9 | 4 | 796 | 12 | | | | | | | 5 | 9.697 | 11 | 10.493 | 1.165,89 |
| İstanbul Medipol | 61 | 57 | 5 | 1.372 | 20 | 19 | 3.883 | 37 | 8 | 1.206 | 3 | 25 | 56.760 | 37 | 63.221 | 1.109,14 |
| İstanbul Okan | 47 | 44 | 36 | 2.766 | 8 | 1 | 66 | 0 | 3 | 101 | 1 | 4 | 5.072 | 1 | 8.005 | 181,93 |
| İstanbul Rumeli | 23 | 20 | 3 | 254 | 0 | | | | 4 | 176 | 0 | 13 | 9.184 | 0 | 9.614 | 480,70 |
| İstanbul Sabahattin Zaim | 16 | 11 | 7 | 1.599 | 0 | | | | 4 | 296 | 0 | | | | 1.895 | 172,27 |
| İstanbul Şehir | 16 | 14 | 10 | 2.596 | 12 | | | | | | | 4 | 4.990 | 5 | 7.586 | 541,86 |
| İstanbul Ticaret | 31 | 26 | 23 | 648 | 0 | | | | 3 | 150 | 0 | | | | 798 | 30,69 |
| İstanbul Yeni Yüzyıl | 57 | 51 | 35 | 1.235 | 11 | | | | 2 | 72 | 0 | 14 | 8.744 | 4 | 10.051 | 197,08 |
| İstinye | 20 | 13 | 5 | 1.139 | 1 | | | | 4 | 311 | 0 | 4 | 3.910 | 0 | 5.360 | 412,31 |
| Kadir Has | 39 | 24 | 9 | 1.097 | 2 | | | | 14 | 654 | 2 | 1 | 760 | 0 | 2.511 | 104,63 |
| Koç | 7 | 6 | | 0 | | | | | | | | 6 | 42.549 | 10 | 42.549 | 7.091,50 |
| Maltepe | 22 | 22 | 18 | 2.547 | 12 | | | | 3 | 337 | 3 | 1 | 2.078 | 0 | 4.962 | 225,55 |
| Mef | 57 | 57 | 29 | 3.107 | 8 | | | | 17 | 490 | 0 | 11 | 7.452 | 0 | 11.049 | 193,84 |
| Nişantaşı | 18 | 13 | 4 | 1.881 | 8 | | | | 1 | 153 | 1 | 8 | 24.568 | 26 | 26.602 | 2.046,31 |
| Özyeğin | 9 | 8 | 7 | 5.876 | 19 | | | | | | | 1 | 2.662 | 2 | 8.538 | 1.067,25 |
| Piri Reis | 5 | 5 | 4 | 244 | 3 | | | | | | | 1 | 999 | 1 | 1.243 | 248,60 |
| Sabancı | 25 | 16 | 7 | 1.592 | 8 | | | | 9 | 923 | 4 | | | | 2.515 | 157,19 |
| Üsküdar | 13 | 11 | 4 | 4.735 | 15 | | | | 1 | 279 | 1 | 6 | 136.780 | 17 | 141.794 | 12.890,36 |
| Yeditepe | 16 | 14 | 6 | 2.111 | 10 | | | | 6 | 998 | 13 | 2 | 3.883 | 0 | 6.992 | 499,43 |
| Toplam | 797 | 625 | 328 | 64.494 | 351 | 35 | 5.537 | 56 | 106 | 9.984 | 59 | 156 | 471.095 | 224 | 551.110 | 52.742 |

TM: Toplam Mesaj Sayısı - TM1: Tercih Süreci ile İlgili Toplam Mesaj Sayısı-M: Mesaj Sayısı

B: Beğeni Sayısı - Y: Yorum Sayısı- TB: Toplam Beğeni Sayısı

Sonuç ve Tartışma

Eğitim geçmişten günümüze insanoğlu için hep çok önemli bir faaliyet olmuştur. İlk çağlarda dahi tecrübeleri ile edindikleri ile kendi kendisinin eğiticisi olarak aynı hataları tekrarlamamayı, tehlikelere karşı önlemler almayı, aletler geliştirmeyi öğrenmiştir. Yüzyıllar sonra ortaya çıkan eğitim kurumları bu faaliyeti bir yandan sistematik hale getirirken, diğer yandan ise bilimin gelişmesine fayda sağlamıştır. Günümüzde bilimin gelişmesi ve yayılmasının baş aktörü şüphesiz üniversitelerdir. Eğitimin bir öğretme-öğrenme faaliyetinin ötesine geçerek para kazanılacak bir sektör haline gelmesi ile birlikte, eğitim kurumları da değişen bu ortama ayak uydurarak kendilerini rakiplerinin önüne geçirecek taktik ve planlar geliştirmeye başlamışlardır. Bu taktiklerin başında ise başarılarını artırmak ve bu başarılarını mümkün olduğu kadar en geniş kitleye duyurmak gelmektedir. Üniversitelere bu konuda yardım yine



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bir bilim dalı olan iletişimden gelmektedir. Özellikle yeni milenyum ile iletişim teknolojilerindeki hızlı gelişim ile hayatımıza giren araç ve ortamlar kurumlara seslerini duyurmak konusunda sonsuz imkanlar sunmaktadır. Sosyal medya bu teknolojilerin en popüleridir ve bu popülerliği hızla artmaktadır. Sosyal medyayı bu kadar popüler kılan ise yıllar ile değişen jenerasyondur. Sosyal medya yeni jenerasyonun tıpkı bir uzuv gibi ayrılmaz bir parçası haline gelmiştir. Bunun sonucu olarak da hedefi genç kitle olan başta üniversiteler olmak üzere pek çok kurum ve kuruluş sosyal medyada yerlerini almaktadır. Araştırma sonuçlarında da görüldüğü gibi sosyal medyada yerini almayan çok az üniversite vardır. Henüz yeni kurulmuş olmaları bu yer almamanın en önemli sebeplerinden birini teşkil etmektedir. Bununla birlikte günümüzde bir kurumun yasal kurulma işlemlerini gerçekleştirir gerçekleştirmez yapması gereken en önemli faaliyet internette görünür olmak için adımlar atmaktır. Şüphesiz sosyal medyada kurumun adının yer alması da yeterli değildir. Yeni mecra aktif olmayı ve sürekli paylaşımında bulunmayı zorunlu kılmaktadır. Aday öğrencilerin tercih süreci gibi kısa bir süre aralığında incelenirse dahi, yeni öğrenci kazanmak adına çok önemli olan bu süreçte üniversitelerin sosyal medya paylaşımları kurumlar hakkında ipuçları vermektedir. Sonuçlar göstermektedir ki üniversiteler kendilerini bu sürece tam olarak odaklayamamıştır. Sonuçların ortaya çıkartmış olduğu bir başka gerçek de takipçilerin kendilerini ilgilendiren ve gerçekten ilginç olan içeriklere önem verdikleridir. Pek çok eğitim materyalinde de belirtildiği üzere en dikkat çeken materyaller görsel içerenlerdir. Kaldı ki sosyal medya araçları kapsamı ve teknolojisi gereği sabit ve hareketli görsel paylaşmak için çok uygun ortamlardır. Araştırma sonuçları takipçilerin diğer içerik türlerine oranla hareketli görsellere daha fazla ilgi duyduğunu, izlemek için ziyaret ettiğini göstermektedir. Günümüzde sosyal medya mevcudiyetlerini takip için pek çok uygulama olmakla birlikte, kurumlar bu iş için profesyonel yardım olarak dijital ajanslar ile çalışmayı tercih etmektedir. Hareketli görsellerin gösterim zamanı olarak üniversitelerin zaman ayırdığı görülmekle birlikte içerik adedi olarak da aynı özeni göstermeleri daha fazla kişiye ulaşmaları açısından önem arz etmektedir. İstanbul'daki üniversiteler özelinde gerçekleştirilen bu çalışma önemli ipuçları vermekle birlikte, Yükseköğretim Kurulu bünyesinde yer alan 206 yükseköğretim kurumu genelinde yapılması yükseköğretimin sosyal medya performansının fotoğrafının çekilmesi açısından yeni çalışmalara ışık tutabilir.

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SOCIAL MEDIA EDUCATION IN COMMUNICATION FACULTIES

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Abstract: Communication is defined as the transfer of feelings, thoughts or information to others in any way that may come to mind. It is possible to say that communication has always existed since the beginning of the living life in the world. The most important characteristic of communication is undoubtedly the need. All living beings communicate because of need. Even the simplest living thing in the nature is constantly communicating with the surrounding area in order to be able to take action against the threats. The communication plays a major role in the elimination of the needs in the Hierarchy of Needs. Academic studies on communication, which is so important in human life, began in the early years of the 20th century. Therefore, the opening of the communication faculties in our country has started in the mid 20th century. From the paintings drawn on the walls of the cave to the present, very important changes have occurred in the world of communication. Social media emerging with the new millennium has brought a new breath to the world of communication. The number of social media users forces all sectors to move towards this area. Today, there is no company without a social media account. In our country, media literacy lessons have come into the agenda much later than other countries and it took time to enter the curriculum. Although it does not differ from traditional media in the sense of media content, social media has its own unique jargon and more threats. For this reason, a course called social media literacy may be appropriate for primary school curricula. Who will be taught the media literacy course is a topic that is especially interested in communication faculty students. In the future, if the social media literacy course enters the primary curriculum, it is expected that the course will be taught by the communication faculty graduates. To do this, communication faculties must first place a social media course in their curriculum. The aim of this study is to measure the facilities of the communication faculties of the Higher Education Council within the meaning of social media education. Within this context, the curricula of all communication faculties will be analyzed within the context of social media lessons.

Keywords: Social Media, Education, Communication Faculty.

İLETİŞİM FAKÜLTELERİNDE SOSYAL MEDYA EĞİTİMİ

Öz: İletişim, duygu, düşünce veya bilgilerin akla gelebilecek her türlü yolla başkalarına aktarılması olarak tanımlanmaktadır. Evrendeki canlı yaşamın başlamasından bu güne iletişimin hep var olduğunu söylemek mümkündür. İletişimin en önemli karakteristiği şüphesiz ihtiyaç olmasıdır. Tüm canlılar ihtiyaçtan dolayı iletişim kurarlar. Doğadaki en basit canlı bile tehditlere karşı önlem alabilmek adına sürekli çevresi ile iletişim halindedir. İhtiyaçlar Hiyerarşisi'ndeki ihtiyaçların tamamının giderilmesinde iletişim büyük rol oynamaktadır. İnsan hayatında bu denli önemli olan iletişim üzerine akademik çalışmalar 20. yüzyılın ilk yıllarında başlayabilmiştir. Dolayısı ile özellikle ülkemizde iletişim fakültelerinin açılması 20. yüzyılın ortalarına başlamıştır. Mağara duvarlarına çizilen resimlerden bugüne kadar iletişim dünyasında çok önemli değişiklikler yaşanmıştır. Yeni milenyum ile ortaya çıkan sosyal medya, iletişim dünyasına yeni bir soluk getirmiştir. Sosyal medya kullanıcı sayıları, tüm



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sektörleri bu alana yönelmeye mecbur bırakmaktadır. Günümüzde sosyal medya hesabı olmayan bir şirket yok gibidir. Ülkemizde medya okuryazarlığı dersi diğer ülkelere kıyasla çok daha sonra gündeme gelmiş ve müfredatlara girmesi zaman almıştır. Medya içeriği anlamında geleneksel medyadan farklılık arz etmese de, sosyal medyanın da kendine özgü bir jargonu ve barındırdığı daha fazla tehlikeler mevcuttur. Bu sebeple sosyal medya okuryazarlığı isimli bir ders ilköğretim müfredatları için uygun olabilir. Medya okuryazarlığı dersinin kimler tarafından öğretileceği, özellikle iletişim fakültesi öğrencilerini yakından ilgilendiren bir konudur. İlerleyen zamanlarda sosyal medya okuryazarlığı dersinin ilköğretim müfredatlarına girmesi halinde, dersi iletişim fakültesi mezunlarının vermesi beklenen bir durumdur. Bunun için, öncelikle iletişim fakültelerinin müfredatlarında sosyal medya isimli bir derse yer vermeleri gerekmektedir. Bu noktadan hareketle çalışma Yükseköğretim Kurulu bünyesindeki iletişim fakültelerinin müfredatlarının sosyal medya eğitimi anlamında donanımlarını ölçmeyi amaçlamaktadır. Bu kapsamda, tüm iletişim fakültelerinin müfredatları sosyal medya dersi çerçevesinde analiz edilecektir.

Anahtar Kelimeler: Sosyal Medya, Eğitim, İletişim Fakültesi.

Giriş

Eğitim Türk Dil Kurumu sözlüklerinde “Yeni kuşakların, toplum yaşayışında yerlerini almak için hazırlanırken, gerekli bilgi, beceri ve anlayışlar elde etmelerine ve kişiliklerini geliştirmelerine yardım etme etkinliği” şeklinde tanımlanmaktadır (TDK, 2018). Tanımdan yola çıkılarak eğitim için her bireyin temel haklarından biri benzetmesini yapmak yanlış olmayacaktır. Nitekim ulusal ve uluslararası pek çok sözleşmede de bu hak güvence altına alınmıştır. Devletler gerek kendi imkanları ile, gerekse özel sektörün desteğini alarak bu haktan vatandaşlarını yararlandırmak için çabalamaktadır. Lisansüstü eğitimi bir başka kulvarda kabul edilecek olursa, her devlet en üst eğitim seviyesi olan lisans eğitiminden tüm vatandaşlarının faydalanmasını, bir başka ifade ile üniversite mezunlarının sayısının artmasını arzu etmektedir. Bu hem bir kalkınmışlık göstergesidir, aynı zamanda da modern ülkeler ile her anlamda yarışabilmek için de bir zorunluluktur. Uzun yıllardır devam eden temel bilimlerin yanında, yeni bilim dalları beraberinde yeni eğitim alanlarını da doğurmakta, bu da üniversite adayları için tercih edilecek yeni bölüm ve kontenjan anlamına gelmektedir.

20. yüzyılın başlarında çalışmaları hızlanmakla birlikte, insanlık tarihi kadar eski bir bilim dalı da iletişimdir. İletişim, günümüzde her ne kadar sosyal bilimlerin bir alt dalı olarak görülse de, aslında güzel sanatları da içerisine alacak şekilde fen bilimlerinde mühendislik bilimlerine kadar geniş bir yelpazeyi kapsayan disiplinler arası bir bilim dalıdır. İletişimin her geçen gün artan öneminin farkına varan yükseköğretim kurumları da birer birer bünyelerine iletişim fakültelerini kazandırmaktadırlar. İletişim fakültelerinin sayısı kadar, bu fakültelerde verilen eğitimin kalitesi de şüphesiz ki önem arz etmektedir. İletişim dünyasındaki gelişmeleri yakından takip eden fakülteler müfredatlarını sürekli güncelleyerek, öğrencilerinin eksik bilgilerle mezun olmamaları için çaba sarf etmektedirler. İletişimde çok önemli bir yere sahip olan medya okuryazarlığı eğitimi ile ilgili çalışmalar 1984 yılında Grunwald’da başlamış olsa da, günümüzde pek çok iletişim fakültesi medya okuryazarlığı dersini müfredatlarına yerleştirmeye başlamıştır (Bordac, 2014, s.2). Tıpkı medya okuryazarlığı dersinde olduğu gibi iletişim dünyası için günümüzün en popüler kavramlarından birisi de sosyal medyadır. Yaş, cinsiyet, ırk, coğrafi bölge ayrımı gözetmeksizin milyarları peşinden koşuran, insanlara yeni bir iletişim

perspektifi sunan sosyal medya üzerinde önemli durulması gereken ve hatta eğitimi verilmesi gereken bir olgudur.

Literatür

Sosyal Medya

Sosyal medya, iletişim camiasında kullanıldığı hali ile yeni medya kavramının bir alt dalıdır. Kavramda yer alan “yeni” öneki eski olmayan, eskiyi reddeden anlamında kullanılmamaktadır. Modernizmi reddeden postmodernizmin aksine, yeni medyanın gelenekseli reddetmeden, onun iletişim pratiklerinin temelleri üzerinde işleyen bir ortam yenileşmesini ifade etmektedir. Esasen sosyal olmayan bir medyadan söz etmek de mümkün değildir. Yukarıda değinildiği üzere medyayı tanımlayan kitle iletişim araçları duygu birliği yaratmak için faaliyet yürütürler ve bu da en azından o medyanın takipçileri arasında bir sosyalleşme yaratır. Yeni teknolojilerin içerisine doğan, bir başka ifade ile yeni teknolojiyi içselleştirerek dünyaya gelen yeni nesil, ondan başka iletişim ortamını kullanmayarak sosyal medyanın gelişimine katkıda bulunmaktadır. Ünlü iletişim kuramcısı Marshall McLuhan’ın teknolojik determinizm üzerine yaklaşımlarında olduğu gibi teknoloji insanı esir almış, araç mesajın önüne geçerek hayatlarımızı şekillendirerek insanoğlunu sosyal medyaya esir etmiştir. Yeni milenyum ile hayatımıza giren farklı özellikleri ile ön plana çıkan pek çok sosyal medya aracı mevcuttur. Arkadaşlarını bul sloganı ile çıkarak sonradan kabuk değiştiren Facebook, 140 ile başlayıp sonradan 280’e çıkan karakter sayılı mesajlar ile kendini ifade imkanı sunan Twitter, hareketli ve sabit görüntüler paylaşma imkanı sunan Instagram ve diğerleri. İstatistikler üzerinde önemli durulması gereken sosyal medyanın ulaşılmış olduğu boyutları gözler önüne sermektedir.

Dünya genelinde sosyal medya kullanıcılarının sayısı 2018 yılı itibarı ile 2,62 Milyardır ve bu sayısının 2021 yılında 3 Milyarı aşması beklenmektedir (Statista, 2018a). 2018 yılı itibarı ile dünya nüfusunun %71,8’i sosyal ağlara erişmektedir ve 2021 yılında bu oranın %73,1 olması beklenmektedir (Statista, 2018b). Ülkemizdeki aktif sosyal ağ penetrasyonu ise 2018 yılı itibarı ile %63’tür ve bu oranla gelişmiş pek çok Avrupa ülkelerinin önündedir (Statista, 2018c). 2018 yılı itibarı ile en fazla aktif kullanıcıya sahip sosyal medya aracı ise yaklaşık 2.2 Milyar kullanıcı ile Facebook’tur (Statista, 2018d). 2017 yılı itibarı ile her internet kullanıcısı başına 7 sosyal medya hesabı düşmektedir (Statista, 2018e). 2017 yılının 2. çeyreği itibarı ile kullanıcı başına düşen sosyal medya hesabı 16-24 yaş aralığında 8.7 olurken, 55-64 yaş aralığında bu oran 4.6’dır (Statista, 2018f). 2017 yılının 2. çeyreği itibarı ile internet kullanıcıları günde ortalama 2 saat 59 dakikasını sosyal medyadan video izlemeye ayırmaktadır (Statista, 2018g). 2018 yılı itibarı ile bir dakikada Instagram’da 49.380 fotoğraf paylaşılmaktadır (Statista, 2018h).

Sosyal Medya Eğitimi

Her yıl dünya genelindeki 1.300’den fazla üniversitenin çeşitli kriterlere göre başarı sıralamasını gerçekleştiren derecelendirme kuruluşu Times Higher Education’ın verilerine göre dünya çağında iletişim ve medya çalışmaları üzerine eğitim veren toplam 322 yükseköğretim kurumu bulunmaktadır (THE, 2018). Listeye Türkiye’den sadece 1 üniversite girmiştir. Ancak Türkiye’de iletişim fakültelerinin sayısının bunun çok çok üzerinde olduğu bilinmektedir. Türkiye’de halkla ilişkiler mesleğinin tanınması, yerleşmesi ve gelişmesi yolunda çalışmalar yapmak üzere 1972 yılında kurulan Türkiye Halkla İlişkiler Derneği’nin verilerine göre Türkiye’de 66 iletişim fakültesi mevcuttur (TÜHİD, 2018). Türkiye Cumhuriyeti Ölçme ve Yerleştirme Merkezi Başkanlığı’nın 2018 Yükseköğretim

Programları ve Kontenjanları Kılavuzu'nda yer alan verilere göre 7'si yurt dışı olmak üzere toplam 60 iletişim fakültesi mevcuttur (ÖSYM, 2018). Sayıları yüzlerle ifade edilen iletişim fakültelerinin amacı bilimsel çalışmalar ile Türkiye'de iletişim biliminin gelişimine katkı sağlamak, iletişim bilim alanında çalışmalar ortaya koyacak bilim insanlarını yetiştirmek ve medya sektörüne nitelikli mezunları kazandırmaktır. İletişim fakültelerinin nüvesini teşkil eden gazetecilik, halkla ilişkiler ve tanıtım ile radyo televizyon ve sinema bölümlerinin yanında zamanla iletişim bilimi ve teknolojilerindeki gelişmelere bağlı olarak bölüm sayısı hızla artmış, iletişimin teknik yönü ile alakalı bölümlerin sayısı zamanla diğer bölümlerin sayısını geçmiştir. Bu bölümlerden birisi de yeni medya veya dijital medyadır. Kapsayıcı isminden dolayı günümüz popüler ortamı olan sosyal medyayı da içine alsada, sosyal medya ulaşılmış olduğu boyut itibarı ile geleceğin bölüm isimlerinden biri olma potansiyelini barındırmaktadır. Başta çalışma şartlarının zorluğu olmak üzere iletişim fakültelerinin mezunlarını bekleyen iletişim sektörü ile ilgili pek çok olumsuzluk sayılabilir. Bunun yanında iletişim fakültelerinin de uzun yıllardan beri yapısal sorunları bünyesinde barındırdığı da bir başka gerçektir. Pratik eğitimin az oluşu, üniversite sektör işbirliğinin tam olarak oturmamasından kaynaklı staj sisteminin randımanlı bir şekilde işlemeyişi ve müfredatların da içerisinde yer aldığı standartların yakalanamamış olması. İletişim fakülteleri doğrudan meslek eğitimi veren meslek yüksek okulları olmasalar da, medya sektörünün ihtiyacını karşılayan yegane yükseköğretim kurumlarıdır. Bu sebeple iletişim fakültelerinin de bilimsel nosyonundan uzaklaşmadan, ancak sektörün de ihtiyaçlarına göz ardı etmeyecek bir müfredatı uygulaması mezunlarının faydasına olacaktır. Eğitim kurumları en önemli paydaşları olan mezunları ile yaşayan kurumlar olduklarından, daha doğru bir ifade ile mezunlar eğitim kurumlarının dışındaki temsilcileri olacağından bu durum bir anlamda fakültele nitelikli öğrenci adaylarını fakülteye çekme şeklinde bir kazanç olarak da dönmüş olacaktır.

İletişim Fakültelerinde Sosyal Medya Eğitimi Üzerine Bir Araştırma

Araştırmanın Amacı

İletişim Fakülteleri Dekanları Konseyi (İLDEK), fakültelerin mevcut durumlarının analizini yapmak, stratejik yeniden yapılanmalarının esaslarını belirlemek, yeni teknolojilerin iletişim eğitimine adaptasyonunu sağlamak amacıyla kurulmuştur (İLDEK, 2018). 2000 yılından bugüne her yıl bir iletişim fakültesinin ev sahipliğinde toplanmaktadır. Geniş katılımlı ve iletişim eğitimine önemli katkıları olan konseyin çalışmalarına rağmen iletişim fakültelerinin müfredatlarında temel beceriler anlamında halen bir standardizasyona ulaşamadığı bilinmektedir. Bazı fakülteler iletişim dünyasındaki güncel gelişmeleri ve medya sektörünün ihtiyaçlarını müfredatlarına taşımada geri kalmaktadır. Sosyal medyanın iletişim dünyası için önemli potansiyeller taşıdığı şüphesiz bir gerçektir. Bu denli önemli bir alanın üzerinde özenle durulması ve iletişim fakültelerinin müfredatlarında yer alması da gerekmektedir. Bu kapsamda çalışma iletişim fakültelerinin müfredatlarında sosyal medyaya ne derece yer verdiklerini araştırmayı amaçlamaktadır.

Araştırmanın Kapsamı ve Sınırlılıkları

Yukarıda yer alan istatistiklerde de görüldüğü üzere sosyal medya her yaş düzeyinde bireyi ilgilendirmektedir. Dolayısı ile üniversite düzeyine gelmiş bir bireyin birinci sınıftan son sınıfa kadar sosyal medya ile ilgili bir dersi alması uygun görülebilir. Bu sebeple iletişim fakültelerinin tüm bölümlerinin, tüm sınıflarındaki müfredatları araştırma kapsamına dahil edilmiştir.

Araştırmanın Yöntemi ve Örneklemi

Yükseköğretim Kurulu bünyesinde yurtiçi ve yurtdışında olmak üzere 201 adet üniversite mevcuttur. Bu üniversitelerin, çoğu devlet olmak üzere, 60'ında iletişim fakültesi yer almaktadır. En yüksek nüfusa sahip ve potansiyel olarak en fazla öğrenci çekmeye aday İstanbul şehrindeki devlet ve vakıf üniversitelerinin bünyesinde yer alan 17 iletişim fakültesi araştırmanın örneklemi oluşturmaktadır. Araştırmada iletişim fakültelerinin tüm sınıfları düzeyindeki müfredatları adında “sosyal medya-social media” ve “sosyal ağ-social network” anahtar kelimelerini içeren dersleri aramak sureti ile incelenecektir.

Bulgular

Tablo 1. İstanbul'da İletişim Fakültesi Bulunan Üniversiteler

| Program Adı | Tür | Bölüm Sayısı | Genel Kontenjan |
|-----------------------------------|-----------|--------------|-----------------|
| Bahçeşehir Üniversitesi | Vakıf | 6 | 345 |
| Beykent Üniversitesi | Vakıf | 5 | 400 |
| Galatasaray Üniversitesi | Devlet | 0 | 30 |
| İbn Haldun Üniversitesi | Vakıf | 1 | 10 |
| İstanbul Arel Üniversitesi | Vakıf | 5 | 130 |
| İstanbul Aydın Üniversitesi | Vakıf | 7 | 340 |
| İstanbul Bilgi Üniversitesi | Vakıf | 9 | 434 |
| İstanbul Medipol Üniversitesi | Vakıf | 5 | 335 |
| İstanbul Şehir Üniversitesi | Vakıf | 3 | 140 |
| İstanbul Ticaret Üniversitesi | Vakıf | 3 | 130 |
| İstanbul Üniversitesi | Devlet | 3 | 275 |
| İstanbul Yeni Yüzyıl Üniversitesi | Vakıf | 4 | 153 |
| Kadir Has Üniversitesi | Vakıf | 5 | 166 |
| Maltepe Üniversitesi | Vakıf | 4 | 216 |
| Marmara Üniversitesi | Devlet | 3 | 305 |
| Üsküdar Üniversitesi | Vakıf | 6 | 480 |
| Yeditepe Üniversitesi | Vakıf | 5 | 293 |
| Toplam | 17 | 74 | 4.182 |

Tablo incelendiğinde, İstanbul'daki iletişim fakültelerinin çoğunun vakıf üniversitelerinin bünyelerinde yer aldıkları görülmektedir. Devlet üniversitelerinde bölüm sayılarının 3'ü geçmediği görülürken, vakıf üniversitelerinin daha fazla öğrenci çekmek ve sektörün taleplerine cevap vermek amacıyla 9'a varan seviyede bölüm sayılarını daha fazla tuttuğu ortaya çıkmaktadır. Devlet üniversitelerinin bünyesindeki iletişim fakültelerinin kontenjan ortalamaları karşılaştırıldığında, devlet üniversitelerinin fakültelerinin ortalama 295 öğrenci ile ortalama 253 öğrenci alan vakıf üniversitelerinin fakültelerinden daha fazla öğrenci aldıkları görülmektedir.

Tablo 2 incelendiğinde, iletişim fakültelerinin klasik bölümlerinin en fazla öğrenciyi aldığı, bununla birlikte iletişim fakültelerinin bünyesine yeni katılan daha çok teknik ağırlıklı bölümlerin de benzer öğrenci sayılarına ulaşmaya yaklaştıkları görülmektedir. Devlet üniversitelerinin iletişim fakültelerinin farklı isimlerde bölüm açma konusunda vakıf üniversitelerine göre daha gelenekselci tavır sergiledikleri de izlenmektedir.

Tablo 2. İletişim Fakültelerinin Bölümleri

| Bölüm Adı | Tekrar Sayısı | Kontenjan | Devlet | Vakıf |
|---|---------------|--------------|----------|-----------|
| Dijital Oyun Tasarımı | 2 | 92 | - | 2 |
| Gazetecilik | 7 | 378 | 2 | 5 |
| Görsel İletişim | 1 | 50 | - | 1 |
| Görsel İletişim Tasarımı | 9 | 379 | - | 9 |
| Halkla İlişkiler | 4 | 234 | - | 4 |
| Halkla İlişkiler ve Reklamcılık | 5 | 394 | - | 5 |
| Halkla İlişkiler ve Tanıtım | 6 | 423 | 2 | 4 |
| İletişim Tasarımı | 1 | 44 | - | 1 |
| İletişim Tasarımı ve Yönetimi | 1 | 35 | - | 1 |
| Medya ve Görsel Sanatlar | 1 | 50 | - | 1 |
| Medya ve İletişim | 5 | 251 | - | 5 |
| Radyo, Televizyon ve Sinema | 9 | 611 | 2 | 7 |
| Reklam Tasarımı ve İletişimi | 2 | 136 | - | 2 |
| Reklamcılık | 4 | 214 | - | 4 |
| Sanat ve Kültür Yönetimi | 1 | 36 | - | 1 |
| Sinema ve Televizyon | 4 | 218 | - | 4 |
| Televizyon Haberciliği ve Programcılığı | 3 | 132 | - | 3 |
| Yeni Medya | 3 | 215 | - | 3 |
| Yeni Medya ve Gazetecilik | 2 | 116 | - | 2 |
| Yeni Medya ve İletişim | 4 | 144 | - | 4 |
| Toplam | 74 | 4.182 | 6 | 68 |

Tablo 3. Müfredatına Ulaşılamayan İletişim Fakülteleri ve Bölümleri

| Üniversite | Bölüm |
|-------------------------------|---------------------------------|
| İstanbul Medipol Üniversitesi | Gazetecilik |
| İstanbul Medipol Üniversitesi | Halkla İlişkiler ve Reklamcılık |
| İstanbul Medipol Üniversitesi | Medya ve Görsel Sanatlar |
| İstanbul Medipol Üniversitesi | Radyo, Televizyon ve Sinema |

Tablo 3 incelendiğinde, tek bir vakıf üniversitesinin iletişim fakültesinin müfredatına ulaşamadığı görülmektedir. Bu durumun yeni eğitim-öğretim yılı öncesinde müfredatlara son şekillerinin verilmesine denk gelmesinden kaynaklandığı düşünülmektedir.

Tablo 4 incelendiğinde, bölüm içermeyen 1 devlet üniversitesinin iletişim fakültesi sayılmazsa toplam 6 bölümden 5'inin sosyal medya ile ilgili bir derse müfredatlarında yer vermedikleri görülmektedir. İletişim fakültelerinin sahip olduğu toplam 74 bölümün 41'inin sosyal medyaya müfredatlarında yer vermedikleri izlenmektedir. Oransal olarak bakıldığında devlet üniversitelerinin iletişim fakültelerinin vakıf üniversitelerinin iletişim fakültelerine oranla daha sosyal medya dersine müfredatlarında ders verme açısından geride oldukları ortaya çıkmaktadır. Yine oransal olarak bakıldığında ise en fazla sayıda radyo, televizyon ve sinema geçen bölümlerin sosyal medya ile ilgili bir derse müfredatlarına yer vermedikleri gözlenmektedir.

Tablo 4. Müfredatlarında Sosyal Medya Dersi Bulunmayan İletişim Fakülteleri ve Bölümleri

| Üniversite | Bölüm |
|-----------------------------------|---|
| Bahçeşehir Üniversitesi | Dijital Oyun Tasarımı |
| Bahçeşehir Üniversitesi | Halkla İlişkiler |
| Bahçeşehir Üniversitesi | İletişim Tasarımı |
| Bahçeşehir Üniversitesi | Reklamcılık |
| Bahçeşehir Üniversitesi | Sinema ve Televizyon |
| Bahçeşehir Üniversitesi | Yeni Medya |
| Beykent Üniversitesi | Görsel İletişim |
| Beykent Üniversitesi | Halkla İlişkiler ve Reklamcılık |
| Beykent Üniversitesi | Televizyon Haberciliği ve Programcılığı |
| Galatasaray Üniversitesi | - |
| İstanbul Arel Üniversitesi | Görsel İletişim Tasarımı |
| İstanbul Aydın Üniversitesi | Gazetecilik |
| İstanbul Aydın Üniversitesi | Görsel İletişim Tasarımı |
| İstanbul Aydın Üniversitesi | Halkla İlişkiler ve Tanıtım |
| İstanbul Aydın Üniversitesi | Radyo, Televizyon ve Sinema |
| İstanbul Aydın Üniversitesi | Reklamcılık |
| İstanbul Aydın Üniversitesi | Televizyon Haberciliği ve Programcılığı |
| İstanbul Bilgi Üniversitesi | Dijital Oyun Tasarımı |
| İstanbul Bilgi Üniversitesi | Görsel İletişim Tasarımı |
| İstanbul Bilgi Üniversitesi | İletişim Tasarımı ve Yönetimi |
| İstanbul Bilgi Üniversitesi | Reklamcılık |
| İstanbul Bilgi Üniversitesi | Sanat ve Kültür Yönetimi |
| İstanbul Bilgi Üniversitesi | Sinema ve Televizyon |
| İstanbul Ticaret Üniversitesi | Görsel İletişim Tasarımı |
| İstanbul Ticaret Üniversitesi | Halkla İlişkiler ve Reklamcılık |
| İstanbul Üniversitesi | Gazetecilik |
| İstanbul Üniversitesi | Halkla İlişkiler ve Tanıtım |
| İstanbul Üniversitesi | Radyo, Televizyon ve Sinema |
| İstanbul Yeni Yüzyıl Üniversitesi | Görsel İletişim Tasarımı |
| İstanbul Yeni Yüzyıl Üniversitesi | Halkla İlişkiler ve Reklamcılık |
| İstanbul Yeni Yüzyıl Üniversitesi | Radyo, Televizyon ve Sinema |
| Kadir Has Üniversitesi | Görsel İletişim Tasarımı |
| Kadir Has Üniversitesi | Radyo, Televizyon ve Sinema |
| Kadir Has Üniversitesi | Reklamcılık |
| Maltepe Üniversitesi | Görsel İletişim Tasarımı |
| Marmara Üniversitesi | Radyo, Televizyon ve Sinema |
| Üsküdar Üniversitesi | Görsel İletişim Tasarımı |
| Üsküdar Üniversitesi | Medya ve İletişim Sistemleri |
| Üsküdar Üniversitesi | Radyo, Televizyon ve Sinema |
| Üsküdar Üniversitesi | Reklam Tasarımı ve İletişimi |
| Yeditepe Üniversitesi | Radyo, Televizyon ve Sinema |
| Yeditepe Üniversitesi | Reklam Tasarımı ve İletişimi |

Tablo 5 incelendiğinde, iletişim fakültelerinin sahip olduğu toplam 74 bölümün 33'ünün sosyal medyaya müfredatlarında yer vermedikleri görülmektedir. Sadece 1 devlet üniversitesinin iletişim fakültesinin 3 bölümünden 2'sinin adında sosyal medya geçen bir derse müfredatlarında yer verdikleri, 12 vakıf üniversitesinin farklı isimlerdeki toplam 31 bölümünde ise adında sosyal medya ve sosyal ağ geçen bir derse müfredatlarında yer verdikleri gözlenmektedir. Yine tablo incelendiğinde en fazla adında yeni medya geçen bölümlerin sosyal medya ile ilgili bir derse müfredatlarında yer verdikleri izlenmektedir. Ardından ise adında halkla ilişkiler geçen bölümler gelmektedir.

Tablo 5. Müfredatlarında Sosyal Medya Dersi Bulunan İletişim Fakülteleri

| Üniversite | Bölüm |
|-----------------------------------|---|
| Beykent Üniversitesi | Medya ve İletişim |
| Beykent Üniversitesi | Yeni Medya |
| İbn Haldun Üniversitesi | Medya ve İletişim |
| İstanbul Arel Üniversitesi | Gazetecilik |
| İstanbul Arel Üniversitesi | Halkla İlişkiler ve Reklamcılık |
| İstanbul Arel Üniversitesi | Sinema ve Televizyon |
| İstanbul Arel Üniversitesi | Yeni Medya ve İletişim |
| İstanbul Aydın Üniversitesi | Yeni Medya ve İletişim |
| İstanbul Bilgi Üniversitesi | Halkla İlişkiler |
| İstanbul Bilgi Üniversitesi | Medya ve İletişim Sistemleri |
| İstanbul Bilgi Üniversitesi | Televizyon Haberciliği ve Programcılığı |
| İstanbul Şehir Üniversitesi | Halkla İlişkiler |
| İstanbul Şehir Üniversitesi | Sinema ve Televizyon |
| İstanbul Şehir Üniversitesi | Yeni Medya ve İletişim |
| İstanbul Ticaret Üniversitesi | Medya ve İletişim Sistemleri |
| İstanbul Yeni Yüzyıl Üniversitesi | Yeni Medya ve Gazetecilik |
| Kadir Has Üniversitesi | Halkla İlişkiler ve Tanıtım |
| Kadir Has Üniversitesi | Yeni Medya |
| Maltepe Üniversitesi | Gazetecilik |
| Maltepe Üniversitesi | Halkla İlişkiler ve Tanıtım |
| Maltepe Üniversitesi | Radio, Televizyon ve Sinema |
| Marmara Üniversitesi | Gazetecilik |
| Marmara Üniversitesi | Halkla İlişkiler ve Tanıtım |
| Üsküdar Üniversitesi | Halkla İlişkiler |
| Üsküdar Üniversitesi | Yeni Medya ve Gazetecilik |
| Yeditepe Üniversitesi | Gazetecilik |
| Yeditepe Üniversitesi | Görsel İletişim Tasarımı |
| Yeditepe Üniversitesi | Halkla İlişkiler ve Tanıtım |

Tablo 6 incelendiğinde iletişim fakültelerinin adında sosyal medya ve sosyal ağ geçen 18 farklı isimdeki derse müfredatlarında yer verdikleri görülmektedir. En fazla tekrar eden ders ismi ise “sosyal medya” şeklinde gerçekleşmiştir. Söz konusu dersler çoğunlukla müfredatların 2. sınıflarına yerleştirilmiştir. Bölümler sosyal medya ile ilgili dersleri müfredatlarına çoğunlukla seçimsel kategorisinde yerleştirmişlerdir. Sosyal medya ile ilgili dersler müfredatların çoğunlukla güz döneminde yer bulmuştur. Çok az bölüm sosyal medya ile ilgili derslere müfredatlarında 2 ve 4 saat ayırırken, çoğu 3 saat olarak yer vermiştir. Bölümlerin tamamı sosyal medya ile ilgili derslerin teorik olarak işlenmesini tercih etmektedir.

Tablo 6. Sosyal Medya Derslerinin İsimleri ve Müfredat Bilgileri

| Ders Adı | Sınıf | Z/S | G/B | Saat | T/U |
|---|-------|----------|-------|------|--------|
| Halkla İlişkiler ve Sosyal Medya | 2 | Zorunlu | Bahar | 3 | Teorik |
| Halkla İlişkiler ve Sosyal Medya | 3 | Zorunlu | Güz | 3 | Teorik |
| Halkla İlişkiler ve Sosyal Medya | 4 | Seçimlik | Güz | 3 | Teorik |
| Pazarlama İletişimi ve Sosyal Medya | 2 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Ağlar | 2 | Zorunlu | Güz | 3 | Teorik |
| Sosyal Medya | 2 | Zorunlu | Bahar | 2 | Teorik |
| Sosyal Medya | 2 | Zorunlu | Güz | 3 | Teorik |
| Sosyal Medya | 2 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya | 3 | Seçimlik | Bahar | 4 | Teorik |
| Sosyal Medya | 3 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya | 4 | Seçimlik | Bahar | 2 | Teorik |
| Sosyal Medya | 4 | Zorunlu | Bahar | 3 | Teorik |
| Sosyal Medya Araştırmaları | 4 | Seçimlik | Bahar | 2 | Teorik |
| Sosyal Medya Kampanyaları | 2 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya Pazarlamaları-1 | 2 | Seçimlik | Güz | 2 | Teorik |
| Sosyal Medyada Eleştirel Düşünce | 4 | Zorunlu | Bahar | 2 | Teorik |
| Sosyal Medyada İçerik Yönetimi ve Ölçümleme | 3 | Seçimlik | Bahar | 3 | Teorik |
| Sosyal Medya ve Çocuk | 4 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya ve Çoğulculuk | 3 | Zorunlu | Güz | 3 | Teorik |
| Sosyal Medya ve Dijital Kampanyalar | 2 | Zorunlu | Güz | 3 | Teorik |
| Sosyal Medya ve Gazetecilik | 3 | Zorunlu | Güz | 3 | Teorik |
| Sosyal Medya ve Halkla İlişkiler | 2 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya ve Halkla İlişkiler | 3 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya ve İzleyici | 3 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya ve Sosyal Sorumluluk | 4 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya ve Toplumsal Hareketler | 4 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya Yönetimi | 4 | Seçimlik | Güz | 3 | Teorik |
| Sosyal Medya Yönetimi | 4 | Seçimlik | Güz | 3 | Teorik |

Sonuç ve Tartışma

Yükseköğretim Kurumları Sınavı'nın sonuçlarının açıklandığı ve aday öğrenciler tarafından üniversite tercihlerinin yapılacağı bir dönemde gerçekleştirilen çalışmanın araştırma bölümünden elde edilen sonuçlara göre müfredatına ulaşamayan bir iletişim fakültesinin varlığı düşündürücüdür. Oransal olarak bakıldığında İstanbul'daki devlet üniversitelerinin iletişim fakültelerinin yükseköğretimin yükünü vakıf üniversitelerine oranla daha fazla çekiyor olması da üzerinde durulması gereken bir konudur. Devlet üniversitelerinin gerek gelişen iletişim biliminin göstermiş olduğu çizgi doğrultusunda, gerekse medya dünyasının ihtiyaçlarına cevap vermek adına yeni bölümler açmak konusunda daha cesaretli olması gerekmektedir. Çağımız iletişim ve bilişim çağı olduğundan ve bilgiye ulaşmanın her zamankinden daha kolay olduğu bir dönemde rekabetin olanca hızıyla sürdüğü eğitim gibi bir alanda hiçbir üniversitenin adaylarının en çok merak edebileceği müfredat gibi bir bilgiyi web sitelerine koymamak gibi bir lüksü olmaması gerekir. İletişim fakültelerinin bölüm sayılarının yarısından çoğunda sosyal medya ile ilgili bir ders olmaması neredeyse adına sosyal medya çağı denecek bir döneme yakışmamaktadır. Bunun da ötesinde adında yeni medya geçen bir bölümde sosyal medya ile ilgili bir ders olmaması da düşündürücüdür. Müfredatında sosyal medya ile ilgili ders barındıran iletişim fakülteleri arasında bir devlet üniversitesi iletişim fakültesinin yer alması sevindirici ancak yeterli değildir. Başta devlet üniversiteleri olmak üzere müfredatlarına sosyal medya ile sınırlı olmamak üzere çağın gereklerine uygun dersleri yer vermeleri öğrencileri kurumlarına kazandırmak adına önem arz

etmektedir. Çoğunluğu teşkil etmemekle birlikte öğrencilerin sosyal medya ile ilgili derslerle erken sınıflarda tanışıyor olmaları sevindiricidir. Ancak söz konusu derslerin seçimlik ders havuzlarından çıkartılarak öğrencilerin önüne zorunlu ders olarak çıkartılması hayatımızın her alanına nüfuz eden sosyal medya hakkında bilinçlenmek adına önemlidir. Sosyal medya üzerinde teorik olarak bilgilerin aktarılacağı bir alan olmakla birlikte, gerek içerik hazırlanması, gerekse içerik yönetimi gibi konuları ile uygulamayı da bünyesinde barındırmaktadır. Bu sebeple sosyal medya ilgili derslerin müfredatlarda sadece teorik olarak yer alması yerine uygulamasına da oransal olarak yer verilmesi gerekmektedir. İstanbul'daki iletişim fakülteleri ölçeğinde incelenen konunun öncelikle Yükseköğretim Kurulu bünyesindeki tüm iletişim fakülteleri kapsamında işlenmesi, sonrasında ise dünya ölçeğindeki iletişim fakülteleri ile karşılaştırmalı olarak incelenmesi sosyal medyanın iletişim fakülteleri açısından önemini gözler önüne sermeye yardımcı olacaktır.

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THE OPINIONS OF PRE-SCHOOL TEACHER CANDIDATES ABOUT THE SOCIOLOGY OF EDUCATION COURSE

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Abstract: *The sociology of education is a branch of science, which examines interrelations, connections, and influences between society and education. The fact that this course, which is taught as an elective course only in the department of preschool teaching in the faculties of education, is also included in other departments is important in terms of teacher training. The aim of this study was to examine preservice preschool teachers' opinions and suggestions on the sociology of education course. The basic qualitative research design, one of the qualitative research methods, was used in the study. 24 students studying in the second grade of the preschool teaching program of a foundation university in Istanbul during the 2016-2017 academic year constituted the study group of the research. The semi-structured interview technique was used as a data collection method. The descriptive analysis technique was used in the analysis of data obtained from interviews. The data obtained in the study were analyzed by content analysis methods. As a result of the study, it was determined that the sociology of education course affected preservice preschool teachers' perspective on the teaching profession, that the course achieved its objective, that the content and scope of the course were sufficient, that preservice preschool teachers defined the sociology of education course as the relationship between education and society, that the course teaching method in which students are active increased students' self-confidence and enabled them to understand/learn and remember the subjects better, and that all preservice teachers should take the sociology of education course.*

Keywords: *Pre-school Teachers Candidates, Sociology of Education Course, Opinion about the Course*

OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ EĞİTİM SOSYOLOJİSİ DERSİYLE İLGİLİ GÖRÜŞLERİ

Özet: *Eğitim sosyolojisi, toplum ile eğitim arasındaki karşılıklı ilişkileri, bağlantıları ve etkilemeleri inceleyen bir bilim dalıdır. Eğitim fakültelerinde sadece okul öncesi öğretmenliği bölümünde seçmeli ders olarak okutulan bu dersin diğer bölümlerde de yer alması öğretmen eğitimi açısından önem arz etmektedir. Bu çalışmanın amacı Okul öncesi öğretmen adaylarının Eğitim sosyolojisi dersi ile ilgili görüş ve önerilerinin incelenmesidir. Araştırmada nitel araştırma yöntemlerinden temel nitel araştırma deseni kullanılmıştır. Araştırmanın çalışma grubunu 2016-2017 akademik ders yılında İstanbul'da bir vakıf üniversitesinin Okul öncesi öğretmenliği programı ikinci sınıfında öğrenim gören 24 öğrenci oluşturmuştur. Veri toplama yöntemi olarak, yarı yapılandırılmış görüşme tekniği kullanılmıştır. Görüşmelerden elde edilen verilerin analizinde ise betimsel analizi tekniği kullanılmıştır. Araştırmada elde edilen veriler içerik analizi yöntemleri ile analiz edilmiştir. Araştırmanın sonunda; Eğitim Sosyolojisi dersinin okul öncesi öğretmen adaylarının öğretmenlik mesleğine bakışlarını etkilediği, dersin amacına ulaştığı, dersin içerik ve kapsamının yeterli olduğu, eğitim sosyolojisi dersini eğitim ve toplum arasındaki ilişki olarak tanımladıkları, öğrencinin aktif olduğu ders işleme yönteminin onların özgüvenlerini arttırdığı, konuları daha iyi öğrenme/anlama ve hatırlamalarını sağladığı, bütün öğretmen adaylarının Eğitim Sosyolojisi dersini alması gerektiğini düşündükleri belirlenmiştir.*

Anahtar Kelimeler: *Okul Öncesi Öğretmen Adayı Eğitim Sosyolojisi Dersi, Derse Yönelik Görüş*

Giriş

Öğretmenlik 1739 sayılı Milli Eğitim Temel Kanunu 43. Maddesinde, “devletin eğitim, öğretim ve bununla ilgili yönetim görevlerini üzerine alan özel bir ihtisas mesleği olarak tanımlanmakta ve öğretmenlik mesleğine hazırlığın genel kültür, özel alan eğitimi ve pedagojik formasyon ile sağlanacağı ifade edilmektedir. Bu mesleğe giren insanların, mesleğin gereklerini tam olarak yerine getirebilmeleri için birtakım yeterliklere sahip olmaları gerekir. Söz konusu yeterlik alanıyla ilgili sınıflamalara bakıldığında; öğretmenlerin belli bir alanla ilgili derinlemesine bilgi sahibi olmaları gerektiği; bu alanın öğretiminde dikkat etmeleri gereken noktalar, hedef kitesinin gelişim özelliklerini, öğretim sürecinin nasıl planlanacağını ve değerlendirileceğini bilmeleri, ayrıca geniş bir dünya görüşüne ve genel kültüre sahip olmalarının gerektiği belirtilmektedir (Şişman, 2013; Özden, 2013; Büyükkaragöz ve ark., 1999; Küçükahmet, 1986).

Türkiye’de öğretmen yetiştirmede Eğitim Sosyolojisi ayrı bir ders olarak 1953 yılından itibaren İlköğretmen okulları ile eğitim enstitülerinde, 1960’lardan sonra üniversitelerde okutulmaya başlamıştır (Tezcan, 2008:168). Öğretmen yetiştirmedeki sorunların çözümü ve ihtiyaçların giderilmesi amacıyla, 1998 yılında Eğitim Fakültelerinin yeniden yapılandırılması gerçekleşmiştir. Bu proje kapsamında ülkemizdeki öğretmen yetiştiren kurumların standart bir programla eğitim ve öğretimlerini yapmaları zorunlu hale getirilmiştir. Eğitim fakültelerinin öğretmen yetiştirme programlarında yer alan derslerin konuları, içerikleri ve bütünsellik özellikleri bakımından gereken nitelik ve özelliklere sahip öğretmenleri yetiştirmekten uzak olması da bu proje için gerekçe olarak kabul edilmiş ve Eğitim Sosyolojisi dersi yeni programdan kaldırılmıştır (YÖK, 2007)

2007’de Eğitim Fakültelerinin yeniden yapılanmasıyla Eğitim Sosyolojisi dersi YÖK tarafından tekrar Eğitim Fakülteleri programına alınmıştır. Bu kapsamda Okul Öncesi Öğretmenliği bölümünde iki saatlik seçmeli ders olarak yer alırken diğer bölümlerde bazı eğitim sosyolojisi konuları Öğretmenlik Mesleğine Giriş ve Sınıf Yönetimi gibi derslere serpiştirilmiştir. Böylece alanın gelişmesi ve araştırma ve incelemelere konu olması sınırlandırılmıştır (Tezcan, 2008: 170)

Eğitim sosyolojisinin ilgilendiği konular öğretmen adaylarının içinde yaşadıkları toplumu, eğitim kurumlarını ve eğitim sürecini daha iyi anlamalarına yardım edecek, onların toplumla bütünleşmelerinde katkılar sağlayacak ve eğitimi mekanik bir öğretim işinden farklı olarak bir sosyalleştirme ve kültürleme faaliyeti olarak görmelerine katkıda bulunan bilgileri içermektedir. Temel görevi öğrencinin sosyalleşmesi ve toplumsal kültürü öğrenciye aktarmak olan öğretmenin bu görevini başarıyla yerine getirebilmesi için içinde yaşadığı toplumu, kültürel özellikleri ile tanınması gerekir. Öğretmen, görev yaptığı yerleşim biriminin özelliklerini, ailelerin hayat tarzını, değerlerini ve normlarını bilmelidir. Bunları bilmeyen öğretmen, öğrencileri ve aileleri ile istemeden çatışmaya girebilir. Tezcan (2003) göre toplumu tanımayan ve toplumundan kopuk bir öğretmenin düşünülemez. Günümüzde öğretmenler eskisinden çok daha çeşitli toplumsal çevrelerden, gelen öğrencilerle karşı karşıyadır. Bu öğrencilerin gelmiş oldukları sosyal yapı ve kültürler hakkında bilgi sahibi olmak onların daha iyi eğitilmelerine imkan sağlayacaktır. Öğretmen yetiştirme programlarına konulacak eğitim sosyolojisi dersleri öğretmen adaylarına gerekli mesleki davranış ve tutumlar kazandırarak onların şartlanmış ideolojilerden, önyargılardan ve bölgecilikten uzaklaşmalarına, eğitimde eşitlik ve kalite arayışında olmalarına fırsat sağlayacaktır. Yapılan bu çalışmada Okul öncesi Öğretmenliği Bölümü öğrencilerinin Eğitim Sosyolojisi dersi ile ilgili görüşlerinin ve önerilerinin neler olduğu incelenmeye çalışılmıştır. Bu çalışmanın Türk eğitim sistemine, eğitim profesyonellerine ve alana katkı sağlayacağı düşünülmektedir.

Yöntem

Çalışma Grubu

Araştırmada kolay ulaşılabilir örnekleme yöntemi kullanılmıştır. Çalışma grubu, İstanbul'da bir vakıf üniversitesinin Eğitim Fakültesi Okul öncesi öğretmenliği anabilim dalında 2016- 2017 öğretim yılı güz yarıyılında Eğitim Sosyolojisi dersi alan 2 erkek 22 kadın toplam 24 ikinci sınıf öğrencisinden oluşmuştur. Katılımcı öğrenciler E; erkek ve K: kadın olarak isimlendirilerek kodlanmıştır.

Veri Toplama Aracı

Verilerin toplanması için, araştırmacı tarafından geliştirilen, ön çalışma ve uzman görüşlerinden sonra son halini alan, sekiz maddelik bir soru formu kullanılmıştır. Katılımcıların Eğitim Sosyoloji dersi ile ilgili görüşlerini belirlemek amacıyla aşağıdaki sorulara cevap aranmıştır.

1. Eğitim sosyolojisi dersi öğretmenliğe bakış açınızı nasıl etkiledi?
2. Eğitim sosyolojisi dersinin amacına ulaşip ulaşmadığı ile ilgili görüşleriniz nelerdir?
3. Eğitim sosyolojisi dersinin içerik ve kapsamının yeterliliği ile ilgili görüşleriniz nelerdir?
4. Okul öncesi öğretmen adaylarının Eğitim sosyolojisi dersine yönelik yaptıkları tanımlar nelerdir?
5. Okul öncesi öğretmeni neye/kime benzer?
6. Eğitim sosyolojisi dersinin işleniş hakkında düşünceleriniz nelerdir?
7. Eğitim sosyolojisi dersi eğitim fakültesinin diğer bölümlerinde de yer alması gerekir mi?
8. Dersin daha verimli olması için neler yapılabileceği hakkında görüş ve önerileriniz nelerdir?

Verilerin Analizi

Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi dersi ile ilgili görüş ve önerilerinin çözümlenmesinde betimsel analiz tekniği kullanılmıştır. Betimsel analiz, çeşitli veri toplama teknikleri ile elde edilmiş verilerin daha önceden belirlenmiş temalara göre özetlenmesi ve yorumlanmasını içeren bir nitel veri analiz türüdür (Özdemir, 2010). Araştırma verilerinin çözümlenmesi sürecinde, öğrencilerin her bir soruya verdiği cevaplar kodlanmıştır. Kodların benzerlik ve farklılıkları, birbiriyle ilişkili olmaları dikkate alınarak kategoriler oluşturulmuş ve her bir öğrencinin görüşü, orijinal formu ve anlamı bozulmadan bu kategorilere yerleştirilmiştir. Daha sonra, her bir kategorinin hangi sıklıkla tekrar ettiği (frekans) belirlenmiş nitel veriler nicelleştirilmiştir. Nitel verilerin nicelleştirilmesindeki temel amaçlar; güvenilirliği arttırmak, yanlılığı azaltmak ve kategoriler arasında karşılaştırmalar yapmaktır (Yıldırım ve Şimşek, 2016). Öğrencilerin cevaplarından elde edilen veriler temalar hâlinde sınıflandırılarak tablolaştırılmıştır. Tablolardaki sayısal veriler üzerinden yorumlama yapılarak katılımcıların cevaplarından doğrudan alıntılar verilmiştir. Anketin güvenilirliğini test etmek amacıyla, öğretmen adaylarının açık uçlu sorulara verdikleri cevaplar araştırmacı ve alandan iki uzman ile incelenerek "Görüş Birliği" ve "Görüş Ayrılığı" olan maddeler belirlenmiştir. Güvenirliği belirlemek için Miles ve Huberman'ın (1994) formülü kullanılmıştır: $P = \frac{Na}{Na + Nd} \times 100$ (Miles ve Huberman, 1994). Bu hesaplama sonucu P = 90 değeri bulunmuştur. Güvenirlik yüzdeleri %70'in üzerinde olduğu için (Yıldırım ve Şimşek, 2016) araştırma güvenilir kabul edilmiştir.

Bulgular

Araştırmadan elde edilen veriler betimsel analiz tekniğiyle çözümlenmiş ve tablolar şeklinde sunulmuştur.

Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi dersinin öğretmenliğe bakış açılarını nasıl etkilediği ile ilgili görüşleri Tablo 1’de verilmiştir.

Tablo 1. Okul Öncesi Öğretmen Adaylarının Eğitim Sosyolojisi Dersinin Öğretmenliğe Bakış Açılarını Nasıl Etkilediği ile İlgili Görüşleri

| Tema | Alt tema | f |
|--|--|----|
| Eğitim Sosyolojisi Dersinin öğretmenliğe bakışa etkileri | Toplumun yapısı (kültür, gelenekler, görenekler) | 6 |
| | Farklı kültürlerle bakış | 4 |
| | Hayata bakış | 11 |
| | Eğitimin amacı ve önemi | 5 |
| | Eğitim toplum ilişkisi | 9 |
| | Öğretmenlik mesleğine bakış | 15 |

Tablo 1’de görüldüğü üzere, katılımcılar eğitim sosyolojisi dersinin öğretmenliğe bakışları üzerine etkilerini; öğretmenlik mesleğine bakış ve hayata bakış, eğitim-toplum ilişkisi, toplumun yapısı (kültür, gelenekler, görenekler), eğitimin amacı ve önemi ve farklı kültürlerle bakış üzerine olduğunu ifade etmişlerdir. Bu duruma ilişkin katılımcıların görüşlerinden çarpıcı olanlara aşağıda yer verilmiştir. **K15.** “Toplumun normlarını ve ona göre davranışları öğrendim”. **K11.** “Öncelikle bireyi büyüdüğü, yetiştiği yaşadığı toplumun kültürel öğeleri ile tanımayı ona göre yaklaşmayı iletişime geçmeyi her toplumun kendine özgü değer, örf adet olduğu kültürel farklılıkların çok önem verilmesi gereken konular olduğunun farkına varmama sebep oldu. Canım ülkemde öğretmenlik yapacağım ülkemin insanların kültürel farklılıklarına göre nasıl iletişim kuracağımı ve onları nasıl kucaklayacağımı öğrendim”. **K6.** “Toplumsal düşünebilmeyi, toplumun değerlerini, toplum ve birey ilişkisini kavrayabilmeyi kazandım. Bir bireyin toplumu değiştirme gücü olduğuna gibi bir toplumun bu kadar güçlü ve bireyi etkileme gücüne sahip olduğunu öğrendim”. **K4.** “Öğretmenlik mesleğine bakış açımı değiştirdi. Ne kadar önemli bir meslek olduğunu biliyordum zaten ama mesleğime daha motive olmamı sağladı”. **K8.** “İnsanı, toplumu ve eğitimi bir arada görebilmemi sağladı”. Öğretmenliğin kutsallığını bir kez daha gösterdi”. **K21.** “Gündelik hayattaki olaylara farklı bakış açılarıyla bakmamızı sağladı. Başka ülkelerden ve şehirlerden gelen öğrencilere karşı empati kurabilmemize yardımcı olur. Öğretmenlik, öğrenci ve eğitime yeni bakış açıları edinme ve eleştirel bakma konusunda yardımcı oldu”. **K1.** “Eğitimi nelerin etkilediğini ve toplumun eğitimi ne derece etkilediğini öğrenmemi, farklı bakış açısı ve uygulama imkânı sağladı”.

Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi Dersinin Amacına Ulaşıp Ulaşmadığı ile İlgili Görüşleri Tablo 2’de gösterilmiştir.

Tablo 2. Eğitim Sosyolojisi Dersinin Amacına Ulaşıp Ulaşmadığı ile İlgili Öğretmen Adaylarının Görüşleri

| | Evet, Eğitim Sosyolojisi dersi amacına ulaşıyor. | Hayır, Eğitim Sosyolojisi dersi amacına ulaşmıyor. | Bu konuda herhangi bir düşüncem yok. |
|---|--|--|--------------------------------------|
| f | 23 | 1 | - |

Tablo 2’de görüldüğü üzere okul öncesi öğretmen adaylarının tamamına yakını Eğitim Sosyolojisi dersinin amacına ulaştığını, sadece bir öğrencinin ise bu dersin amacına ulaşmadığını düşündüğü anlaşılmaktadır.

Eğitim Sosyolojisi dersinin amacına ulaşıp ulaşmadığıyla ilgili **K21**. “Benin isteklerimi ve öğretmenlik konusunda ihtiyaçlarımı karşılayan bir ders olmuştur. Amacına ulaşıp ulaşmadığını öğretmenlik yapmaya başladığımda daha iyi anlayacağım”. **K2**. “Ben inanıyorum ki sınıf içerisinde bulunan her bir öğrencinin öğretmenlik hayatına önemli noktalar katabildiği bir ders oldu”. **K15**. “Amacına kesinlikle ulaştı. En çok şaşırdığımız ve ilgimizi çeken ders oldu”. **K11**. “Ders içerik olarak amacına yönelik ancak biz öğrenciler açısından amacına ulaştığını düşünmüyorum”.

Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi dersinin içerik ve kapsam yeterliliği ile ilgili görüşleri Tablo 3’te gösterilmiştir.

Tablo 3. Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi dersinin içerik ve kapsam yeterliliği ile ilgili görüşleri

| Tema | Alt tema | f |
|------------------------------|-----------------------------|----|
| İçerik ve kapsam yeterliliği | İçerik ve kapsam yeterlidir | 21 |
| | Uygulama olmalı | 1 |
| | Kapsam geliştirilebilir | 3 |
| | Ders saati artırılabilir | 2 |
| | Yetersiz | 2 |

Tablo 3’te görüldüğü üzere katılımcılar Eğitim Sosyolojisi dersinin içerik ve kapsamının yeterliliği olduğunu ifade etmektedir. Ancak kapsamın geliştirilebileceği, ders saatinin artırılabilirliği ve bu derste uygulama olması önerisini getiren öğrencilerin yanında dersin içerik ve kapsamının yetersiz olduğu dair görüşler de bulunmaktadır. **K11**. “Kolay gibi gözüküyor ancak çok önemli bir ders. Bir öğrenci için içeriği yeterli tabii. Lakin daha fazla üzerinde durulabilecek şekilde olabilirdi. Hatta olmalıydı. Her ne kadar şu andaki durumda bu kadar bile çok detaylı desem de ben öğretmen adayım ve her şeyi çok iyi öğrenmeliyim ve uygulamaya dökülebilmeliyim”. **K3**. “Açıkçası şu ana kadar eğitim sosyolojisiyle ilgili pek bir şey bilmiyordum. Eğitim sosyolojisinin içeriği çok anlamlı ve gerçekten birbirleriyle bağlantılı, konuların birbirlerini nasıl etkilediğini çok iyi anlatan bir ders”. **K7**. “Dersin içeriği yeterlidir. Ancak dersimizin daha uzun olmasını isterdim. Çünkü İşlediğimiz konular çok kapsamlı ve zevkli”. **K18**. “Dersin içeriği yeterlidir. Ben dersin görsellerle ve özlü sözlerle işlenmesine bayıldım. Okuduğumuz kitapların birbirini tamamlaması da çok güzeldi”.

Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi dersini tanımlamaları ile ilgili görüşleri Tablo 4’te gösterilmiştir.

Tablo 4. Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi dersini tanımlamaları ile ilgili görüşleri

| Tema | Alt tema | f |
|--------------------------|------------------------------------|---|
| Eğitim sosyolojisi dersi | Toplumu tanıtır (kültür, gelenek) | 5 |
| | Öğretmenlik mesleğine katkı sağlar | 6 |
| | Eğitim ve toplum arasındaki ilişki | 5 |
| | Farklılıklara bakışı etkiler | 2 |
| | Eğitim tarihini anlatır | 1 |

Tablo 4 incelendiğinde Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi dersini genellikle eğitim kültür ilişkisi çerçevesinde tanımladıkları görülmektedir. **K10**. “Eğitim ve toplumu iç içe anlatan mükemmel bir alan”. **K8**. “Eğitimin tarihini geçmişini geleceğini gösteren bir derstir”. **K4**. Öğretmenlik mesleğini daha iyi anlamamı sağlayan bir ders”. **K15**. “bütün öğretmenlerin alması gereken bir ders”. **K2**. “Öğretmenliği anlama ve yaşama”. **K13**. “Okul ile toplumsal yapı arasındaki ilişki”.

Okul öncesi öğretmen adaylarının okul öncesi öğretmenini tanımlamaları ile ilgili görüşleri Tablo 5’te gösterilmiştir.

Tablo 5. Okul öncesi öğretmen adaylarının okul öncesi öğretmenini tanımlamaları ile ilgili görüşleri

| Tema | Alt tema | f |
|-----------------------|------------------------------|---|
| Okul öncesi öğretmeni | Anneye /babaya benzer | 7 |
| | Fener/ışık/mum/güneşe benzer | 5 |
| | Çocuğa benzer | 4 |
| | Modele benzer | 2 |
| | Lidere benzer | 1 |
| | Çocuğun ruh arkadaşı | 1 |
| | Mucite benzer | 1 |
| | Kucak dolusu sevgi | 1 |
| | Havayı fişeğe benzer | 1 |

Tablo 5. incelendiğinde okul öncesi öğretmen adaylarının okul öncesi öğretmenini çoğunlukla Anneye /babaya benzettikleri görülmektedir. **K13**. “Anne-babaya benzer hitap ettikleri ve ilgilendikleri çocuklardır. **K19**. “Bir ışığa benzer. Gelecekte ilerleyeceği yolun aydınlatılmasını sağlar. Çünkü çocuklukta öğrenilenler geleceğin şekillenmesine etki eder”. **K8**. “Bir yanı çocuk bir yanı eğitimcidir. Çünkü muhatabı hep çocuktur”. **K10**. “Cıvıl cıvıldır havai fişeğe benzer. Yeni ışıklar yeni renler saçar”. **K14**.” Bazen bir çocuk, bazen bir öğretmen, bazen annedir. Bu rollerin hepsine girerek Çocukların yanında olmalıdır”. **K11**. Bir kucak dolusu sevgiye benzer. Sarıp sarmalar, sever, şefkat gösterir, güven verir, güveni sevgiyi öğretir elinden tutar mutluluğa ve huzura götürür”.

Okul öncesi öğretmen adaylarının Eğitim Sosyolojisi Dersinin işleniş ile ilgili görüşleri Tablo 6’da verilmiştir.

Tablo 6. Eğitim Sosyolojisi Dersinin İşleniş ile İlgili Öğretmen Adaylarının Görüşleri

| Tema | Alt tema | f |
|----------------------|---|----|
| Dersin işleniş şekli | Konuları daha iyi öğrenme/anlama ve hatırlama | 16 |
| | Özgüven artışı/heyecanı yenmek | 14 |
| | Öğretmen modeli | 8 |
| | Ufkunu geliştirme | 5 |
| | Araştırma yapma alışkanlığı | 4 |
| | Kendini tanıma ve ifade etme | 2 |
| | Bilgileri davranışa dönüştürme | 2 |
| | Mutlu olma | 2 |

Tablo 6 incelendiğinde eğitim sosyolojisi dersinin işleniş ile ilgili katılımcı görüşleri, çoğunlukla konuları daha iyi öğrenme/anlama ve hatırlama ile Özgüven artışı/heyecanı yenme olarak ifade



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edilmiştir. **K9.** “Konuları daha iyi öğrenmemi ve anlamamı sağladı daha kalıcı hale getirdi”. **K22.**” Heyecanımı yendim. Öz güven kazandım. Ufkumu genişletti daha farklı düşünmemi sağladı”. **K17.** Öğretmen olunca yapmam gerekenleri öğrendim”. **K19.** “Öğretmenliğe insanlara ve çocuklara bakış açımı değiştirdi. Bir öğretmen için nelerin önemli ve doğru olduğunu öğrenmemi sağladı”.

Okul öncesi öğretmen adaylarının eğitim sosyolojisi dersinin eğitim fakültesinin diğer bölümleri için gerekli olup olmadığı ile ilgili görüşleri Tablo 7’de verilmiştir.

Tablo 7. Okul öncesi öğretmen adaylarının eğitim sosyolojisi dersinin eğitim fakültesinin diğer bölümleri için gerekli olup olmadığı ile ilgili görüşleri

| Tema | Alt tema | f |
|------------------------------------|----------------|----|
| Eğitim fakültesinde diğer bölümler | Evet gerekli | 23 |
| | Hayır gereksiz | - |
| | Yorum yok | - |

Tablo 7’ye göre araştırmaya katılan bütün öğrenciler eğitim fakültesinin bütün bölümlerinde okuyan öğrencilerin Eğitim sosyolojisi dersi almaları gerektiğini belirtmişlerdir. **K1.** “Bizim eğitimi ve eğitim sistemini daha iyi değerlendirebilmemiz için; hatta sadece eğitimi değil eğitimle birlikte toplumu, kültürüne ve inançlarına göre tanımamızı ve bir bakış açısı kazanmamızı sağlıyor. Bu da iyi bir öğretmen olmanın temelini oluşturuyor”. **K21.** “Eğitim Fakültesi öğrencilerinin bu dersi alması kesinlikle çok önemlidir. Bir öğrenciyi farklılıklarına rağmen ortama uyum sağlamasını kolaylaştırmamıza yardımcı olacak bu dersi almaz isek hem öğretmenliğimizi hem de öğrencimizi kaybederiz”. **K19.** “Her bölümün alması gereken bir derstir. Çünkü bu ders bir kendi toplumumuzu ve diğer toplumları tanımamız, farklı görüşleri öğrenmemizi sağlar bu öğretmen için önemlidir”. **K3.** “Kesinlikle gereklidir. Çünkü bir öğretmenin önce kendisini tanımasını ve anlamasını sağlıyor. Bu öğretmenliğe başlamadan önce gerekli bir şey bence. Sonra da içinde olduğu toplumu tanıyor. Bu durum da öğretmenin öğrencisine ulaşmasını kolaylaştırır”. **K18.**” Öğretmenlik hayatı boyunca farklı öğrencilerle karşılaşacak olan öğretmenin farkındalık kazanıp kendini hazırlaması için gerekli bir derstir”. **K7.** “Eğer bu dersi almazsak toplumla-eğitim arasındaki ilişkiyi kuramayız”

Eğitim sosyolojisi dersinin daha verimli olması için neler yapılabileceği konusunda öğretmen adaylarının görüşleri Tablo 8’de verilmiştir.

Tablo 8. Eğitim Sosyolojisi Dersinin Daha Verimli Olması İçin Neler Yapılabileceği Konusunda Öğretmen Adaylarının Görüşleri

| Tema | Alt tema | f |
|-----------------------------------|--|----|
| Dersinin Daha Verimli Olması İçin | Öğrenci aktif olmalı | 10 |
| | Uygulamalı ve görsel olmalı (Video-Film) | 7 |
| | Ders Monoton anlatılmamalı | 2 |
| | Ders saati arttırılmalı | 1 |

Tablo 8’e göre öğrencilerin derste aktif olmak istedikleri görülmektedir. **K21.**” Öğrenciler tarafından gerçekleştirilecek araştırma sayısı arttırılmalıdır. **K13.** “Ders öğrenci merkezli olmalı”. **K21.** Ders uygulamalı olmalı”. **K5.** “Görsellerle ve videolarla zenginleştirilebilir”. **K3.** “Ders saatinin kısıtlı olduğunu düşünüyorum. Ders saati arttırılarak hem teorik hem de uygulamalı işlenebilir. Teorik bilgiden sonra uygun film izlenebilir. Daha sonra da onunla ilgili fikir alışverişi yapılabilir”.

Sonuç ve öneriler

Okul öncesi öğretmen adaylarının eğitim sosyolojisi dersiyle ilgili görüşlerini belirlemek amacıyla yapılan bu araştırmanın sonucunda; Eğitim Sosyolojisi dersinin okul öncesi öğretmen adaylarının öğretmenlik mesleğine bakışlarını etkilediği, dersin amacına ulaştığı, dersin içerik ve kapsamının yeterli olduğu, eğitim sosyolojisi dersini eğitim ve toplum arasındaki ilişki olarak tanımladıkları, öğrencinin aktif olduğu ders işleme yönteminin onların özgüvenlerini arttırdığı, konuları daha iyi öğrenme/anlama ve hatırlamalarını sağladığı, öğrencilerin tamamı bu dersi bütün öğretmen adaylarının alması gerektiğini düşündükleri tespit edilmiştir. Eğitim sosyolojisi dersinin Eğitim Fakülteleri programından kaldırılarak konularının diğer derslere dağıtılması eleştirmekte ve bunun ortaya çıkaracağı problemler dile getirilerek bağımsız bir eğitim sosyolojisi dersinin önerildiği görülmektedir (Yavuzer, vd., 2006). Eskicumalı (2001), bu derslerin öğretmen adaylarına eğitim ve öğretmenlik mesleği ile ilgili tarihi, felsefi ve kültürel bir perspektif kazandırdığını, onlara içinde yaşadıkları ve görev yapacakları toplumsal yapı ve kurumlar hakkında bilgi verdiğini, bu nedenle de programda yer alması gerektiğini belirtmektedir.

Türkiye’de okul öncesi öğretmenliği lisans programı, alan ve alan eğitimi dersleri, öğretmenlik meslek bilgisi dersleri ve genel kültür derslerinden oluşmaktadır. Eğitim Sosyolojisi, Eğitim Psikolojisi gibi genel eğitim derslerini de içermektedir (YOK, 2007). Dünyada birçok ülkede Eğitim fakültelerinde Eğitim sosyoloji dersi yer almaktadır. Finlandiya’da Okul öncesi öğretmen adayları Eğitim Sosyolojisi, Eğitim Psikolojisi, dersleri almaktadır (Delibaş, 2007). Güney Kore’de sınıf öğretmenliği programında yer alan derslerin %30’unu genel dersler %70’ini ise genel pedagoji dersleri (eğitim psikolojisi, eğitim sosyolojisi, eğitim felsefesi ve okul-sınıf yönetimi) oluşturmaktadır (NCEE, 2015). Güney Kore’de ayrıca her öğretmenin diplomasında listelenmiş olan bir dersten uzmanlık elde etmiş olması gerekmektedir. Bunlar arasında eğitim sosyolojisi yer almaktadır (Saraçoğlu ve Ceylan, 2016).

Japonya’da temel öğretmen eğitiminde, eğitimin hedefleri, eğitim sosyolojisi, eğitim programı ve öğretim, ahlak eğitimi ve pedagoji gibi dersler yer almaktadır (Dinçer, 2016). ABD’de öğretmen eğitiminde eğitimi etkileyen sosyal, ekonomik, kültürel, etnik ve benzeri konuların ele alındığı “Sosyoloji of Education” ve “School and Society” gibi dersler yer almaktadır. Bazı kurumlarda eğitim sosyolojisi veya toplumsal sorunlar ve eğitimle ilgili birden çok ders okutulmaktadır (Darling Hammond, 2006: 94).

Eğitim sosyolojisi dersinin öğretmen ve eğitimcilere katkıları Ergun’a (1986: 8) göre şu şekilde sıralanabilir: Öğretmen farklı toplumsal yapılardan, ailelerden, yerleşim yerlerinden, sosyal sınıf ve tabakalardan gelen öğrencileri sosyal çevreleri ve oradaki sosyal ilişkileri ile iyi bir şekilde tanıma imkânı bulmaktadır. Çalıştığı okulun toplumsal yapısını ve bir sosyal kurum olarak okulun sosyal işleyişini öğrenerek eğitim-öğretim çalışmaları sırasında bundan faydalanmaktadır. Öğretim yaparken, karşısındaki öğrenci grubunun özelliklerini öğrenerek gurubun aktivitesi, davranış ve dayanışması ile ilgili bilgi sahibi olmaktadır. İçinde bulunduğu toplumun kültürünü, eğitimini etkileyen toplumsal dinamikler, roller ve gelişmeler ile toplumu etkileme biçimleri gibi konularda sağlıklı bilgiler edinmektedir. Ülkenin çağdaş eğitim sorunları karşısında daha bilinçli hareket ederek olası çözümler üretebilmektedir. Dolayısıyla bütün bu fonksiyonları gerçekleştirebilecek dersin programdan kaldırılmasının öğretmen eğitiminde önemli bir eksikliğe neden olduğu söylenebilir. Buna bağlı olarak Eğitim Sosyolojisi zorunlu ders olarak Eğitim Fakültesinin bütün bölümlerinin programlarına eklenmesi önerilir.

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THE EFFECT OF EMPLOYEES TRUST IN ORGANIZATION AND EDUCATION LEVEL ON VOICE BEHAVIOR

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Abstract: Voice has great importance for organizations, in particular for creating competitive advantage. In other words, it is a behavior that is carried out by the employees, which is constructive on the part of the organization, provides progress, is a future-oriented behavior and it is valuable for organizations to know in what situations it occurs. Therefore, the main aim of the study is to reveal the effect of education levels of employees and their trust in their organizations on voice behavior. The study was conducted with 262 white-collar workers in the automotive sector and the data were collected by using the survey method. The level of trust and education in the organization is an independent variable, and the voice behavior is dependent variable. In the study, multiple regression analysis was applied and it was seen that the model was significant when the model summary was taken into consideration. According to the results of multiple regression analysis, it was determined that employees' trust in their organizations and education levels had a positive effect on the sound behavior. In other words, as the trust and education level in the organization increases, the employees' voice behavior will increase. Considering the importance of voice in terms of organizations, this study will be useful in guiding the managers and organizations about the conditions in which the employees will perform their voice behavior and how the education levels have an impact on this behavior.

Keywords: Voice Behavior, Importance of Voice in Organizations, Organizational Trust

ÇALIŞANLARIN ÖRGÜTLERİNE DUYDUKLARI GÜVENİN VE EĞİTİM SEVİYELERİNİN SES DAVRANIŞI ÜZERİNDEKİ ETKİSİ

Özet: Ses, örgütler için özellikle rekabet avantajı yaratma konusunda büyük öneme sahiptir. Diğer bir deyişle, çalışanlar tarafından gerçekleştirilen, örgüt adına yapıcılığı olan, ilerleme kaydedilmesini sağlayan, geleceğe yönelik bir davranıştır ve hangi durumlarda ortaya çıktığını bilmek örgütler açısından değer taşımaktadır. Dolayısıyla çalışmanın asıl amacı, çalışanların eğitim seviyelerinin ve örgütlerine duydukları güvenin ses davranışı üzerindeki etkisini ortaya koymaktır. Araştırma otomotiv sektöründe olan 262 beyaz yakalı çalışanlar ile yapılmış ve veriler anket yöntemi kullanılarak toplanmıştır. Örgüte duyulan güven ve eğitim seviyesi bağımsız değişken, ses davranışı ise bağımlı değişkendir. Çalışmada çoklu regresyon analizine başvurulmuş ve ilk analiz sonuçları içinde model özetine bakıldığında, oluşturulan modelin anlamlı olduğu görülmüştür. Ayrıca çoklu regresyon analizi sonuçlarına göre, çalışanların örgütlerine duydukları güvenin ve eğitim seviyelerinin ses davranışı üzerinde pozitif yönde anlamlı bir etkisi olduğu saptanmıştır. Yani örgüte duyulan güven ve eğitim seviyesi arttıkça, çalışanların ses davranışını gerçekleştirmeleri de artacaktır. Sesin örgütler açısından ne denli önemli olduğunu göz önüne aldığımızda bu çalışma, çalışanların hangi durumlarda ses davranışını gerçekleştireceğine ve eğitim seviyelerinin bu davranış üzerinde nasıl bir etkiye sahip olduğuna dair yöneticilere ve işletmelere yol göstermesi açısından faydalı olacaktır.

Anahtar Kelimeler: Ses Davranışı, Sesin Örgütlerdeki Önemi, Örgütsel Güven

Giriş

Günümüzde örgütler artan rekabet koşullarına uyum sağlamak adına çeşitli stratejilere başvurmaktadırlar. Geliştirilen stratejilerin örgüt varlığının devamı için hayati önem taşıdığı bilincinde olan işletmeler ise çoğunlukla insana yatırım yapmaktadır. Yani örgütlerin büyük bir çoğunluğunun rekabet avantajı sağlayabilmek ve bunu sürdürülebilir kılmak adına çalışanlarına odaklandığını söyleyebiliriz. Bu anlamda çalışanların fikir ve görüşlerine verilen değer artarken, bu fikirlerin çekince duyulmadan nasıl ifade edileceğinin araştırılması da önem kazanmaktadır. Sesin genel anlamda, çalışanların düşünce, fikir ve görüşlerini ifade etmesi olarak tanımlandığını göz önüne alırsak bu araştırmanın ses literatürüne önemli katkıda bulunacağını söylemek mümkün olacaktır. Çalışmanın sonraki bölümünde ses ve örgüte duyulan güven detaylı olarak tanımlanacak ve kavramların önemi üzerinde durulacaktır. Ardından araştırmanın yöntemi, sorusu ve hipotezleri açıklanacak ve sonunda analiz bulgu ve sonuçlarına yer verilecektir.

1. Kuramsal Arka Plan

1.1. Örgüte Duyulan Güven

Güven kavramı, özellikle alanında çokça yer kaplamış ve birçok araştırmacı tarafından çeşitli ve detaylı olarak tanımlanmıştır. Kavramın örgütler için ne denli önemli olduğunu belirten tanıma bakacak olursak: “Hiçbir değişken, ve insan davranışlarını, güven kadar derinden etkileyemez.” şeklinde bir ifadeyle karşılaşmaktayız (Golembiewski ve McConkie, 1975). Araştırmacılar tarafından, güvenin çok boyutlu bir yapısı olduğu ve özellikle örgütsel güven söz konusu olduğunda bunun tek boyutla ifade edilmesinin söz konusu olmadığını görmekteyiz. Bu durumda güven ile ilgili yapılan çeşitli tanımları incelemek kavramsal ilişkileri daha iyi anlayabilmeyi sağlayacaktır.

Güven teorisyenlerinin başında gelen Rotter’a göre güven, grup veya birey tarafından duyulan bir beklentidir. Diğer bir deyişle güven, grup ya da kişinin bir vaatte bulunması, söz vermesi sonucu karşı tarafın buna itimat göstermesidir (Rotter, 1967). Diğer bir tanıma bakacak olursak, Whitener ve arkadaşları için güven; bireyin, karşısındakinin kendisine iyi niyetli veya yardımsever şekilde davranacağına dair beklentisidir. Bu beklenti ise, zorla yaptırılmaz ve kontrol edilemez bir olgu olarak tanımlanmaktadır (Whitener vd., 1998). Mayer’e göre güven, beceri, dürüstlük ve yardımseverlik olmak üzere üç faktörden oluşur. Güven sürecinin sonunda ise, verimlilik, risk alma, grup etkinliği ve bilgi paylaşımı gibi çıktılar elde edilir (Mayer vd., 1995). Dolayısıyla çalışanlar arasında güven teşkil etmek örgüt için oldukça fayda sağlamış olacaktır. Tan’a göre ise güven; bireyin, örgüt performansının kendisinin faydasına olacağı ya da en azından kendisine bir zararının olmayacağı yönündeki güçlü inancıdır (Tan ve Tan, 2000).

Güveni örgüte duyulan güven olarak spesifikleştirdiğimizde, çalışanın örgüte karşı olan davranış, tutum ve ilişkilerle ilgili beklentisi şeklinde tanımlandığını görmekteyiz (Shockeley vd., 2000). Ayrıca çalışanların örgütlerine duyduğu güven, işletme ortamında güven iklimi oluşturulmasını sağlar. Güven ikliminin oluşması da bireylerin örgüte olan bağlılıklarını arttırdığı gibi, yeni fikir ve düşünceler geliştirilmesini ve yaratıcılığın serbest bırakılmasını beraberinde getirir (Çelik vd., 2011).

2. Ses Davranışı

Ses, bilimsel anlamda ilk kez Hirschman’ın “Ses, Terk Ediş ve Sadakat” kitabında 1970 yılında kullanılmış olsa da, kavram çok daha eskilere dayanmaktadır. Kavramı yönetim alanına tanıtan kişi ise

Rockefeller olmuştur. Hirschman'ın, kitabında öne sürdüğü düşünceye göre çalışanlar kendi örgütlerine karşı üç farklı tutum sergiler.

Terk ediş kısmı, çalışanların bir sorunla karşılaştıklarında bunu ifade etmemeleri ve hiçbir yapıcı adım atmamaları ile ilgilidir. Çalışanlar bu durumda, işlerini bırakma hatta görevlerini sabote edecek davranışlarda bulunma eğilimi gösterirler. Sadakat durumunda çalışan, bir sorunla karşılaşsa bile bunu ifade etmez ancak terk etme eğilimi de göstermeden olumsuzluğun düzelmesini bekler. Ses durumunda ise, çalışanlar bir sorunla, ters giden bir olayla ya da olumsuzlukla karşılaştığında bununla ilgili fikir ve düşüncelerini iş arkadaşlarına ya da yöneticilerine söylerler. Yani var olan olumsuzluklarla ilgili yapıcı fikirlerini ve çözüm önerilerini çekinmeden ve korku duymadan ifade ederler (Hirschman, 1970).

Kavram birçok araştırmacı tarafından çeşitli şekillerde tanımlanmış ve yorumlanmıştır. İlk olarak Hirschman'ın yaptığı tanıma bakacak olursak sesi, “çalışanların herhangi bir sorunu ya da düşünceyi, hiçbir çekince duymadan iş arkadaşları veya yöneticileri ile paylaşabilmesi” olarak tanımladığını görmekteyiz (Ünler, 2015). Benzer şekilde Budd ses kavramını, “çalışanın bir konuyla ilgili yararlı ve anlamlı fikirlere sahip olabilme becerisi” olarak tanımladığını görmekteyiz. Dahası, sesin insanlarla birebir çalışırkenki hedef ve amaçların başında geldiğini de belirtmiştir (Budd, 2004). Hodson ise sesi, çalışanların fikir ve düşünceleriyle direkt ya da imalı yoldan, karar verme sürecine katılmaları ve katkı sağlamaları şeklinde ele almaktadır (Hodson, 2001).

Araştırmacıların öne sürdüğü çeşitli tanımları inceledikten sonra, ses kavramına daha detaylı bakmak açısından aşağıdaki tablo yararlı olacaktır: (Bkz: Tablo 1)

Tablo 1. Ses Davranışı

| Ses | Sesin Amacı ve İfade Edilişi | Ses Mekanizmaları | Muhtemel Sonuç Aralıkları |
|---|---|--|---|
| Bireysel Tatminsizlik İfadesi | Yönetimle ilgili sorunları düzeltmek veya ilişkilerin kötüleşmesini önlemek | -Yöneticiye şikayetlerin bildirilmesi -Şikayet prosedürü -Düşündüğünü açıkça söyleme programı | Terk ediş – Sadakat |
| Kolektif Örgüt İfadesi | Yönetim için dengeleyici bir güç kaynağı sunmak | -Birlik olmanın farkına varmak - Kolektif anlaşma -Endüstriyel eylem | Ortaklık – Yönetim dışı bırakma |
| Karar Verme Sürecine Katılım | Çalışma ortamının, kalitenin ve üretkenliğin gelişmesi için çabalamak | -Sorun çözücü grupların artması -Kalite çemberi -Öneri şeması -Davranışların gözlemlenmesi -Kendi kendini yöneten takımlar | Kimlik ve bağlılık – İlgisizlik Gelişmiş Performans |
| Karşılıklı ve Yardımlaşmaya Dayalı İlişkilerin Göstergesi | Örgüt ve çalışanları için uzun dönem sürdürülebilirlik sağlayabilmek | -Ortaklık anlaşmaları -Ortak danışma komiteleri -İş danışma kurulu | Yönetim üzerinde anlamlı etki – Ötekileştirme ve rant anlaşması |

Kaynak: Dundon, T., Wilkinson, A., Marchington, M., and Ackers, P. (2004). “The Meanings and Purpose of Employee Voice,” *International Journal of Human Resource Management*, s. 1152.

Dundon 'ın oluşturduğu yukarıdaki tabloya göre ses, bireysel memnuniyetsizlik, kolektif örgüt, karar verme sürecine katılım ve karşılıklı yardımlaşma-dayanışma olarak dört farklı konsept şeklinde

tanımlamıştır. Buna dayanarak sesin, tüm bu kavram ve olguları bünyesinde barındırdığını söylemek mümkün olacaktır (Bkz Tablo 1).

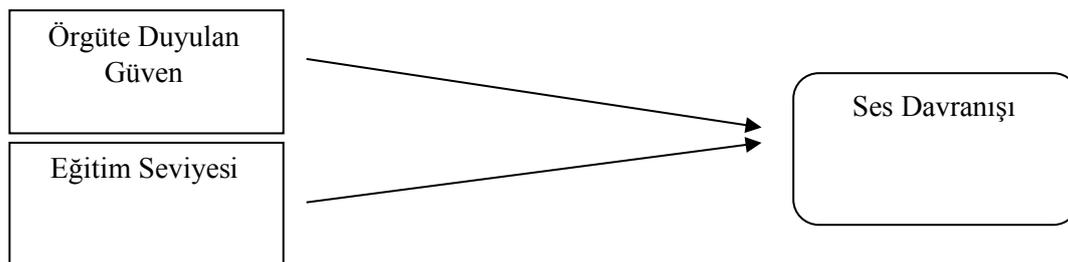
Tüm bunların dışında, sesi bir davranış şekli olarak ele alan Van Dyne ve LePine'in ses tanımı, literatürde büyük oranda kabul görmüş olmasının yanı sıra bu çalışmada da baz alınan tanım olarak kullanılmıştır. Araştırmacılar sesi bir davranış şekli olarak ele alan ilk kişilerdir. Onlara göre ses; fark edilen olumsuzluğu, problemi eleştirmek yerine, durumu yapıcı olarak ele alan ve geliştirmeye yönelik önerilerde bulunmak anlamına gelmektedir. Yani, çalışan bir sorunla karşılaştığında ya da bir problemi fark ettiğinde, diğer kişiler kendisiyle aynı fikirde olmasa bile ürettiği fikir ve düşüncüyü çekince duymadan dile getirmektedir. Bu davranışı da tamamen gönüllü olarak, bir ödül ya da ceza alma beklentisi duymadan gerçekleştirmektedir (Dyne ve LePine, 1998). Sesin ne olduğunu anlamak kadar örgütlerdeki öneminin de farkında olmak, çalışmanın sağlayacağı faydayı bilmek açısından yararlı olacaktır. Ses davranışının işletmelerdeki önemi birçok araştırmacı tarafından dile getirilmiştir. Borman ve Motovidlo, örgütlerdeki verimliliği arttırabilmek için davranışsal, psikolojik ve sosyal yapıların biçimlendirilmesi, bunun için de sesin bir araç olarak kullanılmasının büyük avantaj sağlayacağını dile getirmiştir (Borman ve Motovidlo, 1997).

Güven ve ses ile ilgili tüm bu tanımlara ve ifadelere baktığımızda, örgüte karşı oluşturulmuş güven duygusunun çalışanların davranışları ve hisleri üzerinde ne denli etkili olabileceği açıktır. Dolayısıyla çalışanların örgütlerine güven duymasının, fikir ve düşüncelerin ifadesi açısından rahatlık sağlayacağı ve ses davranışını gerçekleştirmeleri adına bir teşvik yaratacağı düşünülmektedir. Zira çalışan fikirlerinin çekince duyulmadan aktarılabilmesi örgüt açısından önemli bir avantaj sağlayacaktır. Buna ek olarak çalışanların kendi uzmanlık alanlarıyla ilgili geliştirdikleri fikirler ya da bir sorun karşısında ürettikleri çözümler aldıkları eğitim seviyesine bağlı olarak daha kaliteli ve yapıcı olacaktır. Bu anlamda, yapılan bu çalışma işletmeler için hayli büyük öneme sahip olan ses davranışının hangi durumlarda ortaya çıktığını anlayabilmek adına ses literatürüne katkı sağlayacaktır.

3. Araştırma Yöntemi

Çalışmanın amacı, çalışanların örgütlerine duyduğu güvenin ve eğitim seviyelerinin ses davranışına olan etkisini ölçmektir. Etkiyi ölçebilmek adına araştırmada veri toplama yöntemi olarak anket tekniğine başvurulmuştur. Ankete İstanbul ilinde otomotiv (üretim) sektöründe çalışan 262 beyaz yakalı çalışan katılmıştır. Anketler bizzat elden dağıtılmış ve akabinde geri toplanmıştır. Çalışmada kolayda örnekleme yöntemi kullanılmış ve toplanan veriler SPSS programı kullanılarak analiz edilmiştir. Elde edilen verileri analiz aşamasında güvenilirlik, faktör, dağılım ve çoklu regresyon analizleri kullanılmıştır. Çalışma kapsamında oluşturulan araştırma modeli aşağıdaki şekilde gösterilmektedir.

Şekil 1. Araştırma Modeli



Yukarıdaki modele baktığımızda, araştırma kapsamının iki bağımsız değişken ve bir bağımlı değişkenden oluştuğunu görmekteyiz. Bağımsız değişken olan güven ve eğitim seviyesinin ses davranışı üzerindeki etkisini ölçmeye yönelik yapılan bu çalışmada, sözü edilen değişkenleri görsel olarak sunmak anlaşılabilirlik açısından faydalı olacaktır.

Araştırma sorusu ve hipotezleri ise şu şekilde ifade edilmiştir:

Çalışanların örgütlerine duydukları güvenin ve eğitim seviyelerinin ses davranışı üzerinde anlamlı bir etkisi var mıdır?

H₀: Çalışanların örgütlerine duydukları güvenin ve eğitim seviyelerinin ses davranışı üzerinde anlamlı bir etkisi yoktur.

H₁: Çalışanların örgütlerine duydukları güvenin ve eğitim seviyelerinin ses davranışı üzerinde anlamlı bir etkisi vardır.

Çalışmada ses davranışını ölçmek adına, Van Dyne'in (1998) geliştirmiş olduğu 6 ifadeli ölçek Türkçe'ye çevrilmiş ve analizde kullanılmıştır. Örgüte duyulan güveni ölçmek için ise Nyhan ve Marlow'un (1997) geliştirmiş olduğu 12 ifadeli ölçek kullanılmıştır.

3.1. Analiz Bulguları

Veriler toplandıktan sonra analiz edilebilmeleri için SPSS programına girişleri yapılmış ve akabinde demografik değişkenler ile ilgili testlere başvurulmuştur. Yapılan dağılım testlerine baktığımızda, erkek katılımcıların %55'lik bir oranla daha fazla olduğunu görmekteyiz. Ayrıca katılımcıların %64'ünün 26-35 yaş aralığındaki çalışanlardan oluştuğu da bulgular arasındadır. Bunların yanında çalışanların %71'lik kısmını uzman ve danışmanlar oluştururken, katılımcıların %65'lik gibi büyük bir kısmını da üniversite mezunları oluşturmaktadır. Üniversite mezunlarını ise %21'lik bir oranla yüksek lisans mezunları takip etmektedir. Yapılan ilk testlerden sonra regresyon ve hipotez testlerine geçmeden önce araştırmada kullanılan ses ve güven ölçeğinin geçerlilik ve güvenilirlik analizleri yapılmıştır. Geçerliliği ölçmek adına yapılan faktör analizlerinde örgüte duyulan güven ölçeğinin, işletmeye ve yöneticiye duyulan güven olacak şekilde 2 boyuttan oluştuğu görülmüş ancak 7. soru faktör yükü düşük olması sebebiyle analiz dışı bırakılmıştır. Ayrıca ölçeğin toplam açıklayıcılığının %75 olduğu tespit edilmiştir. Ses davranışı ölçeğinin ise faktör analizi sonucu, tek boyuttan oluştuğu görülmüş ve açıklayıcılığının %54 olduğu saptanmıştır. Yapılan güvenilirlik analizlerinde ise, örgüte duyulan güven ölçeğinin alfa değeri 0,92 olarak hesaplanırken, ses davranışı ölçeğinin alfa değeri 0,83 olarak tespit edilmiştir.

Çalışanların eğitim seviyeleri lise, üniversite, yüksek lisans ve doktora olacak şekilde kategorize edilmiş ve sırasıyla 1'den 4'e kadar olacak şekilde kodlanmıştır. Yapılan ön testler sonucunda ölçeklerin ileri analizler için uygun olduğuna karar verilmiş ve hipotezleri test edebilmek için regresyon analizine geçilmiştir. Bu anlamda, çalışanların örgütlerine duydukları güvenin ve eğitim seviyelerinin ses davranışı üzerindeki etkisini ölçmeye yönelik yapılan çoklu regresyon analizine başvurulmuş ve sonuçlar aşağıdaki tabloda özetlenmiştir (Bkz Tablo 2).

Tablo 2. Çoklu Regresyon Analizi: Model Özeti

| Model | R | R ² | Düzeltilmiş R ² | Standart Hata |
|---|-------------------|----------------|----------------------------|---------------|
| 1 | ,412 ^a | ,170 | ,163 | ,55687 |
| a. Bağımsız Değişkenler: (Sabit), Örgüte Duyulan Güven, Eğitim Seviyesi | | | | |

Çoklu regresyon analizi sonuçlarına baktığımızda, örgüte duyulan güven ve eğitim seviyesinin ses davranışı üzerindeki etkisini gösteren regresyon oranının 0,412 (R) olduğu açıkça görülmektedir.

Aynı zamanda bu iki bağımsız değişkenin, bağımsız değişken olan ses davranışının %17'sini (R^2) açıkladığı da tespit edilen bulgular arasındadır. Çoklu regresyon analizi ile ilgili daha detaylı bilgiler ise aşağıdaki tabloda görülmektedir. (Bkz Tablo 3).

Tablo 3. Çoklu Regresyon Analizi: Katsayılar

| Model | Standardize Edilmemiş Katsayılar | | Standardize Edilmiş Katsayılar | t | p değeri |
|-----------|----------------------------------|---------------|--------------------------------|--------|----------|
| | B | Standart Hata | Beta | | |
| 1 (Sabit) | 2,470 | ,238 | | 10,383 | ,000 |
| Güven | ,279 | ,046 | ,349 | 6,112 | ,000* |
| Eğitim | ,273 | ,057 | ,272 | 4,758 | ,000* |

Bağımlı Değişken: Ses Davranışı; * $p < 0,05$

Yukarıdaki tabloyu detaylı incelediğimizde, çalışanların örgütlerine duydukları güvenin ve eğitim seviyelerinin ses davranışı üzerinde anlamlı ($p=0,000 < 0,05$) bir etkiye sahip olduğunu görmekteyiz. Ayrıca standardize edilmiş Beta katsayısına göre, bağımsız değişkenlerin bağımlı değişken üzerindeki etkilerinin önem sırasının örgüte duyulan güven ($B=0,349$) ve eğitim seviyesi ($B=0,272$) olarak tespit edildiği görülmektedir. Dolayısıyla hem çalışanların örgüte duydukları güven hem de eğitim seviyelerinin ses davranışı üzerinde anlamlı ve pozitif yönde bir etkisi olduğu açıkça görülmektedir. Örgüte duyulan güven ve eğitim seviyesi arttıkça, gerçekleştirilen ses davranışı da artış gösterecektir.

Bu bağlamda, oluşturulan H_0 hipotezi *ret edilirken*, H_1 hipotezinin *desteklendiği* net bir şekilde ortaya konulmaktadır.

4. Sonuç, Öneri ve Yorumlar

Araştırmanın kuramsal arka planın anlatıldığı ilk bölümde, güven ve ses kavramları detaylı olarak açıklanmış ve birbirleriyle olan ilişkileri anlatılmaya çalışılmıştır. Bunun yanında çalışanların eğitim seviyelerinin ses davranışı ile nasıl bir ilişkisi olabileceğinden de bahsedilmiştir. Ayrıca güven ve ses davranışının örgütler için ne denli önemli olduğu da açıklanmıştır.

Çalışmanın ikinci bölümü olan metodoloji kısmında, araştırmanın yöntemi, veri toplama şekli, toplanan verinin büyüklüğü ve hangi alanı kapsadığı açıklanmıştır. Ardından araştırma soru ve hipotezleri net bir şekilde ortaya konmuştur. Sonrasında ise veri analizleri için hangi testlere başvurulduğu belirtilmiş ve analiz bulguları tablolar eşliğinde sunulmuştur.

Araştırma neticesinde elde edilen bulguları özetleyecek olursak: İlk olarak demografik değişkenler ile yapılan analizlerde, katılımcıların çoğunu erkeklerin oluşturduğu ve büyük çoğunluğun 26-35 yaş aralığında olduğu bulunmuştur. Bunun yanında çalışanların büyük oranda üniversite ve yüksek lisans

mezunu olduğu da bulgular arasındadır. Ayrıca ankete dahil olan çalışanların büyük oranda uzman ve danışman statüsünde oldukları saptanmıştır. Demografik değişkenlerle yapılan analizlerin ardından hipotezleri test etmek adına çoklu regresyon analizi yapılmış ve oluşturulan modelin anlamlı olduğu tespit edilmiştir. Çalışanların örgütlerine duydukları güven ve eğitim seviyelerinin ise ses davranışı üzerinde anlamlı ve pozitif yönde bir etkisi olduğu bulunmuştur. Yani çalışanların örgütlerine karşı duydukları güven arttıkça gerçekleştirdikleri ses davranışı da artış gösterecektir. Aynı şekilde çalışanların eğitim seviyelerinin artması ses davranışının artması demektir.

Ses davranışının günümüz işletmelerindeki önemini göz önüne aldığımızda yapılan bu çalışma, örgüt yöneticilerinin çalışanları bu davranışı gerçekleştirmek konusunda nasıl teşvik etmeleri gerektiği hakkında bilgi sahibi olmasını sağlayacaktır. Örneğin, yöneticiler ve örgütler çalışanlarına güven teşkil ettiklerinde, onların ses davranışını gerçekleştirme eğilimlerinin arttığının bilincinde olacak ve ona göre bir yol izleyeceklerdir. Örgüt, çalışanın güvenini kazandıktan sonra bunu sürdürülebilir hale de getirmelidir. Böylece ortaya çıkacak ses davranışı da uzun süreli olacaktır. Bunun yanında eğitim seviyesi yükseldikçe ses de artacağı için, özellikle işe alımlarda üniversite ve yüksek lisans eğitimi tamamlamış bireylerin tercih edilmesi örgütlerin yararına olacaktır.

Her çalışmada olduğu gibi bu çalışmanın da birtakım varsayımları ve kısıtları vardır. Katılımcıların anketlere doğru cevap verdiği en büyük varsayımdır. Bunun yanında, araştırmanın tek bir sektöre bağlı olarak yapılması ve yalnızca beyaz yakalı çalışanların araştırmaya dahil edilmesi çalışma kısıtlarındandır. Bu bağlamda gelecek araştırmalar için ses davranışının farklı sektörlerde çalışılması, hatta aynı anda birkaç sektörle çalışılıp karşılaştırma yapılması önerilebilir. Ayrıca başka hangi faktörlerin çalışanların ses davranışını gerçekleştirmesinde rol oynayacağını araştırılması da faydalı olacaktır.

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RISK-RETURN ANALYSIS OF BIST SECTORAL INDEXES

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Abstract: In this study, it was investigated whether the indexes of large and small scale sector were over estimated or lowered in the period when the stock Exchange increased and declined. With in the scope of the research, 3-month average returns, beta and risk-free interest rates of 27 sectors indexed in BIST were used. As a result of the analyzes, it is determined that the investor can obtain more return by investing in XUSIN, XMANA, XULAS, XILTM, XUMAL, XBANK and XGMYO, which are considered to be large-scale with XKAGT, XTAST, XSGRT, XFINK and XUTEK sectors which are accepted as small-scale in the rising periods. In the declining period, the investor will be able to manage his portfolio with less losses by investing in large-scale XMESY and XTCRT, small-scale XGIDA, XSGRT, XUTEK, XBLSM, XSPOR, XINSA and XKOBI sectors. Therefore, this situation allows investors to evaluate the investment decision process.

Keywords: Sector Indexes, Risk-Return Analysis, Active Investment Strategy

Jel Code: G11, G15, G32

BORSA İSTANBUL SEKTÖR ENDEKSLERİNİN RİSK GETİRİ ANALİZİ

Özet: Bu çalışmada büyük-küçük ölçekli olan sektör endekslerinin borsanın yükseldiđi ve düřtüđü dönemlerde aşırı veya düşük deđerlenmiş olup olmadıkları araştırılmıştır. Araştırma kapsamında BIST'te işlem gören 27 sektör endeksinin 3'er aylık ortalama getirileri, beta ve risksiz faiz oranı kullanılmıştır. Yapılan analizler sonucunda yatırımcının yükselen dönemlerde büyük ölçekli olarak kabul edilen XUSIN, XMANA, XULAS, XILTM, XUMAL, XBANK ve XGMYO ile küçük ölçekli kabul edilen XKAGT, XTAST, XSGRT, XFINK ve XUTEK sektörlerine yatırım yaparak diđer sektörlere göre beklenenden daha fazla getiri elde edebileceđi tespit edilmiştir. Düşen dönemlerde ise yatırımcı büyük ölçekli XTCRT, XILTM ve XMAND, küçük ölçekli XGIDA, XSGRT, XUTEK, XBLSM, XSPOR, XINSA ve XKOBİ sektörlerine yatırım yaparak daha az kayıpla portföyünü yönetebilecektir. Dolayısıyla bu durum yatırımcılara yatırım kararı sürecinde deđerlendirme yapabilme olanađı sunmaktadır.

Anahtar Kelimeler: Sektör Endeksleri, Risk-Getiri Analizi, Aktif Yatırım Stratejisi

Jel Sınıflandırması: G11, G15, G32

1.Giriř

Menkul kıymet piyasalarında gerçekleştirilen portföy yatırımlarında yatırımcıların uygulayabilecekleri pasif ve aktif portföy yönetim stratejisi olmak üzere iki temel stratejinin varlıđından söz edilmektedir (Karan, 2011: 543). Pasif portföy yönetim stratejisinde etkin piyasa hipotezi yani tüm menkul kıymetlerin en iyi şekilde fiyatlanmış olduđu kabul edilmekte olup, piyasadaki tüm yatırımcıların bilgiye ulaşmada eşit şartlar altında olduđu varsayılmaktadır (Elton vd., 2014: 291). Bu nedenle, yatırımcıların

pazarı yenmek gibi bir beklentileri olmadığından aktif bir biçimde alım satım yapmalarına da gerek yoktur. Bunun yerine endeksleri gösterge olarak kabul ederek, endeksi kopyalama yoluyla portföy oluştururlar. Bu sayede, piyasanın ortalama getirisini elde etmeyi amaçlarlar (Focardi ve Fabozzi, 2004: 564).

Aktif portföy yatırımcıları ise piyasaların düşük etkinliğe sahip olduğu veya pazarın menkul kıymetlerin fiyatlarını tam olarak yansıtmadığı görüşünü benimsemektedirler (Bayramoğlu ve Pekkaya, 2010: 203). Ayrıca pazarda yatırımcıların menkul kıymetlerin risk ve beklenen getirisi ile ilgili heterojen beklentilerinin olduğunu düşünerek, alım satım yoluyla pazar getirisinin üzerinde getiri elde edebileceklerine inanırlar (Karan, 2011: 544). Bu nedenle aktif stratejilerde zamanlama ve portföye alınacak menkul kıymetin seçimi iki önemli aşamayı oluşturmaktadır. Başarılı bir menkul kıymet portföyü oluşturma, hem düşük fiyatlanmış menkul kıymeti portföye almayı hem de aşırı fiyatlanmış menkul kıymeti portföyden çıkarmayı kapsamaktadır (Engstrom, 2004: 102).

Endekslere dayalı bir portföy oluşturan aktif veya pasif portföy yatırımcıları, endekslere yatırım yaparak hem çeşitlendirmeyi en üst düzeye çıkararak risklerini azaltırlar hem de portföy yönetim maliyetlerini en aza indirecek satın alma olanağına sahip olurlar. Bu çalışmada, aktif portföy yönetim stratejisi kapsamında BİST sektörleri incelenerek, yükseliş ve düşüş dönemlerinde büyük ve küçük işlem hacimli sektörlerin risk-getiri dengelerinin belirlenmesi amaçlanmıştır. Bu sayede aktif portföy yatırımcısının hangi sektörlere nasıl yatırım kararı verebileceği gösterilmiştir.

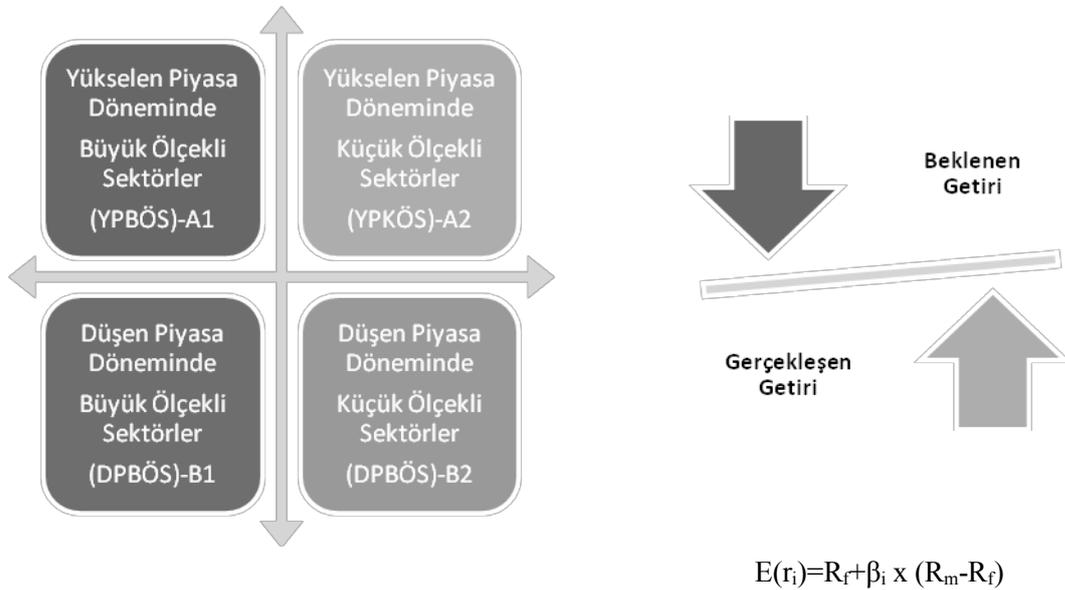
2. Veri Seti ve Metodoloji

Araştırma, borsada aktif yatırım stratejisi takip eden yatırımcılar için risk-getiri dengesini gözeterik piyasanın yükselen veya düşen dönemlerinde büyük veya küçük ölçekli olarak kabul edilen sektörlerin aşırı veya düşük değerlendirilmiş olup olmadıklarının tespit edilmesi üzerine motive edilmiştir. Buradaki temel amaç aktif strateji takip eden bir yatırımcının (bundan sonra aktif yatırımcı olarak ifade edilecektir) BİST’te yer alan sektörlerde, katlanılan riske göre elde edilen getiri açısından dengede olup olmadığına bakarak, piyasanın üzerinde bir getiri elde edip edemeyeceğinin araştırılmasıdır.

Aktif yatırımcının, pasif stratejiler takip eden yatırımcıya göre piyasadan daha fazla getiri talep etmesi nedeniyle sektörlerin aşırı veya düşük değerlendirildiği durumları tespit ederek alım veya satım kararları verme yönünde arzusu olacaktır. Bu yatırımcı tipi aşırı fiyatlanmış bir sektör endeksinin getirisinin düşük olacağı beklentisine, düşük fiyatlanmış bir sektör endeksinin getirisinin ise yüksek olacağı beklentisine sahiptir. Pasif yatırımcı, piyasanın dengede olduğu varsayımıyla hareket etmektedir. Piyasanın dengede olması modern finans teorisi kapsamında beklenen getiriler (yatırımcının gelecekte almayı umduğu getiri) ile gerçekleşen getirilerin (arz-talep dengesine göre oluşmuş fiyatlar sonucu fiilen ortaya çıkan getiri) aynı olması anlamına gelmektedir. Literatürde bu durum Finansal Varlıkları Fiyatlama Modeli (SVFM) ile ölçülür. Model $E(r_i) = R_f + \beta_i (R_m - R_f)$ şeklindedir (Dawson, 2015: 571). Burada; $E(r_i)$ finansal varlığının beklenen getiri oranını, R_f risksiz faiz oranını, β_i finansal varlığının beta katsayısını, R_m ise pazarın getirisini ifade etmektedir.

Araştırmada Bist-100 endeksinin getirisi (R_m) kıyaslama ölçütü olarak kullanılmıştır. Bu modele göre sektör endeksinin sağladığı getiri oranı $E(r_i)$ olarak, her bir sektör endeksinin Bist-100 ile olan ilişkisi beta katsayısı (β_i) olarak dikkate alınmıştır. Piyasa risk primi ($R_m - R_f$) ise pazar getirisinden risksiz faiz oranının düşülmesi sonucu hesaplanmıştır. Araştırma kapsamındaki her bir sektörün hesaplamalar sonucu beklenen getirileri ile gerçekleşen getirileri karşılaştırılarak düşük veya aşırı değerlendirilip

değerlenmediği tespit edilmiştir. Bu sonuçlara göre aktif yatırımcının farklı stratejiler uygulayarak ekstra kazanç elde edip edemeyeceği değerlendirilmiştir. Bu kapsamda kurgulanan araştırma modeli aşağıdaki gibidir:



I. Aşama: Sektörlerin Gruplandırılması

II. Aşama: Beklenen ve Gerçekleşen Getirilerin Karşılaştırılması

Şekil-1. Araştırma Modeli

İki aşamalı bir araştırma modelinin tercih edilme nedeni aktif yatırım stratejisi uygulayan bir yatırımcının piyasanın yükseldiği veya düştüğü dönemlerde uygulayacağı farklı bir strateji olup olmadığının araştırılmasıdır. Bununla beraber yatırım yapılan sektör endeksinin büyük veya küçük ölçekli olmasının sonuçları değiştirip değiştirmeyeceği de analiz edilmiştir. İlk aşamada yükselme ve düşme dönemleri tespit edilmiştir. İkinci aşamada ise yükselen veya düşen dönemlerde büyük veya küçük ölçekli gibi farklı özelliklere sahip sektörler açısından beklenen ve gerçekleşen getiri karşılaştırmaları yapılmıştır. Buna göre araştırma dönemi kapsamında yatırımcı hangi sektörlerle yatırım yapabileceği konusunda aktif stratejiler uygulayabilecektir.

Risk getiri hesaplamaları SVFM kapsamında hesaplanmış ve gerçekleşen getiriler ile karşılaştırmalar yapılmıştır. Riski temsil eden beta katsayısı hesaplamalarında yükseliş ve düşüş dönemi ayrı ayrı değerlendirilmiştir. Her bir sektör için 3'er aylık veriler kullanılarak yapılan hesaplamalarda yükselme döneminde geriye doğru 594 veri, düşüş dönemlerinde ise 270 adet veri işlenmiştir. Risksiz faiz oranı olarak 3 aylık hazine bonusu faiz oranını dikkate almak yerine sektör endeksinin ortalama getirisi ile sektör endeksin beta değerinin kesme noktası dikkate alınmıştır (Karan, 2011: 218-219; Gürsoy, 2012: 268-269). Bu süreçte hesaplanan beta değerine göre olması gereken beklenen getiri ile gerçekleşen getiri kıyaslaması yapılmıştır. Bu sayede düşük ve yüksek değerlendirilen sektörler tespit edilmiştir. Araştırma kapsamında yer alan değişkenlere ait veri seti, Finnet Analiz Expert yazılım programından yararlanılarak oluşturulmuştur. Analize 2018 Mart ayı itibariyle Bist'de yer alan tüm sektörler dâhil edilmiştir.

Araştırma verileri 31.12.1987-08.12.2017 yılları arasındaki 3 aylık endeks getirilerine dayanmaktadır. 3 aylık dönemler itibarıyla toplam 31 dönem incelenmiştir. Öncelikle Bist-100 endeksinin yükseliş ve düşüş dönemleri belirlenmiştir. Endeksin yükselişte olduğu dönemlerin sayısı 21 iken düşüşte olduğu dönemlerin sayısı 10'dur. Bu ayırım yapıldıktan sonra incelenen sektörlerin büyük-küçük ayırımı yapılmıştır. Ayırım yapılırken 1987-2017 yılları arasında sektörlerdeki toplam işlem hacmi dikkate alınarak ortanca¹ değerleri hesaplanmıştır. Buna göre ortanca değerden büyük işlem hacmine sahip olanlar "büyük ölçekli sektör", hesaplanan ortanca değerden küçük işlem hacmine sahip olanlara ise "küçük ölçekli sektör" olarak nitelendirilmiştir². Çalışmada sektörlerin büyük-küçük ayırımı yapılırken yükselme veya düşme döneminde olup olmadığı kriteri dikkate alınmamıştır.

3. Bulgular ve Tartışma

Araştırma kapsamında daha önce de ifade edildiği gibi öncelikle Bist-100 endeksinin yükseliş ve düşüş dönemleri bir önceki 3 aylık kapanış endeksi baz alınarak belirlenmiştir. Daha sonraki süreçte sektör endekslerinin ilgili dönemde her birinin ortalama getirileri hesaplanmıştır. Sektör endeksinin getiri oranı ile pazar portföyü arasındaki doğrusal ilişkiyi endeks model kapsamında ifade etmek gerekirse bu ilişkiyi modelleyen karakteristik doğru denklemi şöyle olacaktır:

$$E(r_i) = \alpha_i + \beta_i R_m + \varepsilon_i$$

buradaki değişkenleri SVFM kapsamında düşünürsek sabit terim (α_i), risksiz faiz oranını (R_f), karakteristik doğrunun eğimi ise piyasa risk primini ($R_m - R_f$) ifade etmektedir. (Altay, 2004: 83-90). Buna göre çalışmada α_i değerini hesaplamak amacıyla her bir farklı durum (A1, A2, B1 ve B2 bazında) için her bir sektör endeksinin ortalama getirisi ile beta değerinin kesme noktası bulunmuştur. Bu kesme noktası risksiz faiz oranını vermektedir. SVFM yardımıyla modelin eğimi piyasa risk primi olarak hesaplanmıştır. Bu kapsamda birinci aşamada yapılan hesaplamalar yükselen piyasa dönemleri için her bir A1 ve A2 durumu Tablo-1'de gösterilmiştir.

Tablo-1'den de anlaşılacağı üzere yükselen piyasa dönemlerinde büyük ölçekli sektörlere (A1) yatırım yapmayı sadece pazara (Bist-100) yatırım yapan yatırımcının elde edebileceği (riske göre hesaplanan beklenen getiri) getiri oranı yaklaşık olarak %123'tür (Panel-B). A1 kapsamında sektör endekslerinin beklenen getirilerine bakıldığında pazara en yakın getiriyi XUMAL sektörünün sağladığı görülmektedir. En düşük getiriye sahip iki sektör ise XILTM ve XGMYO sektörleridir. Bulgular A2 kapsamında değerlendirildiğinde pazar portföyünün beklenen getiri oranı yaklaşık olarak %117'dir. XTRZM sektörü %57,61'lik getiri oranı ile pazara en yakın getiriyi sağlayan tek sektördür. Buna karşın en düşük getiri XUTEK sektörüne aittir.

¹ Ortanca değerlerinin hesaplanmasında Excel'in ortanca fonksiyonu kullanılmıştır. Ortanca belirtilen sayıların orta değerini verir. Orta değer, bir küme sayının ortasındaki sayıdır. Ayrıntılı bilgi için bakınız: <https://support.office.com/tr-tr/article/ortanca-i%C5%9Flevi-d0916313-4753-414c-8537-ce85bdd967d2> (17.09.2018).

² Tüm periyotlarda sektörel bazda toplam işlem hacmi 1.061.095.274 TL'dir. Buna göre ortanca değer 51.481.540 TL'dir. Bu rakamdan büyük işlem hacmine sahip olanlar büyük ölçekli, düşük işlem hacmine sahip olanlar küçük ölçekli sektör olarak belirlenmiştir.

Tablo-1. Yükselen Piyasa Dönemlerinde Sektör Endekslerine Ait Piyasa Risk Primi ve Getiriler

| Yükselen Piyasa Döneminde Büyük Ölçekli Sektörler (YPBÖS)-A1 | | | | | | | |
|--|----------|-----------|---|--------------------------------|----------|--|--------|
| Panel A: Kesme Noktası ve Piyasa Risk Primi-Gerçekleşen | | | Panel B: Beklenen Getiri Ortanı (Exp.R) | | | | |
| | Ortalama | Beta | R _f | R _m -R _f | β (Beta) | Exp.R(%) | |
| XUSIN | 80,40375 | 0,500577 | ER _{XUSIN} | 20,92321 | 102,0108 | 0,500577 | 71,99 |
| XKMYA | 41,73551 | 0,239247 | ER _{XKMYA} | 20,92321 | 102,0108 | 0,239247 | 45,33 |
| XMANA | 59,14793 | 0,363373 | ER _{XMANA} | 20,92321 | 102,0108 | 0,363373 | 57,99 |
| XMESY | 53,72527 | 0,340441 | ER _{XMESY} | 20,92321 | 102,0108 | 0,340441 | 55,65 |
| XUHIZ | 31,92906 | 0,149053 | ER _{XUHIZ} | 20,92321 | 102,0108 | 0,149053 | 36,13 |
| XULAS | 57,37777 | 0,130691 | ER _{XULAS} | 20,92321 | 102,0108 | 0,130691 | 34,26 |
| XTCRT | 34,37881 | 0,160188 | ER _{XTCRT} | 20,92321 | 102,0108 | 0,160188 | 37,26 |
| XILTM | 17,63612 | -0,052040 | ER _{XILTM} | 20,92321 | 102,0108 | -0,052040 | 15,61 |
| XUMAL | 116,3089 | 0,877926 | ER _{XUMAL} | 20,92321 | 102,0108 | 0,877926 | 110,4 |
| XBANK | 54,18588 | 0,323489 | ER _{XBANK} | 20,92321 | 102,0108 | 0,323489 | 53,92 |
| XHOLD | 52,05584 | 0,417792 | ER _{XHOLD} | 20,92321 | 102,0108 | 0,417792 | 63,56 |
| XGMYO | 20,59610 | -0,48210 | ER _{XGMYO} | 20,92321 | 102,0108 | -0,48210 | 16,00 |
| XMAND | 4,158937 | -0,01440 | ER _{XMAND} | 20,92321 | 102,0108 | -0,01440 | 19,45 |
| XU100 | 117,939 | 1 | R _m | 20,92321 | 102,0108 | 1 | 122,93 |
| R_f (risksiz faiz oranı) kesme noktası | | 20,92321 | Ortalama Getiri (R _m hariç) | | 47,51 | Model: E _(ri) =0,20+1,02beta+e _i | |
| FVPDeğimi(piyasa risk primi) | | 102,0108 | | | | | |
| Ortalama Beta | | 0,260634 | | | | | |
| Yükselen Piyasa Döneminde Küçük Ölçekli Sektörler (YPKÖS)-A2 | | | | | | | |
| Panel A: Kesme Noktası ve Piyasa Risk Primi-Gerçekleşen | | | Panel B: Beklenen Getiri Ortanı (Exp.R) | | | | |
| | Ortalama | Beta | R _f | R _m -R _f | β (Beta) | Exp.R(%) | |
| XGIDA | 36,73605 | 0,181345 | ER _{XGIDA} | 18,27525 | 98,45016 | 0,181345 | 39,42 |
| XTEKS | 34,28769 | 0,149053 | ER _{XTEKS} | 18,27525 | 98,45016 | 0,149053 | 36,12 |
| XKAGT | 37,37108 | 0,155290 | ER _{XKAGT} | 18,27525 | 98,45016 | 0,155290 | 36,76 |
| XTAST | 42,77796 | 0,246190 | ER _{XTAST} | 18,27525 | 98,45016 | 0,246190 | 19,82 |
| XELKT | 22,93997 | -0,010740 | ER _{XELKT} | 18,27525 | 98,45016 | -0,01074 | 29,09 |
| XTRZM | 32,38900 | 0,080152 | ER _{XTRZM} | 18,27525 | 98,45016 | 0,080152 | 57,61 |
| XSGRT | 49,80878 | 0,359675 | ER _{XSGRT} | 18,27525 | 98,45016 | 0,359675 | 37,78 |
| XFINK | 34,49072 | 0,165260 | ER _{XFINK} | 18,27525 | 98,45016 | 0,165260 | 15,61 |
| XUTEK | 25,61658 | -0,061570 | ER _{XUTEK} | 18,27525 | 98,45016 | -0,06157 | 14,64 |
| XBLSM | 16,53720 | -0,035810 | ER _{XBLSM} | 18,27525 | 98,45016 | -0,03581 | 17,27 |
| XYORT | 36,57559 | 0,233158 | ER _{XYORT} | 18,27525 | 98,45016 | 0,233158 | 44,70 |
| XSPOR | 13,95801 | -0,04715 | ER _{XSPOR} | 18,27525 | 98,45016 | -0,04715 | 16,11 |
| XINSA | 2,821086 | -0,01108 | ER _{XINSA} | 18,27525 | 98,45016 | -0,01108 | 19,79 |
| XKOBI | 2,693989 | -0,00857 | ER _{XKOBI} | 18,27525 | 98,45016 | -0,00857 | 20,04 |
| XU100 | 117,939 | 1 | R _m | 18,27525 | 98,45016 | 1 | 116,72 |
| R_f (risksizfaizoranı) kesmenoktası | | 18,27525 | Ortalama Getiri (R _m hariç) | | 29,93 | Model: E _(ri) =0,18+0,98beta+e _i | |
| FVPDeğimi(piyasarisk primi) | | 98,45016 | | | | | |
| Ortalama Beta | | 0,099658 | | | | | |

Aktif stratejiler takip eden bir yatırımcı, sektörlerin risk ile tutarlı olan beklenen getirileri ile gerçekleşen getirilerini karşılaştırarak karar alabilmektedir. SVFM kapsamında gerçekleşen getirilerin yüksek olduğu durumda sektör endeksinin düşük değerlendirildiği, dolayısıyla fiyatı düşük olan sektör endeksinin yüksek düzeyde gerçekleşmesi beklenmektedir. Bu durum sektör endeksinin düşük değerlendirildiğini (D) göstermektedir. Gerçekleşen getirilerin beklenen getirilerden düşük olduğu durumda ise sektör endeksinin fiyatı yüksek olacak, buna karşın getirisi düşük olacaktır. Bu durum sektör endeksinin aşırı değerlendirilmiş (A) olduğunu göstermektedir. Dolayısıyla aktif yatırımcı ucuz olan yani düşük fiyatlanmış sektörlere yönelerek daha fazla getiri elde edebilir. Ya da pahalı olan aşırı değerlendirilmiş sektör endekslerine yatırım yapmaktan kaçınabilir. Sektör endekslerinin düşük veya aşırı değerlendirilmiş olup olmadığına yönelik araştırma bulguları Tablo-2’de verilmiştir.

Tablo-2. Yükselen Dönemde Düşük ve Aşırı Değerlenmiş Sektör Endeksleri

| Yükselen Piyasa Döneminde Büyük Ölçekli Sektörler (YPBÖS)-A1 | | | Yükselen Piyasa Döneminde Küçük Ölçekli Sektörler (YPKÖS)-A2 | | | | |
|--|-----------------|--------------|--|--------|-----------------|--------------|-----|
| Beklenen Getiri Ortanı- Gerçekleşen Getiri Oranı | | | | | | | |
| Sektör | Gerçekleşen (%) | Beklenen (%) | D/A | Sektör | Gerçekleşen (%) | Beklenen (%) | D/A |
| XUSIN | 80,40 | 71,99 | D | XGIDA | 36,73 | 39,42 | A |
| XKMYA | 41,73 | 45,33 | A | XTEKS | 34,28 | 36,12 | A |
| XMANA | 59,14 | 57,99 | D | XKAGT | 37,37 | 36,76 | D |
| XMESY | 53,72 | 55,65 | A | XTAST | 42,77 | 19,82 | D |
| XUHIZ | 31,92 | 36,13 | A | XELKT | 22,93 | 29,09 | A |
| XULAS | 57,37 | 34,26 | D | XTRZM | 32,38 | 57,61 | A |
| XTCRT | 34,37 | 37,26 | A | XSGRT | 49,80 | 37,78 | D |
| XILTM | 17,63 | 15,61 | D | XFINK | 34,49 | 15,61 | D |
| XUMAL | 116,30 | 110,48 | D | XUTEK | 25,61 | 14,64 | D |
| XBANK | 54,18 | 53,92 | D | XBLSM | 16,53 | 17,27 | A |
| XHOLD | 52,05 | 63,56 | A | XYORT | 36,57 | 44,70 | A |
| XGMYO | 20,59 | 16,00 | D | XSPOR | 13,95 | 16,11 | A |
| XMAND | 4,15 | 19,45 | A | XINSA | 2,82 | 19,79 | A |
| | | | | XKOBİ | 2,69 | 20,04 | A |

*D/A: D düşük değerlenmiş, A aşırı değerlenmiş ifade etmektedir.

Tablo-2 incelendiğinde boğa piyasasında A1 kapsamında aktif yatırımcı düşük değerlenmiş olan ve büyük ölçekli olarak kabul edilen XUSIN, XMANA, XULAS, XILTM, XUMAL, XBANK ve XGMYO sektörlerine yatırım yaparak diğer sektörler göre beklediğinden daha fazla getiri elde edebilir. A2 kapsamında yatırımcının daha fazla getiri elde ettiği küçük ölçekli sektörler ise XKAGT, XTAST, XSGRT, XFINK ve XUTEK sektörleridir.

Yükselen dönemler için yapılan analizler düşen dönemler için de tekrar edilmiştir. Düşen piyasa dönemleri için her bir B1 ve B2 durumu aşağıda Tablo-3'te gösterilmiştir. Tabloya göre düşen piyasa dönemlerinde beklenen getiriler kapsamında büyük ölçekli sektörlerde pazarın kaybı %10,74'tür. Aktif yatırımcı XMESY ve XTCRT sektörlerine yatırım yaparak az da olsa daha az kayıpla portföyünü yönetebilir. En büyük getiri kaybı XMAND sektöründe gerçekleşmiştir. Küçük ölçekli sektörleri temsil eden B2 kapsamında pazarın kaybı %8,22'dir. En büyük kayıp XSPOR sektöründe yaşanmıştır.

Daha önce ifade ettiğimiz düşük ve aşırı değerlenme kavramı getirilerin negatif olduğu dönemde tersi bir durumu alacaktır. Bu durum şöyle açıklanabilir; gerçekleşen kayıpların beklenen kayıplardan daha yüksek olduğu durumda yatırımcı bu sektörler yatırım yapmaktan kaçınacaktır. Dolayısıyla bu sektör "aşırı değer kaybı" (ADK) olan sektör olarak nitelendirilebilir. Gerçekleşen kayıpların beklenen kayıplardan daha düşük olduğu durumda ise yatırımcı bu sektörler daha fazla yatırım yapacaktır. Dolayısıyla bu sektörler "düşük değer kaybı" (DDK) olan sektör olarak nitelendirilebilir.

Tablo-4'te ayı piyasasında aktif yatırımcı B1 kapsamında büyük ölçekli sektörlerden XTCRT, XILTM ve XMAND sektörlerine yatırım yaparak daha az kayıpla portföyünü yönetebilir. Diğer sektörlerde aşırı değer kaybı yaşanmıştır. Aktif strateji izleyen yatırımcı küçük ölçekli 7 sektöre (XGIDA, XSGRT, XUTEK, XBLSM, XSPOR, XINSA, XKOBİ) yatırım yaparak daha az değer kaybı yaşayacaktır. Sonuç olarak aktif yatırımcı piyasanın yükseldiği dönemlerde portföyünü büyük ölçekli sektörlerden

oluşturmalı, piyasanın düştüğü dönemlerde ise daha az değer kaybı yaşamak için portföyünü daha çok küçük ölçekli sektörlerden oluşturmalıdır.

Tablo-3. Düşen Piyasa Dönemlerinde Sektör Endekslerine Ait Piyasa Risk Primi ve Getiriler

| Düşen Piyasa Döneminde Büyük Ölçekli Sektörler (DPBÖS)-B1 | | | | | | | |
|---|----------|-----------|---|--------------------------------|----------|-----------|--------|
| Panel A: Kesme Noktası ve Piyasa Risk Primi-Gerçekleşen | | | Panel B: Beklenen Getiri Ortanı (Exp.R) | | | | |
| | Ortalama | Beta | R _f | R _m -R _f | β (Beta) | Exp.R(%) | |
| XUSIN | -13,9473 | 0,724386 | ERXUSIN | -11,7442 | 1 | 0,724386 | -11,02 |
| XKMYA | -12,5416 | 0,728802 | ERXKMYA | -11,7442 | 1 | 0,728802 | -11,02 |
| XMANA | -16,4799 | 0,838743 | ERXMANA | -11,7442 | 1 | 0,838743 | -10,91 |
| XMESY | -13,7792 | 1,063967 | ERXMESY | -11,7442 | 1 | 1,063967 | -10,68 |
| XUHIZ | -11,2923 | 0,801905 | ERXUHIZ | -11,7442 | 1 | 0,801905 | -10,94 |
| XULAS | -14,7553 | 0,425339 | ERXULAS | -11,7442 | 1 | 0,425339 | -11,32 |
| XCRT | -2,10261 | 1,080122 | ERXCRT | -11,7442 | 1 | 1,080122 | -10,66 |
| XILTM | -9,90955 | 0,361904 | ERXILTM | -11,7442 | 1 | 0,361904 | -11,38 |
| XUMAL | -24,1624 | 0,436410 | ERXUMAL | -11,7442 | 1 | 0,436410 | -11,31 |
| XBANK | -23,1452 | 0,567120 | ERXBANK | -11,7442 | 1 | 0,567120 | -11,18 |
| XHOLD | -18,8620 | 0,828566 | ERXHOLD | -11,7442 | 1 | 0,828566 | -10,92 |
| XGMYO | -15,7968 | 0,5979610 | ERXGMYO | -11,7442 | 1 | 0,5979610 | -11,15 |
| XMAND | -2,45183 | -0,08790 | ERXMAND | -11,7442 | 1 | -0,087900 | -11,83 |
| XUI100 | -23,7637 | 1 | R _m | -11,7442 | 1 | 1 | -10,74 |
| R_f (risksiz faiz oranı) kesme noktası | | -11,7442 | Ortalama Getiri (R _m hariç) | | | | -11,15 |
| FVPD eğimi (piyasa risk primi) | | 1 | Model: E _(ri) = -0,11 + 0,01 beta + ε _i | | | | |
| Ortalama Beta | | 0,643641 | | | | | |
| Düşen Piyasa Döneminde Küçük Ölçekli Sektörler (DPKÖS)-B2 | | | | | | | |
| Panel A: Kesme Noktası ve Piyasa Risk Primi-Gerçekleşen | | | Panel B: Beklenen Getiri Ortanı (Exp.R) | | | | |
| | Ortalama | Beta | R _f | R _m -R _f | β (Beta) | Exp.R(%) | |
| XGIDA | -7,93218 | 0,629349 | ERXGIDA | -9,220630 | 1 | 0,629349 | -11,11 |
| XTEKS | -13,3388 | 0,606358 | ERXTEKS | -9,220630 | 1 | 0,606358 | -11,13 |
| XKAGT | -15,6349 | 0,548314 | ERXKAGT | -9,220630 | 1 | 0,548314 | -11,19 |
| XFAST | -15,5757 | 0,737764 | ERXFAST | -9,220630 | 1 | 0,737764 | -11,00 |
| XELKT | -28,2799 | 0,405116 | ERXELKT | -9,220630 | 1 | 0,405116 | -11,33 |
| XTRZM | -25,5008 | 0,874413 | ERXTRZM | -9,220630 | 1 | 0,874413 | -10,86 |
| XSGRT | -9,04959 | 0,983594 | ERXSGRT | -9,220630 | 1 | 0,983594 | -10,76 |
| XFINK | -14,1195 | 0,783897 | ERXFINK | -9,220630 | 1 | 0,783897 | -10,96 |
| XUTEK | -5,92119 | 0,573276 | ERXUTEK | -9,220630 | 1 | 0,573276 | -11,17 |
| XBLSM | -9,03676 | 0,486326 | ERXBLSM | -9,220630 | 1 | 0,486326 | -11,25 |
| XYORT | -18,0872 | 0,339699 | ERXYORT | -9,220630 | 1 | 0,339699 | -11,40 |
| XSPOR | -8,70796 | -0,71048 | ERXSPOR | -9,220630 | 1 | -0,71048 | -12,45 |
| XINSA | -0,30809 | -0,01105 | ERXINSA | -9,220630 | 1 | -0,01105 | -11,75 |
| XKOBI | -2,23374 | -0,08008 | ERXKOBI | -9,220630 | 1 | -0,08008 | -11,82 |
| XUI100 | -23,7637 | 1 | R _m | -9,220630 | 1 | 1 | -8,22 |
| R_f (risksiz faiz oranı) kesme noktası | | -9,22063 | Ortalama Getiri (R _m hariç) | | | | -11,30 |
| FVPD eğimi (piyasa risk primi) | | 1 | Model: E _(ri) = -0,09 + 0,01 beta + ε _i | | | | |
| Ortalama Beta | | 0,440468 | | | | | |

Düşen piyasa dönemlerinde sektör endekslerinin düşük veya aşırı değer kaybı yaşamış olup olmadığına yönelik araştırma bulguları Tablo-4'te verilmiştir.

Tablo-4. Düşen Dönemde Düşük ve Aşırı Değerlenmiş Sektör Endeksleri

| Düşen Piyasa Döneminde Büyük Ölçekli Sektörler (DPBÖS)-B1 | | | | Düşen Piyasa Döneminde Küçük Ölçekli Sektörler (DPKÖS)-B2 | | | |
|---|-----------------|--------------|-----|---|-----------------|--------------|-----|
| Beklenen Getiri Ortanı- Gerçekleşen Getiri Oranı | | | | | | | |
| Sektör | Gerçekleşen (%) | Beklenen (%) | D/A | Sektör | Gerçekleşen (%) | Beklenen (%) | D/A |
| XUSIN | -13,94 | -11,02 | ADK | XGIDA | -7,93 | -11,11 | DDK |
| XKMYA | -12,54 | -11,02 | ADK | XTEKS | -13,33 | -11,13 | ADK |
| XMANA | -16,47 | -10,91 | ADK | XKAGT | -15,63 | -11,19 | ADK |
| XMESY | -13,77 | -10,68 | ADK | XTAST | -15,57 | -11,00 | ADK |
| XULAS | -14,75 | -11,32 | ADK | XELKT | -28,27 | -11,33 | ADK |
| XTCRT | -2,10 | -10,66 | DDK | XTRZM | -25,50 | -10,86 | ADK |
| XILTM | -9,90 | -11,38 | DDK | XSGRT | -9,04 | -10,76 | DDK |
| XUMAL | -24,16 | -11,31 | ADK | XFINK | -14,11 | -10,96 | ADK |
| XBANK | -23,14 | -11,18 | ADK | XUTEK | -5,92 | -11,17 | DDK |
| XHOLD | -18,86 | -11,74 | ADK | XBLSM | -9,03 | -11,25 | DDK |
| XGMYO | -15,79 | -10,92 | ADK | XYORT | -18,08 | -11,40 | ADK |
| XMAND | -2,45 | -11,83 | DDK | XSPOR | -8,70 | -12,45 | DDK |
| | | | | XINSA | -0,30 | -11,75 | DDK |
| | | | | XKOBI | -2,23 | -11,82 | DDK |

*D/A: ADK aşırı değer kaybı, DDK, düşük değer kaybını ifade etmektedir.

4. Sonuç

Borsada aktif yatırım stratejisi takip eden yatırımcılar için risk-getiri dengesini gözeterek piyasanın yükselen veya düşen dönemlerinde büyük veya küçük ölçekli olarak kabul edilen sektörlerin aşırı veya düşük değerlenmiş olup olmadıklarının tespit edilmesi amacıyla sektör endekslerinin taşıdığı risk kapsamında beklenen getirileri ile gerçekleşen getirileri karşılaştırılmıştır. Aktif yatırımcıların yükselen dönemlerde büyük ölçekli olarak kabul edilen XUSIN, XMANA, XULAS, XILTM, XUMAL, XBANK ve XGMYO ile küçük ölçekli kabul edilen XKAGT, XTAST, XSGRT, XFINK ve XUTEK sektörlerine yatırım yaparak diğer sektörlerle göre beklenenden daha fazla getiri elde edebileceği tespit edilmiştir. Düşen dönemlerde ise büyük ölçekli XMESY ve XTCRT, küçük ölçekli XGIDA, XSGRT, XUTEK, XBLSM, XSPOR, XINSA ve XKOBİ sektörlerine yatırım yaparak ise daha az kayıpla portföylerini yönetebileceklerdir.

Bu çalışmada geriye dönük otuz bir dönemlik periyotta üçer aylık değerler kullanılarak beta katsayısı hesaplamaları yapılmıştır. Beta katsayısına yönelik farklı hesaplama yöntemleri de dikkate alındığında hesaplamalara yönelik farklı sonuçlar elde edilebileceği açıktır. Çalışmada yapılan değerlendirmeler hesaplamalara bağlı olduğu için sonuçlara ihtiyatla yaklaşılmalıdır. Elde edilen bulgular, sektör endeksleri ile bu endeksleri oluşturan firmaların yapısı dikkate alınarak çalışmanın kapsamı genişletilebilir. Bundan sonraki çalışmalara ışık tutması açısından farklı hesaplama yöntemleri kullanılarak karşılaştırmalar yapılabilir.

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THE MAIN STAGES OF WORK ON THE MUSICAL DICTATION IN SOLFEGGIO LESSONS

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Abstract: *This report is devoted to the review and analysis of methods of teaching musical dictation at the Conservatory. As you know, dictation is one of the most exacting tasks offered to students in music theory classes. The difficulty of performance combined with the importance of good results makes pedagogies to choose the most effective methods, as the ability to write difficult musical dictations is an indicator of the professional level of students.*

Similar exercises in solfeggio lessons mean different types of dictation; they contribute to the development of students of the Conservatory of tuneful ear: pitch, rhythmic, timbre, interval, melodic and harmonic. It is also planned to use musical dictations to educate students in the sense of the ensemble, improvisation skills and the ability to conduct auditory analysis.

The report will to give attention to the matter methods of writing all the main types of dictations (including two- and three-voice) in compliance with the basic principle of training, which is the integrity of the musical and artistic education of hearing students. This means that the technical and intonation side of the classes should be in close interaction.

Thus, the report will contain such important aspects as:

- 1. The concept of "musical dictation" and its types;*
- 2. Its value in the musical practice of the student (indicator of creativity, theoretical knowledge and practical skills).*
- 3. Description and analysis of existing methods of work on the dictation at the lessons of solfeggio in conservatories.*

This report will be useful for young teachers, as it will allow them to replenish their professional baggage, expand methodological outlook.

Keywords: *Solfege, Musical Diktation, Intonation.*

SOLFEJ DERSLERİNDE MÜZİKAL DİKTE ÇALIŞMALARININ TEMEL YÖNTEMLERİ

Özet: *Bu çalışma konservatuvarda müzikal dikte öğretim yöntemlerinin incelenmesi ve analizine yöneliktir. Bilindiği üzere, dikte yazmak müzik teorisi derslerinde öğrencilere sunulan en güç görevlerden birisidir. Karmaşık müzikal diktelerini yazabilme yeteneği, öğrencilerin profesyonel düzeylerinin bir göstergesi olması nedeniyle, tatmin edici sonuçların önemi ile birlikte ele alındığında performansın güçlüğü eğitimcilerin en etkin yöntemleri seçmeye yönelmektedir.*

Solfej derslerindeki çalışmalar farklı müzikal dikte türlerini sunmaktadır. Bu tür dikteler konservatuvar öğrencilerinin müzikal kulak gelişimine katkıda bulunmaktadır. Ayrıca müzikal diktelerin öğrencileri

ansambl, doğaçlama becerileri ve işitsel analiz yapabilme konularında eğitmek amacı ile kullanılması da planlanmaktadır.

Bu çalışma müzikal eğitiminin bütünlüğünü ifade eden temel eğitim ilkesine uygun olarak tüm temel dikte biçimlerinin (iki ve üç sesi içermek üzere) yazım yöntemlerine özel bir önem vermektedir. Bu, derslerin teknik ve entonasyon kısımlarının yakın bir etkileşim içerisinde olması anlamını taşımaktadır.

Bu nedenle, bu çalışma aşağıdaki önemli noktaları içerecektir:

1. “Müzikal dikte” kavramı ve türleri.
2. Öğrencinin müzikal pratiğindeki yeri (yaratıcılığının göstergesi, teorik bilgisi ve uygulama becerileri).
3. Konservatuvarlardaki solfej derslerinde yer alan mevcut dikte çalışma yöntemlerinin tanımlanması ve analizi.

Çalışma profesyonel birikimlerinin yenilenmesi ve metodik bakış açılarını genişletmelerine yardımcı olması açılarından genç eğitimciler açısından yararlı olacaktır.

Anahtar Sözcükler: Solfej, Müzikal Dikte, Entonasyon.

Giriş

Konservatuvar öğreniminde öğrencilerde müzik kulağının gelişimine büyük önem atfedilir. Bu bağlamda en önemli ders solfej dersidir. Solfej dersi, sadece pratik alıştırmaları değil, öğrencinin bilgilerini pekiştiren müzik çalışmalarını da içerir.

Solfej derslerinde uygulanan çeşitli pratikler arasında müzikal diktenin özel bir yeri vardır. Diktenin yazılışı müzik pedagojisinin en can alıcı sorunlarından birisidir, zira öğrencilerin çoğunluğu dikte yazımında zorluk yaşar. Fakat tek sorun bu değildir. Müziksel araçların sürekli yenilenmesi, teknik olanakların gelişmesi, ses kullanım usullerinin karmaşıklaşması eğitimcileri aralıksız yeni yöntem arayışlarına sevk etmektedir. Bu nedenle eski ve yeni metotların incelenmesi ve analiz edilmesi önemlidir.

Amaç

Çalışmanın amacı, konservatuvarlarda müzikal diktenin yöntemlerini incelemektir.

Dikte, müzik kulağının en önemli niteliklerini ortaya çıkarır:

1. İç işitsel kavrayış.
2. Bilinçli akılda tutma kabiliyeti.
3. İşitsel tepkinin keskinliği ve hızı.
4. Duyduğunu düzgün bir şekilde not edebilme kabiliyeti

Birçok büyük bestekâr çok eskiden beri, müzisyenlerin eğitiminde dikte yazımı pratiğinin gerekliliğine dikkat çekmişlerdir. R. Schumann’a (1810 – 1856) göre, müziğin “gözle okunması” gerekir – her bir müzisyenin ulaşmaya çabalayacağı seviye bu olmalıdır (R.Schuman,1850). Bugün, söz konusu seviyenin solfej derslerinden, yani müzikal dikteden geçtiğinden kimse şüphe etmemektedir. Birçok besteci aynı zamanda duyulanı notalara dökmenin önemini altını çizmiştir.

Müzikal dikte, çeşitli zorluk seviyelerindeki (bir sestem dört sese kadar) müzikal yapıların dinleme yoluyla ya da hafızadan notalara dökülmesine denir. Müzikal dikte yazma becerisi solfej derslerinde edinilir. Bu profesyonel becerinin müzikal-pedagojik literatür açısından önemi üzerine çok şey yazılmıştır ve yazılmaktadır. Örneğin, Y.V. Davidova, müzikal diktenin (aynı işitsel analiz gibi) öğrencinin (lise yahut üniversite çağlarında) müzikal-işitsel açıdan seviyesini belirlemeye yarayan son etap olduğunu düşünür (Davidova,1962,s.13). Bu konuya ilişkin bir başka kabul gören görüş de Y.G. İoffe'ye aittir. İoffe, diktenin öğrencinin müzik kulağının seviyesini ölçmede en üst nokta olduğunu söylerken haklıdır (Alekseev, Blüm, 1991).

Dolayısıyla müzikal dikte solfej derslerinde kullanılan en önemli yöntemlerden birisidir. Diktenin yazılması zorlu bir süreçtir, zira öğrencinin aynı anda psikolojik eforun birkaç niteliğini ortaya koymasını ve müzik kulağının çeşitli oluşmalarını sergilemesini gerektirir. Psikolojik eforla kastedilen, hafıza, akıl yürütme, hayal gücü, içsel işitme ve ritim duygusudur. Bundan yola çıkarak, müzisyen için (enstrüman çalan, şancı ya da orkestra şefi) dikte yazımı pratiğinin ne denli önemli olduğu anlaşılabilir, zira bu yöntem sayesinde stil duygusu oluşur, müzikal dağarcık zenginleşir.

Her çalışma gibi müzikal dikte çalışması da belirli amaçlar ve hedefler doğrultusunda yürütülür. Amaç, öğrencinin duyduğu ve algıladığı müzik parçalarını işitsel simgelere dönüştürüp notaya çevirmeyi öğrenmesidir.

Müzikal diktenin öğrenciye kazandırması beklenen ana nitelikler şunlardır:

- 1.Müzik kulağının gelişimi (çeşitli türlerinin).
- 2.Müzikal hafızanın çalıştırılması.
- 3.Müzik teorisi ve pratiğinde becerilerin pekiştirilmesi.
- 4.Öğrencinin seviye ve potansiyelinin belirlenmesi.

Müzikal Diktelerin Türleri

Müzikal diktenin birçok türü bulunmaktadır. Her birini kısaca inceleyelim.

- 1.Gösterici dikte: Bu diktenin adı, içeriğiyle ilgili net fikir verebilir. Eğitimci öğrencilere kendi metotlarını sergilemek ve yazım tekniğini göstermek ister. Buna, seslendirme, yönetme, tartım, ritmik resmin özelliklerini ve tonalite belirleme dahildir.
2. Anlık dikte: Bu dikte türünün uygulanması öğrenimin ilk aşamalarından son aşamalarına kadar son derece faydalıdır. Dakikalık dikte, tekrar, yeni teorik materyalin pekiştirilmesi ya da öğrenimi için gereklidir. Hacim olarak küçüktür (2-4 ölçü) ve yazımı çok zaman almaz.
3. Ön analizli dikte. Yazılma metodu açıktır: Ezgi iki kez dinlendikten sonra, tonaliteden kompozisyona ve çeşitli yönelmelere kadar, eğitimci; öğrencilerle birlikte müzikal malzemeyi analiz eder. Ardından ezgi tekrar çalınır ve öğrenciler ek soru sormaksızın yazıma girerler.
4. Hafıza geliştirici dikte. Sonuçtan (not edilmiş müzikal fragman) ziyade hafızanın çalıştırılmasına yöneliktir. Materyalin hafızaya sağlam şekilde kaydedilmiş olması gerekir. Bunun için örnek üç kez çalınır ve öğrencilerden onu akıllarında tutmaları beklenir. Ardından yazıma geçerler ve kaydedilen sonuç her öğrencinin müzikal hafızasının seviyesini ortaya koyar. Zira müzikal hafızaya sahip olmadan müzikle uğraşmak imkânsızdır.

5. Atlanmış seslerle yazılan dikte. Bu tür dikteler, ses aralığı veya kompozisyon açısından zorluklar içeren materyallerin yazılışını kolaylaştırır.

6. Rastgele tonaliteyle başlatılan dikte. Bu dikte, kadans yardımıyla ezginin dinlenmesinden sonra verilir. Tonalite önceden ilan edilmez ve öğrencilerin akıllarından ona uygun tonaliteyi seçmeleri beklenir. Belirli anlarda öğrencilere tonaliteyi belirlemek yerine yalnızca duydukları tonda dikteyi yazmaları önerilir. Sürecin sonunda öğrencilere gerçek tonalite dinletilir ve yazdıkları dikteyi doğrusuna göre düzeltmeleri istenir.

7. Eskiz dikte: Bu türün de derslerde kullanılmasında fayda vardır. Bu, öğrencilerin seçilmiş parçaları serbest şekilde yazmaları anlamına gelir. Bu dikte şekli mozaik andırır: Önce şüphe duyulmayan öğeler yazılır, ardından eksik halkalar eklenir. Eskiz dikte, keskin müzikal akıl yürütmeyi geliştirir, hafıza ve mantığı pekiştirir.

8. Kendiliğinden dikte. Bu dikte türünde müzikal bir eserden bir melodi kesitinin not edilmesi beklenir. Bu dikte türü içsel işitmeyi ve müzikal hafızayı güçlendirir.

9. Müzikal-pedagojik pratikte kullanılan sözlü dikte de gerekli özellik ve becerilerin gelişimini sağlar; yani hafızayı çalıştırır (tüm diğer dikte türleri gibi), melodinin çeşitli yönlerini –ritim, vurgu, resim–yeniden canlandırmaya yardım eder. Bu dikte yöntemi, önerilen materyalin özgünlüğünün, yani türü, entonasyonu, ritmi, tonalitesi ve şeklinin analizini içerir. Müzikal diktenin doğru bir şekilde akılda tutulup tutulmadığı birkaç şekilde kontrol edilir: Solfej ve piyanoda çalma yöntemleriyle. Öğrencilerden verilen melodiyi başka bir tona aktarmaları ve sonraki derslerde üzerinde çalışmalarını istenir. Böylelikle uzun süreli hafıza geliştirilir. Sözlü diktenin başka usulleri de vardır. Örneğin öğrenci müzikal materyali nota metnine bakarak aklında tutmayı dener. Bu durumda eğitimci öğrencinin metni görsel olarak değil, içsel kulak yardımıyla aklında tutması için ısrarcı olmalıdır. Bu çok önemlidir. Öğrenci hazır olduğunda melodiyi mırıldanmalı ve ardından başka bir tona aktarmalıdır. Bu tür alıştırmalar, geleceğin müzisyeninin hafızasını, kulağını ve müzikal düşünmesini keskinleştirir.

Fakat hangi dikte türleri uygulanırsa uygulansın, kuru teori ve yöntem bilgisiyle yetinmek doğru olmaz. Yaratıcı yaklaşım pedagojide başarının gereklerinden biridir. Sözlü diktenin yaratıcılık için geniş bir alan açtığını belirtmek gerekir çünkü bu form ev ödevi olarak müzik bestelenmesini gerektirir. Öğrenci, derslerde karşılaştıklarına benzer bir melodi yaratmalıdır. Ardından, eğer bunu başardıysa, herkesin önünde melodiyi icra etmelidir. Eğitimci diğer öğrencilerden dinlediklerini incelemelerini ister. Bu işlem, yaratıcılık için cesaret verir, üretme ve deneme isteği doğurur ki pedagojinin öncelikli hedefi de budur (Alekseev, Blüm, 1991, s.20-24).

10. Yaratıcı dikte. Bu dikte türünde öğrencilerden bir melodiyi besteleyip not etmeleri istenir. Müzikal temanın çeşitli öğeleri değiştirilebilir, alterasyon işaretleri eklenebilir. Bu tür dikte, bestecilik ve doğaçlama yeteneklerini, ayrıca müzik duygusunu ve düşüncesini geliştirir.

Müzikal dikte yazma pratiği müzik öğretiminin her aşamasında kullanılır. Yükseköğretim kurumları öğrencilerinin bile dikte yazımında zorlandıkları, çeşitli hilelere başvurdukları, hatta çalınan materyali kayıt cihazına kaydettikleri bilinir. Daha önce müzik eğitimini almış, müzik okulu bitirmiş birçok konservatuvar öğrencisinin müzikal diktenin altından kalkamadığı olur.

Yöntem

Müzikal-pedagoji pratiğinde dikte konusunda kazanılan birikimden yola çıkarak aşağıdaki yöntemler önerilebilir.

1. İlk derslerden başlayarak notaların kulaktan seçilmesi (Burada kusursuz kulağa sahip öğrenciler belirlenir).
2. Küçük melodi fragmanlarının akılda tutulması, söylenmesi, not edilmesi. Burada tek sesli diktelere ezberlenmesi mümkündür.
3. Öğrenciler nota değerlerini öğrenir öğrenmez, 4-8 ölçülü ritmik diktelere geçilmesi.
4. Öğrencilere anında melodiyi ölçülere bölmelerini ve elle yönetimin öğretilmesi.
5. Melodi çizgisini öğrencilerle tartışarak tahtaya yazılması.
6. Çok sesli diktelere, öğretmen tarafından öğrencilere seslerin işitsel analizini yaptırması. Her bir sesin ayrıca yazılmasını istemesi (her öğretmen bu yöntemi benimsemez). Dikteyi yazdırmadan zor yerlerin solfejle çalışılması, çalışmaya başlamadan önce form ve kompozisyonun incelenmesi.
7. Diktenin deftere öğrenci tarafından not edilmesi, melodik ve ritmik yapının birleştirilmesi.

“Bu ve bunun gibi hazırlık çalışmaları yapılmadan,” der A.L.Ostrovski, “diktenin temel yöntemlerinin uygulanması neredeyse imkânsız olacaktır” (Ostrovski, 1966, s.242).

Müzikal dikte çalışmasının çeşitli metotları bulunmaktadır. Örneğin müzik okulları ve konservatuvarlarda kullanılan ünlü solfej kitabının yazarı A.L.Ostrovski dikteyle ilgili birkaç tavsiyede bulunur. Öncelikle işitilene dair genel bir izlenim oluşturulmasını önerir, ardından detaylı bir analiz yapılmasını ister ve son olarak öğrencinin kafasında belirgin bir imge oluşmasını bekler. Bu temeli sağladıktan sonra dikte yazmaya başlanabilir (Ostrovski, 1966, s.242).

Bir dikte derlemesinin yazarı olan M.G. Reznik, materyalin parça parça değil, bir bütün halinde verilmesi gerektiğini söyler. Ancak bu şekilde müzikal hafıza geliştirilebilir ki bu dersin hedeflerinden biridir. Reznik’in bu uyarısı tek sesli diktelere için geçerlidir. M.G. Reznik’in teorik çalışmalarına bakılırsa, konservatuvarda uzun tek sesli diktelere yazdırılmalı, melodinin de iki ilâ beş kez arasında çalınması gerekmektedir. Böyle bir diktenin yazılması öğrencinin “hafızasını maksimum seviyede zorlamasını” gerektirir (Reznik, 1971, s.3).

A.L. Ostrovski de ona katılır. Müzikal diktenin, ezgi üç kez (en fazla beş) çalındıktan sonra bir bütün halinde yazdırılmasını tavsiye eder. Söz konusu çift sesli dikteye başka kurallar geçerli olur. Müzikal materyal belirgin bir disonans içermiyorsa iki sesin aynı anda yazılması uygun olur. Yazarın önerisi şudur: «Bu tür diktelere ana sesi takip etmek ve yanı sıra alt sesi de kaydetmek gerekir. Ne var ki bu durumda da üst sesi bitirdikten sonra ikinciye not etmek mantıksızdır, çünkü bu davranış işitsel eğitimin önemli bir formu olan çift sesli diktenin anlamını yok eder. Çift sesli dikteyi anlamlı kılan, iki sesin de yatay ve dikey tınısını sanatsal değeri içerisinde kavrayabilmektir” (Ostrovski, 1966, s.242). Bu nedenle öğretmenler, motif ve cümleleri göz önünde bulundurarak, ana sesi tamamlayan ikinci sesi de not ederek ilerlemeyi ve böylece “çift sesliliğin kesintisizliğini” korumayı tavsiye ederler (Ostrovski, 1966, s.242).

Bu bağlamda Paris Konservatuvarı’nın tecrübelerine başvurmak ilginç olabilir. Paris Konservatuvarı’nın öğrencileri dikte yazımı tecrübesiyle konservatuvarda tanışıyorlar çünkü müzik

öğretimlerinin önceki aşamalarında bu derse yer verilmemiştir (Bıçkov,1975,s.110). Paris Konservatuvarı'nın eğitimcileri yalnızca tek ve çift sesli, bazen de üç sesli dikteler uygulamalar ki bunlar da katı yöntemlerle yazılır.

Tek sesli dikte önce bütün olarak çalınır, ardından öğrencilerden tonaliteyi tespit etmeleri (geleneksel olarak "la" sesiyle) istenir. Sonra eğitimci dikteyi çift ölçülü fragmanlar halinde çalar – her birini ikişer kez. Üçüncü çalışta yeni ölçü öncekiyle birleştirilir. İlk çalışta öğrencilerden tüm sesleri ve alterasyon işaretlerini tespit etmeleri beklenir; ikincide -söz konusu fragmanı ritmik şekilde not etmeleri. Dikte bu şekilde sonuna kadar yazıldığında bir kez daha, baştan sonuna kadar bütün halinde çalınır, tespit edilen hatalar düzeltilir.

Çift sesli diktenin yazılış şekli de sıkı metodik yönlendirmelere bağlıdır. Dikteyi bir kez dinledikten sonra öğrenciler müzikal eserin ölçüsünü tespit eder ve üst sesi not ederler. Sonra yine çift ölçülü çalış prensibine bağlı kalarak öğrencilerden ölçü çizgilerini çizmeleri istenir (bu üst sesin yazımı için gereklidir), bu çizgiler yeni kesitin başladığına işaret eder. Ayrıca alt seste ilk ve son sesleri işaretlemeleri gerekir. İkinci dinleme, alt sesin tüm tınlarını metrik kesitler halinde kaydetmek içindir. Sonraki etap, ritmin doğru bir şekilde tespit edilmesidir.

Çift sesli dikte için başka bir yöntem daha uygulanabilir. Örneğin, her bir sesinin sırayla yazılması. Bu yöntem dikte yazımında büyük zorluk yaşayan öğrencilerle çalışılırken kullanılabilir (Bıçkov, 1975).

Gelelim üç sesli diktelere. Y.N. Bıçkov, eğitimcilerin birkaç konuya dikkat etmelerini önerir. İlk olarak, ayrı ayrı seslerin armonik dikeyle uyumlu olup olmadığını tespit etmek. Öğrencinin sesin tüm anlari arasındaki fonksiyonel-mantıksal bağı kavrayabilmesi beklenir. Öğrencilerle çalışılması gereken bir diğer konu da, karakteristik ses hareketi yöntemidir. Aralıklar üzerinde ayrıca çalışılmalıdır ki öğrenciler onları kulaktan seçebilsin.

Dikkat edilmesi gereken üçüncü konu – ortak tonlardır. Öğrencilerin onları tanıyıp "usul geçişlerini" duyması gereklidir. Bu temel prensiplere ek olarak Y.N. Bıçkov bir de tüm solfej disiplinlerine bütünleşik yaklaşımı önerir. Örneğin, deşifre, aralık, çeşitli sesteş ve usul sapmalarının seslendirilmesi, benzer öğelere sahip diktelerin yazılışında işe yarayacaktır. Yazar şunu iddia eder: "Modern müziğin ses organizasyonunu kavramaya yönelik alıştırmaların eksiksiz bir sistemini kurmak, zor ama güncel bir hedeftir ve ancak birçok solfej öğretmenin ortak çabalarıyla mümkün olabilir" (Bıçkov, 1998, s.4). Bu konuda yazara katılmamak olanaksızdır.

Dört sesli diktelerin yazılışında (aynı üç sesliler de olduğu gibi) öğrencilerin farklı kompozisyonları biliyor olmasına vurgu yapılır. İşitsel analiz yapabilme becerisi de gereklidir. Dört sesli dikteler tını dikteleriyle sıkı sıkıya ilişkilidir ve her iki türün de başarıyla yazılması için bilgi birikimine tonlama alıştırmalarını da eklemek gerekir. İ.S. Lopatina şöyle yazar: "Kesin tonlama becerilerinin geliştirilmesi için tonlama alıştırmalarının çeşitli türlerinin kullanılması faydalıdır. Örneğin, her bir ses çizgisinin söylenmesi, akor seslerinin bir, iki, üç ya da dört öğrenci tarafından sırayla söylenmesi; ayrıca dört sesin birden aynı anda dört öğrenci ya da dört sesli koro tarafından söylenmesi" (Lopatina, 2005, s.3). Bu alıştırmalar, tını ve armonik kulağın gelişmesi için bire birdir ve bu sayede öğrenciler akorları duymayı ve doğru bir şekilde kâğıda geçirmeyi öğrenir.

Yenilikçi tını diktesinin yazılması yöntemini modern dünyanın en büyük müzik eğitimcilerinden M.V. Karaseva ilginç tavsiyeler etmektedir. Müzik teknolojilerinin son kazanımlarından yola çıkan Karaseva çalışmalarında ilginç yenilikler dener. Mesela şöyle der yazar: "Son zamanlarda yazılan özel dikte

şekilleri arasında “piyano-dışı” tınlı diktelerden söz edilebilir: Synthesizer ya da kaydedilmiş başka müzik enstrümanları, ayrıca İngilizce ve Japonca konuşma malzemeleri temelinde konuşma tonlamasının notalara dökülmesi denemeleri” (Сольфеджио «мясное» и «рыбное» [Электронный ресурс]//URL: lisplayn.com/cgi-bin/show.pl?option=LoadMaterial&id... başvuru tarihi 14.09.2018).

M.V. Karaseva, tını diktelerinin elektronik kaynaklardan yazılmasında ısrar eder: Synthesizer ve CD'ler – alışıldık nota örneklerine karşı. Öğretmen ve araştırmacı M.V. Karaseva bu deneyleri Moskova Konservatuvarı'nda gerçekleştirmiştir. Bunların yanı sıra ürettiği diktelerden derlemeler yayımlamış, kitaplara gayet popüler olan audio-kayıtlarını da eklemiştir. Tını seslerinin tüm zenginliği öğrenciler için Casio CT-670 Synthesizer yardımıyla gösterilmiştir. M.V. Karasyova şöyle der: “Yazarın pedagojik tecrübesi, en basit Synthesizer'in bile solfej derslerinde arananın bulunmasını sağladığını göstermektedir: Alışıldık tınının, işitsel çalışmanın tüm formlarına etki eden değişimi, öncelikle işitsel analiz ve dikte” (Karaseva, 2005, s.6).

M.V. Karasyova'nın yöntemini, mesleklerinde gerçekten de gelişmek, çağı yakalamak ve en önemlisi öğrencilere kaliteli bir eğitim vermek isteyen öğretmenleri benimsemelidir. Bu anlamda Kraseva'nın “Solfeg-Müzikal İşitme Duygusunun Psikoteknik Gelişimi” adlı bilimsel tezi çok değerlidir. Yazar, solfej derslerinde çalışma yöntemlerini tüm ayrıntılarıyla anlatmaktadır (Kraseva, 1999). Yöntemin işe yararlığı diğer öğretmen ve metodistler tarafından da onaylanmıştır. Örneğin T.V. Şak, tını diktelerinin kulak seviyesini yükselttiğini, orkestra kompozisyonunun duyulmasını sağladığını belirtir; ayrıca müzik tınlarını daha iyi ve esnek şekilde algılamayı da mümkün kılar, bakış açısını genişletir (Şak, 2013,s.4).

Sonuç

Sonuç olarak, görüldüğü üzere, müzikal dikte yazımının bir çok yöntemi ve yaklaşımı bulunmaktadır. Eski, zamanla sınanmış yöntemler ve yenilikçi yöntemler mevcuttur. Fakat eğitimci hangi yöntemi kullanırsa kullansın, her bir öğrencinin şahsi özellik ve kabiliyetlere sahip olduğunu, bu nedenle de dikte yazımının çeşitli seviyelerinin çeşitli öğrencilere hitap edeceğini bilmesi gerekir. Bu nedenle solfej öğretmenin öğrencilerle dikte çalışırken şahsi yaklaşımlar geliştirmesi gerekmektedir. Buradan yola çıkarak müzikal dikte öğretiminde kolektif yöntemler kadar kişisel yöntemlerin de kullanılması gerektiği sonucuna varılabilir. Öğrencinin sınıf dışında çalışması son derece önemlidir, bu yüzden dikteyle ilişkili ev ödevleri verilmesi faydalı olacaktır.

Böylece modern pedagojide kullanılan yöntemler incelendiğinde her birinin ortak prensiplere dayandığı görülebilir:

1. Bire bir yazıma geçilmeden önce muhakkak işitsel analiz yapılması.
2. Tonlama özelliklerinin tespiti.
3. Söz konusu müzik materyaline özgü olan tonlamaların tespiti.
4. Tonalite özelliklerinin ortaya çıkarılması.
5. Diktede karşılaşılabilecek zor fragmanların, armonik zincirlerin, melodik döngülerin, şarkılayarak söylenmesi.
6. Ritmik özelliklerin belirlenmesi.
7. Solfejele bağlantılı disiplinlerin bir bütün halinde kullanılması.

Bu, günümüzde yaygın olarak kullanılan, komşu disiplinlerin parçalarını tek bir bütünde birleştiren bütünleşik yaklaşımı kullanmanın mantıklı olduğu anlamına gelmektedir. Birkaç ders aynı konu altında birleştirilerek eğitmen öğrencilere, seslendirme, tonlama ve işitsel analize yönelik sentez alıştırmaları önerir. Y.N. Bıçkov haklı olarak şöyle demiştir: “Bu çalışma, her dikte için verilen açıklamalara dayanır. Ancak müzik kanunlarının çok yönlü kavrayışı, gerek işitsel algıda, gerekse aktif tonlamada, çalışmanın başarısı açısından son derece önemlidir” (Bıçkov, 1998, s.3).

Konservatuvarda müzikal diktenin başarılı bir şekilde yazılmasının bir dizi faktöre bağlı olduğu söylenebilir:

1. Geleneksel ve yenilikçi yöntemlerin kullanımı.
2. Öğrencilerin kişisel becerilerini göz önünde bulunduran bir yaklaşım.
3. Teknolojinin en yeni kazanımlarının benimsenmesi.
4. Öğretimde bütünleşik yaklaşımın kullanılması (bu solfejle ilişkili disiplinler bütünü ve müzik literatürünü kapsamaktadır).
5. Eğitmenin profesyonel seviyesinin devamlı yükseltilmesi.

Son olarak müzikal diktenin en verimli ve ilginç ders şekillerinden birisi olduğunu, müzisyenin kilit önemdeki özelliklerini ve becerilerini (müzik kulağının tüm türleri, müzikal hafıza, müzikal akıl yürütme, stilistik ve türsel eğitim) geliştirdiğini belirtmek gerekir. Bu nedenle konservatuvarda müzikal dikte çalışmaları düzenli bir şekilde, sıkça yapılmalıdır.

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THE COMPARISON OF TURKISH AND SINGAPORE EDUCATION SYSTEMS IN TERMS OF MATHEMATICS EDUCATION

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Abstract: Mathematics is an important subject which is located in all levels of education, from basic education to higher education, and determine the success of students in numerical fields. The countries pay attention to the existence of the workforce grown in numerical fields, especially in terms of economic development. For this reason, a successful mathematics education is an important variable that all countries consider important because of the pioneer of the change. Singapore is the first ranked country among all OECD countries in science, reading and mathematics fields in PISA 2015. Singapore, a small country in terms of surface area, is known for its wealth and richness. The country is notable for its success in the fields of economy, commerce, tourism, health, as well as the high literacy rate and the success of its education system. In this study, Singapore and Turkish education systems were compared especially in terms of primary school mathematics education. Singapore country was selected for its achievement in PISA 2015. The method of the study is document analysis. In the study, primary school mathematics education programs that are implemented in Singapore and Turkey were examined. The aims, contents, learning and teaching experiences, assessment of two countries' mathematics education programs were compared and the differences and similarities between two of them were determined. Suggestions for Turkish education program were presented at the end of the study.

Keywords: Singapore, Turkey, mathematics education, primary school mathematics education program

TÜRK VE SİNGAPUR EĞİTİM SİSTEMLERİNİN MATEMATİK EĞİTİMİ BAKIMINDAN KARŞILAŞTIRILMASI

Özet: Matematik temel eğitimden yükseköğretime kadar tüm eğitim seviyelerinde yer alan ve öğrencilerin sayısal alanlardaki başarısını belirleyen önemli bir derstir. Ülkeler özellikle ekonomik gelişmişlik açısından sayısal alanlarda yetişmiş işgücünün varlığına önem vermektedir. Bu nedenle başarılı bir matematik eğitimi tüm ülkelerin önemsendiği ve üzerinde durduğu bir değişkendir. Singapur PISA 2015'te fen, okuma ve matematik alanlarının tamamında tüm OECD ülkeleri içinde birinci olan ülkedir. Yüzölçümü itibarıyla küçük bir ülke olan Singapur refah seviyesinin yüksekliği ve zenginliğiyle bilinmektedir. Ülke ekonomi, ticaret, turizm, sağlık gibi alanlardaki başarısının yanı sıra okuma yazma oranının yüksekliği ve eğitim sisteminin başarısı ile de dikkat çekmektedir. Bu çalışmada Singapur ve Türk eğitim sistemleri özellikle ilkökul matematik eğitimi bakımından karşılaştırılmıştır. Döküman analizi şeklinde gerçekleştirilen çalışmada Singapur ülkesi özellikle PISA 2015'te gösterdiği başarıdan ötürü seçilmiştir. Çalışmada, Singapur ve Türkiye'de uygulanan ilkökul matematik eğitim programları karşılaştırılmıştır. İki ülkenin matematik eğitim programları amaçlar, içerik, öğrenme-öğretme süreçleri ve değerlendirme öğeleri bakımından incelenmiş, aralarındaki benzerlik ve farklılıklar belirlenmiştir. Çalışmada ulaşılan sonuçlara göre Türk eğitim programı için öneriler sunulmuştur.

Anahtar Sözcükler: Singapur, Türkiye, matematik eğitimi, ilkökul matematik eğitimi programları

1.Giriş

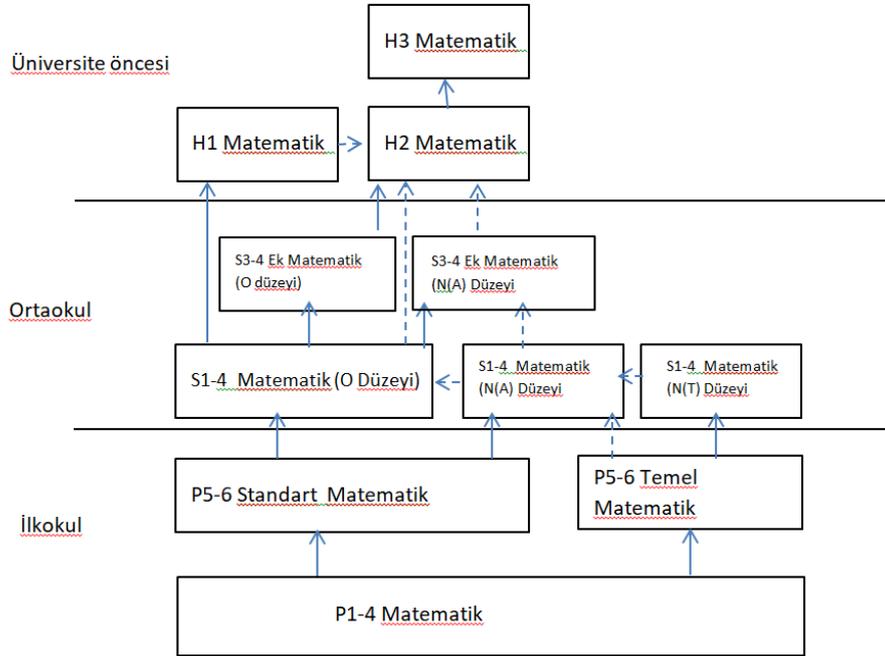
Matematik, temel eğitimden yükseköğretime kadar tüm eğitim seviyelerinde yer alan ve öğrencilerin sayısal alanlardaki başarısını belirleyen, birçok bilimle ilişkili olan önemli bir derstir. Ülkeler özellikle ekonomik gelişmişlik açısından sayısal alanlarda yetişmiş işgücünün varlığına önem vermektedir. Çünkü her ülkedeki teknolojik, sosyal ve kültürel değişmeler toplumun tüm gereksinimlerine yanıt verebilecek nitelikte ve sayıda bireyin yetiştirilmesini gerektirmektedir (Ersoy, 2003). Bu nedenle başarılı bir matematik eğitimi tüm ülkelerin önemseydiği ve üzerinde durduğu bir değişkendir.

Singapur PISA 2015'te fen, okuma ve matematik alanlarının tamamında tüm OECD ülkeleri içinde birinci olan ülkedir. Yüzölçümü itibariyle küçük bir ülke olan Singapur, dünyada refah seviyesinin yüksekliği ve zenginliğiyle bilinmektedir. Küçük bir ada ülkesi olan Singapur Ekvator'a 135 km uzaklıkta yer almaktadır, bu nedenle sahip olduğu tropikal iklim nedeniyle her mevsim sıcak bir ülkedir. Hint Okyanusu ve Güney Çin Denizi'ne yakın olması ülkenin dünyanın en işlek limanlarından biri olmasını sağlamıştır. Yaş ortalaması 40 olan ülkenin nüfusu beş milyon civarındadır. Ülke ekonomi, ticaret, turizm, sağlık gibi alanlardaki başarısının yanı sıra okuma yazma oranının yüksekliği ve eğitim sisteminin başarısı ile de özellikle dikkat çekmektedir.

Singapur, PISA ve TIMSS sınavlarında önemli başarılar elde eden bir ülkedir. 72 ülkeden 15 yaş grubundaki 540 000 öğrencinin katıldığı PISA 2015'te fen (556 puan), matematik (564 puan) ve okuma (535 puan) alanlarının her üçünde de birinci olan ülke Singapur'dur (OECD, 2018). PISA 2012'de ve 2009'da matematik alanında Şangay'den (PISA 2012: 613 puan, PISA 2009: 600 puan) sonra ikinci sırada Singapur (PISA 2012: 573 puan, PISA 2009: 562 puan) gelmiştir (OECD, 2010; OECD, 2014). Benzer şekilde TIMSS 2015'de matematik alanında 4. sınıf düzeyinde 618 puanla, 8. sınıf düzeyinde 621 puanla ilk sıraya yerleşmiştir (Mullis, Martin, Foy ve Hooper, 2016). Singapur'un bu matematik başarısı özellikle dikkat çekmekte, bu başarının altında yatan etkenler birçok araştırmaya konu olmaktadır (Koh, 2004; Wong ve Lee, 2009). Singapur matematik eğitim programı 1960'lardaki İngiliz matematik programının 1990'larda yeniden düzenlenmesiyle oluşturulmuş ve ondan sonra yıllık yapılan küçük ve büyük değişikliklerle bugünkü şeklini almıştır (Wong ve Lee, 2009). Altı yıllık ilköğretim eğitiminin zorunlu olduğu ülkede ilk dört yıl temel aşama, son iki yıl yönlendirme aşamasıdır. İlk dört yıl İngilizce, anadil (ülkenin resmi dört anadili bulunmaktadır: İngilizce, Çince, Malay Tamil) ve matematik eğitimi verilmekte, dört yılın sonunda öğrenciler potansiyellerini en üst seviyeye çıkarabilmeleri için İngilizce, anadil ve matematikten bir sınava girerek gruplandırılmaktadır (Apaydın, 2015). Bu nedenle ülkede matematik ilköğretimden itibaren zorunlu ve öğrenci seçmede önemli bir ders olarak görülmektedir.

Singapur'a ait ilköğretim matematik eğitim programının dört ana bölümden oluştuğu görülmektedir (MES, 2012). Birinci bölümde ülkede verilen tüm matematik eğitiminin (ilköğretimden üniversite öncesine kadar) genel bir tanıtımı ve amaçları özetlenmektedir. İkinci bölüm matematiksel problem çözmeyi merkeze alarak öğrenme, öğretme ve değerlendirme açısından matematik eğitiminin ayrıntılarını sunmaktadır. Üçüncü bölüm, eğitim programının amaçlarına ulaşabilmesi için öğrenme, öğretme kurallarını ve aktif katılıma uygun değerlendirme yöntemlerini açıklamaktadır. Dördüncü bölümde ise ilköğretim matematik eğitim programının amaçları, programın organizasyonu, matematiksel süreçler, sınıf seviyelerine göre içerik ve öğrenme etkinlikleri açısından ayrıntılar sunulmaktadır (MES, 2012). Bu program altı yıllık ilköğretim boyunca zorunlu olarak uygulanmaktadır. Singapur'da matematik eğitimi spiral program yaklaşımı ile verilmekte ve farklı yetenekteki öğrencilerin ihtiyaçlarını karşılamak için birbiriyle

bağlantılı farklı seviyelerdeki müfredatların birleşimiyle oluşmaktadır. Aşağıdaki şekil, farklı seviyelere ait matematik müfredatlarının birbiriyle olan bağlantısını göstermektedir.



Şekil 1. Singapur’da farklı eğitim düzeylerine ait matematik eğitim programları

Bu çalışmada Singapur ve Türk eğitim sistemleri özellikle matematik eğitimi bakımından karşılaştırılmıştır. Bu amaçla Singapur ve Türkiye’ye ait, iki ülkenin Eğitim Bakanlıkları tarafından yayınlanan ilkökul matematik eğitim programları (MES, 2012 ve MEB, 2018) incelenmiştir. Literatürde Erbilgin ve Boz (2013) Türkiye ve Singapur’u matematik öğretmeni yetiştirme programları açısından karşılaştırırken; Özer ve Sezer (2014) 8. sınıf matematik programında yer alan konular temelinde ABD, Singapur ve Türkiye’yi ders ve çalışma kitaplarındaki sorular bağlamında karşılaştırmıştır. Ancak Singapur ve Türkiye’deki matematik eğitimi karşılaştıran pek çalışma yapılmaması dikkat çekmektedir. Bu araştırmanın sorusu “Singapur ve Türkiye’ye ait ilkökul matematik eğitimi programları, amaçlar, içerik, öğrenme-öğretme süreçleri ve değerlendirme açılarından karşılaştırıldığında iki ülke arasında görülen benzerlikler ve farklılıklar nelerdir?” şeklinde ifade edilebilir.

2.Yöntem

Çalışmanın yöntemi döküman analizidir. Döküman analizi, araştırılması hedeflenen olgu veya olaylar hakkında bilgi içeren yazılı materyallerin analizini kapsamaktadır (Yıldırım ve Şimşek, 2011). Çalışmada Singapur ülkesi özellikle PISA ve TIMSS sınavlarında gösterdiği başarıdan ötürü seçilmiştir. Türkiye ve Singapur eğitim sistemleri ilkökul matematik eğitimi açısından karşılaştırılmıştır. Bu amaçla iki ülkeye ait ilkökul matematik programları incelenerek (MES, 2012 ve MEB, 2018) eğitim programları arasında bulunan benzerlik ve farklılıklar tespit edilmiştir.

3. Bulgular

Bu bölümde iki eğitim programı arasında amaçlar, içerik, öğrenme-öğretme süreçleri ve değerlendirme kriterleri çerçevesinde yapılan karşılaştırma sonuçları sunulmuştur.

3.1. Programların Amaçlar Açısından Karşılaştırılması

3.1.1. Genel amaçlar

Singapur ilkököl matematik eğitim programı matematik eğitimini temelde üç genel amaç etrafında yapılandırmıştır. İlkokul 1-6. sınıflar arasında zorunlu olarak okutulan bu programın her seviye için ayrı özel amaçları da bulunmaktadır. Türkiye’deki ilkököl matematik programında ise öğretim programının genel amaçlarının 1739 sayılı Millî Eğitim Temel Kanununun 2. maddesinde ifade edilen “Türk Millî Eğitiminin Genel Amaçları” ile “Türk Millî Eğitiminin Temel İlkeleri” esas alınarak hazırlandığı ifade edilmektedir (MEB, 2018).

Tablo 1. Programların genel amaçlar bakımından karşılaştırılması

| | Singapur | Türkiye |
|---|---|--|
| 1 | Öğrencilerin matematiksel kavram ve becerileri kazanmasını ve uygulamasını sağlamak | Okul öncesi eğitimi tamamlayan öğrencilerin bireysel gelişim süreçleri göz önünde bulundurularak bedensel, zihinsel ve duygusal alanlarda sağlıklı şekilde gelişimlerini desteklemek |
| 2 | Problem çözmeye matematiksel bir yaklaşım yoluyla bilişsel ve üstbilişsel beceriler geliştirmek | İlkokulu tamamlayan öğrencilerin gelişim düzeyine ve kendi bireyselliğine uygun olarak ahlaki bütünlük ve öz farkındalık çerçevesinde, öz güven ve öz disipline sahip, gündelik hayatta ihtiyaç duyacağı temel düzeyde sözel, sayısal ve bilimsel akıl yürütme ile sosyal becerileri ve estetik duyarlılığı kazanmış, bunları etkin bir şekilde kullanarak sağlıklı hayat yönelimli bireyler olmalarını sağlamak |
| 3 | Matematiğe karşı olumlu tutumlar geliştirmek | Ortaokulu tamamlayan öğrencilerin, ilkökulda kazandıkları yetkinlikleri geliştirmek suretiyle millî ve manevi değerleri benimsemiş, haklarını kullanan ve sorumluluklarını yerine getiren, “Türkiye Yeterlilikler Çerçevesi”nde ve ayrıca disiplinlere özgü alanlarda ifadesini bulan temel düzey beceri ve yetkinlikleri kazanmış bireyler olmalarını sağlamak |
| 4 | | Liseyi tamamlayan öğrencilerin, ilkökulda ve ortaokulda kazandıkları yetkinlikleri geliştirmek suretiyle, millî ve manevi değerleri benimseyip hayat tarzına dönüştürmüş, üretken ve aktif vatandaşlar olarak yurdumuzun iktisadi, sosyal ve kültürel kalkınmasına katkıda bulunan, “Türkiye Yeterlilikler Çerçevesi”nde ve ayrıca disiplinlere özgü alanlarda ifadesini bulan temel düzey beceri ve yetkinlikleri kazanmış, ilgi ve yetenekleri doğrultusunda bir mesleğe, yükseköğretime ve hayata hazır bireyler olmalarını sağlamak. |

Tablo 1’de görüldüğü üzere, Singapur programının genel amaçları matematik eğitiminin genel amaçlarını yansıtırken Türkiye’de uygulanan program farklı eğitim seviyeleri ile yetiştirilmesi hedeflenen genel insan tipinin özelliklerini yansıtmaktadır. Bu bakımdan Türkiye’de uygulanan programın daha genel hedeflere odaklandığı ifade edilebilir.

3.1.2. Özel amaçlar

Singapur’a ait ilkököl matematik programının özel amaçları farklı eğitim seviyelerine göre oluşturulmuş; uygulanan matematik programlarına göre ilkököl için bir, ortaokul için üç ve lise için üç

farklı matematik eğitiminin özel amaçları belirtilmiştir (MES, 2012). Uygulanan programla ilkokulda öğrencilere “iyi bir temel oluşturma”nın amaçlandığı ifade edilmiştir (MEB, 2018).

Tablo 2. Programların özel amaçlar bakımından karşılaştırılması

| Singapur | Türkiye |
|---|---|
| 1. Günlük kullanım ve matematikte öğrenmeyi sürdürmek için matematiksel kavram ve beceriler kazanma | 1. Matematiksel okuryazarlık becerilerini geliştirebilecek ve etkin bir şekilde kullanabilecektir. |
| 2. Problem çözmede matematiksel bir yaklaşım yoluyla düşünme, muhakeme, iletişim, uygulama ve üstbilişsel beceriler geliştirmek | 2. Matematiksel kavramları anlayabilecek, bu kavramları günlük hayatta kullanabilecektir. |
| 3. Matematikte güven sağlamak ve ilgiyi sürdürmek | 3. Problem çözüme sürecinde kendi düşünce ve akıl yürütmelerini rahatlıkla ifade edebilecek, başkalarının matematiksel akıl yürütmelerindeki eksiklikleri veya boşlukları görebilecektir. |
| | 4. Matematiksel düşüncelerini mantıklı bir şekilde açıklamak ve paylaşmak için matematiksel terminolojiyi ve dili doğru kullanabilecektir. |
| | 5. Matematiğin anlam ve dilini kullanarak insan ile nesnel arasındaki ilişkileri ve nesnel birbiriyle ilişkilerini anlamlandırabilecektir. |
| | 6. Üstbilişsel bilgi ve becerilerini geliştirebilecek, kendi öğrenme süreçlerini bilinçli biçimde yönetebilecektir. |
| | 7. Tahmin etme ve zihinden işlem yapma becerilerini etkin bir şekilde kullanabilecektir. |
| | 8. Kavramları farklı temsil biçimleri ile ifade edebilecektir. |
| | 9. Matematiği öğrenmede deneyimleriyle matematiğe yönelik olumlu tutum geliştirerek matematiksel problemlere öz güvenli bir yaklaşım geliştirecektir. |
| | 10. Sistemli, dikkatli, sabırlı ve sorumlu olma özelliklerini geliştirebilecektir. |
| | 11. Araştırma yapma, bilgi üretme ve kullanma becerilerini geliştirebilecektir. |
| | 12. Matematiğin sanat ve estetikle ilişkisini fark edebilecektir. |
| | 13. Matematiğin insanlığın ortak bir değeri olduğunun bilincinde olarak matematiğe değer verecektir. |

Tablo 2’de görüldüğü üzere, Singapur programında ilkokul matematik eğitiminin özel hedefleri daha kısa ve öz ifade edilmiştir. Amaçlar daha kısa ve nettir. Buna karşın Türkiye programı daha geniş ve kapsamlı matematik hedeflerine sahiptir. Amaçların daha ayrıntılı olarak açıklandığı ve diğer ülkede ifade edilen amaçları da kapsadığı görülmektedir.

3.2. Programların İçerik Açısından Karşılaştırılması

Singapur ve Türkiye’ye ait programlar öncelikle öğrenme alanları bakımından karşılaştırılmış ve sonuçlar Tablo 3’te sunulmuştur.

Türkiye’deki program dört öğrenme alanından oluşurken, Singapur’a ait program üç öğrenme alanından ve programdaki ifade ile bunları kesen matematiksel süreçlerden oluşmaktadır. Bu durum Singapur’da matematiksel süreçlerin tüm süreci kapsadığına ve sürecin ayrılmaz bir parçası olduğuna vurgu yapıldığını göstermektedir.

Tablo 3. Programların öğrenme alanları bakımından karşılaştırılması

| Singapur | Türkiye | | | | | | | | | | | | | | | | | | | |
|---|---------------------------------------|----------|----|------------|---------|----|-------|----|------------|-------|--|----------|--|--|-----------------------|--|--|--|--|---|
| Üç öğrenme alanı ve bir süreç başlığı: | Dört öğrenme alanı: | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="margin-left: 20px;"> <tr> <td colspan="4">üç içerik başlığı + bir süreç başlığı</td> </tr> <tr> <td>sayılar</td> <td>ve</td> <td>ölçüm</td> <td>ve</td> <td>istatistik</td> </tr> <tr> <td>cebir</td> <td></td> <td>geometri</td> <td></td> <td></td> </tr> <tr> <td colspan="5">matematiksel süreçler</td> </tr> </table> | üç içerik başlığı + bir süreç başlığı | | | | sayılar | ve | ölçüm | ve | istatistik | cebir | | geometri | | | matematiksel süreçler | | | | | Sayılar ve işlemler Geometri Ölçme Veri işleme |
| üç içerik başlığı + bir süreç başlığı | | | | | | | | | | | | | | | | | | | | |
| sayılar | ve | ölçüm | ve | istatistik | | | | | | | | | | | | | | | | |
| cebir | | geometri | | | | | | | | | | | | | | | | | | |
| matematiksel süreçler | | | | | | | | | | | | | | | | | | | | |
| Matematiksel süreçler matematiksel bilginin kazanılması ve kullanılması sürecindeki becerileri kapsamaktadır: muhakeme, iletişim ve bağlantılar; uygulamalar; düşünme becerileri ve zihinsel kestirme | | | | | | | | | | | | | | | | | | | | |

Tablo 4. İlkokul birinci sınıf programlarının içerik bakımından karşılaştırılması

| Singapur | | Türkiye | |
|------------------------------|----------------------|---|--|
| İlkokul Birinci Sınıf | | | |
| Sayılar ve Cebir | | Sayılar ve işlemler | |
| Alt başlık | Tam sayılar | a. 100'e kadar sayılar b. Toplama ve çıkarma c. Çarpma ve bölme | |
| | Para | a. Para | |
| Ölçme ve Geometri | | Geometri | |
| Alt başlık | Ölçme | a. Uzunluk b. Zaman | |
| | Geometri | a. İki boyutlu şekiller | |
| İstatistik | | Ölçme | |
| Alt başlık | Veri sunma yorumlama | Uzunluk ölçme Paralarımız Zaman ölçme Tartma Sıvı ölçme | |
| | | Veri işleme | |
| | | Veri Toplama ve Değerlendirme | |

Tablo 1'de iki ülkenin birinci sınıf matematik programlarına ilişkin öğrenme alanları görülmektedir. Öğrenme alanlarına ilişkin içerikler incelendiğinde, kazanımlardaki küçük farklılıklara rağmen ders içeriklerinin genel olarak benzediği görülmüştür. Yalnızca Singapur'da çarpma ve bölme işlemlerine birinci sınıfta yer verilirken Türkiye'de bu alan birinci sınıfta bulunmamakta; bunun yerine kesirler, uzamsal ilişkiler, örüntüler, sıvı ölçme ve tartma gibi fazladan alt başlıklara yer verilmektedir.

Tablo 5'te görüldüğü üzere, ikinci sınıf düzeyinde Singapur üç basamaklı sayılarda toplama ve çıkarmaya yer verirken Türkiye 100'e kadar olan sayılarla toplama ve çıkarmaya yer vermiştir. Ayrıca Türkiye'den farklı olarak Singapur kesirlerde toplama ve çıkarmaya da yer vermektedir. Türkiye'de

uzamsal ilişkiler bu sınıf düzeyinde de devam ederken Singapur'da yer almamakta ancak uzunluk, kütle ve hacim ölçme başlığı Türkiye'de ayrı ayrı yer alırken Singapur'da tek alt başlıkta yer almaktadır.

Tablo 5. İlkokul ikinci sınıf programlarının içerik bakımından karşılaştırılması

| Singapur | | | Türkiye |
|-----------------------------|----------------------|---|--|
| İlkokul İkinci Sınıf | | | |
| Sayılar ve Cebir | | | Sayılar ve işlemler |
| Alt başlık | Tam sayılar | a. 100'e kadar sayılar b. Toplama ve çıkarma c. Çarpma ve bölme | a. Doğal sayılar b. Doğal sayılarla toplama c. Doğal sayılarla çıkarma d. Doğal sayılarla çarpma e. Doğal sayılarla bölme f. Kesirler |
| | Kesirler | a. Bir bütün kesir b. Toplama ve çıkarma | |
| | Para | a. Para | |
| Ölçme ve Geometri | | | Geometri |
| Alt başlık | Ölçme | a. Uzunluk, kütle ve hacim b. Zaman | a. Geometrik Cisimler ve Şekiller b. Uzamsal İlişkiler c. Geometrik Örüntüler |
| | Geometri | a. İki boyutlu şekiller b. Üç boyutlu şekiller | Ölçme a. Uzunluk Ölçme b. Paralarımız c. Zaman ölçme d. Tartma e. Sıvı ölçme |
| İstatistik | | | Veri işleme a. Veri Toplama ve Değerlendirme |
| Alt başlık | Veri sunma yorumlama | a. Resim grafikleri (ölçümlü) | |

Tablo 6'da görüldüğü üzere, Singapur'da üçüncü sınıf düzeyinde onbine kadar doğal sayılara yer verilirken ülkemiz bine kadar doğal sayıları programa dahil etmiştir. Aynı şekilde Singapur dört basamaklı doğal sayılara kadar toplama ve çıkarma işlemi çocuklara öğretirken ülkemizde en çok üç basamaklı sayılarla toplama ve çıkarma yapılmaktadır. Yine kesirler konusu ülkemizde bütün, yarım ve çeyrek kesir gösterimleri ve birim kesirle sınırlı iken Singapur'da denk kesirler ve kesirlerde toplama ve çıkarmaya yer verildiği görülmektedir. Ölçme ve geometri öğrenme alanı ülkemizde daha fazla alt öğrenme alanına ayrılmışken konu içeriklerinin genel olarak aynı başlıklardan oluştuğu görülmektedir. Yalnızca ülkemizde geometrik cisimler ve şekiller alt öğrenme alanında küp, kare prizma, dikdörtgen prizma, üçgen prizma, silindir, koni ve küreden oluşan üç boyutlu şekillere fazladan yer verildiği görülmüştür. Yine veri öğrenme alanı da Singapur'da bar grafikleri ile sınırlıyken ülkemizde bu konu "şekil ve nesne grafiğindeki bilgilerle çetele ve sıklık tablosuna dönüşüm yapma, grafiklerde verilen bilgileri kullanarak problem çözme, en çok üç veri grubuna ait basit tabloları okuma ve yorumlama" olarak daha ayrıntılı ele alınmıştır.

Tablo 6. İlkokul üçüncü sınıf programlarının içerik bakımından karşılaştırılması

| Singapur | | | Türkiye |
|-----------------------------|----------------------|--|--|
| İlkokul Üçüncü Sınıf | | | |
| Sayılar ve Cebir | | | Sayılar ve işlemler |
| Alt başlık | Tam sayılar | a. 10 000'e kadar sayılar b. Toplama ve çıkarma c. Çarpma ve bölme | a. Doğal sayılar b. Doğal sayılarla toplama c. Doğal sayılarla çıkarma d. Doğal sayılarla çarpma e. Doğal sayılarla bölme f. Kesirler |
| | Kesirler | a. Eşit kesirler b. Toplama ve çıkarma | |
| | Para | a. Para | Geometri |
| Ölçme ve Geometri | | | a. Geometrik Cisimler ve Şekiller b. Uzamsal İlişkiler c. Geometrik Örüntüler d. Geometride Temel Kavramlar |
| Alt başlık | Ölçme | a. Uzunluk, kütle ve hacim b. Zaman | Ölçme |
| | Alan ve hacim | a. Alan ve çevre | a. Uzunluk Ölçme b. Çevre ölçme c. Alan ölçme d. Paralarımız e. Zaman ölçme f. Tartma g. Sıvı ölçme |
| | Geometri | a. Açılar b. Dikey ve paralel çizgiler | |
| İstatistik | | | Veri işleme |
| Alt başlık | Veri sunma yorumlama | a. Bar grafikleri | a. Veri Toplama ve Değerlendirme |

Tablo 7'de görüldüğü üzere, dördüncü sınıfta Singapur dört işlemi tek alt öğrenme alanında “dört basamağa kadar bir basamakla, üç basamağa kadar iki basamakla çarpma; dört basamağa kadar bir basamakla bölme; dört işlemli üç adımlı problem çözme” olarak ifade etmiştir. Ancak ülkemizde toplama, çıkarma, çarpma ve bölme başlıklarında daha ayrıntılı içeriğe yer verildiği görülmüştür. Ayrıca Singapur programında ülkemizdekinden farklı olarak çarpanlar ve katları öğrenme alanında “ortak kat ve çarpan belirleme” etkinliklerine yer verildiği görülmektedir. Kesirler konusu iki ülkede eşit düzeyde ele alınmaktadır (bileşik ve tamsayıli kesirler, kesirlerde toplama ve çıkarma). Geometri alanında ülkemizde fazladan iki boyutlu şekillerden üçgen, üç boyutlu şekillerden küp yer almaktadır. Yine ölçme öğrenme alanında Singapur programında yalnızca zaman, alan, çevre alt başlıkları bulunurken ülkemiz uzunluk, çevre, alan, zaman, tartma, sıvı ölçme ile daha fazla ayrıntıya yer vermektedir. Aynı şekilde veri öğrenme alanı da ülkemizde daha ayrıntılı yer almaktadır.

Tablo 7. İlkokul dördüncü sınıf programlarının içerik bakımından karşılaştırılması

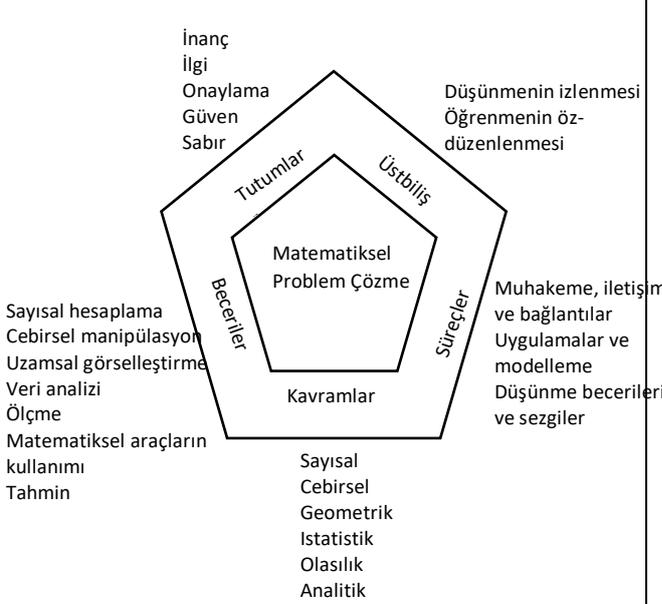
| Singapur | | | Türkiye |
|------------------------|----------------------|---|--|
| İlkokul Dördüncü Sınıf | | | |
| Sayılar ve Cebir | | | Sayılar ve işlemler |
| Alt başlık | Tam sayılar | a. 100 000'e kadar sayılar b. Çarpanlar ve katları Dört işlem | a. Doğal sayılar b. Doğal sayılarla toplama c. Doğal sayılarla çıkarma d. Doğal sayılarla çarpma e. Doğal sayılarla bölme f. Kesirler g. Kesirlerle işlemler |
| | Kesirler | a. Bileşik ve tamsayı kesirler b. Nesnelere grubunun kesri c. Toplama ve çıkarma | Geometri a. Geometrik Cisimler ve Şekiller b. Uzamsal İlişkiler c. Geometride Temel Kavramlar |
| | Ondalık Sayılar | a. Üç ondalık basamağa kadar ondalık sayılar b. Toplama ve çıkarma c. Çarpma ve bölme | |
| | Para | a. Para | |
| Ölçme ve Geometri | | | Ölçme a. Uzunluk Ölçme b. Çevre ölçme c. Alan ölçme d. Zaman ölçme e. Tartma f. Sıvı ölçme |
| Alt başlık | Ölçme | a. Zaman | |
| | Alan ve hacim | a. Alan ve çevre | |
| | Geometri | a. Açılar b. Dikdörtgen ve kare c. Çizgi simetrisi | |
| İstatistik | | | Veri işleme |
| Alt başlık | Veri sunma yorumlama | a. Tablolar ve çizgi grafikleri | b. Veri Toplama ve Değerlendirme |

3.3. Programların Öğrenme-Öğretme Süreçleri Açısından Karşılaştırılması

Singapur ilkokul matematik programında öğrenme-öğretme süreçlerini hem problem çözme başlığında hem de ayrıca “öğrenme, öğretme ve değerlendirme” başlığında ayrıntılı şekilde anlatmaktadır (MES,2014). Ancak Türkiye’ye ait programda bu bölüm matematik dersi öğretim programının uygulanmasında dikkat edilecek hususlar başlığıyla sınırlı kaldığı görülmektedir (MEB, 2018).

Tablo 8’de görüldüğü üzere, Türkiye’ye ait program genel olarak öğrenme ilkelerine yer verirken, Singapur programı öğrenmenin aşamalarını da açıklamakta ve matematiksel problem çözmeyi merkeze alan bir yaklaşım benimsemektedir. Singapur’da 21. yüzyıl becerilerinin vurgulanması, süreci ayrıntılı olarak açıklaması ülkenin artı özellikleridir. Bunların yanısıra Singapur programındaki günlük hayatla ilişkilendirmelere yapılan vurgu ve matematik eğitiminin bileşenleri uygulayıcılara yol göstermesi açısından daha etkili olduğu görülmektedir.

Tablo 8. Programların öğrenme-öğretme süreçleri bakımından karşılaştırılması

| Singapur | Türkiye |
|---|---|
| <p>Matematik öğretmenin üç ilkesi:</p> <ol style="list-style-type: none"> 1. Öğretmek öğrenmek içindir, öğrenmek anlamak içindir, anlamak muhakeme etmek, uygulamak ve sonuçta problem çözmek içindir. 2. Öğretme öğrencinin bilgisi üzerine kurulmalıdır, öğrencinin ilgi alanlarını ve deneyimlerini kavramalıdır, onları aktif ve yansıtıcı öğrenmeye katmalıdır. 3. Öğretme öğrenmeyi gerçek dünyayla birleştirmeli, bilgi ve iletişim teknolojilerinden yararlanmalı ve 21. Yüzyıl yeterliliklerini vurgulamalıdır. | <ol style="list-style-type: none"> 1. Öğrencilerin bireysel farklılıklarına göre farklı yöntem ve teknikler uygulanmalıdır. 2. Öğrencilerin önceki öğrenmeleri tespit edilmeli ve yeni matematiksel kavramları önceki kavramların üzerine inşa etmeleri sağlanmalıdır. 3. Yeni kavramların öğretiminde somut materyaller kullanılmalıdır. 4. Matematiksel kavramların içselleştirilmesi, anlaşılması ve yapılandırılması için öğrenciler, iletişim kurmaya teşvik edilmelidir. 5. Matematiğe karşı olumlu tutum geliştirilmeli, uygun matematik oyunlarına yer verilmelidir. 6. Diğer derslerle Matematik dersi arasında yeri geldikçe ilişkilendirmeler yapılmalıdır. 7. Öğrenciler arasındaki bireysel ve kültürel farklılıklar dikkate alınmalıdır. 8. Cebir öğrenme alanına ait kazanımlar işlenirken kazanımların sırasına dikkat edilmeli ve yeri geldiğinde diğer öğrenme alanlarıyla ilişkilendirilmelidir. 9. Ders kitaplarında, ünitelerin genel sıralamasında bir değişiklik yapmamak kaydıyla ünite içindeki kazanımların verilmiş sırasını değiştirmeye gidilebilir. 10. Matematik Dersi Öğretim Programı Türkiye Yeterlilikler Çerçevesinde (TYÇ) belirlenen 8 anahtar yetkinlikle birlikte esneklik, estetik, eşitlik, adalet ve paylaşım gibi değerleri de çıkarmaktadır. |
| <p>Matematik öğrenmenin üç aşaması:</p> <ol style="list-style-type: none"> 1. Hazır olma: önceki bilgiler, motive eden bağlamlar ve öğrenme ortamı 2. Katılım: aktivite temelli öğrenme, öğretmenin yönlendirdiği sorgulama, doğrudan eğitim 3. Ustalık: motive eden uygulama, yansıtıcı gözden geçirme, genişletilmiş öğrenme | |
| <p>Program matematiksel problem çözmeyi merkeze almakta ve birbiriyle bağlantılı beş bileşeni vurgulamaktadır (Pentagon Framework):</p> | |
|  <p>The diagram is a pentagon with 'Matematiksel Problem Çözme' at the center. The five vertices are labeled: 'Tutumlar' (top), 'Üstbiçiş' (top-right), 'Süreçler' (bottom-right), 'Kavramlar' (bottom), and 'Beceriler' (bottom-left). Surrounding the pentagon are various components: 'İnanç, İlgi, Onaylama, Güven, Sabır' (top-left); 'Düşünmenin izlenmesi, Öğrenmenin öz-düzenlenmesi' (top-right); 'Muhakeme, iletişim ve bağlantılar, Uygulamalar ve modelleme, Düşünme becerileri ve sezgiler' (right); 'Sayısal, Cebirsel, Geometrik, İstatistik, Olasılık, Analitik' (bottom); and 'Sayısal hesaplama, Cebirsel manipülasyon, Uzamsal görselleştirme, Veri analizi, Ölçme, Matematiksel araçların kullanımı, Tahmin' (left).</p> | |

3.4. Programların Değerlendirme Yaklaşımları Açısından Karşılaştırılması

Tablo 9’da görüldüğü üzere, ölçme ve değerlendirmenin öğrenme ve öğretme süreci ile bir bütün olması her iki programda da ortak olarak vurgulanırken, Singapur programında süreç içinde anında yapılan geribildirimlerin önemi vurgulanmış ve formatif ve diagnostik değerlendirmeye yer verilmesi gerektiği

belirtilmiştir. Türkiye’deki programda ise ölçmeye ilişkin güncel kurallara yer verildiği, ölçme türlerinin uygulanması konusunda uygulayıcılara esneklik sağlandığı görülmektedir.

Tablo 9. Programların değerlendirme yaklaşımları bakımından karşılaştırılması

| Singapur | Türkiye |
|---|--|
| <ol style="list-style-type: none">1. Değerlendirme interaktif öğrenme ve öğretme süreci ile bir bütündür.2. Öğretmenin öğretmeyi desteklemek için öğrencinin öğrenmesi hakkında bilgi topladığı, devam eden bir süreçtir.3. Değerlendirmenin önemli ürünü geribildirimlerdir. Geribildirimler zamanında ve zengin olmalıdır.4. Üç tür değerlendirme vardır: summatif (sınav ve testler), formatif, diagnostik. Formatif ve diagnostik değerlendirme öğrenciye öğrenmesi ve öğretmene öğretmesi hakkında anında geribildirim verir. Bu nedenle eğitimde öncelikle formative ve diagnostic değerlendirme yapılmalıdır. | <ol style="list-style-type: none">1. Öğretim programı, ölçme araç ve yöntemleri açısından uygulayıcılara kesin sınırlar çizmez, sadece yol gösterir.2. Eğitimde ölçme ve değerlendirme süreçlerle birlikte bütünlük içinde ele alınır.3. Ölçme ve değerlendirmede bireysel farklılıklar dikkate alınmalıdır.4. Eğitimde sadece bilişsel ölçümler yeterli kabul edilemez.5. Çok odaklı ölçme değerlendirme esastır.6. Bireylerin süreç içindeki değişimleri dikkate alan ölçümler kullanmak esastır. |

4. Tartışma ve Sonuç

Singapur ekonomik zenginliği ve gelişmişliğiyle bilinen bir ülke olduğu kadar eğitim alanındaki başarılarıyla da dikkat çeken bir ülkedir. Ülkenin PISA, TIMSS gibi uluslararası sınavlarda matematik, fen alanlarında diğer tüm ülkelerden ön sıralarda yer alması ülkenin eğitim sistemini özellikle önemli kılmaktadır. Bu nedenle bu çalışma Singapur ve Türkiye’de uygulanan matematik eğitimlerinin ilkökul düzeyinde karşılaştırılması amacıyla yapılmıştır. Araştırma sonucunda iki ülkenin programları arasında farklılıklar olduğu kadar benzerliklerin de bulunduğu tespit edilmiştir. Genel ve özel amaçlar bakımından Singapur ilkökul matematik programı daha kısa ve net amaçlar belirlemişken ülkemiz eğitim programında genel amaçlar okul düzeyinde yetiştirilmesi istenen insan tipine yönelik daha genel özelliklere yer vermektedir. Özel amaçlar da ülkemizde matematik eğitimine yöneliktir ancak daha ayrıntılı ele alındığı görülmektedir. Singapur’da amaçlar öğretmenlere daha net iletilirken, ülkemizde bu durumun öğretmenlere net mesaj vermekten uzak olduğu iddia edilebilir. Yine programlar içerik açısından karşılaştırıldığında, birçok konuda öğrenme alanları benzeşirken bazı konularda ülkemizdeki programın daha ayrıntılı alt öğrenme alanlarına ayrıldığı ve daha fazla konuya yer verildiği görülmüştür. Bu durumun ülkemizde öğrencinin bilgi yükünün artmasına sebep olduğu şeklinde yorumlanabilir. Öğrenme-öğretme süreçlerinde Singapur ilkökul matematik programı merkeze matematiksel problem çözme koymakta ve bunun etrafında diğer matematiksel süreçlere vurgu yapmaktadır. Ülkemizdeki programda ise öğretmenlere yol göstermesi açısından uygulamada dikkat edilecek hususlar daha ayrıntılı yer almaktadır. Son olarak değerlendirme sürecinde Singapur’un sürece yönelik ve anında yapılan geribildirimlere özellikle yaptığı vurgu dikkat çekmektedir. Araştırma sonucunda ülkemiz programının yeterli düzeyde olduğu ancak hedeflerin net ifadesi, bazı içeriğin azaltılması, öğrenme öğretme etkinliklerinde öğretmenlere daha yol gösterici olması ve anında geri bildirimlerle değerlendirme kısmının güncellenmesi önerilebilir.

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VIRTUAL CURRENCY USAGE IN DIGITAL ECONOMY: ATTITUDES CONCERNING BITCOIN

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Abstract: Internet has major effects on finance world, as well as in many areas. With no doubt, one of those transformations is digital currency that is much-discussed, unowned and unauthorized. Digital currencies are also defined as crypto currencies because of their base on a kind of coding system and “block chain”. Bitcoin, which was designed by codenamed Satoshi Nakamoto in 2009 right after global economic crisis in 2008, is one of those well-known and much-traded currencies whereas there are more than hundred kinds of digital currencies in world rapidly trending in the eye of users, finance experts and investors. The market value of Bitcoin, which has its own exchange market, has reached to 20 billion dollar in March 2017. This traded and even converted digital currency is considered legal by central banks in some countries while in some countries it is regarded as illegal. Bitcoin and all other digital currencies, which are being informed through academic researches and media, are totally produced in digital environment and expected to be the pioneering payment and investment systems of future. Moreover, despite its incremental popularity and widening usage, Bitcoin is still secretive phenomenon. Therefore, the purpose of this study is to examine digital currency concept in detail first, and then to research attitudes, motivations and perceived risk concerning Bitcoin with the help of data gathered through depth interview with real Bitcoin investors.

Keywords: Digital Currency, Crypto Currency, Bitcoin, Digital Economy

DİJİTAL EKONOMİDE SANAL PARA KULLANIMI: BITCOIN'E İLİŞKİN TUTUMLAR

Özet: İnternet, bugün birçok alanda olduğu gibi, finans dünyasında da oldukça önemli etkiler ortaya çıkarmıştır. Şüphesiz bu dönüşümlerden biri; oldukça çok tartışılan sahibi ve merkezi otoritesi bulunmayan sanal para birimleridir. Bir çeşit şifreleme sistemine ve “blok zinciri” altyapısına dayanması nedeniyle sanal paralar aynı zamanda kripto paralar olarak da nitelendirilmektedir. Kullanıcılar, finans uzmanları ve yatırımcılar nezdinde hızlı bir şekilde trendi yükselen sanal paranın dünya üzerinde 1000’den fazla çeşidi bulunmakla birlikte, en çok bilinen ve en çok işlem gören türlerinden biri 2008 yılındaki küresel ekonomik krizin peşi sıra 2009 yılında Satoshi Nakamoto kod adlı kişi tarafından tasarlanmış Bitcoin’dir. Kendine ait borsası bulunan Bitcoin’in piyasa değeri 2017 Mart’ta 20 milyar dolara ulaşmıştır. Alınıp satılan hatta başka para birimlerine çevrilebilen bu dijital para birimi kimi ülkelerin merkez bankaları tarafından yasal olarak kabul edilmekte, kimi ülkelerde ise yasa dışı olarak nitelendirilmektedir. Gerek akademik çalışmalar gerekse medya yoluyla hakkında gündem güne daha fazla bilgi edinilen Bitcoin ve diğer tüm sanal paralar tamamen dijital ortamda üretilmekte olup, bunların geleceğin öncü ödeme ve yatırım sistemlerinden olması beklenmektedir. Bununla birlikte, artan popülerliğine ve genişleyen kullanım alanlarına rağmen, Bitcoin hala bilinmezlikler içeren bir olgudur. Dolayısıyla, bu çalışmanın amacı; öncelikle sanal para kavramını

kavramsal olarak detaylı incelemek, ardından derinlemesine görüşme yöntemiyle gerçek Bitcoin yatırımcılarından elde edilecek veriler doğrultusunda kavrama ilişkin tutumları, motivasyonları ve algılanan riski ölçmektir.

Anahtar Kelimeler: Sanal Para, Kripto Para, Bitcoin, Dijital Ekonomi

Giriş

Neredeyse her şeyin sanal tüketimine olanak veren günümüz dijital dünyası, ürün ve hizmetlerin satın alma aracı olarak kullanılan paranın da sanalını mümkün kılmaktadır. Çoğu kez tam olarak neyi ifade ettiği anlaşılamayan, halk dilinde sanal paranın eşanlamlısı olarak kullanılan ve bu anlamda jenerikleşen “bitcoin” kavramı günümüzün ekonomik yapısında önemli bir yer edinmeye başlamıştır. Her ne kadar sanal paranın yerine kullanılsa da, Bitcoin’i teknik olarak “para” olarak ifade etmek biraz zordur. Çünkü Bitcoin, ne bir devlet tarafından ne de bir kurum tarafından üretilmektedir (Asmazoğlu, 2013). Devlet tarafından üretilmese bile, birçok merkez bankası Bitcoin türü kripto paraları ve bunların altyapısını oluşturan blok zincir teknolojilerini hızla benimsemekte ve perakendecilikte ya da yüksek meblağlı ödemelerde kullanımını desteklemektedir (Chiu ve Koepl, 2017).

2008 yılında Satoshi Nakamoto tarafından tanıtılan Bitcoin büyük bir hızla popülerlik kazanmış ve finansal piyasalarda talebi gün geçtikçe artmıştır. Hızla yaygınlaşmasına ve birçok tartışmaya konu olmasına rağmen, Bitcoin fiyatlarının oluşumu, borsalarının nasıl işlediği ve bir finansal ürün olarak nasıl değerlendirileceği gibi konularda hâlâ bilinmezliğini korumaktadır. Bu nedenle, etrafında sayısız efsaneye büyüyen bu sanal para bazıları için merak unsuru, bazıları içinse uzak durulması gereken bir risk olarak görülmektedir. İster fırsat ister tehdit olarak düşünülün, önemli ve büyük bir sanal güç ile küresel ekonomiyi etkilemeye devam etmektedir. Dolayısıyla, bu çalışma konuya ilişkin sınırlı çalışmalardan ve literatürdeki boşluktan yola çıkarak, sanal para birimlerinin en bilineni ve popüler olan Bitcoin kavramının detaylarını kavramsal olarak incelemeyi, Bitcoin’i tercih etme ya da etmeme yönündeki faktörleri irdelemeyi, son olarak Bitcoin ekonomisinin geleceğine yönelik bir projeksiyonda bulunarak ileriki çalışmalara zemin oluşturmayı amaçlamaktadır.

Kavramsal İnceleme

Binlerce yıldan bu yana ödeme aracı olarak çeşitli kabuklar, altın sikkeler ve banknotlar fiziksel değişim için simgeler olarak kullanılmıştır. Ancak alıcı ve satıcının fiziksel olarak bir arada bulunmadığı e-ticaret ortamı, günümüz iş dünyasında dijital değişimin simgelerine duyulan ihtiyacın altını çizmektedir (Chiu ve Koepl, 2017). İçinde bulunduğumuz dijital çağ birçok icada yön verdiği gibi, finans dünyasını yakından ilgilendiren bir yeniliğe de öncülük ederek sanal parayı dolaşıma sokmuştur. Elektronik paranın bir çeşidini oluşturan sanal para; dijital formda olan ancak Linden Dolar, Bitcoin gibi sonradan icat edilip yalnızca sanal bir topluluk içinde kabul edilen, yasal tedavülü bulunmadığı gibi kanuni düzenlemesi de bulunmayan para birimidir (Yüksel, 2015). Zaman içerisinde sanal para, dijital para gibi kullanılan terimler arasına son yıllarda şifreleme tekniğinin farklılığı nedeni ile kripto paralar da girmiştir (Dirican ve Canoz, 2017). Yapısında kriptografiyi- şifreleme bilimi- kullanan kripto para birimleri, Avrupa Merkez Bankası tarafından ortaya konulan para matrisine göre regüle edilmeyen ve dijital formda bulunan sanal para birimleri kategorisindedir. Kripto para birimlerinin regüle edilmeme durumu, para biriminin herhangi bir merkez bankası, hükümet ya da benzeri resmi bir kurum tarafından düzenlenen bir yapıda olmadığını ifade etmektedir. Dijital formda olması ise paranın teorik olarak

herhangi bir fiziksel materyal ile temsil edilmeye ihtiyaç duyulmadığına işaret etmektedir. Kripto para birimleri içerisinde değerlendirilen Bitcoin hem ilk olması hem de mevcut piyasa büyüklüğü açısından en önemlisidir (Karaođlan vd., 2018). Aynı zamanda, kısaltması BTC olan Bitcoin; piyasa kapitalizasyonu, işlem adedi, kullanıcı sayısı gibi ölçütler çerçevesinde alanında önde gelen ve bilinirliđi en yüksek kripto paradır (Gültekin ve Bulut, 2016).

Bitcoin'in ortaya çıkışı Satoshi Nakamoto olarak bilinen kişi ya da grubun³, b-para ve HashCash gibi bazı önceki benzer uygulamaları bir araya getirerek tamamen merkezileşmemiş bir elektronik para sistemi oluşturması ve bu çalışmayı 2008 yılında "Bitcoin: Eşten Eşe Elektronik Nakit Ödeme Sistemi" başlıklı bir makale ile yayınlamasına dayanmaktadır (Balcısoy, 2017). Öncelikle fikrinsel olarak Nakamoto tarafından hayata geçirilen Bitcoin, yine kendisi tarafından ilk defa uygulamada kullanılarak sanal dolaşıma girmiştir (Dirican ve Canoz, 2017).

Bitcoin, Blockchain (blok zincir)^{4**} olarak adlandırılan, finansal aracı kurumları devreden çıkararak kişiler ve kurumlar arasında ücretsiz para transferini mümkün kılmaktadır. Bu altyapı sayesinde gelişmiş kriptoloji algoritmaları ve dağıtılmış programlama mantığını kullanarak paranın (ya da dijital forma çevrilebilen herhangi bir verinin) herhangi bir aracı olmadan kişiler arasında doğrudan deđiş-tokuş edilebilmesini sağlamaktadır (Iansiti ve Lakhani, 2017). Bitcoin ve diđer kripto paraların altyapısını oluşturan Blockchain dijital bir deftere benzetilebilir. Bu sistem herkese açık ve şeffaf bir yapıya sahiptir. Başka bir ifadeyle, sistemde işlemleri kontrol eden ya da denetleyen tek bir merkez bulunmadığı için sistemin tek başına çökertilmesi imkansızdır. Çünkü sistemdeki kayıtlar birden fazla yerde saklanmaktadır. Kayıtlardan biri kaybolduysa bile bilgiler Blockchain ağında bulunan diđer kayıt yerlerinde saklanmaya devam etmektedir. Bu kayıt yerleri, özel bir şifreleme ile kendinden önceki ve sonraki "blok" ile ilişki içerisinde bulunduğundan zincirdeki halkalarda deđişim söz konusu olursa, bu bilgi kendinden önceki kayıtlarla uyumsuz hale gelmektedir. Özetle, sistemde bir yerden çıkan bilgi karşı tarafa ulaşana ve kodlar eşlenene kadar kimsenin bilgiye erişme, yönetme ya da yönlendirme imkânı yoktur (Börü, 2018). Bitcoin'i ortaya atan Nakamoto'nun 2010'un sonuna doğru kendisi hakkında pek bilgi vermeden projeden ayrılması ve Nakamoto'nun kimliğinin bilinmiyor olması çeşitli endişeler yaratsa da, Bitcoin protokolü ve yazılımı açıkça yayımlanmakta ve herhangi bir geliştirici mevcut kodları gözden geçirebilmektedir (Koçođlu vd, 2016). Yani, Bitcoin'in el deđiştirmesi sırasında her kullanıcı parayı bir sonrakine gönderirken kendi dijital imzasıyla bir önceki işlemin özetini ve bir sonraki sahibin açık anahtarını imzalamakta; alıcı taraf ise bu imzayı gönderici tarafından açık anahtarı ile doğrulayarak işlemin kendisine ait olup olmadığına karar verebilmektedir (Balcısoy, 2017).

1133 adet sanal paradan yalnızca biri olan Bitcoin için 2010-2012 yılı durgun geçse de, WordPress.com gibi büyük sitelerin bu sistemi kabulünden sonra önemli bir yükseliş göstermiş, geleceğın dijital ekonomileri için de azımsanmayacak bir alternatif oluşturmuştur. Örneğın, Japonya Bitcoin'in sermaye

³ Satoshi Nakamoto'nun takma bir isim olduđu düşünölmekte, bu nedenle kişi ya da grup olup olmadığı bilinmemektedir.

⁴ İlgili literatürde daha çok Blockchain kavramının yer alması nedeniyle Türkçe karşılıđı olan blok zincir yerine orijinal kavramın kullanılması tercih edilmiştir.

piyasalarında yer alması için yasal düzenlemeler yaparak ilgili izinleri vermiş, 2013 yılı Ekim ayından itibaren Bitcoin talebi artmaya başlamış ve bu tarihte 198,2 dolar olan Bitcoin kuru bir ay sonrasında 1.112,4 dolar değerine ulaşmış, bugüne kadar da 228,7 doların altına düşmemiştir (Dulupçu, 2017). Bitcoin'in değeri 15 Ekim 2018 tarihi itibarıyla 6.700 dolar seviyelerindedir (www.investing.com).

Bu yükselişe ve devletlerin bu çağdaş para birimini yasal kabul etme çalışmalarına rağmen, kullanıcılar açısından birtakım endişelerin sürdüğü dikkat çekmektedir. Örneğin MIT'te (Massachusetts Institute of Technology) 2014 yılında yapılan bir araştırma, Bitcoin gibi dijital para birimlerinin önündeki zorlukları göstermektedir. Araştırmada, 4.494 lisans öğrencisine 100'er dolar karşılığı Bitcoin dağıtılmış ancak öğrencilerin yüzde 30'u bedava verilen parayı almak için başvuruda bulunmamıştır. Üstelik başvuranların yüzde 20'si birkaç hafta içinde parayı bozdurup çekmiştir. Araştırmanın çarpıcı bulgularından birine göre, teknik anlamda yetkinliği yüksek öğrenciler bile bu yeni parayı nasıl kullanabileceklerini anlamak için birkaç ay beklemek zorunda kalmıştır (www.hbrturkiye.com). Karaoğlan vd. (2018) tarafından yürütülen bir araştırmada ise halkın kripto paralara ilişkin farkındalık düzeyleri ve işletmelerin gerek yatırım gerekse ödeme aracı olarak kripto paraya ilişkin motivasyonları değerlendirilmiştir. Buna göre, katılımcılara kripto paranın hangi yatırım türüne benzediği sorulduğunda yüzde 33'lük bir grubun "emin değilim" cevabı verdikleri görülmüş ve internet kullanımının kripto paraya karşı olan tutum üzerindeki en büyük etkileyici olduğu sonucuna ulaşılmıştır. Görüldüğü gibi, finans dünyasında 7/24 ve aracısız işlem yapabilme olanağı sunması, işlem hızının artırılması komisyonuz para gönderimi gibi üstünlükleriyle devrim yaratan Bitcoin ve türevleri kripto paralara ilişkin farkındalık oldukça düşük düzeydedir. Dahası, bu tür kripto paralar hakkında bilgiye sahip potansiyel kullanıcılar açısından ise güvenlik endişesi ya da teknoloji bilgisi anlamında yetersizlikten dolayı pozitif bir tutumun olmadığı düşünülmektedir. Bundan dolayı, bu çalışma, gerçek Bitcoin kullanıcılarının tutumlarını ve motivasyonlarını inceleme odağında kurgulanmıştır.

Yöntem

Çalışmada amaçlara uygun olarak nitel yöntem benimsenmiştir. Yıldırım ve Şimşek'e (2011) göre sık sık karşılaşılan ancak detaylı bilgi sahibi olunmayan olguların ayrıntılı olarak ele alınması için olgubilim (fenomenoloji) yönteminin kullanılabilirliği belirtilmektedir. Bu çalışmada sanal paralar ve Bitcoin hakkında derinlemesine bilgi elde etmek amaçlandığı için nitel araştırma yöntemlerinden olgubilim kullanılmıştır. Daha doğru bulgulara ulaşılabilmesi amacıyla çalışmada yer alacak kişiler seçilirken sanal para ve Bitcoin hakkındaki bilgi ve tecrübeleri sorularak seçim yapılmış yalnızca bilgi sahibi olan ancak yatırımları olmayan kişiler elenerek hem bilgi sahibi olan hem de yatırımları olan kişilerden veriler toplanmıştır. Nitel araştırmalarda yaygın olarak kullanılan veri toplama yöntemlerinden yarı yapılandırılmış mülakat tekniği kullanılarak veriler toplanmıştır.

Örneklem seçiminde araştırma amacına uygun olarak olasılıklı olmayan örnekleme yöntemlerinden kartopu örnekleme kullanılmıştır. Sanal para ve Bitcoin hakkında yüksek bilgisi ve tecrübesi olan, geçimini tamamen sanal para madenciliği ile sağlayan bir yatırımcıya ulaşılmış ve onun referansı ile yeni kişilere ulaşılarak örneklem genişletilmiştir. Kuzel (1994) tarafından mülakatlar için önerilen örneklem büyüklüğü olan beş ve sekiz arasındaki katılımcı sayısı kriteri toplam 11 sanal para yatırımcısına ulaşılarak sağlanmıştır. Ancak bunlardan 3'ünün verdiği yanıtlar çok yüzeysel olduğu için araştırmaya dahil edilmemiş ve toplam 8 kullanılabilir mülakat formu ile veri toplama süreci sonlandırılmıştır. Mülakatlar 10.09.2018-08.10.2018 tarihleri arasında gerçekleştirilmiştir.

Mülakat formu 4 açık uçlu soru ve katılımcıların demografik özelliklerini, internet kullanımlarını ve sanal paralara yükledikleri anlamları ölçmeye yönelik kapalı uçlu sorulardan oluşmaktadır. Ancak katılımcılara açık uçlu sorulara ek olarak verdikleri cevaplarla ilgili çoğu kez neden sorusu sorulmuş ve verilen cevaplar detaylandırılmaya çalışılmıştır. Ayrıca belirtmek istedikleri diğer hususlara yönelik bir soru daha yöneltilmiştir. Mülakatlar ortalama 40 dakika sürmüştür ve tüm sorulara yanıt alınmıştır. İçerik analizi tekniğiyle katılımcıların verdiği cevaplar incelenmiş ve bulgulara ulaşılmıştır. Ayrıca puanlandırma sorularının aritmetik ortalamalarının hesaplanarak tanımlayıcı istatistiksel bulgular ortaya konulmuştur.

Bulgular

Katılımcılar; girişimci (3), doktor (2), tıbbi mümessil (1), akademisyen (1) ve sanal para madencisi (1) mesleklerinden kişilerdir. Katılımcıların 6'sı erkek, 2'si kadındır. 3'ü 18-29 yaş aralığında, 4'ü 30-39 yaş aralığında ve 1'i 50 yaşın üstündedir. Tamamı üniversite mezunu, 3'ü en az yüksek lisans düzeyinde eğitime sahiptir ve 3'ü 2001-4000, 2'si 2001-6000, 1'i 6001-8000 ve 2'si 8000 TL'nin üstünde aylık ortalama gelire sahiptir.

Katılımcıların internet kullanım sıklıkları ve motivasyonları incelendiğinde tamamının günde en az 3-5 saat arasında internet kullandığı, yarısının ise günde en az 5 saat internet kullandığı tespit edilmiştir. Ayrıca katılımcıların tamamı interneti iş, sosyal medya ve haberleşme amacıyla kullandıklarını belirtmiştir. Çoğunluğu ise alışveriş ve eğlence/oyun amacıyla da interneti kullanmaktadır.

Araştırmada katılımcılara açık uçlu olarak sorulan ilk soru kendileri için Bitcoin kavramının ne anlam ifade ettiğidir. Katılımcıların tamamı için Bitcoin bir sanal para birimini ifade etmektedir. Ayrıca katılımcıların yine tamamı Bitcoin için bir devrim tanımlamasını yapmaktadır. Bunların yanı sıra öne çıkan temalar arasında gelecek (%62.5), para transferi/değişim aracı (%37.5), spekülasyon/yatırım aracı (%37.5), hayatı kolaylaştırma (%25) ve blockchain teknolojisi (%25) yer almaktadır. Katılımcılardan ikisinin Bitcoin'in kendisi için ne ifade ettiğini şu şekilde diler getirmiştir:

"...BTC teknolojisinin ekonomi ve para transferi konusunda devrim niteliğinde fikirlere ve uygulamalara sahip olduğumu düşünüyorum. Ancak tam anlamıyla kabul görebilmesi için çarkı çevirenler tarafından benimsenmesi gerekmektedir. Savaş devam ediyor...Bu arada Btc fiyatlarında virgülden sonra neden 8 hane var sizce? (K1)"

"...merkezi belli olmayan, yönetim şekli olmayan, değerini kimsenin belirleyemediği, izi sürülemeyen, kontrol edemediğimiz, söylenti şeklinde spekülasyonların yaşatıldığı sanal paradır (K4)".

Katılımcılara sanal para denince Bitcoin dışında akıllarına gelen diğer sanal para birimleri sorulmuştur. Katılımcıların tamamı bu soruya en az yedi tane sanal biriminin ismini vermiştir. Ethereum (%100), Ripple (%87.5), Litecoin (%50), Dash (%50), Syscoin, TRON (%37.5), Monero (%25), OmiseGO (%25), Genesis Vision Cardano (%25) en sık hatırlanan/bilinen sanal birimleri olmuştur. Xhimer, Moeda Loyalty Points, Hydro, Pundix, ve Verge ise birer katılımcı tarafından hatırlanan diğer sanal para birimleridir. Bu bulgu katılımcıların sanal para konusuyla ilgili bilgi düzeylerinin ve ilgilerinin yüksek olduğunu kanıtlar niteliktedir. Hatta bazı katılımcıların bu soruya "1500 civarı coin vardır (K5)", "alt coin diye tabir ettiğimiz birçok coin var (K8)" şeklinde belirtmiştir.

Katılımcılara yöneltilen üçüncü soru Bitcoin'in ülkemizde yasal kabul edilip edilmediği hakkındaki bilgileri ve yasal kabul edilip edilmemesi konusundaki görüşlerinin neler olduğudur. Katılımcıların bu

soruya verdiği yanıtlar oldukça çeşitlidir. 5 katılımcı Bitcoin'in yasallaşması gerektiğini belirtmiştir. Bu fikirdeki katılımcıların temel dayanakları; sanal paraların kullanımının artması nedeniyle devletlerin dikkatini gittikçe daha fazla çekmesi (K7), yasallaşması durumunda hayatı daha kolaylaştıracağı (K5, K8) işlemlerin daha güvenli yapılacağı (K7, K8) ve kullanıcıların mağduriyetini gidereceğidir (K4, K7). Ayrıca bir katılımcı (K8) İstanbul'da birkaç tane sanal para bankamatığının olduğunu duyduğunu ve okuduğunu, birçok kolaylık sağlayacağı için yasallaşması gerektiğini belirtmiştir. Katılımcılardan biri yasal kabul edilmemesi gerektiğini belirtmiştir. Bu katılımcı bunun nedeni olarak şöyle belirtmektedir:

“Bitcoin'in tanımlanmasında sorunlar var. Para mı? Emtia mı? yoksa menkul kıymet mi? Merkez Bankası, devlet bankası tarafından basılmayan değerleri para olarak kabul etmiyor. SPK menkul kıymet olamayacağı çünkü gerçek bir ürün olmadığını belirtiyor. Bu nedenlerle bence yasal kabul edilmemeli çünkü böyle bir amacı da yok. (K2)”

Katılımcılardan ikisi ise Bitcoin ve sanal paranın, yasal kabul edilip edilmemesi tartışmalarının üstünde bir konu olduğunu belirtmiştir. Bu katılımcılardan biri şöyle belirtmektedir:

“Resmi anlamda Bitcoin'i yasal ya da gayri yasal ilan eden bir haberle karşılaşmadım. Açıkçası bu beni ilgilendirmiyor ve umursamıyorum da. Dijital para dünyası devletlerin kontrol edebileceği bir olgudan çok daha öte bir dünyayı vaat etmekte. Bu yönüyle kontrol altına alınması gereği insanların kafasında oluşan bir fikir ki bu tarz önlemler ilerleyen yıllarda alınacaktır. Nedeni ise uluslararası terör örgütlerinin para trafiğini bu ağlar üzerinden çok rahat yapabilmesi. Evet bu önlem alınması gereken bir hadise ancak ne kadar başarılı olur konusu şu anda muamma. Devletlerin atacağı adımlar belirleyici olacaktır. Ama ne olursa olsun tam anlamıyla bu trafiğin önüne geçilmesini” ve engellenmesini imkânsız olarak görüyorum (K3)”

Diğer katılımcı ise şöyle belirtmiştir:

“Yaşadığımız dönem itibariyle tam olarak ne olduğunu bile bilmedikleri bir konu hakkında karar verilmesini doğru bulmuyorum. Gelişmiş bir yenilik ve değişim barındırması sebebiyle karar mercilerinin karar aşamasındaki tek düşüncesinin verginin nasıl alınacağı olacaktır. Bu nedenle şu anda hiçbir kararın doğru olacağı kanaatinde değilim (K1)”

Katılımcılara sorulan son açık uçlu soru Bitcoin'in altyapısını oluşturan blockchain sistemi hakkındaki teknik bilgi düzeyleri olmuştur. Ayrıca bu sistemle ilgili bir güvenlik endişesi duyup duymadıkları da irdelenmiştir. Katılımcıların %37.5'i blockchain hakkındaki teknik bilgisinin iyi olduğunu belirtmiş ve bunu göstermek için bazı ek bilgiler vermiştir. Bunlardan birinde katılımcı, “...milyonlarca şifrelemeden oluştuğu için güven duyuyorum”, “...güvenlik konusunda offline walletler (cüzdanlar) olduğu için...” gibi ifadeler kullanmıştır. Katılımcıların çoğu ise teknik bilgisinin sınırlı olduğunu (çok iyi olmadığını, toplum genelinden fazla olduğunu) belirtmesine rağmen tüm katılımcılar blockchain sistemine tamamen güvendiklerini belirtmiştir. Bunun nedenini de istedikleri zaman işlem yapabilmeleri, kendisini tedirgin edecek herhangi bir deneyim yaşamamaları, çevrimdışı saklama olanağı sunması ve şifrelenmiş bir blok zincir olması nedeniyle iyi korunması olarak belirtmişlerdir.

Katılımcılara son olarak sanal para kavramını en iyi ifade eden değerlerin neler olduğu sorulmuştur. Katılımcılara sunulan 13 farklı değer içinde en sık tercih edilenler heyecan (%87.5), kullanışlılık (%75), yararlılık (%50), meydan okuma (%50), merak (%37.5), mutluluk (%12.5), rekabetçilik (%12.5), sadelik (%12.5) ve eğlence (%12.5) olmuştur. Elde edilen bulgulara göre katılımcıların kripto paralara hemen hemen eşit düzeyde faydacı (kullanışlılık, yararlılık, rekabet gibi) ve hedonik (heyecan, meydan

okuma, mutluluk, eğlence gibi) değer atfettiği tespit edilmiştir. Dört değer ise hiçbir katılımcı tarafından işaretlenmemiştir. Bu değer tanımlamaları; maceraperestlik, aidiyet, heves ve sonuç odaklılıktır.

Sonuç ve Öneriler

Sanal paralar ve özelde Bitcoin, kullanıcıların ticari işlemlerinde ve yatırımlarında son yıllarda kullanmaya başladıkları, hızla yayılan, ekonomi dünyasında kayda değer bir yer edinmeye ve tartışılmaya başlanan dijital dünyanın en gözde konularından birisidir. Bu çalışmada sanal paralar ve Bitcoin hakkında deneyimli kullanıcıların görüşleri yarı yapılandırılmış mülakatlarla incelenmiş ve içerik analiziyle değerlendirilmiştir. Elde edilen bulgular, kullanıcıların Bitcoin'i geleceğin önemli bir değeri olarak gördüğünü, algıladıkları güven düzeyinin yüksek olduğunu, Bitcoin dışındaki sanal para birimleri hakkında da bilgileri olduğunu ve sanal para birimlerini hem rasyonel hem de hedonik anlamıyla algıladıklarını göstermektedir. Buna karşın sanal para birimlerinin temelini oluşturan blockchain sistemine yönelik bilgi ve ilgi düzeyi nispeten daha düşüktür. Ancak bu durum kullanıcıların sanal paralara yönelik herhangi bir risk algılamalarına yol açmamaktadır.

Bu bulgular ve katılımcıların değerlendirmeleri ışığında, sanal paralara yönelik ilgi artışı da göz önüne alınarak kullanıcılara yönelik önlemlerin alınması ve sanal para birimlerinin ticarete daha yaygın ve güvenilir olarak kullanılabilmesi için bu konudaki farkındalığı arttıracak eğitim, bilgilendirme gibi çabalara öncelik verilmesi gerektiği açıktır. Bu çabalar hem konu hakkındaki yanlış bilgi, tutum ve ön yargıların doğmasına engel olacaktır. Ayrıca sanal paralara yönelik olarak yapılacak yasal düzenlemeler ve bunların hızla yapılması hem küresel rekabette kullanıcılara rekabetçi üstünlükler sağlayacak hem de geleceğin bu yeni nesil dijital olgusunun daha sağlam bir zeminde gelişmesine olanak sağlayacaktır.

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AN EFFORT TO RESCUE A GENERATION: EDUCATION GIVEN TO SYRIAN REFUGEE CHILDREN IN TURKISH: AN EXAMPLE BY HATAY/ REYHANLI

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Abstract: According to UNICEF report (February/ 2016), %54 of refugees in Turkey (1.471.958) is infants. This percentage is especially crucial for institutions, foundations and NGO's that are in charge of disaster relief. Because besides sheltering, food, health services those refugees are in need of education. On the other hand, to deliver education to non-citizens comes with certain legal, political and administrative difficulties. Despite all these challenges, Turkey has taken some measurements so that the refugee children can survive this turmoil with minimum damage. The prominent of these measurements is to provide education since the role of education is vital in building a future and a national identity for those children. We know that revolts in Syria were triggered with a graffiti on the school wall in Deraa: "your turn doctor ". The fact that the revolts are sparked in an educational institution underlines the importance of education once again. The other side of the coin is that even the smallest kids are affected by the destruction of their schools more deeply than the destruction of their homes since they know the vital importance of education despite their ages. The words of a child resident of tent village, "we are a lost generation, our schools are put to fire" is one of the many expressions of this deep impression. An overwhelming majority of Syrian refugees in Turkey prefer Hatay province (especially Reyhanlı district) because of the factors such as common language, geographical and cultural proximity. Therefore it is clear that Reyhanlı is a mock-up of the Syrian refugee phenomenon in Turkey. Thus we decided to limit our study with that district. The study presents information on the schools that serve Syrian refugee children, those who receive education in those schools, language, curriculum and adequacy of education, the challenges, problems and possible solutions.

Keywords: Syrian refugee children, education, Hatay, Reyhanlı

BİR NESLİ KURTARMA ÇABASI: TÜRKİYE'DEKİ SURİYELİ MÜLTECİ ÇOCUKLARA VERİLEN EĞİTİM: HATAY/ REYHANLI ÖRNEĞİ

Özet: UNICEF'in Şubat/ 2016 raporlarına göre Türkiye'deki mültecilerin %54'ü (1.471.958) çocuktur. Bu durum afet yönetiminden sorumlu olan kurum, kuruluş ve sivil toplum kuruluşları için oldukça önemlidir. Çünkü mültecilerin ihtiyacı olan barınma, gıda, sağlık gibi acil ihtiyaçların başında gelen diğer bir gereksinim, bu mülteci çocukların eğitim durumu olup bunun temininin bir takım hukuki, politik, idari zorlukları vardır. Tüm bu zorluklara rağmen, Türkiye kendisine sığınan çocukların geleceğinin bu kargaşadan en az şekilde etkilenmesi için çeşitli önlemler almaktadır. Bu önlemlerin en önemlisi ise bu çocukların çeşitli eğitim kurumlarında eğitimlerine devam edebilmesini temin edebilmektir. Eğitimin çocukların hayatlarını ve dolayısıyla milletlerin kimliklerini inşa etmesindeki rolü büyüktür. Öyle ki, Suriye'deki olayların Der'â şehrinde bir okulun duvarına çocukların yazdığı "halk düzenin yıkılmasını istiyor" ibaresiyle başladığı bilinmektedir. Olayların bir eğitim kurumunda



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başlaması, eğitime verilmesi gereken önemi bir kez daha gözler önüne sermektedir. Ayrıca eğitimin temel bir gereksinim olduğunu okul çağındaki o küçük çocuklar dahi hissedebilmekte ve evlerinin yıkılmasından çok okullarının yıkılması ruhlarında derin izler bırakmaktadır. Öyle ki 2013'te ilk açılan çadır kentteki bir okul öğrencisinin – şahit olduğumuz- “ Biz heder olan kayıp bir nesiliz, okulumuzu yaktılar” şeklindeki sözleri bu gerçeğin binlerce örneğinden sadece bir tanesidir. Türkiye'deki Suriyeli mültecilerin büyük bir kısmı, coğrafi ve kültürel yakınlık, akraba ilişkileri, genelde konuşulan dilin Arapça olması gibi sebeplerden dolayı, Hatay'ı özellikle de Reyhanlı ilçesini tercih etmektedirler. Bu nedenledir ki savaşın başından itibaren mültecilere ev sahipliği yapan Reyhanlı'nın, Türkiye'deki Suriyeli mülteci olgusunun bir maketi olduğu gayet nettir. Dolayısıyla bu çalışmayı Hatay/Reyhanlı ilçesiyle sınırlandırmayı uygun gördük. Çalışma, Reyhanlı'daki Suriyeli öğrencilere hizmet veren okullar, bu okullarda eğitim gören öğrenciler, bu eğitimi veren öğretmenler, eğitim dili ve müfredatı, yeterliliği, karşılaşılan sorunlar ve bunların çözümüne yönelik faaliyetler hakkında bilgi sunmaktadır.

Anahtar kelimeler: Suriyeli Mülteci Çocuklar, Eğitim, Hatay, Reyhanlı.

PRIORITIZATION OF THE INVESTMENT CAPABILITY OF COUNTRIES USING ELECTRE METHOD

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Abstract: Since foreign investments have important contributions to the development of countries, countries want to increase the advantages of attracting investors to attract them. For both developed and developing countries, foreign investments are very important for sustainable economies. In this study, Investment Support and Promotion Agency of Turkey belongs to Turkey's presidential republic is used. The data includes 9 of the main criteria and corresponding sub-criteria for 12 countries. The criteria used in this study are work efficiency - attitudes and values, work efficiency - finance, work efficiency - labor market, work efficiency - management practices, doing business, economic performance - domestic economy, government influence, infrastructure - basic infrastructure, infrastructure and technological infrastructure. 12 countries, namely the United Kingdom, Czech Republic, United States, Turkey, Slovak Republic, Greece, Ukraine, Bulgaria, Romania, Poland, the Russian Federation are prioritized by the use of ELECTRE (ELimination Et Choice Translating Reality) method, which is a multi-criteria decision making method. The results of this study shows that the United States comes first with respect to the investment feasibility, while Turkey is ranked in second place. On the other hand, Ukraine and Bulgaria are at the end of the investment order.

Keywords: Prioritization of countries, ELECTRE Method, Evaluation of Investments.

ELECTRE YÖNTEMİ İLE ÜLKELERİN YATIRIM YAPILABİLİRLİĞİNİN ÖNCELİKLENDİRİLMESİ

Özet: Yabancı yatırımların ülke kalkınmasında önemli katkılarının olması sebebiyle ülkeler yatırımcıları çekmek için, onları etkileyecek avantajlarını arttırmak isterler. Hem gelişmiş hem de gelişmekte olan ülkeler için yabancı yatırımlar sürdürülebilir ekonomi alanları için olmazsa olmazları düzeyinde bir konudur. Bu çalışmada, T.C Cumhurbaşkanlığı Yatırım Ofisine bağlı Türkiye Yatırım Destek ve Tanıtım Ajansı'ndan alınan veriler aracılığı ile Türkiye'nin de dahil olduğu 12 ülke'nin 9 ana kriter düzeyinde ve alt kriterleri ışığında yatırım yapılabilirlikleri değerlendirilmiştir ve ülkeler önceliklendirilmiştir. Bir yabancı yatırımcı ana kriterler (iş verimliliği - tutum ve değerler, iş verimliliği - finans, iş verimliliği - işgücü piyasası, iş verimliliği - yönetim uygulamaları, iş yapıyor olma, ekonomik performans - yurtiçi ekonomi, hükümet etkisi, altyapı - temel altyapı, alt yapı ve teknolojik alt yapı) çerçevesinde değerlendirme yaparak yatırım yapacağı ülkeyi tercih etmektedir. Bu ana kriterler çerçevesinde, Birleşik Krallık, Çek Cumhuriyeti, Amerika Birleşik Devletleri, Türkiye, Slovak Cumhuriyeti, Yunanistan, Ukrayna, Bulgaristan, Romanya, Polonya, Rusya Federasyonu ve Macaristan değerlendirilecek ülkeler olarak belirlenmiştir. Çalışmada, çok kriterli karar verme yöntemlerinden olan ELECTRE (ELimination Et Choice Translating Reality) yöntemi kullanılmıştır. Yapılan analiz sonucuna göre yatırım yapılabilirliklerine göre değerlendirilen ülkeler listesinin başında Amerika Birleşik Devletleri gelirken, Türkiye ikinci sırada sıralanmıştır. Yatırım yapılabilirlik sıralamasının en sonunda ise Ukrayna ve Bulgaristan yer almıştır.

Anahtar Kelimeler: Ülkelerin önceliklendirilmesi, ELECTRE Yöntemi, Yatırımların Değerlendirilmesi.

1.Giriş

Bir yatırımcının gelecekte daha yüksek bir kar elde etmek amacıyla yapacağı yabancı yatırımların ülkesini/yerini seçerken ne “gelişmemiş ekonomi iyi politika”, ne de “gelişmiş ekonomi kötü politika” anlayışına sahip olmamalı, her iki etkide eş zamanlı iyileştirilmiş olmalıdır (Schneider ve Frey 1985). Yabancı yatırımcılar tarafından ekonomi ve politika başlıkları altında çeşitli kriterler ışığında yatırım bölgesi değerlendirilmektedir. Bu değerlendirme aşamasında ülkeler arasında rekabet ortamı oluşmaktadır. Yatırımcı açısından alternatif ülkeler arasından seçim yapmak oldukça hassas bir konu olduğundan kritik değerlendirme kriterlerine göre ülkelerin önceliklendirilmesi gerekmektedir. Yabancı bir yatırımcı yatırım sektöründe nüfus - pazar büyüklüğü, istihdam koşulları, küreselleşmeye yönelik tutumları, teknolojik alan çalışmaları, kalifiye mühendislerinin varlığı, finans sektörünün durumu gibi birçok kriterle değerlendirme yaparak yatırım yapacağı ülkeyi belirlemektedir. Bu çalışmada, T.C Cumhurbaşkanlığı Yatırım Ofisine bağlı Türkiye Yatırım Destek ve Tanıtım Ajansı’ndan alınan veriler kullanılarak çok kriterli karar verme tekniklerinden olan ELECTRE yöntemi ile ülkelerin yatırım yapılabilirliği önceliklendirilmiştir.

Literatürde yatırım konusu, farklı perspektiflerden ele alınarak incelenmiştir. Vernon (1966), uluslararası ticaret ve sermaye hareketlerindeki sorunlara ilişkin bir çalışma yapmıştır. Aynı yılda Aharoni (1966), artan yatırım karar süreçlerini etkileyen çeşitli güçleri detaylı olarak anlatmıştır. Schneider ve Frey (1985), doğrudan yabancı yatırımların dağılımını etkileyen faktörleri ve doğrudan yabancı yatırım belirleyicilerinin bir modelini ortaya koymuşlardır. Blomstrom ve Wang (1992) ise uluslararası teknoloji transferinin ev sahibi ülkelere doğrudan yabancı dış yatırımları etkilemesi üzerine bir model geliştirmişlerdir. Bir başka çalışmada ise Wheeler ve Mody (1992) Türkiye’nin de dahil olduğu 42 ülke arasından uluslararası yatırım bölgesi kararının verilmesi üzerine analizler yapmışlardır. Myers ve Majluf (2002), bazı varsayımlar altında yatırım kararı geliştirilmesi üzerine çalışma yapmışlardır. Surz vd. (1999), yatırım politikalarının önemi üzerine bir çalışma yapmışlardır. Literatürde, yabancı yatırım bölge seçimi, stratejik yabancı yatırım, gelişmiş ülkelerde doğrudan yabancı yatırım gibi yabancı yatırımların farklı noktalarını ele alan çalışmalar da yapmışlardır (örneğin: Overstreet (1917); Davidson (1980); Amador (1983); Carr ve Tomkins (1996); Khan ve Khilji (1997); Hsiao ve Shen (2003); Kapuria-Foreman (2007); Staats ve Biglaiser (2012); Evans (2018)).

Tandırcıoğlu ve Özen (2003) geçiş ekonomilerinde doğrudan yabancı sermaye yatırımlarının inceleyen bir çalışma yapmışlardır. Kaymak (2005) ise yabancı doğrudan yatırımları artırmak için yatırım teşviklerini değerlendirmiştir. Yılmaz (2015), dış yatırım projelerinin değerlendirilmesi için çalışma yürütmüştür. Alper ve Oransay (2015), doğrudan yabancı yatırımların belirleyicileri üzerine bir analiz yapmıştır. Yılmaz (2008) panel veri analizi ile gelişmekte olan ülkelerde doğrudan yabancı yatırımlar üzerine çalışmıştır. Batmaz ve Tunca (2005) ise zaman serisi analizi uygulaması ile doğrudan yabancı sermaye yatırımlarını ele almıştır. Türkiye örneği ile yabancı yatırımların farklı yönleriyle ele alan çalışmalar da yapılmıştır (örneğin: Yapraklı (2006); Alagöz vd. (2008); Mucuk ve Demirel (2009); Ayaydın (2010); Saray (2011)).

2.ELEKTRE Yöntemi ile Uygulama

ELECTRE (Elimination and Choice Translating Reality English), 1965'te Avrupa danışmanlık firması olan SEMA firma çalışmalarına dayanan bir yöntemdir (Yücel ve Görener, 2016). Yöntem, her bir değerlendirme faktörü için alternatif karar noktaları arasında ikili üstünlük kıyaslamalarına dayanır

(Şahin, 2015). Bu çalışma için veriler T.C Cumhurbaşkanlığı Yatırım Ofisine bağlı Türkiye Yatırım Destek ve Tanıtım Ajans'ndan elde edilerek 12 ülke arasında yatırım yapılabilirliğin değerlendirilmesi amacı ile 19 kriter çerçevesinde ülkeler önceliklendirilmiştir. Kriterler Tablo 1'de verilmiştir. Kriterler arasından K₁₁, K₁₆, K₁₇ maliyet yönlü, diğer kriterler ise fayda yönlü kriterlerdir. Çalışma içim uyum indexleri ve uyumsuzluk indexleri "XLSTAT" programı ile oluşturulmuştur.

Tablo 1. Ana Kriterler ve Alt Kriterler

| Ana Kriterler | Alt Kriterler |
|---------------------------------------|--|
| İş Verimliliği - Tutum Ve Değerler | Küreselleşmeye yönelik tutumlar (K ₁) |
| | Esneklik ve uyarlanabilirlik (K ₂) |
| İş Verimliliği - Finans | Finans ve bankacılık düzenlemesi (K ₃) |
| | Yetkili üst düzey yöneticiler (K ₄) |
| İş Verimliliği - İşgücü Piyasası | Finans becerileri (K ₅) |
| | Uluslararası deneyim (K ₆) |
| | Nitelikli işgücü (K ₇) |
| | Her yıl ortalama çalışma saatleri (K ₈) |
| İş Verimliliği - Yönetim Uygulamaları | Yöneticilerin güvenilirliği (K ₉) |
| İş Yapıyor Olma | Bir Mülkün Kaydedilmesi için Gereken Gün Sayısı (K ₁₀) |
| | Bir Şirket Kurmak için Gereken Gün Sayısı (K ₁₁) |
| Ekonomik Performans - Yurtiçi Ekonomi | Reel GSYİH büyümesi (K ₁₂) |
| | Yabancı yatırımcılar (K ₁₃) |
| Hükümet Etkisi | Yatırım teşvikleri (K ₁₄) |
| | Altyapı - Temel Altyapı |
| Alt Yapı Ve Teknolojik Alt Yapı | 65 yaş üstü nüfus (K ₁₆) |
| | 15 yaşın altındaki nüfus (K ₁₇) |
| | Teknolojinin geliştirilmesi ve uygulanması (K ₁₈) |
| | Kalifiye mühendisler (K ₁₉) |

Adım 1: Karar Matrisinin Oluşturulması ve Ağırlıklandırılması

Tablo 2'de verilen Karar matrisi (i:alternatifler; j:kriterler) $R = [r_{ij}]$ oluşturularak maliyet yönlü kriterler ve fayda yönlü kriterler dikkate alınarak normalizasyon yapılır ve ardından kriterler ağırlıklandırılır. Bu çalışmada ağırlıklandırılma katsayıları tüm kriterlerde için eşit (1/19) alınmıştır.

Tablo 2. Karar Matrisi

| ÜLKELER | KRİTERLER | | | | | | | | | | | | | | | | | | |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-------------------|-----------------|-----------------|-----------------|-----------------|-------------------|-------------------|-----------------|-----------------|
| | K ₁ | K ₂ | K ₃ | K ₄ | K ₅ | K ₆ | K ₇ | K ₈ | K ₉ | K ₁₀ | K ₁₁ * | K ₁₂ | K ₁₃ | K ₁₄ | K ₁₅ | K ₁₆ * | K ₁₇ * | K ₁₈ | K ₁₉ |
| Birleşik Krallık | 6,73 | 6,07 | 5,82 | 6,14 | 7,87 | 6,3 | 5,7 | 1740,1 | 5,89 | 22 | 4,5 | 1,79 | 8,74 | 7,53 | 64,51 | 17,45 | 17,58 | 7,28 | 6,18 |
| Çek Cumhuriyeti | 6,46 | 6,38 | 6,96 | 5,38 | 5,18 | 5,4 | 3,1 | 1753,4 | 5,96 | 31 | 15 | 4,6 | 8,42 | 6,96 | 10,54 | 17,32 | 14,99 | 6,42 | 6,42 |
| Amerika Birleşik Devletleri | 6,33 | 7,04 | 6,79 | 6,47 | 7,34 | 5,8 | 6,3 | 1914,8 | 6,93 | 15 | 5,6 | 2,27 | 7,05 | 6,95 | 319,10 | 14,34 | 19,31 | 7,41 | 7,11 |
| Türkiye | 5,87 | 7,28 | 7,18 | 5,84 | 6,54 | 5,3 | 5,6 | 2043,5 | 6,54 | 7 | 7,5 | 7,42 | 8,54 | 6,92 | 77,32 | 7,38 | 24,18 | 5,71 | 6,86 |
| Slovak Cumhuriyeti | 5,35 | 5,49 | 6,04 | 4,23 | 4,81 | 4 | 3,1 | 1845,3 | 4,92 | 17 | 11,5 | 3,33 | 7,41 | 7,14 | 5,42 | 13,54 | 15,32 | 4,24 | 6,24 |
| Yunanistan | 5,13 | 6,65 | 4,88 | 6,20 | 6,26 | 5,10 | 6,10 | 1800,5 | 5,83 | 20 | 13,0 | 1,40 | 7,40 | 3,49 | 10,99 | 20,49 | 14,62 | 6,37 | 8,71 |
| Ukrayna | 4,97 | 7,27 | 2,83 | 3,39 | 5,88 | 3,80 | 5,40 | 1817,4 | 4,55 | 23 | 7,0 | 2,50 | 4,62 | 3,06 | 42,93 | 15,25 | 14,85 | 3,48 | 5,21 |
| Bulgaristan | 4,95 | 4,34 | 3,07 | 3,53 | 3,93 | 4,50 | 3,50 | 1820,5 | 3,93 | 11 | 18,0 | 3,56 | 6,20 | 4,73 | 7,20 | 19,68 | 13,64 | 4,83 | 5,00 |
| Romanya | 4,58 | 4,87 | 5,23 | 4,29 | 5,00 | 5,10 | 4,00 | 1807,1 | 5,48 | 19 | 8,0 | 6,99 | 7,12 | 5,10 | 19,95 | 16,11 | 15,45 | 4,90 | 6,23 |
| Polonya | 4,54 | 7,57 | 7,11 | 6,15 | 6,00 | 4,90 | 5,00 | 1756,7 | 4,74 | 33 | 30,0 | 4,30 | 6,98 | 6,46 | 38,53 | 14,61 | 15,14 | 5,38 | 6,76 |
| Rusya Federasyonu | 4,02 | 6,14 | 4,47 | 5,61 | 6,18 | 3,80 | 6,10 | 1646,5 | 4,53 | 15 | 10,5 | 1,50 | 4,94 | 4,88 | 143,70 | 13,07 | 16,27 | 5,01 | 6,02 |
| Macaristan | 2,69 | 4,33 | 4,07 | 3,37 | 4,61 | 4,90 | 3,00 | 1909,7 | 3,68 | 17 | 5,0 | 4,00 | 6,11 | 6,63 | 9,88 | 17,59 | 14,43 | 4,68 | 5,74 |

*Maliyet yönlü kriterlerden olduğundan (1/değer) dönüşümü yapılarak sonraki adımlar yürütülmüştür.

Adım 2: Uyum ve Uyumsuzluk Setlerinin Belirlenerek, Uyum Üstünlük ve Uyumsuzluk Üstünlük Matrislerinin Oluşturulması

Satır elemanlarının yani her alternatif çifti için, birbirine göre kıyaslaması yapılarak uyum ve uyumsuzluk setleri oluşturulur. Oluşturulan set sayısı 132 (12*11) adettir. Bu aşamada *XLSTAT* programı ile hesaplama yapılmıştır. Uyum ve Uyumsuzluk setleri Tablo 3 ve Tablo 4 ile verilmiştir.

Tablo 3. Uyum Seti

| | Birleşik Krallık | Çek Cumhuriyeti | Amerika Birleşik Devletleri | Türkiye | Slovak cumhuriyeti | Yunanistan | Ukrayna | Bulgaristan | Romanya | Polonya | Rusya Federasyonu | Macaristan |
|-----------------------------|------------------|-----------------|-----------------------------|---------|--------------------|------------|---------|-------------|---------|---------|-------------------|------------|
| Birleşik Krallık | 0 | 0,526 | 0,421 | 0,579 | 0,684 | 0,684 | 0,684 | 0,842 | 0,737 | 0,526 | 0,737 | 0,842 |
| Çek Cumhuriyeti | 0,474 | 0 | 0,368 | 0,316 | 0,789 | 0,526 | 0,579 | 0,842 | 0,684 | 0,474 | 0,684 | 0,842 |
| Amerika Birleşik Devletleri | 0,579 | 0,632 | 0 | 0,684 | 0,684 | 0,789 | 0,789 | 0,895 | 0,789 | 0,737 | 0,895 | 0,789 |
| Türkiye | 0,421 | 0,684 | 0,316 | 0 | 0,842 | 0,684 | 0,842 | 0,895 | 0,895 | 0,789 | 0,789 | 0,842 |
| Slovak cumhuriyeti | 0,316 | 0,211 | 0,316 | 0,158 | 0 | 0,421 | 0,632 | 0,684 | 0,474 | 0,368 | 0,579 | 0,632 |
| Yunanistan | 0,316 | 0,474 | 0,211 | 0,316 | 0,579 | 0 | 0,632 | 0,737 | 0,579 | 0,632 | 0,737 | 0,684 |
| Ukrayna | 0,316 | 0,421 | 0,211 | 0,158 | 0,368 | 0,368 | 0 | 0,526 | 0,526 | 0,316 | 0,421 | 0,474 |
| Bulgaristan | 0,158 | 0,158 | 0,105 | 0,105 | 0,316 | 0,263 | 0,474 | 0 | 0,158 | 0,211 | 0,316 | 0,421 |
| Romanya | 0,263 | 0,316 | 0,211 | 0,105 | 0,526 | 0,421 | 0,474 | 0,842 | 0 | 0,368 | 0,632 | 0,789 |
| Polonya | 0,474 | 0,526 | 0,263 | 0,211 | 0,632 | 0,368 | 0,684 | 0,789 | 0,632 | 0 | 0,737 | 0,737 |
| Rusya Federasyonu | 0,263 | 0,316 | 0,105 | 0,211 | 0,421 | 0,316 | 0,579 | 0,684 | 0,368 | 0,263 | 0 | 0,579 |
| Macaristan | 0,158 | 0,158 | 0,211 | 0,158 | 0,421 | 0,316 | 0,526 | 0,579 | 0,211 | 0,263 | 0,421 | 0 |

Şahin (2015) çalışmasına dayanılarak uyum üstünlük ve uyumsuzluk üstünlük matrisleri hesaplanmıştır. Uyum üstünlük matrisi Tablo 5'te verilirken ve Tablo 6'da ise uyumsuzluk üstünlük matrisi verilmiştir.

Tablo 4. Uyumsuzluk Seti

| | Birleşik Krallık | Çek Cumhuriyeti | Amerika Birleşik Devletleri | Türkiye | Slovak cumhuriyeti | Yunanistan | Ukrayna | Bulgaristan | Romanya | Polonya | Rusya Federasyonu | Macaristan |
|-----------------------------|------------------|-----------------|-----------------------------|---------|--------------------|------------|---------|-------------|---------|---------|-------------------|------------|
| Birleşik Krallık | 0 | 0,136 | 0,016 | 0,037 | 0,149 | 0,135 | 0,054 | 0,144 | 0,112 | 0,065 | 0,236 | 0,138 |
| Çek Cumhuriyeti | 0,034 | 0 | 0,040 | 0,060 | 0,037 | 0,028 | 0,020 | 0,050 | 0,030 | 0,005 | 0,269 | 0,037 |
| Amerika Birleşik Devletleri | 0,641 | 0,777 | 0 | 0,609 | 0,790 | 0,776 | 0,696 | 0,786 | 0,753 | 0,707 | 0,676 | 0,779 |
| Türkiye | 0,764 | 0,731 | 0,324 | 0 | 0,499 | 0,612 | 0,570 | 0,562 | 0,595 | 0,722 | 1,000 | 0,337 |
| Slovak cumhuriyeti | 0,265 | 0,231 | 0,003 | 0,024 | 0 | 0,113 | 0,070 | 0,062 | 0,096 | 0,223 | 0,501 | 0,007 |
| Yunanistan | 0,152 | 0,119 | 0,012 | 0,033 | 0,014 | 0 | 0,009 | 0,023 | 0,006 | 0,110 | 0,388 | 0,009 |
| Ukrayna | 0,195 | 0,161 | 0,020 | 0,040 | 0,094 | 0,080 | 0 | 0,090 | 0,058 | 0,153 | 0,430 | 0,083 |
| Bulgaristan | 0,203 | 0,169 | 0,003 | 0,010 | 0,004 | 0,050 | 0,008 | 0 | 0,034 | 0,161 | 0,438 | 0,006 |
| Romanya | 0,169 | 0,135 | 0,012 | 0,030 | 0,037 | 0,023 | 0,011 | 0,032 | 0 | 0,127 | 0,405 | 0,025 |
| Polonya | 0,042 | 0,071 | 0,045 | 0,065 | 0,083 | 0,069 | 0,025 | 0,079 | 0,047 | 0 | 0,278 | 0,072 |
| Rusya Federasyonu | 0,199 | 0,335 | 0,000 | 0,167 | 0,348 | 0,334 | 0,254 | 0,344 | 0,312 | 0,265 | 0 | 0,337 |
| Macaristan | 0,427 | 0,394 | 0,004 | 0,024 | 0,162 | 0,275 | 0,232 | 0,225 | 0,258 | 0,385 | 0,663 | 0 |

Tablo 5. Uyum Üstünlük Matrisi

| | Birleşik Krallık | Çek Cumhuriyeti | Amerika Birleşik Devletleri | Türkiye | Slovak cumhuriyeti | Yunanistan | Ukrayna | Bulgaristan | Romanya | Polonya | Rusya Federasyonu | Macaristan |
|-----------------------------|------------------|-----------------|-----------------------------|---------|--------------------|------------|---------|-------------|---------|---------|-------------------|------------|
| Birleşik Krallık | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Çek Cumhuriyeti | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| Amerika Birleşik Devletleri | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Türkiye | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Slovak cumhuriyeti | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 |
| Yunanistan | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| Ukrayna | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Bulgaristan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Romanya | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Polonya | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 |
| Rusya Federasyonu | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| Macaristan | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |

Tablo 6. Uyumsuzluk Üstünlük Matrisi

| | Birleşik Krallık | Çek Cumhuriyeti | Amerika Birleşik Devletleri | Türkiye | Slovak cumhuriyeti | Yunanistan | Ukrayna | Bulgaristan | Romanya | Polonya | Rusya Federasyonu | Macaristan |
|-----------------------------|------------------|-----------------|-----------------------------|---------|--------------------|------------|---------|-------------|---------|---------|-------------------|------------|
| Birleşik Krallık | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Çek Cumhuriyeti | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Amerika Birleşik Devletleri | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Türkiye | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Slovak cumhuriyeti | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Yunanistan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Ukrayna | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Bulgaristan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Romanya | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Polonya | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Rusya Federasyonu | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| Macaristan | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |

Son olarak Tablo 7’de verilen sonuç matris tablosu Tablo 5 ve Tablo 6’daki değerler birbirleri ile çarpılarak ülkelerin tercih edilebilirlikleri önceliklendirilmiştir. Tablo 7’den görüleceği gibi en baskın ülke Amerika Birleşik Devletleri iken ikinci sırada Türkiye yer almıştır. Bununla birlikte Ukrayna ve Bulgaristan’ın ise hiçbir ülke üzerinde üstünlüğü yoktur.

Tablo 7. Sonuç Matrisi

| | Birleşik Krallık | Çek Cumhuriyeti | Amerika Birleşik Devletleri | Türkiye | Slovak cumhuriyeti | Yunanistan | Ukrayna | Bulgaristan | Romanya | Polonya | Rusya Federasyonu | Macaristan |
|-----------------------------|------------------|-----------------|-----------------------------|---------|--------------------|------------|---------|-------------|---------|---------|-------------------|------------|
| Birleşik Krallık | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Çek Cumhuriyeti | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Amerika Birleşik Devletleri | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Türkiye | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Slovak cumhuriyeti | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Yunanistan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Ukrayna | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bulgaristan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Romanya | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Polonya | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Rusya Federasyonu | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| Macaristan | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |

3.Sonuç

Bu çalışmada, rekabet ortamında olan ülkelerin yatırım yapılabilirliğinin önceliklendirilmesi, ELECTRE yöntemi ile 19 kriter dikkate alınarak yapılmıştır. Analiz sonucuna göre ilk sırada Amerika Birleşik Devletleri yer alırken ikinci sırada Türkiye yatırım yapılabilir ülke sıralamasında yer almıştır. Etkin yatırım politikaları çalışmalarına özel sektör teşviki ile başlanması yerinde olacaktır. Bir ülkede büyüyen ve genişleyen ekonomik fırsatların ana kaynaklarından biri özel sektördür (Gok ve Gok 2016). Özel sektörü teşvik edici uygulamaların politika yapıcılar tarafından uygulanması ülkelerin rekabet güçlerini arttıracaktır. Bu çalışmanın en önemli kısıtı kriterlerin ağırlıklarının eşit alınmasıdır. Gelecek çalışmalarda bu ağırlıklar farklı oranlarda değerlendirilebilir ve yabancı yatırımlar sektör bazında araştırılabilir. Böylece sektör bazlı çalışmalar sonucu bir ülkenin artı ve eksi yönleri daha açık bir şekilde değerlendirilebilir.

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JOB SATISFACTION OF FOOD ENGINEERS WORKING IN QUALITY MANAGEMENT PERSPECTIVE

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Abstract: In this study, general job satisfaction levels and factors affecting the job satisfaction of food engineers who work in quality management perspective were investigated. This study points out that the job satisfaction levels of food engineers are generally high and they are pleased and satisfied with their working conditions. According to analyzes made with the data obtained, the factors that affect the job satisfaction levels of food engineers the most are pay, promotion (rewards) and relationship with colleagues while the factor that affects the job satisfaction levels of food engineers the least is trainings. In addition, according to the analysis made with the survey data obtained, male food engineer's job satisfaction levels are higher than female food engineers and for both male and female food engineers job satisfaction levels increase with increasing age. Similarly, according to analyzes made with the survey data obtained, it was clear that the job satisfaction levels of food engineers increase with the increasing work experience at quality management systems.

Keywords: Job satisfaction, Quality Management System, Food Engineering, ISO 9001

KALİTE YÖNETİM SİSTEMLERİ ÇERÇEVESİNDE ÇALIŞAN GIDA MÜHENDİSLERİNİN İŞ TATMİNİ

Özet: Bu çalışma kapsamında insan faktörünün ön planda olduğu Kalite Yönetimi Sistemleri dâhilinde çalışan gıda mühendislerinin genel iş tatmin düzeyleri ve iş tatminlerini etkileyen faktörler araştırılmıştır. Yapılan bu çalışma, genel olarak gıda mühendislerinin iş tatminlerinin yüksek ve çalışma koşullarından memnun olduklarını ortaya koymaktadır. Yapılan analizler sonucunda iş tatminini en çok etkileyen faktörlerin “ücret”, “terfi/ ödül” ve “ekip arkadaşlarıyla olan ilişkiler” olduğu, en az etkileyen faktörün ise “verilen eğitimler” olduğu sonucuna ulaşılmıştır. Ayrıca araştırmadan elde edilen veriler doğrultusunda yapılan analizler sonucunda erkek gıda mühendislerinin iş tatminlerinin kadınlardan yüksek olduğu ve gıda mühendislerinin iş tatminlerinin yaşları ile orantılı olduğu, gıda mühendislerinin yaşları arttıkça iş tatminlerinin de arttığı sonucuna ulaşılmıştır. Benzer şekilde gıda mühendislerinin kalite yönetim sistemleri dâhilindeki görevlerinde çalıştıkları süre arttıkça işlerinden aldıkları tatminin arttığı da araştırmadan elde edilen veriler doğrultusunda yapılan analizler sonucunda saptanmıştır.

Anahtar Kelimeler: İş Tatmini, Kalite Yönetim Sistemleri, Gıda Mühendisliği, ISO 9001

1. Giriş

Kalite Yönetiminde üretim faktörlerinden biri olan insan faktörü, diğerlerinden farklı niteliklere sahiptir. İnsan, diğer üretim faktörlerinin yararlı bir biçimde kullanılmasını sağlar. Kalite yönetiminin etkin olarak organizasyonlarda uygulanması için en önemli faktör insan faktörüdür.



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Kişilerin işlerine karşı sahip olduğu olumlu etki ya da duygular olarak tanımlanan iş tatminin ölçülmesi çalışanların görev aldıkları işlerindeki motivasyonlarının ve işlerine karşı geliştirdikleri tutumlarını etkileyen faktörlerin belirlenmesini sağlamaktadır. Bu yolla, çalışanların işlerine karşı olumsuz tutumlar ya da duygular geliştirmesine sebep olan faktörlerin belirlenerek bunların iyileştirilmesi sağlanabilmekte ve insandan en iyi şekilde faydalanmayı hedefleyen kalite yönetim sistemlerinde insanların etkinliği artırılabilir.

Türkiye gıda sektöründeki işletmelerde gerek AB sürecinde gıda güvenliği ile ilgili uyum konularının sağlanmasında gerekse müşteri beklentilerinin tam olarak karşılanmasında kalite yönetimi uygulamalarının önemi belirginleşmiş ve kalite yönetim sistemleri yoğun bir şekilde uygulanmaya başlamıştır. Dolayısıyla, yaşanan bu değişim bu alanda da araştırmalar yapılmasını ve kalite yönetimi sistemlerinin işletmeler üzerindeki etkisinin irdelenmesini gerekli kılmaktadır.

Yukarıda belirtilen düşünceler ışığında yapılan araştırma kapsamında kalite yönetimi sistemleri çerçevesinde çalışmakta olan ve bu sistemler dâhilinde genellikle kalite yönetim sistemlerinin “uygulayıcısı”, “sorumlusu”, “yürütücüsü” ve “yöneticisi” gibi unvanlarla çalışan gıda mühendislerinin kalite yönetim sistemleri hakkındaki genel görüş ve düşünceleri doğrultusunda iş tatmin düzeyleri ve iş tatminlerine etki eden faktörler belirlenmiştir.

Çalışmanın çerçevesini ortaya koyan giriş bölümünün ardından konu ile ilgili literatür taraması tahlil edilmektedir. Sonrasında ise, çalışmada uygulanan yöntemler açıklanmakta, hipotez testlerine ilişkin bulgular sunulmaktadır. Çalışmanın son kısmı, sonuç ve önerileri içermektedir.

2. Literatür

Toplam Kalite Yönetimi, bir kuruluştaki herkesin katılımı ile süreçlerin ve bu süreçlerden oluşan ürün ve hizmetlerin sürekli iyileştirilmesine, bu ürün ve hizmetlerin sunulduğu iç ve dış müşterilerin gereksinim ve beklentilerinin karşılanması ve aşılmasına yönelik bir yönetim biçimidir (Okay, 2008). Toplam kalite yönetimi, akılcı bir yönetim anlayışı çerçevesinde, üretilecek olan ürün/hizmet, önceden belirlenmiş amaç ve standartlara uygun bir biçimde ve nitelikte elde edilmesini hedefler (Serin ve AYTEKİN, 2009). Kalite Yönetimi sürecinde ölçme, değerlendirme ve problemlere sistematik yaklaşabilme çok önemlidir. Bu unsur, sistemin sürekliliğinin sağlanmasında ve sürekli olarak geliştirilmesinde önemli bir yere sahiptir (Şahin, 2007). Gıda güvenliği yönetim sistemleri gıda üreten bütün işletmeler için yüksek kalite standartlarına ulaşmada, kalitenin yanında tüketici sağlığının korunması ve kaynak israfının engellenmesinde başvurulacak önemli bir araçtır. Fakat her uygulama ve değişim gibi gıda güvenlik sistemlerinin kurulmasında da karşılaşılan bazı zorluklar ortaya çıkmaktadır (Eren, 2008). Karşılaşılan sorunlardan en önemlisi işletme ve yönetim ile ilgili olan sorunlardır. Yönetimin kalite yönetim sistemine sahip olmayı desteklememesi veya önemsememesi, kalite yönetim sisteminin şirket yöneticilerinin öncelikleri arasında yer almaması ve yönetimin konu hakkında yeterli bilgiye sahip olmaması bu sorunlardan bazılarıdır.

İş tatmini için yapılan tanımlamalar kronolojik olarak incelendiğinde Adams 1963 yılında yayınladığı bir makalesinde iş tatminini, bireyin algıladığı girdi-çıktı dengesi olarak tanımlamıştır (Adams, 1963). Vroom (1964) iş tatmini, “kişinin işini veya iş deneyimini değerlendirmesinden kaynaklanan hoşça giden veya olumlu duygusal durumdur” şeklinde tanımlarken, Hackman ve Oldham (1975) ise iş tatminini, çalışanların işinden duyduğu mutluluk olarak tanımlamışlardır (Tütüncü, 2000). Benzer şekilde Locke’a göre iş tatmini, bireyin işi ya da iş deneyiminin değerlendirilmesi sonucunda duyulan olumlu his ya da

memnuniyet olarak tanımlamıştır (Locke, 1976). İş tatmini, çalışanların bireysel, kültürel ve ekonomik beklentilerine göre değişiklik gösterebilen ve bu beklentiler doğrultusunda çalıştıkları işlerinden beklentilerinin karşılanma oranına göre geliştirmiş oldukları davranış biçimidir (Froese ve Peltokorpi, 2011).

İş tatmini, bireyin işine karşı olan genel davranışlar, tutumlarıdır. İş tatmini, çalışanların iç huzurunu ve rahatlığını içerir. Çalışanların beklentileri ile elde ettikleri uyumlu ise tatmini artar (Kutanis, 2003). Bu noktada iş tatmini çalışanların işinden duyduğu hoşnutluğun bir derecesi olarak kabul edilmekte olup, örgütsel çalışmalarda çalışanların işlerine karşı olan tepkilerini belirlemede önemli bulunan bir kavramdır (Yüksel, 2005).

İş tatminini etkileyen faktörlere bakıldığında birçok değişkenin etkili olduğu görülmektedir. Oysa bu konuda temel olarak iki ana faktörün belirleyiciliği dikkat çekmektedir. Bunlardan birincisi kişinin kendine özgü kişisel durumudur bir diğer deyişle bireysel faktörlerdir. Burada kişinin yapısı, duyguları, düşünceleri, istekleri ile içinde bulunduğu ihtiyaçlar ve bu ihtiyaçların şiddeti göz önüne alınmaktadır. Kişisel durumda görülen ihtiyaçlar arasında fiziksel, psikolojik ve güvenlik ihtiyaçları öncelikli olanlar arasındadır. Bu noktada bu ihtiyaçların belirlenmesi ya da ölçülmesinde cinsiyet, yaş, medeni durum, eğitim seviyesi, iş tecrübesi, kişilik, kültürel farklılıklar ve sosyal ilişkiler gibi demografik değişkenler yardımcı olmaktadır (Kök, 2006).

Öztürkoğlu ve diğerleri (2016) , iş tatmini için ergonomi ve iş güvenliğini dahil ettikleri 4 faktörlü bir model önermişlerdir.

3. Kalite Yönetim Sistemleri Çerçevesinde Çalışan Gıda Mühendislerinin İş Tatmini

Son yıllarda müşteri memnuniyetine ulaşmanın öncelikli olarak çalışanların memnuniyetinden geçtiğine dair olan görüşlerin gördüğü kabul artmaktadır. Ek olarak, çalışan tatmini, çalışanların çalıştıkları işe ve çalıştıkları işletmeye olan bağlılıklarını artırıcı ya da azaltıcı bir rol oynadığı için günümüz işletmelerinde müşterilerin beklentisine uygun ürün ve hizmet üretmek ve sonuçta müşteri tatmini sağlamak çalışanları odak noktasına yerleştirmektedir. Bu açıdan çalışan tatmini, hem işletmenin müşterilerinin tatmininde hem de işletme sahiplerinin beklentilerinin karşılanmasında önemli bir etken haline gelmektedir. Türkiye gıda sektöründeki işletmeler için ise gerek AB sürecinde gıda güvenliği ile ilgili uyum konularının sağlanmasında gerekse müşteri beklentilerinin tam olarak karşılanmasında kalite yönetimi uygulamalarının önemi belirginleşmiş ve kalite yönetim sistemleri yoğun bir şekilde uygulanmaya başlamıştır. Dolayısıyla, yaşanan bu değişim bu alanda da araştırmalar yapılmasını ve kalite yönetimi sistemlerinin işletmeler üzerindeki etkisinin irdelenmesini gerekli kılmaktadır. Araştırmanın öncelikli olarak ilk amacı, 1990'lı yıllardan sonra Türkiye'de yönetim alanında büyük önem kazanan kalite yönetimi sistemleri çerçevesinde çalışmakta olan ve bu sistemler dâhilinde genellikle kalite yönetim sistemlerinin "uygulayıcısı", "sorumlusu", "yürütücüsü" ve "yöneticisi" gibi unvanlarla çalışan gıda mühendislerinin kalite yönetim sistemleri hakkındaki genel görüş ve düşünceleri doğrultusunda iş tatmin düzeylerini belirlemektedir. Araştırmanın ikinci amacı ise kalite yönetim sistemleri çerçevesinde çalışan gıda mühendislerinin örgütsel faktörler kapsamında yaptıkları iş karşılığında aldıkları ücret, çalışma koşulları, yöneticileri ile olan ilişkileri, ekip arkadaşlarıyla olan ilişkileri, kalite yönetim sistemleri dâhilinde verilen eğitimler ve terfi ile ödül imkânları gibi faktörlerden hangilerinin iş tatminlerini ve tatminsizliklerini belirlediğini saptamaktır. Ek olarak, araştırma kapsamında çalışanların sahip olduğu demografik özelliklerinin, iş tatminine etki eden faktörler



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üzerinden alınan tatmin düzeyinde farklılık yaratıp yaratmadığı, demografik değişkenlerin iş tatminini etkileyip etkilemediği de araştırılmıştır. Elde edilen sonuçlar doğrultusunda iş tatmini etkileyen faktörlerin ve ne derece etkili olduklarının belirlenmesine ek olarak gıda mühendislerinin tatminsizlik yaşadığı konulara da dikkat çekilmiş ve bu sorunlara çözüm önerileri geliştirilmiştir. Ayrıca bu çalışma ile bu alanda ya da mühendislerle ilgili yapılacak olan diğer araştırmalara dayanak oluşturacak bir alt yapı oluşturulması hedeflenmiştir.

Çalışanların iş tatmini, organizasyon ve iş ile ilgili örgütsel faktörlere bağlı olmakta ve çeşitli demografik değişkenlere göre bağılılığın boyutu değişiklik göstermektedir. Buradan yola çıkarak araştırma modelinde iş tatmini “bağımlı değişken” olarak tanımlanmıştır. Araştırma kapsamında araştırmancının bağımlı değişkeni olan iş tatmini, “bağımsız değişkenler” olarak tanımlanan çalışanların yaptıkları iş karşılığında aldıkları ücret, çalışma koşulları, yöneticileri ile olan ilişkileri, ekip arkadaşlarıyla olan ilişkileri, kalite yönetim sistemleri dâhilinde verilen eğitimler ve terfi ile ödül imkânları gibi organizasyonel faktörlerle olan ilişkisi açısından incelenmiştir. Ek olarak iş tatmini algısının demografik özellikler olarak tanımlanan cinsiyet, yaş, eğitim düzeyi ve kalite yönetim süresinde çalışma süresi gibi değişkenlerden etkilenip etkilenmediği de karşılaştırma olanağı sağlamak amacıyla incelenmiştir. Araştırma için oluşturulan model Şekil 1’de verilmiştir.

Araştırmanın Hipotezleri:

Araştırma kapsamında, geliştirilen araştırma modeli ve araştırmanın amaçları doğrultusunda bağımsız değişkenlerle ilgili altı, demografik değişkenlerle ilgili de dört tane olmak üzere incelenmek ve doğruluğu test edilmek üzere aşağıda gösterilen toplam on tane hipotez geliştirilmiştir.

H1: Kalite Yönetimi Sistemleri çerçevesinde çalışanlara rahat hissedecekleri ortam sağlanması ile iş tatmini arasında olumlu ilişki vardır.

H2: Kalite Yönetimi Sistemleri çerçevesinde çalışanlara sağlanan maddi ve sosyal çıkarların çalışanların iş tatmini üzerinde olumlu etkisi vardır.

H3: Kalite Yönetimi Sistemleri çerçevesinde çalışanların yöneticilerle iyi ilişkiler kurabilmesi ve yöneticiler tarafından önemsenmesinin iş tatmini üzerinde olumlu bir etkisi vardır.

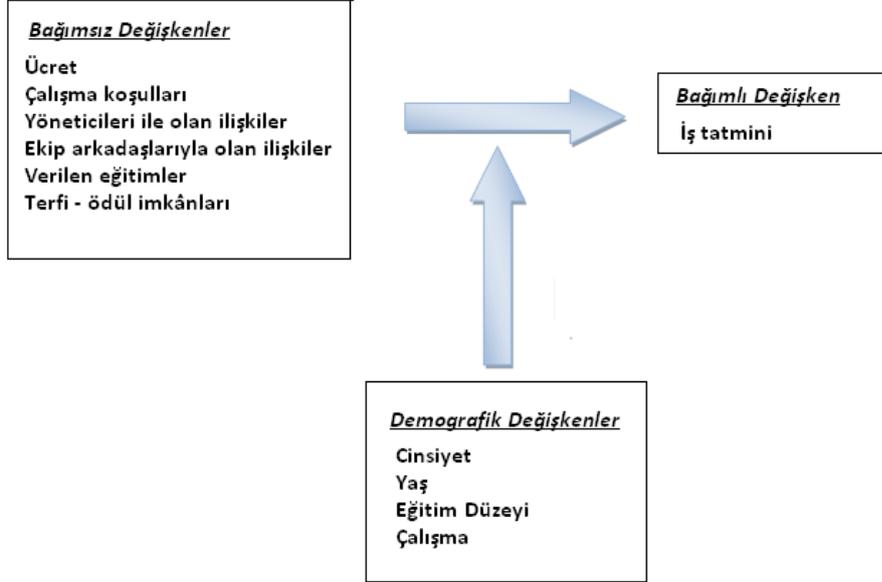
H4: Kalite Yönetimi Sistemleri çerçevesinde aynı ekipte çalışanlar arasında iyi ilişkiler kurulabilmesi ve ekip ruhu yaratılarak hareket edilebilmesinin iş tatmini üzerinde olumlu bir etkisi vardır.



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Şekil 1. Araştırmanın modeli

H5: Kalite Yönetimi Sistemleri çerçevesinde çalışanlara verilen eğitimler çalışanların iş tatminlerini artırır.

H6: Kalite Yönetimi Sistemleri çerçevesinde çalışanlara sunulan ödül ve terfi imkânlarının çalışanların iş tatmini üzerinde olumlu bir etkisi vardır.

H7: Kalite Yönetimi Sistemleri çerçevesinde çalışanların yaş gruplarına göre iş tatmin seviyeleri arasında anlamlı bir farklılık görülmektedir.

H8: Kalite Yönetimi Sistemleri çerçevesinde çalışanların cinsiyetlerine göre iş tatmin seviyeleri arasında anlamlı bir farklılık görülmektedir.

H9: Kalite Yönetimi Sistemleri çerçevesinde çalışanların eğitim seviyelerine göre iş tatmin seviyeleri arasında anlamlı bir farklılık görülmektedir.

H10: Kalite Yönetimi Sistemleri çerçevesinde çalışanların çalışma sürelerine göre iş tatmin seviyeleri arasında anlamlı bir farklılık görülmektedir.

Araştırmanın Evren ve Örneklemi: Bu araştırma Türk Mühendis ve Mimar Odaları Birliği'ne bağlı bir oda olarak kurulmuş olan TMMOB Gıda Mühendisleri Odası'nın asil üyeleri olan gıda mühendisleriyle yapılmıştır.

Araştırmanın evreni 11000 gıda mühendisinden oluşmakta olup, bu gıda mühendislerinin tamamına ulaşılması konusundaki zorluklar nedeniyle örneklem alınması yoluna gidilmiştir. Örneklem büyüklüğünün hesaplanması için literatürde çeşitli formüller verilmekle birlikte bu çalışmada örneklem sayısı belirlenirken basit tesadüfî örneklem formülünden (1) yararlanılmıştır (Özdamar, 2003).

$$n = \frac{N.t^2.p.q}{d^2.(N-1) + t^2.p.q} \quad (1)$$

Bu formülde

N = Evren sayısı

n = Örneklem sayısı

t = Standart normal dağılım tablo değeri

p: İncelenen olayın görüş sıklığı (olasılığı),

q: İncelenen olayın görülme sıklığı (p+q=1),

d: Olayın görülme sıklığına göre yapılmak istenen \pm sapma, duyarlılık

olarak kullanılmaktadır. Araştırmada topluluk oranı ve tahmini ifade eden p değeri konu ile ilgili benzer araştırmalar ve literatür incelenerek 0,5 olarak alınmıştır. Buna bağlı olarak q değeri de 0,5 olarak alınmıştır. Katlanılabilir nispi standart hata oranı (duyarlılık) %3-10 arasında tahmin edilmelidir (Özdamar, 2003). %3'e yaklaştıkça örneklem sayısı büyüyecek, bununla birlikte araştırmanın güvenilirliği artacak %10'a yaklaştıkça örneklem sayısı azalacaktır. Bu araştırmada katlanılabilir hata oranı, maddi olanaklar ve zaman unsuru da dikkate alınarak %10 olarak belirlenmiştir. Bununla birlikte, araştırmalarda yapılan çalışmaların bir güven aralığında olması gerekmektedir. Bu araştırma için belirlenen bu aralık ise (+ -) %2,5'dir. Diğer bir ifadeyle güven aralığı % 95'dir. Buna bağlı olarak standart normal dağılım tablo değeri olan t değeri ise 1,96'dır. Bu değerler formülde kullanıldığında araştırma için anket yapılması gereken kişi sayısı (örneklem) ≥ 95 olarak hesaplanmıştır.

4. Araştırmanın Yöntemi

Araştırmada veri toplama aracı olarak anket yöntemi kullanılmıştır. Anket hazırlanırken, daha önce konu ile ilgili yapılmış literatür çalışmaları ve konu ile ilgili ölçekler incelenerek yapılacak araştırma amaçlarına uygun anket formu hazırlanmıştır. Araştırmada kullanılan anket iki bölümden oluşmaktadır. İlk bölüm 4 sorudan oluşup cinsiyet, yaş, eğitim seviyesi ve çalışma süresi gibi demografik özellikleri sorgulamaktadır. İkinci bölümde bulunan 31 soru ile sırasıyla çalışma koşulları, ücret, yöneticiler ile ilişkiler, ekip arkadaşları ile ilişkiler, verilen eğitimler, terfi ve ödül imkânları gibi tatmini etkilediği düşünülen faktörler ve direk iş tatminiyle ilgili ifadelerle çalışan tatminini ölçülmesi amaçlanmıştır. Çalışan tatminini ölçmek üzere hazırlanan sorular 5'li Likert ölçeği tipindedir. Katılımcılardan her bir ifade için "1" ile "5" arasında kendilerine en uygun şıkla katılma derecelerini gösteren "5 - kesinlikle katılıyorum", "4 - katılıyorum", "3 - kararsızım", "2- katılmıyorum" ve "1- kesinlikle katılmıyorum" seçeneklerinden birini işaretlemeleri beklenmiştir. Anket uygulanmadan önce yapılacak anketin geçerliliğini ölçmek amacıyla 20 kişi ile pilot uygulama yapılmış; pilot uygulama ile anket herkes tarafından aynı şekilde anlaşılacak ve herkes için açık olacak şekilde yeniden düzenlenerek ankete son hali verilmiştir. Toplam 114 gıda mühendisiyle görüşülmüştür. Görüşme sonrasında toplanan anketlerden 11 tanesi içerdikleri mantık hataları ve güvenilir bulunmamaları nedeniyle elenmiştir. Araştırma verilerinin analizi ve sonuçlarının belirlenmesi için araştırmaya geri kalan 103 anketle devam edilmiştir. Araştırma verilerinin analizinde SPSS istatistik paket programından yararlanılmıştır.

4.1. Normallik Testi

Araştırma kapsamında elde edilen veriler analiz edilmeden önce belirlenmesi gereken ilk konu verilerin hangi analiz yöntemleri kullanılarak analiz edileceğidir. Uygun analiz türünün belirlenmesinde ilk ölçüt verilerin türüdür. Analiz yöntemleri verilerin özelliklerine göre iki temel gruba ayrılır. Parametrik olan (normal dağılıma uyan) veriler için kullanılan analiz yöntemleri Varyans Analizi, T-Testi, Pearson Korelasyonudur. Parametrik olmayan (normal dağılıma uymayan) veriler için kullanılan analiz yöntemleri ise Ki-Kare Testleri, Sperman Korelasyonudur (Özdamar, 2003). Değişkenlerin normal dağılıma uyup uymadığını test etmek için Basıklık (kurtosis) ve Çarpıklık (skewness) ölçülerine bakılır. Normal dağılımda simetrikliğin bozulma derecesine çarpıklık (skewness) denir. Dağılım sağa uzun kuyruklu ise sağa (pozitif) çarpık, sola uzun kuyruklu ise sola (negatif) çarpık olarak adlandırılır. Normal dağılım eğrisinin sivrilik veya yuvarlaklık derecesine basıklık (kurtosis) denir (Özdamar, 2003). Ankette belirtilen her bir Normallik Testinden geçebilmesi için Basıklık ve Çarpıklık değerlerinin araştırma için kabul ettiğimiz % 5 anlamlılıkta -2,58 ile +2,58 değerleri arasında olması gerekir (Özdamar, 2003).

Ankette yer alan tüm ifadeler çarpıklık ve basıklık değerleri -2,58 ile +2,58 aralığında olduğu için Normallik testinden geçmiştir.

4.3. Ana Bileşen (Faktör) Analizi

Yapılan analizler sonucu elde edilen faktör yapısı araştırma modeli kurulurken oluşturulan faktörlerle ve onları ifade eden ifadelerle uyumlu olması sonucu araştırmanın ilerleyen analizlerine faktör analizi sonucu elde edilen faktörle devam edilmiştir.

4.4. Faktörlerin Güvenilirlik Analizi

Yapılan analizler sonucunda faktörlerin iç tutarlılığı (alfa katsayıları) yeterlidir. Ayrıca maddelerin “Madde Silindiğinde Alfa Değeri (Cronbach Alpha if Item Deleted)” katsayıları incelendiğinde herhangi bir değişkenin silinmesinin, faktörlerin iç tutarlılığını açısından bir değişiklik yapmayacağından dolayı faktörlerin orijinal hali korunmuştur.

4.5. Korelasyon Analizi

Korelasyon analizi ile iki farklı değişken arasındaki ilişkinin yönü ve şiddeti saptanır. Değişkenlerin bağımlı veya bağımsız olmasına bakılmadan hesaplanan korelasyonu değişik şekil ve amaçlar için hesaplamak mümkünken, bu çalışmada Pearson Korelasyon katsayısı kullanılmıştır. Pearson korelasyon katsayısı r ile gösterilir ve -1 ile +1 arasında değişen değerler alır. Korelasyon katsayısının +1 olması değişkenler arasında doğru yönlü tam bir ilişkinin olduğunu gösterirken, bir değişken hangi oranda arttı ya da azaldıysa diğer değişken de aynı oranda artmış ya da azalmış demektir. Buna karşılık korelasyon katsayısının -1 olması değişkenler arasında ters yönlü tam bir ilişkinin olduğunu gösterirken, bir değişken hangi oranda arttı ise diğer değişken de aynı oranda azalmış demektir. Korelasyon katsayısının sıfır olması ise değişkenler arasında hiçbir ilişkinin olmadığını gösterir. Değişkenler arasındaki ilişkinin düzeyinin değerlendirilmesinde, korelasyon katsayısı ile elde edilen sayının pozitif veya negatif olması önemli değildir, bu sayının mutlak değeri göz önünde bulundurulur. Değişkenler arasındaki ilişkinin düzeyi, korelasyon katsayısının 0-0,29 arasında olması durumunda zayıf, 0,30-0,69 arasında olması durumunda orta, 0,70-0,89 arasında olması durumunda kuvvetli ve 0,90-1 arasında olması durumunda ise çok kuvvetli şeklinde yorumlanabilir (Büyüköztürk, 2010).

Bazı durumlarda, hesaplanan korelasyon katsayısının belirli bir büyüklüğe sahip olması ya da sıfırdan farklı bir değer olması değişkenler arasında anlamlı bir ilişki olduğunu göstermez. SPSS ile yapılan basit korelasyon analizi ile hesaplanan korelasyon katsayısının istatistiksel olarak anlamlı olup olmadığı da belirli bir anlamlılık (0,01 ve 0,05 gibi) düzeyinde test edilmektedir. Tablo 1’de SPSS’de yapılan korelasyon analizinin sonuçları verilmiş ve aralarında 0,01 anlamlılık düzeyinde ilişki olan sonuçların yanına “***”, 0,05 anlamlılık düzeyinde ilişki olan sonuçların yanına da “*” konmuştur.

Tablo 1. Korelasyon analizi

| Pearson Correlation | Çalışma koşulları | Ücret | Yönetici ile ilişkiler | Ekip Arkadaşları | Eğitim | Terfi ve Ödül | Tatmin |
|------------------------|-------------------|--------|------------------------|------------------|--------|---------------|--------|
| Çalışma koşulları | 1 | ,182 | ,450** | ,343** | ,253** | ,194* | ,243* |
| Ücret | ,182 | 1 | ,384** | ,425** | ,116 | ,416** | ,651** |
| Yönetici ile ilişkiler | ,450** | ,384** | 1 | ,688** | ,204* | ,443** | ,522** |
| Ekip Arkadaşları | ,343** | ,425** | ,688** | 1 | ,264** | ,235* | ,450** |
| Eğitim | ,253** | ,116 | ,204* | ,264** | 1 | ,097 | ,123 |
| Terfi ve Ödül | ,194* | ,416** | ,443** | ,235* | ,097 | 1 | ,659** |
| Tatmin | ,243* | ,651** | ,522** | ,450** | ,123 | ,659** | 1 |

Korelasyon analizi sonucuna göre çalışma koşulları ile yöneticiyle olan ilişkiler ($r = 0,450$) ve ekip arkadaşlarıyla ilişkiler ($r = 0,343$) arasında orta düzeyde pozitif bir ilişki vardır. Yani çalışma koşullarında meydana gelen her olumlu gelişme aynı zamanda yöneticilerle olan ilişkiler ve ekip arkadaşlarıyla olan ilişkileri de olumlu şekilde etkilemektedir. Aynı sonuçlara göre ücret ile yöneticiyle olan ilişkiler ($r = 0,384$), ekip arkadaşlarıyla olan ilişkiler ($r = 0,425$), terfi ve ödül imkânları ($r = 0,416$) arasında orta düzeyde pozitif bir ilişki vardır. Ek olarak ücret ile genel tatmin arasında kuvvetliye çok yakın pozitif ($r = 0,651$) bir ilişki vardır yani ücret ile yapılabilecek herhangi bir olumlu gelişme aynı zamanda genel tatmini de olumlu şekilde etkileyecektir. Önceden belirtildiği üzere yönetici ile ilişkiler çalışma koşulları ve ücret ile orta düzeyde pozitif bir ilişkiye sahipken, buna ek olarak terfi ve ödül imkânları ($r = 0,443$) ve genel tatmin ($r = 0,522$) ile de orta düzey pozitif bir ilişkiye sahiptir. Ayrıca yöneticiyle olan ilişkiler ile ekip arkadaşlarıyla olan ilişkiler arasında kuvvetliye yakın pozitif ($r = 0,688$) bir ilişki vardır yani yöneticiyle olan ilişkilerde yapılabilecek herhangi bir olumlu gelişme aynı zamanda ekip arkadaşlarıyla olan ilişkileri de olumlu şekilde etkileyecektir. Ekip arkadaşlarıyla ilişkiler ile genel tatmin arasında orta düzeyde pozitif ($r = 0,450$) bir ilişki vardır yani ekip arkadaşlarıyla ilişkilerde yapılabilecek herhangi bir olumlu gelişme aynı zamanda genel tatmini de olumlu şekilde etkileyecektir. Terfi ve ödül imkânları ile genel tatmin arasında kuvvetliye yakın pozitif ($r = 0,659$) bir ilişki vardır yani terfi ve ödül imkânlarında yapılabilecek herhangi bir olumlu gelişme aynı zamanda genel tatmini de olumlu şekilde etkileyecektir.

4.6. Hipotez Testleri

4.6.1. Çalışan Tatmini - Regresyon Analizi

Regresyon analizi bağımlı değişken ile bir veya daha çok bağımsız değişken arasındaki ilişkiyi incelemek amacıyla kullanılan bir analiz yöntemidir. Bir tek bağımsız değişkenin kullanıldığı regresyon tek değişkenli regresyon analizi, birden fazla bağımsız değişkenin kullanıldığı regresyon analizi de çok değişkenli regresyon analizi olarak adlandırılır. Regresyon analizi ile; bağımlı ve bağımsız değişkenler arasında bir ilişki var mıdır? Eğer bir ilişki varsa bu ilişkinin gücü nedir? Değişkenler arasında ne tür bir ilişki vardır? Bağımlı değişkene ait ileriye dönük değerleri tahmin etmek mümkün müdür ve nasıl

tahmin edilmelidir? Belirli koşulların kontrol edilmesi durumunda özel bir değişken veya değişkenler grubunun diğer değişken veya değişkenler üzerindeki etkisi nedir ve nasıl değişir? gibi sorulara cevap aranmaya çalışılır (Ergün, 1995). Tek Değişkenli Regresyon Analizi, bir bağımlı değişken ve bir bağımsız değişken arasındaki ilişkiyi inceler. Tek değişkenli regresyon analizi ile bağımlı ve bağımsız değişkenler arasındaki doğrusal ilişkiyi temsil eden bir doğrunun denklemi formüle edilir. Bir adet bağımlı değişken ve birden fazla bağımsız değişkenin bulunduğu regresyon modelleri ise çok değişkenli regresyon analizi olarak bilinir. Çok değişkenli regresyon analizinde bağımsız değişkenler eş zamanlı olarak (aynı anda) bağımlı değişkendeki değişimi açıklamaya çalışmaktadır. Hesaplama ve yorum bakımından tek değişkenli regresyon analizine benzemektedir. Çok değişkenli regresyon analizinin yorumu da tek değişkenli regresyon analizine benzemektedir. Örneğin, tek değişkenli regresyon analizindeki karşılığı çoklu regresyon katsayısı R (multiple R) olarak ifade edilmektedir. (Ergün, 1995).

Çoklu regresyon katsayısı R, bir bağımlı değişkendeki değişim ile eşzamanlı (aynı anda) ele alınan birden fazla bağımsız değişkendeki değişim arasındaki ilişkinin derecesini göstermektedir. Daha basit bir ifade ile bağımlı değişken ile birlikte ele alınan bir grup bağımsız değişkendeki değişimin ilişkisinin bir göstergesidir. Araştırma kapsamında çalışan tatmini etkileyen faktörlerin belirlenmesi amacıyla yapılan regresyon analizinde “Enter (Giriş) Metodu” kullanılmıştır. Regresyon analizinde dikkat edilmesi gereken en önemli regresyon formülündeki bağımsız değişkenlerden hiçbirinin aynı kavramı ölçmediğinin doğrulanmasıdır. Bu durum regresyon analizinin gücünü düşüren bir durumdur. Regresyon formüllerinde bağımsız değişkenlerin aynı kavramı ölçme durumuna “benzer değişkenle ölçüm” (collinearity) ismi verilmektedir. Bir regresyon formülünde benzer değişkenle ölçüm (collinearity) olup olmadığını anlamak için “Multicollinearity” testi yapılmalıdır. Bu teste Tolerans değerlerinin 0,10 üstünde ve Vif değerlerinin 5,3 altında olması benzer değişkenle ölçüm (collinearity) olmadığının göstergesidir (Ergün, 1995).

Tablo 2. Çoklu Doğrusal Bağlantı Testi

| Multicollinearity Test | Tolerance | VIF |
|------------------------|-----------|-------|
| Çalışma Koşulları | ,770 | 1,299 |
| Ücret | ,713 | 1,402 |
| Yöneticiyle ilişkiler | ,404 | 2,474 |
| Ekiple ilişkiler | ,463 | 2,160 |
| Eğitim | ,899 | 1,113 |
| Terfi ve ödüller | ,705 | 1,419 |

Tablo 2’den görülebileceği üzere tolerans ve VIF değerlerine göre hiçbir bağımsız değişken arasında çoklu doğrusal bağlantı yoktur. Çoklu doğrusal bağlantının olmadığına doğrulanmasını takiben araştırma kapsamında ilk olarak “Enter (Giriş) Metodu” kullanılarak regresyon analizi yapılmıştır.

Tablo 3. Enter (Giriş) Metodu ile Regresyon Analizi

| Model | Değişkenler | Metot | R | R kare | Standardize edilmiş regresyon katsayısı | Anlamlılık (P) |
|-------|-----------------------|-------|-------|--------|---|----------------|
| 1 | Çalışma Koşulları | Giriş | 0,799 | 0,638 | ,007 | ,918 |
| | Ücret | | | | ,385 | ,000 |
| | Yöneticiyle ilişkiler | | | | ,106 | ,274 |
| | Ekiple ilişkiler | | | | ,116 | ,004 |
| | Eğitim | | | | -,017 | ,794 |
| | Terfi ve ödüller | | | | ,425 | ,000 |

Bağımsız değişkenlerin bir blok olarak tek bir adımda girilip değerlendirildiği Enter (Giriş) Metoduyla yapılan regresyon analizine ait sonuçları gösteren Çizelge 3'ten görüldüğü üzere $R = \% 79,9$ ve $R^2 = \% 63,8$ olduğuna göre bağımsız değişkenler genel iş tatmin düzeyini $\% 63,8$ 'lik bir oranda etkilemektedir. Başka bir deyişle iş tatminine ilişkin toplam varyansın $\% 63,8$ 'inin Çizelge 4.35'teki iş tatmini unsurları tarafından açıklanmaktadır. Yapılan regresyon analizine göre "H1: Kalite Yönetimi Sistemleri çerçevesinde çalışanlara rahat hissedecekleri ortam sağlanması ile iş tatmini arasında olumlu ilişki vardır." hipotezi için anlamlılık değeri olan $p = 0,918 > 0,05$ olduğu için, $0,05$ anlamlılık düzeyinde çalışma koşullarıyla iş tatmini arasında anlamlı bir ilişki saptanamamıştır. Buna göre H1 hipotezi reddedilmiştir. Yapılan regresyon analizine göre "H2: Kalite Yönetimi Sistemleri çerçevesinde çalışanlara sağlanan maddi ve sosyal çıkarların çalışanların iş tatmini üzerinde olumlu etkisi vardır." hipotezi için anlamlılık değeri olan $p = 0,000 < 0,05$ olduğu için, $0,05$ anlamlılık düzeyinde ücret ile iş tatmini arasında anlamlı bir ilişki saptanmıştır. Buna göre H2 hipotezi kabul edilmiştir. Yapılan regresyon analizine göre "H3: Kalite Yönetimi Sistemleri çerçevesinde çalışanların yöneticilerle iyi ilişkiler kurulabilmesi ve yöneticiler tarafından önemsenmesinin iş tatmini üzerinde olumlu bir etkisi vardır." hipotezi için anlamlılık değeri olan $p = 0,274 > 0,05$ olduğu için, $0,05$ anlamlılık düzeyinde yönetici ile olan ilişkiler ile iş tatmini arasında anlamlı bir ilişki saptanamamıştır. Buna göre H3 hipotezi reddedilmiştir. Yapılan regresyon analizine göre "H4: Kalite Yönetimi Sistemleri çerçevesinde aynı ekipte çalışanlar arasında iyi ilişkiler kurulabilmesi ve ekip ruhu yaratılarak hareket edilebilmesinin iş tatmini üzerinde olumlu bir etkisi vardır." hipotezi için anlamlılık değeri olan $p = 0,004 < 0,05$ olduğu için, $0,05$ anlamlılık düzeyinde ekip arkadaşları ile olan ilişkiler ile iş tatmini arasında anlamlı bir ilişki saptanmıştır. Buna göre H4 hipotezi kabul edilmiştir. Yapılan regresyon analizine göre "H5: Kalite Yönetimi Sistemleri çerçevesinde çalışanlara verilen eğitimler çalışanların iş tatminlerini artırır." hipotezi için anlamlılık değeri olan $p = 0,794 > 0,05$ olduğu için, $0,05$ anlamlılık düzeyinde kalite yönetim sistemleri çerçevesinde verilen eğitimler ile iş tatmini arasında anlamlı bir ilişki saptanamamıştır. Buna göre H5 hipotezi reddedilmiştir. Yapılan regresyon analizine göre "H6: Kalite Yönetimi Sistemleri çerçevesinde çalışanlara sunulan ödül ve terfi imkânlarının çalışanların iş tatmini üzerinde olumlu bir etkisi vardır." hipotezi için anlamlılık değeri olan $p = 0,000 < 0,05$ olduğu için, $0,05$ anlamlılık düzeyinde ekip arkadaşları ile olan ilişkiler ile iş tatmini arasında anlamlı bir ilişki saptanmıştır. Buna göre H6 hipotezi kabul edilmiştir.

4.6.2. Demografik Değişkenlerin Analizi

Demografik değişkenlerin tatmin üzerinde farklılık yaratıp yaratmadığının tespiti amacıyla iki gruptan oluşan cinsiyet değişkeni için bağımsız örneklem t-testi, ikiden fazla gruptan oluşan eğitim seviyesi, yaş ve çalışma süresi içinse one way ANOVA (tek yönlü varyans analizi) kullanılmıştır.

Tablo 4. Cinsiyet – İş Tatmini İlişkisi

| | Değişken | N | xort | ss | t | p |
|----------|----------|----|------|-------|------|------|
| Cinsiyet | Erkek | 38 | 3,81 | 0,571 | 2,81 | 0,01 |
| | Kadın | 65 | 3,66 | 0,459 | | |

İş tatminine etki eden faktörlerden alınan tatmin düzeyinin çalışanların cinsiyetine göre farklılaşıp farklılaşmadığı t-testi ile analiz edilmiştir. $\% 95$ güven düzeyinde yapılan t-testi sonucuna göre, Çizelge

4.36'dan da görüldüğü üzere $p = 0,01 < 0,05$ olduğundan 0,05 anlamlılık düzeyinde iki grubun ortalamaları arasındaki farkın istatistiksel olarak anlamlı olduğu anlaşılmaktadır. "H8: Kalite Yönetimi Sistemleri çerçevesinde çalışanların cinsiyetlerine göre iş tatmin seviyeleri arasında anlamlı bir farklılık görülmektedir." hipotezi 0,05 anlamlılık düzeyinde kabul edilmiştir. Buradan hareketle erkek çalışanların ortalamasıyla kadın çalışanların ortalaması kıyaslandığında kadın çalışanların iş tatmini ortalaması olan $x_{ort} \text{ kadın} = 3,66$ erkek çalışanların iş tatmini ortalaması olan $x_{ort} \text{ erkek} = 3,81$ 'den düşük olduğu için erkek çalışanların iş tatmin düzeyinin kadın çalışanlarınkine göre daha yüksek olduğu saptanmıştır. Literatürde yer alan araştırmalara göre cinsiyet değişkenini iş tatmininde bir etken olmasına rağmen hangi cinsin daha çok tatmin sağladığı işin kendisine, koşullarına ve ülkeden ülkeye değişmektedir (Toker, 2007). Liu ve arkadaşlarının 100 çalışan ile yaptığı çalışma, araştırma sonucunda elde edilen sonuçları destekler nitelikte olup, erkek ve kadın çalışanların iş tatminlerinin belirgin şekilde farklılaştığını saptamıştır (Liu ve diğerleri, 2011)

Tablo 5.Yaş – İş Tatmini İlişkisi

| | Değişken | N | x_{ort} | ss | F | p |
|-----|----------|----|-----------|------|------|------|
| Yaş | < 25 | 19 | 2,93 | 0,97 | 4,92 | 0,02 |
| | 25 – 30 | 39 | 3,79 | 0,61 | | |
| | 31 – 40 | 36 | 3,94 | 0,56 | | |
| | 41 – 50 | 9 | 4,18 | 0,33 | | |

İş tatminine etki eden faktörlerden alınan tatmin düzeyinin çalışanların yaşına göre farklılaşp farklılaşmadığı tek yönlü varyans analizi ile analiz edilmiştir. % 95 güven düzeyinde yapılan tek yönlü varyans analizi sonucuna göre $p = 0,02 < 0,05$ olduğundan 0,05 anlamlılık düzeyinde grup ortalamaları arasındaki farkın istatistiksel olarak anlamlı olduğu anlaşılmaktadır. "H7: Kalite Yönetimi Sistemleri çerçevesinde çalışanların yaş gruplarına göre iş tatmin seviyeleri arasında anlamlı bir farklılık görülmektedir." hipotezi 0,05 anlamlılık düzeyinde kabul edilmiştir. Söz konusu farkın kaynağını (hangi gruplar arasındaki farklılığın anlamlı olduğunu) tespit etmek için çoklu karşılaştırma Tukey Testi kullanılmıştır. Tukey Testi sonucuna göre $x_{ort} = 2,93$ olan 25 yaş altı grup ile $x_{ort} = 4,18$ olan 41-50 yaş arası grubun iş tatmini istatistiksel olarak anlamlı derecede birbirinden farklıdır. Benzer şekilde ile $x_{ort} = 4,18$ olan 41-50 yaş arası grubun iş tatmini istatistiksel olarak 25-30 yaş grubundan ($x_{ort} = 3,79$) ve 31-40 yaş grubundan ($x_{ort} = 3,94$) anlamlı derecede farklıdır. Fakat 25-30 yaş grubu ($x_{ort} = 3,79$) ile 31-40 yaş grubu ($x_{ort} = 3,94$) arasında iş tatmini seviyesi istatistiksel olarak anlamlı derecede bir fark bulunmamıştır. Ek olarak, yapılan analizle birlikte iş tatmin seviyesinin yaş ile birlikte arttığı açık bir şekilde Çizelge 4.37'den görülebilmektedir. Literatürdeki araştırmalarda yaş ile tatmin arasında genellikle olumlu bir ilişki olduğunu göstermekte ve araştırma sonuçlarını desteklemektedir. Çalışanların yaşları ilerledikçe işlerinde daha çok tatmin oldukları görülmektedir. Bunun nedeni ise, ilerleyen yaşla birlikte, deneyim nedeniyle uyumun artması olabilir. Diğer yandan, daha genç çalışanların yükselme ve diğer iş koşullarına yönelik aşırı beklentilere sahip olmaları nedeniyle, işe yeni başladıklarında tatminsiz olma olasılıkları oldukça yüksektir. Bunun yanında, iş tatmininin yaş ile ilişkisi uluslararası geçerliliğe sahip bulunmaktadır. Bu konuda, Michigan Üniversitesi Sosyal Araştırmalar Enstitüsü tarafından 1974 yılında beş ayrı ülkede gerçekleştirilen çalışmalar, daha ileri yaşlardaki çalışanların daha doyumlu olduğunu göstermiştir (Toker, 2007). Benzer şekilde Demirtaş'ın

2010 yılında yaptığı çalışmaya göre de iş tatmini en düşük olan çalışan grubu 30 yaş altı çalışanlardan oluşan grupken, artan yaş ile diğer yaş gruplarının iş tatmin seviyelerinin arttığı saptanmıştır.

Tablo 6. Eğitim Seviyesi – İş Tatmini İlişkisi

| | Değişken | N | xort | ss | F | p |
|-----------------|------------|----|------|------|-------|------|
| Eğitim Seviyesi | Lisans | 79 | 3,69 | 0,88 | 0,602 | 0,55 |
| | Lisansüstü | 20 | 3,77 | 0,51 | | |
| | Doktora | 4 | 3,91 | 0,23 | | |

İş tatminine etki eden faktörlerden alınan tatmin düzeyinin çalışanların eğitim seviyesine göre farklılaşıp farklılaşmadığı tek yönlü varyans analizi ile analiz edilmiştir. % 95 güven düzeyinde yapılan tek yönlü varyans analizi sonucuna göre Çizelge 4.38’den de görüldüğü üzere $p = 0,55 > 0,05$ olduğundan 0,05 anlamlılık düzeyinde grup ortalamaları arasındaki farkın istatistiksel olarak anlamlı olmadığı sonucuna ulaşılmıştır. “H9: Kalite Yönetimi Sistemleri çerçevesinde çalışanların eğitim seviyelerine göre iş tatmin seviyeleri arasında anlamlı bir farklılık görülmektedir.” hipotezi 0,05 anlamlılık düzeyinde reddedilmiştir. Yapılan bir araştırmaya göre çalışanların öğrenim düzeyinin işin gerektirdiğinden çok yüksek düzeyde olması halinde iş tatminsizliğinin ortaya çıktığı; öğrenim düzeyinin işin gerektirdiğinden orta düzeyde yüksek olması halinde ise bu iki değişken arasındaki etkileşimin çok az olduğu belirtilmektedir (Toker, 2007).

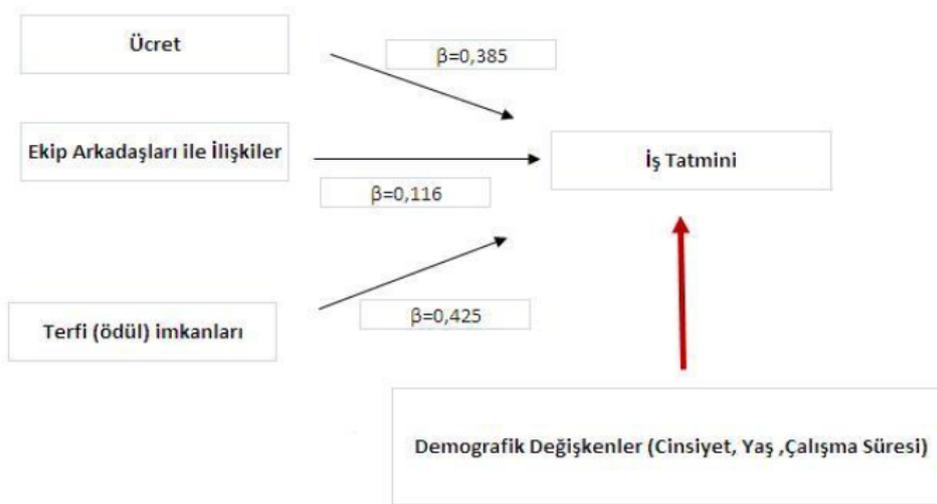
Tablo 7. Çalışma Süresi – İş Tatmini İlişkisi

| | Değişken | N | xort | ss | F | p |
|----------------|-----------|----|------|------|------|------|
| Çalışma Süresi | < 1 yıl | 7 | 3,52 | 0,18 | 6,48 | 0,01 |
| | 1-3 yıl | 23 | 4,08 | 0,22 | | |
| | 4-6 yıl | 29 | 3,43 | 0,47 | | |
| | 7-10 yıl | 15 | 4,05 | 0,65 | | |
| | 11-14 yıl | 16 | 3,9 | 0,39 | | |
| | 15-20 yıl | 13 | 4,12 | 0,26 | | |

Sistemleri çerçevesinde çalışanların çalışma sürelerine göre iş tatmin seviyeleri arasında anlamlı bir farklılık görülmektedir.” hipotezi 0,05 anlamlılık düzeyinde kabul edilmiştir. Söz konusu farkın kaynağını (hangi gruplar arasındaki farklılığın anlamlı olduğunu) tespit etmek için çoklu karşılaştırma Tukey Testi kullanılmıştır. Tukey Testi sonucuna göre $xort = 3,52$ olan 1 yıldan daha az süre çalışanlar ile $xort = 3,43$ olan 4-6 yıl arası çalışmış olan çalışanların iş tatmini diğer gruplardan istatistiksel olarak anlamlı derecede birbirinden farklıdır. Ek olarak, $xort = 4,08$ olan 1-3 yıl arası çalışmış olanlar, $xort = 4,05$ olan 7-10 yıl arası çalışmış olanlar, $xort = 3,9$ olan 11-14 yıl arası çalışmış olanlar ve $xort = 4,12$ olan 15-20 yıl arası çalışmış olanlar arasında, iş tatmini seviyelerinde istatistiksel olarak anlamlı derecede bir fark bulunamamıştır. Yapılan çalışmalara göre hizmet süresi açısından bir işletmeyle 10 yıl veya daha uzun süre çalışan çalışanlar yüksek iş tatmini belirtmeye eğilimlidirler. Aynı şekilde bir işletmeyle 3 ve 7 yıl arasında çalışan çalışanlar işletmedeki diğer hizmet yılı gruplarından daha az iş

tatmini belirtmektedirler (Petty, 2005). Ek olarak, çalışma yaşamına yeni başlayan, iş tecrübesi az olan kişilerin genelde gerçekçi olmayan beklentileri vardır. Bir işletmeye başvuran ve kabul edilen kişi çalışma koşullarının üst düzeyini hayal eder. Yeni işe başlayan bireylerin iş hakkında beklentileri eski çalışanlara göre daha yüksektir. Yeni işe başlayanlar çok daha iyi şeyleri hayal etmektedirler. Ancak zamanla bu isteklerinin karşılanması olanağının olmadığını gördüklerinde iş tatminsizliği yaşarlar (Gözen, 2007).

Araştırmadan elde edilen verilerle yapılan hipotez testleri sonucunda araştırmada tanımlanan iş tatmini faktörünü açıklayan bağımsız değişkenler ile iş tatmini arasındaki ilişkileri tanımlayan model Şekil 2’de gösterilmiştir.



Şekil 2. Hipotez testleri sonucunda elde edilen araştırma modeli

5. Sonuç ve Öneriler

Günümüzün küresel ekonomik ortamında işletmelerin ayakta kalabilmeleri ve sürdürülebilir iyi bir performans gösterebilmeleri için temel etken ne kadar rekabet edebildikleri olmuştur. Küreselleşmenin ekonomiye ek olarak siyasi, sosyal ve kültürel alanlarda da etkilerini net bir şekilde hissettirdiği günümüzde işletmelerin işletmeye yaptığı teknoloji, makine, tesis ya da tasarım iyileştirmeleri ne kadar iyi ve olumlu sonuçlar yaratsa da yeterli olmamaktadır. Küreselleşme sayesinde birçok işletme bu tip iyileştirmelere kolaylıkla ulaşabilir hale gelmiştir. Bu sebeple bu tip iyileştirmelerin verdiği sonuçlar olumlu olsa da fark yaratma konusunda yeterli olmamaktadır. Bu noktada rekabet karşısında ayakta kalabilmek için fark yaratmak zorunda kalan işletmeler insan odaklı olan yönetim şekillerine yönelmişlerdir. Bu süreçte insan, işletmeler için rekabet gücü kazandıran bir sermaye haline almaya başlamış ve bu sermayenin en iyi şekilde kullanılması için işletmelerde buna yönelik stratejiler oluşturulmaya başlanmıştır. İnsan sermayesini en iyi kullanan işletmelerin rekabet anlamında üstünlük sağladığı günümüzde değerli insan kaynağını cezp etmek, tatmin etmek ve örgütte kalmasını sağlamak örgütsel etkinliğin ve başarının ön şartı olarak karşımıza çıkmaktadır. Hem rekabet ortamında ayakta kalabilmek ve dış müşterilerini tatmin edebilmek hem de iç müşterilerinin memnuniyet ve tatmininin sağlanabilmesi amacıyla kullanılan toplam kalite iş sonuçlarında mükemmelliğe ulaşılabilmesi için, politika ve stratejilerin, çalışanların, kaynakların ve proseslerin uygun bir liderlik anlayışı ile



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yönetilmesi ve yönlendirilmesidir. Kalitesizliğin maliyet anlamına geldiği günümüz koşullarında müşterilerin artan beklentilerinin karşılanması ve üretilen ürün ya da hizmetlerde küresel anlamda kabul edilen bir yere gelmesi için kalite yönetim sistemlerinin uygulanması bir gereklilik haline almıştır. Kalite yönetiminin temelinde insan düşüncesine saygı, güven, sürekli ve sürdürülebilir bir değişim ve gelişme anlayışı yatmaktadır. İşletmelerde kaliteyi yaratan, geliştiren, sürekliliğini sağlayan ve koruyan yöntemleri insanlar kurmakta, kalite araç ve tekniklerini de insanlar kullanmaktadır. Bu noktada, kalitenin en etkili biçimde sürdürülebilmesi insan faktörüne dayanmaktadır. Kalitenin yaratılması, geliştirilmesi ve sürekliliğinin başarılı bir şekilde sağlanması ancak ve ancak bu konu için yüksek motivasyon ve isteğe sahip çalışanlardan geçmektedir. Kişilerin işlerine karşı sahip olduğu olumlu etki ya da duygular olarak “iş tatminini” ölçülmesi çalışanların görev aldıkları işlerindeki motivasyonlarının ve işlerine karşı geliştirdikleri tutumlarını etkileyen faktörlerin belirlenmesini sağlamaktadır. Bu yolla, çalışanların işlerine karşı olumsuz tutumlar ya da duygular geliştirmesine sebep olan faktörlerin belirlenerek bunların iyileştirilmesi sağlanabilmekte ve insandan en iyi şekilde faydalanmayı hedefleyen kalite yönetim sistemlerinde insanların etkinliği artırılmaktadır. Türkiye gıda sektöründeki işletmeler için ise gerek AB sürecinde gıda güvenliği ile ilgili uyum konularının sağlanmasında gerekse müşteri beklentilerinin tam olarak karşılanmasında kalite yönetimi uygulamalarının önemi belirginleşmiş ve kalite yönetim sistemleri yoğun bir şekilde uygulanmaya başlamıştır. Dolayısıyla, yaşanan bu değişim bu alanda da araştırmalar yapılmasını ve kalite yönetimi sistemlerinin işletmeler üzerindeki etkisinin irdelenmesini gerekli kılmaktadır. Yukarıda belirtilen düşünceler ışığında yapılan araştırma kapsamında öncelikli olarak kalite yönetimi sistemleri çerçevesinde çalışmakta olan ve bu sistemler dâhilinde genellikle kalite yönetim sistemlerinin “uygulayıcısı”, “sorumlusu”, “yürütücüsü” ve “yöneticisi” gibi unvanlarla çalışan gıda mühendislerinin kalite yönetim sistemleri hakkındaki genel görüş ve düşünceleri doğrultusunda iş tatmin düzeyleri belirlenmiştir. Bunu takiben, kalite yönetim sistemleri çerçevesinde çalışan gıda mühendislerinin örgütsel faktörler kapsamında yaptıkları iş karşılığında aldıkları ücret, çalışma koşulları, yöneticileri ile olan ilişkileri, ekip arkadaşlarıyla olan ilişkileri, kalite yönetim sistemleri dâhilinde verilen eğitimler ve terfi ile ödül imkânları gibi faktörlerden hangilerinin iş tatminlerini ve tatminsizliklerini belirlediğini saptanmıştır.

Sonuç olarak, gıda mühendisleri çalıştıkları işletmelerdeki kalite yönetim sistemleri çerçevesinde çalışmanın gurur verici olduğunu düşünmektedirler ve yaptıkları işi zevkli bulmaktadırlar. Gıda mühendisleri genel olarak çalıştıkları işletmelerde kalite yönetim sistemleri çerçevesinde yaptıkları işlerini severek yaptıklarını belirtmiş ve bu işte yeteneklerini kullanarak bir şeyler yapma fırsatı elde ettikleri için yaptıkları işten memnun olduklarını ifade etmişlerdir. Araştırma Alanları: Son olarak, bu çalışmadan yola çıkarak gıda mühendislerinin genel iş tatmin seviyelerinin ve iş tatminlerine etki eden faktörlerinin kalite yönetim sistemi uygulamayan işletmelerle benzerlik gösterip göstermediğinin saptanması yeni bir araştırma alanı olabilir. Ek olarak, yurtdışında yapılan benzer çalışmalardan da yararlanılarak genel olarak mühendis tatmini ve kalite yönetim sistemleri hakkındaki algılarının karşılaştırıldığı bir çalışma bu çalışmadan yola çıkılarak yapılacak yeni bir araştırma alanı olabilir. Son olarak literatürde, kalite yönetim sistemleri çerçevesinde çalışan mühendis tatminini araştıran benzer bir çalışma bulunmadığı için bu çalışmadan diğer mühendislerin iş tatmin seviyeleri ve iş tatminlerini etkileyen faktörlerin belirlenmesinde yararlanılabilir. Ayrıca, Türkiye sonuçları ve başka ülke sonuçlarını karşılaştıran bir araştırma yapılabilir.

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EVALUATION OF TURKEY'S DATA ON THE GENDER INEQUALITY AXIS FOR THE DEVELOPMENT OF WOMAN ENTREPRENEURSHIP

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Abstract: *The division of labor in production and the economic requirements and responsibilities in social life allow women to be more represented and more active in the work life. In addition to paid work, entrepreneurship is a candidate for being the most preferred and the most attractive study area for women. In line with social and economic developments, the fact that there are more women working in business life today is a satisfactory development in terms of social development. The increase in the number of female employees leads to women entrepreneurship. Although the number of female employees and female entrepreneurship increase, there are some difficulties with entrepreneurship. It is observed that these difficulties are more felt by women. There are several reasons for the difficulties. The problem of financing is the fact that customers / buyers delay the payments or do not make any payments, bureaucratic difficulties, lack of fixed income, some times having very little income and some times not having any business are the challenges faced by women entrepreneurs. The main reasons for not being able to realize entrepreneurship activities are financial insecurity, difficulty to find fund for business, too much stress, responsibility and risk. The aim of this study is to evaluate Turkey's data on the gender inequality axis for the development of woman entrepreneurship. Turkey Statistics Institute (TUIK) data were utilized. Evaluated data are respectively; the number of women entrepreneurs, the entrepreneurial tendencies of women, the difficulties women face in entrepreneurship, the reasons why women cannot fulfill the demands of entrepreneurship, the level of unemployment in women, the reasons for women being unemployed and not being an entrepreneur. As a result of the evaluations, it is aimed to develop women's unemployment and women entrepreneurship; it is recommended that the necessary structural preventions should be taken to ensure that women are not exposed to gender inequality in education and work life, and that the biggest challenge they face is providing financial security and providing financial aid for entrepreneurship.*

Keywords: *Women, Entrepreneurship, Turkey, Female Entrepreneurship, Gender Inequality*

KADIN GİRİŞİMCİLİĞİNİN GELİŞTİRİLMESİNE YÖNELİK TÜRKİYE VERİLERİNİN CİNSİYET EŞİTSİZLİĞİ EKSENİNDE DEĞERLENDİRİLMESİ

Özet: *Üretimdeki işbölümü ve toplumsal yaşamdaki ekonomik gereklilikler ve sorumluluklar kadınların iş yaşamında sayıca daha fazla temsil edilmesine ve daha aktif olmasına imkân vermektedir. Ücretli çalışmanın yanı sıra girişimcilik, kadınlar için en çok tercih edilen ve kariyer bakımından en cazip çalışma alanı olmaya adaydır. Sosyal ve ekonomik gelişmeler doğrultusunda iş hayatında günümüzde daha fazla kadın çalışan olması toplumsal kalkınma bakımından memnuniyet verici bir gelişmedir. Kadın çalışan sayısının artması beraberinde kadın girişimciliğinin de önünü açmaktadır. Her ne kadar kadın çalışan sayısı ve kadın girişimciliği artsa da girişimcilik ile ilgili bazı zorluklar bulunmaktadır. Bu zorlukların kadınlar tarafından daha fazla hissedilmekte olduğu gözlenmektedir. Yaşanan zorlukların çeşitli sebepleri bulunmaktadır. Finansman sorunu, müşterilerin/ alıcıların ödemelerini geciktirmesi veya hiç ödeme yapmaması, bürokratik zorluklar, sabit gelirin olmaması, çok az gelir*

elde ettiği dönemlerin olması ve iş olmadığı dönemlerin olması kadın girişimcilerin karşılaştığı zorlukların başında gelmektedir. Girişimcilik faaliyetlerini gerçekleştirilememesi sebeplerinin başında ise mali güvensizlik, iş için finansman bulmanın zor olması, çok fazla stres, sorumluluk veya risk içermesi gelmektedir. Bu çalışmanın amacı kadın girişimciliğinin geliştirilmesine yönelik Türkiye verilerinin cinsiyet eşitsizliği ekseninde değerlendirilmesidir. Verilerin değerlendirilmesinde Türkiye İstatistik Kurumu'nun (TÜİK) verilerinden yararlanılmıştır. Değerlendirilen veriler; sahibi kadın olan girişim sayısı, kadınların girişimcilik eğilimleri, kadınların girişimcilikte yaşadıkları zorluklar, kadınların girişimcilik isteklerini gerçekleştirilememesi sebepleri, kadınlarda işsizlik düzeyi, kadınların işsiz olma ve girişimci olamama sebeplerine etki eden faktörlerdir. Değerlendirmeler sonucunda kadın işsizliğinin ve kadın girişimciliğinin geliştirilmesine yönelik; kadınların eğitim ve iş yaşamında cinsiyet eşitsizliğine maruz kalmamaları için gerekli yapısal önlemlerin alınması, karşılaştıkları en büyük zorluk olan mali güvence verilmesi ve girişimcilik için finansman desteği sağlanması önerilmektedir.

Anahtar Kelimeler: Kadın, Girişimcilik, Türkiye, Kadın Girişimciliği, Cinsiyet Eşitsizliği

Girişimcilik ve Türkiye'de Kadın Girişimciliği

Üretimdeki işbölümü ve toplumsal yaşamdaki ekonomik gereklilikler ve sorumluluklar kadınların iş yaşamında sayıca daha fazla temsil edilmesine ve daha aktif olmasına imkân vermektedir. Ücretli çalışmanın yanı sıra girişimcilik, kadınlar için en çok tercih edilen ve kariyer bakımından en cazip çalışma alanı olmaya adaydır.

Morris ve Davis (1994, s.65) girişimciliği, bir fırsatı yakalayıp ve değerlendirebilmek için kaynakları bir araya getirerek değer yaratım süreci olarak tanımlamaktadırlar. Ecevit (1993, s.20) ise kadın girişimciyi; konut harici bir yerde, kendi namına kurulu bir veya birkaç işyeri olan ve bu işyerinde kendisi veya ücret mukabili çalıştırdığı kişilerle imalat ya da hizmet ile ilgili faaliyetlerde bulunan; işi ile ilgili kuruluş, örgütlenme, planlama, işletme ve geliştirme konularında kendi karar verebilen; mal veya hizmetlerin dağıtımını ve ticaretini yapan veya çalışanlarına yaptıran; iş ilişkisinde bulunduğu kişi, şirket ve kurumlarla kendi adına ilişki kuran; kazandığı gelirleri tasarruf, yatırım ve kullanım hakları olan kadın olarak tanımlamaktadır. Bu bağlamda; araştırmada yararlanılan TÜİK istatistiklerinde ve tablolarda da sıkça ifade edilen kendi hesabına çalışma ve kendi hesabına çalışan kadın kavramlarını kadın girişimci olarak değerlendirmek uygun görülmektedir.

Kadınların Girişimciliğe Yönelme Sebepleri

Kadınlar Türkiye'de ve tüm dünya genelinde ücretli olduğu kadar girişimci kimlikleriyle de iş yaşamında aktif rol üstlenmektedirler. Bununla birlikte, cinsiyet-rol etkisi ile kadınların bazı mesleklerde yoğunlaşmasına sebep olabilmektedir. Bu bağlamda, kadınlar özellikle geçtiğimiz otuz yılda daha çok hemşirelik, öğretmenlik, eczacılık, kütüphanecilik ve sekreterlik gibi mesleklerde çalışırken; mühendislik, hekimlik, hâkimlik ve yöneticilik gibi meslekler erkek mesleği olarak kabul görmüştür. Bu durumda sadece erkek mesleği algısı ya da yakıştırması olmasının yanında, o dönemki iş ve yaşam koşulları, sosyo-kültürel ve ekonomik şartlar ve özellikle kız çocuklarının eğitim imkânlarına ulaşımı gibi faktörler de göz önünde bulundurulmalıdır.

Güney (2006) bu durumla ilgili olarak; bazı meslek gruplarına girişin, kadınlara açık olmaması olduğunu ve bazı ailelerin, kız çocuklarını değil de; erkek çocuklarını okutma eğiliminin daha yüksek olduğunu ifade etmektedir. Gürol (2000, s.242) da kadınlara ait girişimlerin sayısının artmasını; sosyo-kültürel altyapıdaki değişime, kadınların öğretim düzeylerinin yükselmesine, işsizlik kaygısıyla kendi kendilerinin patronu olmayı arzulamalarına; "cam tavan" olarak adlandırılan ve kadınların işletmelerde terfi alıp yükselmelerinde erkek engeli düşüncesinin geçerli olmasına bağlamaktadır. Kadınların

girişimciliğe yönelme ve kendi hesabına çalışmaya başlama sebepleri incelendiğinde ilk sırada ücretli bir iş bulamamaları gelmektedir. Daha sonra; önceki işverenin kendi hesabına çalışmayı önermesi, işin niteliği gereği genel eğilimin bu şekilde olması, uygun fırsatın kendiliğinden oluşması, aile işine devam edilmesi, bir sebeple mecbur kalınması ve esnek çalışma saatleri nedeniyle istenmesi gelmektedir.

Girişimcilik Sürecinde Kadınların Karşılaştığı Zorluklar

Üretilen mal veya hizmetin fiyatını belirlemede etkisinin az olması, işinde finansman sorunu yaşaması, müşterilerin/ alıcıların ödemelerini geciktirmesi veya hiç ödeme yapmaması, bürokratik zorluklar, hastalandığında gelirin olmaması, çok az gelir elde ettiği dönemlerin olması ve iş olmadığı dönemlerin olması kadın girişimcilerin karşılaştığı zorlukların başında gelmektedir.

Kadınların Girişimcilik Faaliyetlerini Gerçekleştirememeye Sebepleri

Kadınlar farklı güdülerle girişimciliğe yönelmekte ve karşılaştıkları türlü zorluklarla mücadele etmektedirler. Buna karşılık, bazıları başarılı olmakta bazıları ise bu tutkularını, ideallerini, üretme ve topluma ekonomik fayda sağlama çabalarını gerçekleştirememektedirler. Girişimcilik faaliyetlerini gerçekleştirememeye sebeplerinin başında mali güvensizlik, iş için finansman bulmanın zor olması, çok fazla stres, sorumluluk veya risk içermesi gelmektedir.

Kadın Girişimciliğinin Geliştirilmesine Yönelik Türkiye Verilerinin Cinsiyet Eşitsizliği Ekseninde Değerlendirilmesi

Kadın girişimciliğinin geliştirilmesine yönelik Türkiye verilerinin cinsiyet eşitsizliği ekseninde değerlendirilmesinde TÜİK verilerinden yararlanılmıştır. Aşağıda sunulan tablo ve şekiller ile ilgili veriler değerlendirilmektedir.

Tablo 1. Büyüklüğüne (ücretli çalışan sayısına) göre sahibi kadın olan ferdi mülkiyet işveren girişimlerin oranı, 2007-2016

| Yıl | Toplam | Büyüklük grubu (%) | | | | | |
|------|--------|--------------------|------|-------|-------|-------|------|
| | | 1-4 | 5-9 | 10-19 | 20-49 | 50-99 | 100+ |
| 2007 | 15,6 | 16,0 | 11,2 | 11,0 | 11,0 | 8,8 | 16,1 |
| 2008 | 16,1 | 16,7 | 12,3 | 10,2 | 11,6 | 10,5 | 14,3 |
| 2009 | 14,6 | 15,3 | 11,2 | 10,0 | 11,9 | 8,1 | 13,1 |
| 2010 | 15,3 | 16,3 | 11,3 | 10,0 | 9,6 | 5,9 | 10,5 |
| 2011 | 15,4 | 16,2 | 12,6 | 10,9 | 10,3 | 9,0 | 7,8 |
| 2012 | 17,6 | 18,5 | 13,4 | 11,7 | 11,1 | 9,9 | 8,9 |
| 2013 | 17,6 | 18,5 | 13,5 | 11,7 | 11,1 | 10,5 | 12,1 |
| 2014 | 18,1 | 19,2 | 13,5 | 11,8 | 12,0 | 9,9 | 12,3 |
| 2015 | 18,4 | 19,5 | 13,8 | 12,1 | 11,7 | 11,1 | 12,8 |
| 2016 | 18,7 | 19,7 | 13,9 | 12,3 | 11,6 | 10,5 | 13,2 |

Kaynak: TÜİK, İş Kayıtları, 2007-2016

Tablo 1’de sunulduğu üzere 2008 yılı sonunda başlayan ekonomik krizden sonra 2009 yılından 2016 yılı dahil olmak üzere kadınların girişimlerinin oranının toplam değerlere bakıldığında sürekli artış gösterdiği görülmektedir.

Tablo 2. Cinsiyete göre istihdam edilenlerin işteki durum tercihleri, II. Çeyrek: Nisan - Haziran, 2017 [15+ yaş]

| Mevcut işteki durumu ve cinsiyet | İşteki durum tercihi | |
|----------------------------------|---------------------------------------|---|
| | İşteki durumunu değiştirmek istemiyor | Kendi hesabına veya işveren olmak istiyor |
| Erkek | 79 | 15,7 |
| Ücretli veya maaşlı | 78,7 | 21,3 |
| Kadın | 86,9 | 10,3 |
| Ücretli veya maaşlı | 86,8 | 13,2 |

Kaynak: TÜİK, Kendi Hesabına ve İşverenler, II. Çeyrek, 2017

Kadın girişimciliğinin 2009 yılında %14,6'dan 2016 yılında %18,7'ye kadar yükselmesine rağmen bireylerin girişimci olma isteklerinin düşük olduğu; sürekli ve sabit gelir elde etmeyi tercih edenlerin sayısının çok yüksek olduğu görülmektedir. 2017 yılı verilerine göre erkeklerde kendi hesabına veya işveren olmayı isteyenlerin oranı %15,7 iken; kadınlarda girişimcilik eğiliminin %10,3 olduğu görülmektedir.

Tablo 3. Kendi hesabına veya işveren olarak çalışmaya başlama sebebine göre mevcut işine son 12 ay içerisinde başlayanlar (%), II. Çeyrek: Nisan - Haziran, 2017

| | |
|--|------|
| Esas işte kendi hesabına veya işveren olarak çalışmaya başlamanın temel sebebi | 9,9 |
| Ücretli bir iş bulamaması | 17,5 |
| Önceki işverenin kendi hesabına çalışmayı önermesi | 16,9 |
| İşin niteliği gereği genel eğilimin bu şekilde olması | 10,9 |
| Uygun fırsatın kendiliğinden oluşması | 11,7 |
| Aile işine devam edilmesi | 2,8 |
| İstenmemesi veya planlanmamasına rağmen başka bir nedenle mecbur kalınması | 16,7 |
| Esnek çalışma saatleri nedeniyle istenmesi | 17,4 |
| Diğer sebeplerle istenmesi | 5,9 |

Kaynak: TÜİK, Kendi Hesabına ve İşverenler, II. Çeyrek, 2017

Kendi hesabına veya işveren olarak çalışmaya başlayan bireylerin girişimci olma sebeplerinin başında ücretli bir iş bulamamak gelmektedir. İşsizlik problemi insanların yaşamlarını sürdürebilmek için çözüm yolları aramalarında ve risk alarak girişimde bulunmalarında etkili olmaktadır.

Tablo 4. Tarım ve tarım dışı sektörlerde kendi hesabına veya işveren olarak çalışanların son 12 ayda karşılaştığı en önemli zorluk, II. Çeyrek: Nisan - Haziran, 2017 [15+ yaş]

| Toplam - Tarım ve tarımdışı sektörler toplamı | % |
|--|------|
| Kendi hesabına çalışanlar (İktisaden bağımlı olmayanlar) | |
| Üretilen mal veya hizmetin fiyatını belirlemede etkisinin az olması | 13,2 |
| İşinde finansman sorunu yaşaması | 13,3 |
| Müşterilerin/ alıcıların ödemelerini geciktirmesi veya hiç ödeme yapmaması | 9,8 |
| Bürokratik zorluklar | 1,3 |
| Hastalandığında gelirinin olmaması | 5,3 |
| Çok az gelir elde ettiği dönemlerin olması | 24 |
| İş olmadığı dönemlerin olması | 20,6 |
| Diğer zorluklar | 1,5 |
| Zorluk yaşanmadı | 10,9 |

Kaynak: TÜİK, Kendi Hesabına ve İşverenler, II. Çeyrek, 2017

Tarım ve tarımdışı sektörlerde bir kimseye ekonomik bağımlılığı olmayan 15 yaş ve üzerindeki bireylerden kendi hesabına veya işveren olarak çalışanların yaşadığı en önemli zorlukların başında kazanç problemi (%24) gelmektedir. Yaşanan ikinci en önemli zorluk kazancı belirleyen faktör; yani iş olmadığı dönemlerin olmasıdır (%20,6). Üçüncü zorluk girişimcilerin finansman sorunu yaşaması ve dördüncüsü girişimcinin ürettiği mal veya hizmetin fiyatını belirlemede etkisinin az olmasıdır. Serbest rekabet piyasa koşulları düşünüldüğünde çok satıcı ve çok alıcının bulunması girişimcilerin ürün fiyatını belirlemede etkilerinin azalmasına sebep olabilmektedir. Bu doğrultuda girişimcilerin farklılaştırma, araştırma-geliştirme, kalite ve inovasyon bağlamında stratejiler geliştirmesi faydalı olabilir. Girişimcilerin zorluk yaşamadığını belirtenlerin oranı %10,9 düzeyinde gerçekleşmiştir.

Tablo 5. Cinsiyet ve yaş grubuna göre kendi hesabına veya işveren olarak çalışmak isteyenlerin bu isteğini gerçekleştirilememesi nedeni, II. Çeyrek: Nisan - Haziran, 2017 [15+ yaş]

| | Kendi hesabına veya işveren olarak çalışmak istendiği halde bu isteğini gerçekleştirilememesi nedeni | | | |
|-----------|---|--|---|-----------------------|
| | Mali güvensizlik | İş için finansman bulmanın zor olması | Çok fazla stres, sorumluluk veya risk içermesi | Diğer nedenler |
| Cinsiyet | 30,8 | 55,3 | 5,4 | 8,5 |
| Erkek | 31,1 | 56,9 | 4,8 | 7,2 |
| Kadın | 29,7 | 49,8 | 7,5 | 13 |
| Yaş grubu | 30,8 | 55,3 | 5,4 | 8,5 |
| 15-19 | 25 | 48,9 | 3,2 | 22,9 |
| 20-24 | 28,1 | 56,3 | 3,8 | 11,8 |
| 25-34 | 30,2 | 56,5 | 6,1 | 7,2 |
| 35-54 | 32,2 | 55,2 | 5,3 | 7,3 |
| 55+ | 35,4 | 48,9 | 7,8 | 7,8 |

Kaynak: TÜİK, Kendi Hesabına ve İşverenler, II. Çeyrek, 2017

Tablo 1’de sunulduğu üzere her ne kadar kadın girişimci oranı %14,6’ dan %18,7’ye kadar artsa da Tablo 2’de girişimci olmak isteyen kadın oranının %10,3 düzeyinde kaldığı görülmektedir. Tablo 5’te ise bu oranın düşük olma sebepleri irdelenmektedir. Girişimci olmak istediği halde bu isteğini gerçekleştirilemeyen kadınların önündeki en büyük engel iş için finansman bulmanın zor olmasıdır (%49,8). Bunu kadınların mali bakımdan güvensizliği (%29,7) izlemektedir. Girişimciliği gerçekleştirilememesi nedenlerini yaş bakımından incelediğimizde yaşlandıkça mali güvensizliğin arttığını ve bununla paralel olarak iş için finansman bulma zorluğunun da arttığı görülmektedir. Bir diğer sebep de yaş ilerledikçe aile sorumlulukları ve geçim zorluklarına bağlı olarak girişimciliğin daha fazla risk içermekte olduğu ve stresi arttırdığı görülmektedir.

Tablo 6. Toplam istihdamın dağılımı, 2004-2018

| Yıl | Toplam istihdam (000) | |
|---------------------|-----------------------|-------|
| | Erkek | Kadın |
| 2004 | 14 585 | 5 047 |
| 2005 | 14 959 | 5 108 |
| 2006 | 15 165 | 5 258 |
| 2007 | 15 382 | 5 356 |
| 2008 | 15 598 | 5 595 |
| 2009 | 15 406 | 5 871 |
| 2010 | 16 170 | 6 425 |
| 2011 | 17 137 | 6 973 |
| 2012 | 17 512 | 7 309 |
| 2013 | 17 883 | 7 641 |
| 2014 ⁽¹⁾ | 18 244 | 7 689 |
| 2015 ⁽¹⁾ | 18 562 | 8 058 |
| 2016 ⁽¹⁾ | 18 893 | 8 312 |
| 2017 ⁽¹⁾ | 19 460 | 8 729 |

Kaynak: TÜİK, İşgücü İstatistikleri, 2004-2017

(1) 2014 yılından itibaren yapılan yeni düzenlemeler nedeniyle seri önceki yıllarla karşılaştırılabilir değildir. Tablodaki rakamlar, yuvarlamadan dolayı toplamı vermeyebilir.

2001'de Türkiye'de yaşanan bankacılık krizinden sonra 2004 yılı itibariyle kadın ve erkek istihdamında 2009 kriz yılı hariç sürekli bir artış görülmektedir. İstihdam 13 yıl artarken Tablo 7'de sunulan genç işsizlik oranları dikkat çekmektedir.

Tablo 7. Genç işsizlik oranı (%), 2004-2017 (15-24 yaş)

| Yıl | Türkiye | Erkek | Kadın |
|------|---------|-------|-------|
| 2004 | 20,6 | 20,5 | 20,7 |
| 2005 | 19,9 | 19,5 | 20,5 |
| 2006 | 19,1 | 18,3 | 20,6 |
| 2007 | 20 | 19,6 | 20,8 |
| 2008 | 20,5 | 20,1 | 21,2 |
| 2009 | 25,3 | 25,4 | 25 |
| 2010 | 21,7 | 21 | 23 |
| 2011 | 18,4 | 17,1 | 20,7 |
| 2012 | 17,5 | 16,3 | 19,9 |
| 2013 | 18,7 | 17 | 21,9 |
| 2014 | 17,9 | 16,6 | 20,4 |
| 2015 | 18,5 | 16,5 | 22,2 |
| 2016 | 19,6 | 17,4 | 23,7 |
| 2017 | 20,8 | 17,8 | 26,1 |

Kaynak: TÜİK, İşgücü İstatistikleri, 2004-2017 (2014 yılından itibaren yapılan yeni düzenlemeler nedeniyle seri önceki yıllarla karşılaştırılabilir değildir)

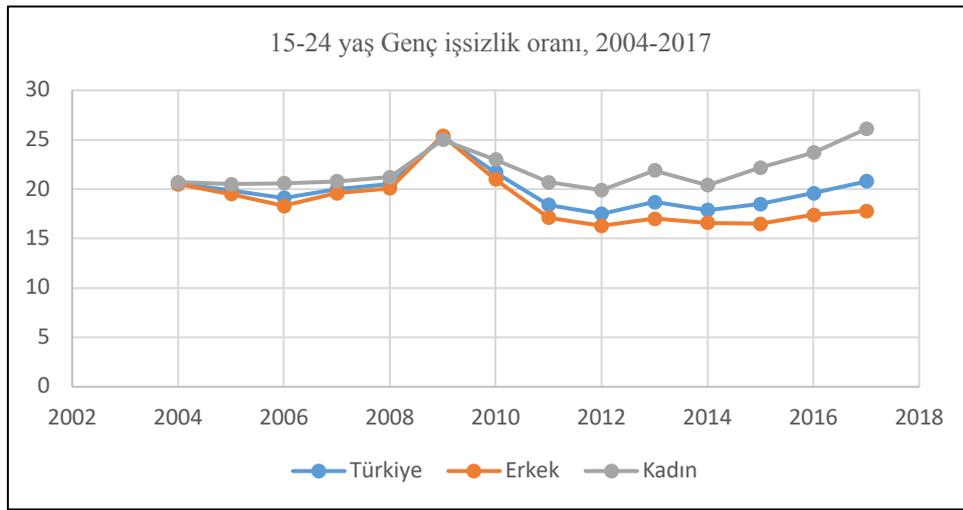


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2004 yılında 15-24 yaş aralığındaki genç işsizlik oranı ülkede %20,6 iken 2009 kriz yılında %25,3'e kadar yükselmiş fakat 2017 yılında yine 2004 yılı düzeyine (%20,8) yaklaşmıştır. Dikkat çeken durum ise 15-24 yaş aralığındaki erkeklerde işsizlik oranı 2004 yılında %20,5 iken 2017 yılında %17,8'e düşerken; aynı dönemler dikkate alındığında kadınlardaki genç işsizlik oranı %20,7'den %26,1'e çıkmaktadır. TÜİK 2014 yılı itibariyle yapılan yeni düzenlemeler sebebiyle verilerin karşılaştırılabilir olmadığını ifade ederken; önceki düzenlemelere göre yapılan hesaplama neticesinde bu oranın %26,2'den daha yüksek çıkmasından endişe edilmektedir.



Şekil 1. Genç işsizlik oranı (%), 2004-2017 (15-24 yaş)

Genç işsizlik oranındaki azalış ve artışlar grafik üzerinde daha açık biçimde görülmektedir.

Tablo 8. Cinsiyete göre kendi hesabına çalışanların istihdam oranı (%), 2007-2017 [15+yaş]

| Yıl | Toplam | Erkek | Kadın |
|------|--------|-------|-------|
| 2007 | 21,1 | 24,5 | 11,5 |
| 2008 | 20,4 | 23,8 | 11 |
| 2009 | 20,8 | 23,9 | 12,8 |
| 2010 | 20,1 | 23 | 12,8 |
| 2011 | 19,4 | 22,6 | 11,7 |
| 2012 | 18,9 | 22,3 | 10,8 |
| 2013 | 18,7 | 22,1 | 10,7 |
| 2014 | 17,3 | 20,7 | 9,1 |
| 2015 | 16,8 | 20,3 | 8,8 |
| 2016 | 16,7 | 20,1 | 8,8 |
| 2017 | 17,1 | 20,5 | 9,4 |

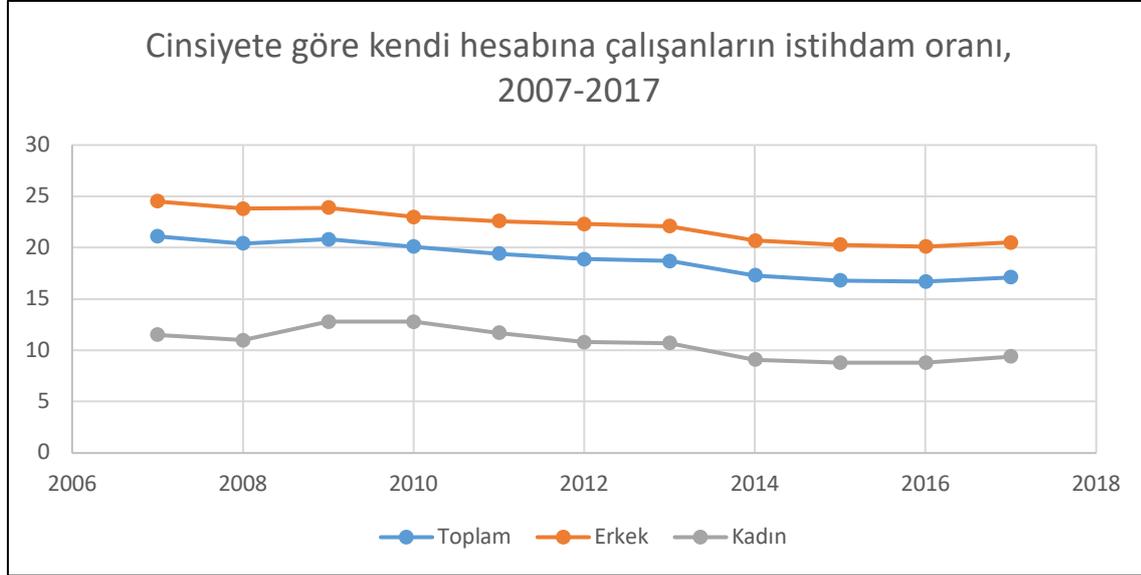
Kaynak: TÜİK, Hanehalkı İşgücü Araştırması, 2007-2017



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Cinsiyete göre kendi hesabına çalışan 15 yaş ve üzeri girişimcilerin oranına bakıldığında hem Türkiye’de hem de kadın ve erkek cinsiyet gruplarında 2009 ekonomi krizinden sonra 2017 yılına kadar düşüş olduğu görülmektedir.



Şekil 2. Cinsiyete göre kendi hesabına çalışanların istihdam oranı, 2007-2017

Cinsiyete göre kendi hesabına çalışan 15 yaş ve üzeri girişimcilerin oranındaki azalış ve artışlar grafik üzerinde daha açık biçimde görülmektedir.

Tablo 9. Cinsiyet, yaş grubu, öğrenim durumu, bölgelere göre kadının çalışmasına yaklaşım (%), 2016 [15+yaş]

| | Uygun | Uygun değil |
|-----------------------|-------------|-------------|
| Türkiye | 84,9 | 15,1 |
| Cinsiyet | | |
| Erkek | 78,1 | 21,9 |
| Kadın | 91,5 | 8,5 |
| TR2 Batı Marmara | 89 | 11 |
| TR3 Ege | 90,6 | 9,4 |
| TR4 Doğu Marmara | 86,8 | 13,2 |
| TR5 Batı Anadolu | 86,9 | 13,1 |
| TR6 Akdeniz | 85,2 | 14,8 |
| TR7 Orta Anadolu | 83,5 | 16,5 |
| TR8 Batı Karadeniz | 85,8 | 14,2 |
| TR9 Doğu Karadeniz | 85,4 | 14,6 |
| TRA Kuzeydoğu Anadolu | 76,8 | 23,2 |
| TRB Ortadoğu Anadolu | 79,6 | 20,4 |
| TRC Güneydoğu Anadolu | 71,5 | 28,5 |

Kaynak: TÜİK, Aile Yapısı Araştırması, 2016

Tablo 7’de bahsedildiği üzere kadınlardaki genç işsizliğin artmasında etkili olabileceği düşünülen bir faktör, kadınların çalışmasına yaklaşımdır. 15 yaş üzerindeki kadınların çalışmasına Türkiye genelindeki erkeklerin %21,9’u olumlu bakmamaktadır. Bu oran en düşük Ege bölgesindeyken (%9,4); en yüksek oran %28,5 ile Güneydoğu Anadolu bölgesindedir. Kadın girişimciliğinin önündeki en büyük engellerden birinin kadınların eğitim ve çalışma hayatında eşit olmaları gerektiği düşünülmektedir. Bu bağlamda kadınların ve dolayısıyla kız çocuklarının eğitime katılım oranının yükseltilmesi için çaba gösterilmesi önem arz etmektedir.

Tablo 10. Bitirilen son öğrenim kurumu ve cinsiyet oranı, 1990-2016, [25 ve daha yukarı yaştaki nüfus]

| Yıl | Okuryazar olmayan | Bir öğrenim kurumundan mezun olmayan | Yüksekokul ve fakülte |
|--------------|-------------------|--------------------------------------|-----------------------|
| Erkek | | | |
| 1990 | 13,2 | 5,7 | 7,3 |
| 2000 | 7 | 5,3 | 10,2 |
| 2008 | 4,5 | 4,9 | 10,2 |
| 2009 | 4,2 | 4,5 | 11,2 |
| 2010 | 3,1 | 3,9 | 11,9 |
| 2011 | 2,4 | 3,8 | 13,4 |
| 2012 | 2,3 | 2,5 | 15,4 |
| 2013 | 1,9 | 3,9 | 15,1 |
| 2014 | 1,8 | 3,7 | 16,2 |
| 2015 | 1,8 | 3,5 | 17,9 |
| 2016 | 1,6 | 3,2 | 18,7 |
| Kadın | | | |
| 1990 | 40,2 | 5,6 | 2,8 |
| 2000 | 27,4 | 7,5 | 5,4 |
| 2008 | 18 | 7,4 | 6,5 |
| 2009 | 17,1 | 6,9 | 7,3 |
| 2010 | 13,9 | 7,1 | 7,7 |
| 2011 | 11,4 | 8,2 | 8,8 |
| 2012 | 10,7 | 9 | 10,6 |
| 2013 | 9,4 | 9,2 | 10,7 |
| 2014 | 9,2 | 9 | 11,7 |
| 2015 | 9 | 8,8 | 13,1 |
| 2016 | 8,5 | 8,5 | 14,1 |

Kaynak: TÜİK, Genel Nüfus Sayımları, 1990-2000; TÜİK, Adrese Dayalı Nüfus Kayıt Sistemi, 2008-2016

Kadın girişimciliği ile ilişkili olarak kadınların çalışmasının uygun görülmemesi oranının yüksek düzeylerde olması, kadınların öğretim durumunun da incelenmesini gerekli kılmaktadır. 1990-2016 yılları arasındaki TÜİK verileri incelendiğinde 25 ve daha yukarı yaştaki nüfusta okuryazar olmayan erkek ve kadın sayısının azaldığı görülmektedir. En dikkat çekici durum ise bir öğrenim kurumundan



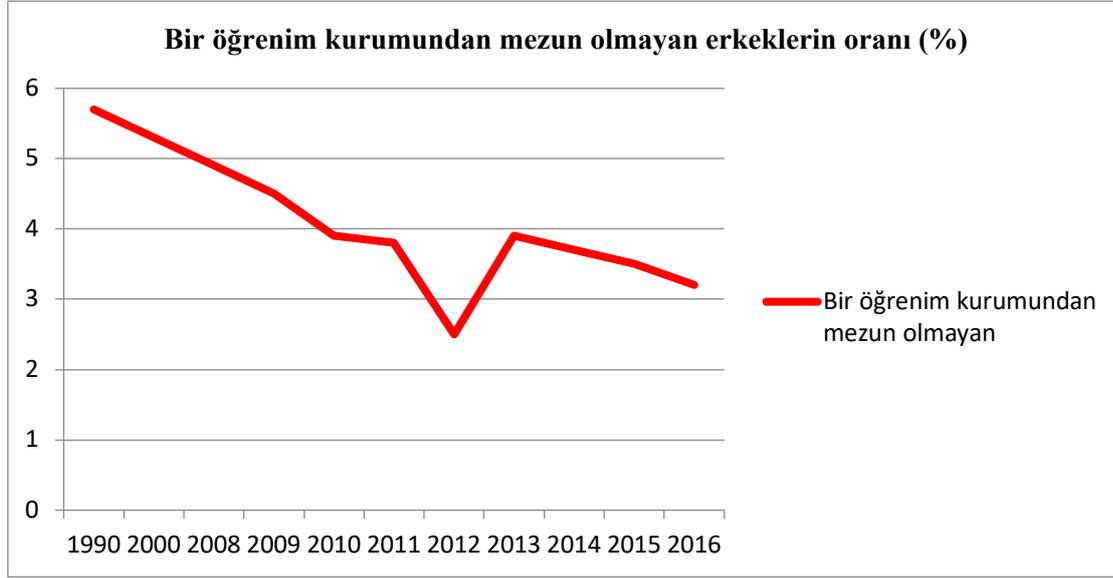
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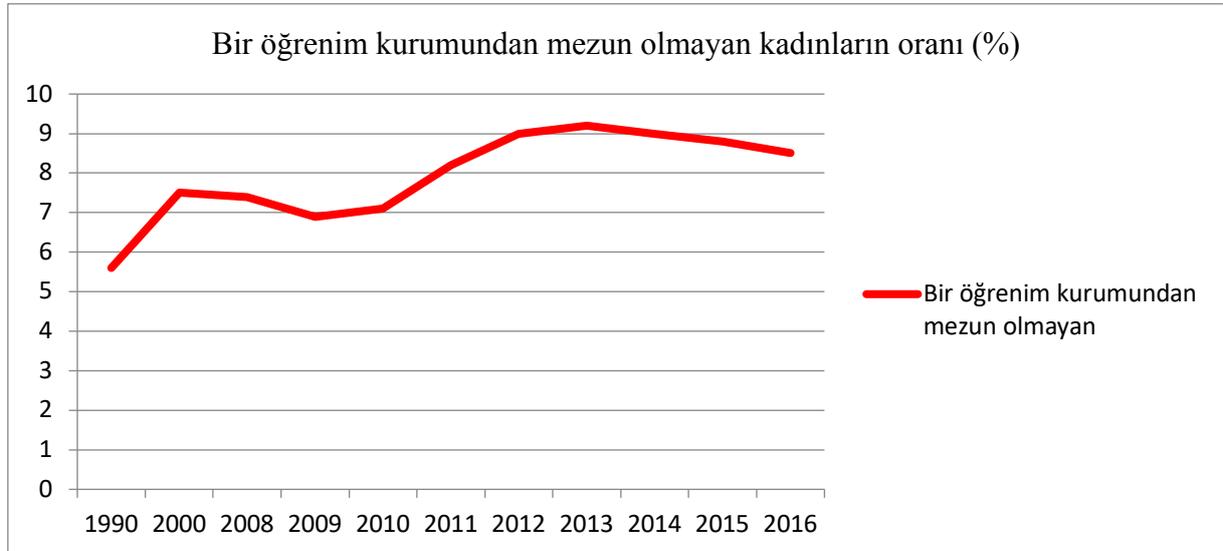


mezun olmayan kadın sayısının 2000 yılından 2017 yılına kadar artıyor olmasıdır. Bu durumun sebepleri, kadınların öğrenim kurumlarına erişememe ve öğrenim haklarının ellerinden alınma sebepleri araştırılmalıdır. Bu durumun kadınların çalışma hayatına ve kadın girişimciliğine etki edeceği düşünülmektedir.



Şekil 3. Bir öğrenim kurumundan mezun olmayan erkeklerin oranı (%)

Şekil 3'te bir öğrenim kurumundan mezun olmayan erkeklerin oranındaki azalışlar grafik üzerinde daha açık biçimde görülmektedir. Bir öğrenim kurumundan mezun olmayan kadınların oranındaki artışlar Şekil 4'te sunulan grafik üzerinde daha açık biçimde görülmektedir.



Şekil 4. Bir öğrenim kurumundan mezun olmayan kadınların oranı (%)

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Ekonomik İşbirliği ve Kalkınma Örgütü OECD'nin 2017 raporunda ise OECD ülkelerinde kadınların 10'da 1'inin kendi hesabına çalıştığı, erkeklerin ise %17'sinin kendi hesabına çalıştığı ifade edilmektedir. Buna karşılık Türkiye'de 2016 yılında 15-64 yaş arası erkek girişimci-işveren sayısı 1.087.000 iken, kadın girişimci-işveren sayısı 109.000'dir. Kendi hesabına çalışan erkek girişimci sayısı 3.403.000 iken, kadın girişimci sayısı 697.000'dir (OECD, 2017). Dünya Ekonomik Forumu WEF'in Kasım 2017'de yayımladığı rapora göre; 82 ülkede cinsiyet eşitsizliği oranı azalırken, Türkiye'de cinsiyet eşitsizliğinin arttığı belirtilmektedir (WEF, 2017). Birleşmiş Milletler Kalkınma Programı UNDP'nin 2016 yılı İnsani Gelişme Raporu'nda Türkiye cinsiyet eşitsizliğinde 69. sırada olup; 15 yaş ve üzeri bireylerin işgücüne katılım oranı erkeklerde %71,4 iken kadınlarda %30,4'tür (UNDP, 2016).

Türkiye özelinde değerlendirilen TÜİK verileri doğrultusunda, ülkedeki ekonomik belirsizlik ve güvensizlik ve gelecek kaygısı insanların sürekli ve sabit gelir elde etmeyi tercih etmesine sebep olmakta ve girişimciliği, özellikle de cinsiyet ayrımı ve yaşam güvencesizliği düşünüldüğünde kadın girişimciliğini olumsuz etkilemektedir. Genel olarak girişimciliği, özel olarak da kadın girişimciliğini teşvik edebilmek için ekonomik güven ortamının olması ve belirsizliklerin önüne geçilmesi gerektiği düşünülmektedir.

Bir başka önemli tespit doğrultusunda; girişimcilerin yaşadığı en önemli zorlukların gelir, kazanç, finansman gibi parasal konular olduğu görülmektedir. Girişimci olmak istediği halde bu isteğini gerçekleştiremeyen kadınların önündeki en büyük engel iş için finansman bulmanın zor olmasıdır. Yaş ilerledikçe aile sorumlulukları ve geçim zorluklarına bağlı olarak girişimciliğin daha fazla risk içermesi; mali güvensizlik ve bununla paralel olarak iş için finansman bulma zorluğu yaşlandıkça daha da artmaktadır. 2001 ekonomik krizinden sonra Amerikan Merkez Bankası FED'in 2002-2015 yılları arasında uyguladığı parasal genişleme ile özellikle gelişmekte olan dünya ülkelerine akan parasal kaynakların nasıl kullanıldığı ekonomistler tarafından incelenmesi gerektiği düşünülmektedir. Bu parasal kaynakların yanlış kullanımının ya da girişimcilere, özellikle kadın girişimcilere yeterli kaynak ayrılmamasının sonuçlarının ulusal ekonomiye ve sosyal yaşama etkileri gelecek yıllarda daha iyi anlaşılacaktır.

15-24 yaş aralığındaki erkeklerde işsizlik oranı 2004-2017 yılları arasında düşüş gösterirken; aynı dönemler dikkate alındığında kadınlardaki genç işsizlik oranının %26 düzeylerine yükselmesinin sebeplerinin toplum bilimciler, işletmeciler, kamu yöneticileri ve ekonomistler tarafından araştırılması, sorgulanması ve tartışılması gerektiği düşünülmektedir. Genç kadın işsizliğinin sebepleri nelerdir? 15-24 yaş arası kadınlar en üretken olduğu dönemde neden eğitimden çekilmektedir? Erken evlenme oranları ne düzeydedir? Kadın çalışmasına karşıtlık ne düzeydedir? Kadınların çalışmasında karşılaştıkları engeller nelerdir? Bunlar ve benzer sorular çeşitlendirilerek kapsamlı bir biçimde araştırılmalıdır.

Kadınlara faizsiz kredi ile finansman kolaylığı, mali güvence, vergi teşviki, sosyal güvenlik katkısı ve sair imkânların sunulması için politikalar hazırlanması önerilmektedir. Gelecekte yapılacak çalışmalarda kadın girişimciliği ile ilgili olarak kendi hesabına çalışan kadınların sektörleri ve faaliyet alanlarına dikkat edilmesi gerektiği önerilmektedir. Örnekle açıklamak gerekirse; özellikle sağlık sektörüne eczacı kadınlar hem girişimci-işveren hem de çalışan statüsünde olabilmektedir. Benzer şekilde doktor ve diş hekimleri kendi klinik veya muayenehanelerinde hem girişimci-işveren hem de serbest meslek erbabı çalışan durumundadırlar. Bir diğer örnek; girişimci-işveren olarak mali müşavir kadınlar değerlendirilebilir. Farklı sektörlerde benzer durumlar ilgili araştırmalarda dikkate alınmalıdır.

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CHANGE AND TRANSFORMATION OF THE MEDIA IN THE INDUSTRY 4.0 PROCESS

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Abstract: Industry 4.0 is a concept that has been put forward at the Hannover Fair of Germany in 2011 and is now being discussed and studied globally. Industry 4.0, the last link of industrial revolutions, is also called the 4th Industrial Revolution or the Internet of Things. The industry has so far gone through three stages: the mechanization of the production process, the use of electricity in production and the automation of production. In the last stage known today as Industry 4.0, production is based on cyber physical systems. A virtual copy of the real world with cyber physical systems is created and all production mechanisms are remotely controlled. In this context, it can be said that the need for people will decrease day by day. Today, as a strategic concept, Industry 4.0 is fully implemented, it is expected that there will be a wide change in overall economic structure in the world. The fact that technology and internet have shown itself in the media in the last fifty years gives hints that the media will change significantly during the Industry 4.0 process, where virtual data and internet-based systems will be used. In this study, it is aimed to discuss the change and transformation of the media through the Fourth Industrial Revolution. Case study and fictional analysis methods were used in the study.

Keywords: Industry 4.0, Internet of Things (IoT), Media 4.0, Change, Transformation

SANAYİ 4.0 SÜRECİNDE MEDYADA DEĞİŞİM VE DÖNÜŞÜM

Özet: Sanayi 4.0, 2011'de Almanya'nın Hannover Fuarı'nda ortaya konmuş ve günümüzde üzerine küresel boyutta tartışmalar ve çalışmalar yapılan bir kavramdır. Sanayi devrimlerinin son halkası olan Sanayi 4.0, 4. Sanayi Devrimi ya da Nesnelerin İnterneti olarak da adlandırılmaktadır. Sanayi bugüne dek üretim sürecinin makineleşmesi, üretimde elektriğin kullanılması ve üretimin otomasyonu olmak üzere üç aşamadan geçmiştir. Bugün Sanayi 4.0 olarak bilinen son aşamada ise üretimin siber fiziksel sistemlere dayalı olması söz konusudur. Siber fiziksel sistemler ile gerçek dünyanın sanal bir kopyası oluşturularak tüm üretim mekanizmaları uzaktan kontrol edilmektedir. Bu çerçevede insana duyulacak ihtiyacın gün geçtikçe azalacağı söylenebilir. Bugün henüz stratejik bir kavram olan Sanayi 4.0 tam olarak uygulamaya geçtiğinde, dünyadaki ekonomik yapının genelinde geniş çapta bir değişim yaşanması beklenmektedir. Teknoloji ve internetin son elli yılda medyada kendini iyice göstermiş olması, sanal verilerin ve internet tabanlı sistemlerin kullanılacağı Sanayi 4.0 sürecinde medyanın da önemli ölçüde değişime uğrayacağına dair ipuçları vermektedir. Bu çalışmada Dördüncü Sanayi Devrimi sürecinde medyada ortaya çıkması beklenen değişim ve dönüşümü tartışmak amaçlanmıştır. Çalışmada örnek olay incelemesi ve kurgusal analiz yöntemleri kullanılmıştır.

Anahtar Kelimeler: Sanayi 4.0, Nesnelerin İnterneti, Medya 4.0, Değişim, Dönüşüm

Giriş

Dördüncü Sanayi Devrimi'ni ifade eden Sanayi 4.0, yeni nesil bilişim teknolojilerinin yoğun bir şekilde kullanılacağı dijital çağı ifade etmektedir. İçinde bulunduğumuz 2018 yılında, gelişmiş ülkeler başta olmak üzere Sanayi 4.0 üzerine kapsamlı çalışmalar yapılmaktadır. Bu çalışmaların henüz tamamının uygulamaya geçmemiş olması ve Sanayi 4.0'ın daha çok planlama ve kurgulamaya dayalı programların konusu olması, Sanayi 4.0'ın henüz stratejik bir kavram olduğunu göstermektedir.

Sanayi 4.0, 2011 yılında Almanya'da düzenlenen ve dünyanın en büyük sanayi fuarı olan Hannover Fuarı'nda ortaya atılmış bir kavramdır. Bu fuarda gelişen bilgi teknolojilerinin yeni bir üretim süreci oluşumunu teşvik ettiğine ve bunun da yeni bir sanayi devrimine işaret ettiğine değinilmiştir. Alman hükümetinin de fuarda üzerinde hemfikir olunan yeni üretim tekniklerini strateji olarak kabul ettiğini duyurmasıyla, Sanayi 4.0 kavramı devrim olmanın ötesinde bir boyut kazanmıştır (EBSO, 2015). Sanayi 4.0, sanayiden çok daha geniş bir alanı kapsamaktadır. Çıkış noktası sanayi olmakla birlikte, çıktı (output) elde edilen tüm sektörleri etkisi altına alması beklenmektedir.

Bilgi ve iletişimin ön plana çıktığı Sanayi 4.0 kapsamında, medya sektörünün baştan aşağı bir değişime uğraması söz konusudur. Medya 4.0 olarak sonuçlanması beklenen yeni yapıda, medya kurumlarının organizasyon yapıları, iş tanımları ve istihdam yapılarının yeni bir boyut kazanması beklenmektedir. Bu çalışmada, Sanayi 4.0 sürecinde medyadaki değişim ve dönüşümü tartışmak amaçlanmıştır. Çalışmada, mevcut konu iki ana başlıkta ele alınmıştır. Birinci bölümde Sanayi 4.0'ın tanımı yapılmış ve kavram analiz edilmiştir. Sonra Sanayi 4.0'ın ortaya çıkmasına neden olan faktörler incelenmiştir. Devamında gelişmiş ülkelerde Sanayi 4.0 üzerine yapılmakta olan çalışmalar incelenmiş ve Türkiye'nin Sanayi 4.0'daki konumu ele alınmıştır. İkinci bölümde ilk olarak Medya 4.0 kavramının yapısı ve kapsamı tartışılmıştır. Daha sonra Medya 4.0'ın gelişim süreci incelenmiş ve Medya 4.0 kapsamında Türkiye'nin konumu analiz edilmiştir.

1.Sanayi 4.0

Sanayi 4.0, sanayinin 18. yüzyılın sonlarına başlayıp günümüze kadar devam eden gelişim sürecinin geldiği son noktayı, yani Dördüncü Sanayi Devrimi'ni ifade etmektedir. Dijital teknolojilerin yoğun olarak kullanılacağı yeni dönem dijital çağ olarak da bilinmektedir. Almanya, ABD, İngiltere gibi gelişmiş ülkeler başta olmak üzere, günümüzde Sanayi 4.0 üzerine dünya genelinde kapsamlı çalışmalar yürütülmektedir.

1.1.Sanayi 4.0'ın Tanımı ve Analizi

TÜSİAD, Sanayi 4.0'ı "değer zincirlerinin parçalarının kendi içlerinde otomasyonu ötesinde birbirleri ile entegre olması" olarak tanımlamaktadır. Entegrasyonun en önemli özelliği ise, tüm değer zinciri adımlarının birbiri ile gerçek zamanlı ve sürekli iletişim içinde olması ve bu sayede akıllı ve kendisini uyarlayan bir sanayi sürecine ulaşmış olma vizyonu olarak ortaya çıkmaktadır. Bu vizyon, daha hızlı, daha esnek, kalitesi daha yüksek ve daha verimli bir sanayi yolculuğunu tanımlamaktadır (TÜSİAD, 2016).

Nesnelerin interneti olarak da bilinen Sanayi 4.0'ı, altı alt başlıkta incelemek mümkündür:

- birlikte çalışabilirlik (interoperability),
- sanallaştırma (virtualization),

- adem-i merkeziyet (decentralization),
- gerçek zamanlılık (real time capability),
- hizmet odaklılık (service orientation)
- modülerlik (modularity) (Otto, Pentek ve Hermann, 2015.)

Birlikte çalışabilirlik, siber fiziksel sistemlerin açık ağ ve anlamsal açıklamalar kanalıyla birbiriyle iletişim kurma becerisidir. Kavram, Sanayi 4.0 kapsamında emeğe minimum seviyede ihtiyaç duyulacağını ispatlar niteliktedir. Sanallaştırma, siber fiziksel sistemler aracılığıyla üretimdeki tüm somut aşamaların izlenebilmesidir. Adem-i merkeziyetçilik, fabrikaların insan kontrolüne ihtiyaç duymadan işleyebilecek olmasından hareketle, Sanayi 4.0 döneminde merkezi kontrol ve planlamaya gerek olmayacağını anlatmaktadır. Gerçek zamanlılık, siber fiziksel sistemlerin anlık kontrol edilebilir olmasını açıklamaktadır. Hizmet odaklılık, siber fiziksel sistemlerin nesnelere interneti ile herhangi bir zamanda programlanabilir ve hizmet verebilir olduğunu ifade etmektedir. Modülerlik ise, siber fiziksel sistemlerin kendini her an değiştirmeye müsait koşullara adapte olabilecek alt yapıya sahip olduğunu belirtmektedir.

1.2.Sanayi 4.0'ın Ortaya Çıkmasına Neden olan Faktörler

Sanayi 4.0, ilk olarak 2011'de Almanya'da ele alınmıştır. Alman hükümeti aynı yıl, Yüksek Teknoloji 2020 Girişimi kapsamında, Sanayi 4.0 Projesini hayata geçirmiştir. 200 milyon avro bütçe ayrılan Projeye, Almanya'nın endüstriyel imalat alanındaki liderliğini koruyarak, bu kapsamda dijital bir yapısal değişim yaşanması amaçlanmaktadır (Avrupa Birliği Bakanlığı, 2018). Sanayi 4.0'ın mevcut dönemde Almanya'da ortaya çıkmasının en önemli sebeplerinden biri, ucuz iş gücü avantajı sebebiyle son yıllarda sanayi üretimindeki liderliğin Uzak Doğu'ya kayıyor olmasıdır.

Uzak Doğu ülkelerinde son yıllarda meydana gelen teknolojik gelişmelere bakıldığında, ülkelerin oldukça avantajlı bir konumda olduğunu söylemek mümkündür. İlk olarak Japonya robotik, nükleer teknoloji, fotoğrafçılık ve ulaşımda dünyanın önde gelen ekonomileri arasında yer almaktadır. Toyota, Mitsubishi, Canon ve Sony gibi markalar, global ölçekte yoğun olarak tüketilen ürünlerdir. İkinci sırada Hindistan'a bakıldığında, dünyanın en kalabalık ikinci ülkesi olması ve sayısı her geçen yıl artan nitelikli işgücü sayesinde Hindistan, mobil teknolojilerin lideri olma yolunda ilerlemektedir. ABD'deki Silikon Vadisi'ne benzer bir yapıya sahip olan Bangalore, bugün Hindistan sınırları içerisindedir. Bilgi teknolojileri alanında dış kaynak kullanımında önde gelen ülkelere göre biri olan Hindistan, teknolojiye dayalı dijital iş alanlarında dünya lideri aday ülke konumundadır. Dikkat çeken bir diğer ülke olan Çin, yüzölçümü geniş ve aynı zamanda kalabalık bir ülkedir. Çin'in bilim ve teknoloji üretimi anlamında dünyaya örnek olacak bir geçmişi olduğu bilinmektedir. Basım makinesi, kağıt ve kartografya üretiminde Çin, ilklere imza atan bir ülke olmuştur. 1980'lerde küreselleşmenin de etkisiyle Çin'de büyük ölçekli üretim denemeleri yapılmıştır. Çin'in mevcut yapısına bakıldığında, dünya genelindeki birçok ürünün üreticisi konumunda olduğu görülmektedir. Uzak Doğu'da dikkat çeken bir diğer ülke ise Güney Kore'dir. Kore Savaşı'ndan sonra hızlı bir toparlanma sürecine giren ülkede, özellikle son yıllarda yenilikçi bakış açısına sahip bireyler yetiştirilmektedir. Hyundai ve Samsung gibi iki büyük firmaya ev sahipliği yapan ülke, aynı zamanda iki markaya ait ürünlerin dünya genelinde ihracatçısı konumundadır.

Almanya demografik açıdan incelendiğinde düşük doğum oranına ve yaşlı nüfusa sahip bir ülke portresi çizmektedir. Alman nüfusunun iyi eğitim almış olması, Almanya'nın özellikle mühendislik ve sanayi alanındaki başarısını kanıtlar niteliktedir. Uzak Doğu'nun kalabalık ülkelerindeki genç ve dinamik işgücü, nitelik ve donanım açısından son yıllarda önemli ilerlemeler kaydetmesi ile ibrenin Uzak Doğu lehine dönmesine olanak tanımıştır. Almanya, Uzak Doğu'nun gelişmekte olan ülkeleri ile kıyaslandığında, Sanayi 4.0'ın günümüzde Almanya temelli bir strateji olmasının sebebi açıktır.

1.3. Gelişmiş Ülkelerde Sanayi 4.0 Üzerine Yapılmakta Olan Çalışmalar

2011 yılında ortaya çıkmış olan Sanayi 4.0, henüz çok yeni bir kavram olmasının yanında dünya genelinde sürekli gündemde kalmaktadır. Henüz stratejik bir kavram olan Sanayi 4.0, esasen imalat sektöründe değişimi başlatmıştır. Almanya başta olmak üzere gelişmiş ülkelerde Sanayi 4.0 üzerine kapsamlı çalışmalar yapılmaktadır. The Economist gazetesine göre BASF, Bosch, Daimler, Deutsche Telekom, Klöckner&Co. ve Trumpf gibi firmalar, Sanayi 4.0'a öncülük etmektedirler. 2015 yılında büyük denetim firması PwC tarafından 26 farklı ülkeden firma ile yapılan ankete göre, ankete katılan firmaların yaklaşık %30'u üst düzey entegrasyon ve dijitalleşmeyi sağladıklarını belirtmektedir. Firmaların yaklaşık %70'i de mevcut seviyeye 2020'ye kadar ulaşacaklarını ifade etmektedir.

PwC'nin yapmış olduğu çalışmaya göre, özellikle Japonya ve Çin'de kurulmuş olan Asya kökenli firmalar, Sanayi 4.0'ın getireceği dijitalleşmeden en yüksek kazancı elde edecektir. Asya kökenli firmalardan sonra en yüksek kazancı ABD, Avrupa ve Orta Doğu'daki firmaların elde etmesi beklenmektedir. Günümüzde en avantajlı konumda olan firmalar Japonya, ABD ve Avrupa kökenli firmalardır.

Sanayi devi Japonya, imalat sanayisinde akıllı uygulamalar konusunda Almanya ve ABD'nin gerisindedir. Bu nedenle Japon Ekonomi, Ticaret ve Sanayi Bakanlığı, Japon firmaları, özellikle KOBİ'leri, imalatta dijitalleşme konusunda cesaretlendirmektedir. Bakanlık, 28 Nisan 2016 tarihinde Alman Ekonomik İşler ve Enerji Bakanlığı ile yoğun işbirliğine gidilmesi amacıyla bir ortak bildirim imzalamıştır (Avrupa Birliği Bakanlığı, 2018).

Sanayi 4.0'ın Almanya'nın bir projesi olarak ortaya çıkmış olması, Alman Hükümeti tarafından desteklenmesi ve proje için bütçe ayrılmış olması, Sanayi 4.0'ın Almanya'da gelişmesinin en büyük nedenidir. Çin de son yıllarda robotik alanda önemli ilerlemeler kaydederek Sanayi 4.0'a uyum sağlamaya yolunda ilerlemektedir. ABD'de kurulmuş olan "Akıllı Üretim Liderlik Koalisyonu" ile Ar-Ge platformu oluşturulması ve akıllı fabrikalar kurulması hedeflenmektedir (EMO, 2016).

İtalya, "Geleceğin Fabrikaları" Girişimi'ni desteklemek için ulusal bir proje yürütmüş ve ürünlerin uyarlanması, yeniden ayarlanabilir fabrikalar, yüksek performanslı ve sürdürülebilir iş çevreleri meydana getirecek projeleri desteklemiştir. Benzer şekilde Fransa, "Geleceğin Sanayisi" girişimiyle, özellikle KOBİ'leri hedefleyerek 1 milyar Euro ayırmış ve yeni ürün ve hizmetlerin sergileneceği "Teknoloji Vitrinleri" projesini hayata geçirmiştir (Avrupa Birliği Bakanlığı, 2018).

1.4. Türkiye'nin Sanayi 4.0'daki Konumu

Gelişmekte olan bir ülke olarak değerlendirilen Türkiye, 2. ve 3. Sanayi Devrimleri arasında bir konumda yer almaktadır. Türkiye'nin genel durumuna bakıldığında orta gelir tuzağında bir ülke olduğunu söylemek mümkündür. İnovasyon ve teknoloji göstergelerinin düşük olması, Türkiye'nin dünya ekonomisinde üst seviyelerde olmasını engelleyen faktörlerden biridir.

BCG (Boston Consulting Group) tarafından TÜSİAD için hazırlanmış raporda, Almanya'nın toplam üretim maliyeti Sanayi 4.0 sayesinde ortalama %5 azalacak ve üretimde on yılda yaklaşık 90 milyar Euro kadar verimlilik artışı sağlanacaktır. Yalnızca üretim maliyetlerinde %20 civarında bir düşüş olması beklenmektedir. Küresel Üretim Maliyeti Endeksi'ne göre, Türkiye'de günümüzde ortalama 98 birim maliyetle üretim yapılmakta iken, bu oran Almanya'da 121 olarak karşımıza çıkmaktadır. Mevcut tablo dikkate alındığında, Sanayi 4.0 gelişmiş ülkelerde tamamıyla uygulamaya geçtiğinde Türkiye'nin rekabet gücünü kaybetmesi muhtemeldir. Böyle bir durumda Türkiye'de işsizliğin artması ve enflasyonun yükselmesi kaçınılmaz olacaktır. Günümüzde orta gelir tuzağında bir ülke olan Türkiye, Sanayi 4.0'ı yakalayamadığı takdirde, orta gelir tuzağından çıkması iyice güçleşecektir.

TÜSİAD, Türkiye'nin Sanayi 4.0 kapsamında içinde bulunduğu koşulları değerlendirmek amacıyla "Türkiye'nin Sanayide Dönüşüm Yetkinliği" isimli bir rapor hazırlamıştır. Raporla 108 teknoloji kullanıcısı ve 110 teknoloji tedarikçi firma ile çalışılma yapılmıştır. Raporun elde ettiği sonuçlar, "şirketlerin büyük çoğunluğu sanayide dijital dönüşüm konusunda bilgi ve ilgi seviyelerinin yüksek olduğunu belirtirken, dönüşüme hazır olduğunu düşünen şirketlerin oranı nispeten daha düşüktür. Türkiye'de sanayi şirketlerinin dijital dönüşüm uygulama alanlarında henüz pilot projeleri gerçekleştirme aşamasında olduğu görülmektedir. Şirketlerin özellikle strateji ve yol haritası ile yönetim yetkinliklerinin düşük olduğu görülmektedir. Büyük ölçekteki şirketlerin sanayide dijital dönüşüm yetkinlik seviyeleri küçük ölçekli şirketlere nazaran daha yüksektir. Şirketler, dijital dönüşümün önündeki en büyük engellerin yatırım maliyetlerinin yüksekliği ve yatırımın geri dönüş belirsizliği olduğunu belirtmektedir." şeklinde değerlendirilmektedir.

2. Medya 4.0

Genellikle Sanayi 4.0 olarak anılan Dördüncü Sanayi Devrimi'nin, medya üzerindeki etkilerini incelemek üzere çalışmanın devam eden bölümlerinde Medya 4.0 kavramı kullanılacaktır. İletişimin oldukça ön planda olacağı yeni dönemde, medyanın değişim ve dönüşüm sürecine girmesi beklenmektedir. Bu bölümde Medya 4.0 kavramı ele alınmış, gelişimi incelenmiş ve Türkiye'nin Medya 4.0'daki konumu analiz edilmiştir.

2.1. Medya 4.0'ın Yapısı, Kapsamı ve Gelişimi

Sanayi devrimlerine paralel olarak zaman içerisinde emeğe duyulan ihtiyaç azalmıştır. Bu azalma şüphesiz sanayi sektörüyle sınırlı kalmamıştır. Makineleşme ve otomasyon, kendini tarım ve hizmet sektöründe de göstermiştir.

Makineleşme ve otomasyonun medyaya yansımaları, hizmet sektörü genelinden bir nebze farklılık göstermektedir. Teknolojinin gelişmesine paralel olarak medya sektöründe modern habercilik teknikleri, yeni nesil kitle iletişim araçları kullanılmaktadır. Medya sektörünün yapısı gereği, otomasyon kavramı belirli bir noktaya kadar uygulanabilmektedir. Medyanın konusu, ilgi alanı ve temel kaynağı insan olduğundan, insandan bağımsız bir medya düşünmek genel kabul görececek bir görüş değildir. Bu kapsamda Medya 4.0, insanın yine süreçte aktif olarak yer aldığı, ancak medya kurumlarının çalışma yöntemi ve organizasyon yapısının dijital yöntemlerin ağırlıklı kullanılacağı yeni bir altyapıya uyum sağlaması olarak tanımlanabilir.

Medyanın teknoloji ile olan ilişkisine bakıldığında son yüzyılda önemli gelişmeler yaşandığı görülmektedir. 20. Yüzyılın ilk yarısına kadar basılı medya ürünleri olan gazete ve dergilerin ön planda olduğu bilinmektedir. 1950'lerden itibaren görsel medya ürünleri olan radyo ve televizyon medyada en

çok tercih edilen haber kaynakları olarak gösterilebilir. 1970'lerde internet kavramının insan hayatına girmesiyle birlikte, medya da oldukça hızlı bir gelişme ve modernleşme sürecine girmiştir. Günümüzde medyanın durumuna bakıldığında, internet gazeteciliğinin en çok tercih edilen kitle iletişim aracı olduğu görülmektedir. Dijital haberciliğin ortaya çıkması, Medya 4.0 kapsamında sektörün tecrübe ettiği en önemli gelişmelerden birisidir. Medya 4.0, bu tarz değişim ve dönüşüm hareketlerinin devam edeceği ve teknolojinin medyada maksimum seviyede kullanılacağı bir dönem olacaktır.

Medya 4.0 kapsamında gelen en güncel aşama, internet gazeteciliği kullanımının yaygınlaşması olmuştur. Henüz çok yaygın olmamakla birlikte, günümüzde esasen üç boyutlu gazetecilik çalışmaları yapılmaktadır. İngiltere kaynaklı gazete The Sun'ın, üç boyutlu gazete olarak çıkarılmasına yönelik çalışmalar mevcuttur (Campaing, 2010).

Üç boyutlu gazeteciliğin devamında, doğrulama platformlarına dayalı platform gazeteciliğine yönelik çalışmalar yapılması beklenmektedir. Sanayi 4.0 ile bilgiye ulaşımın kolaylaşması, bilgi kirliliğinin yaşanmasına ortam hazırlamaktadır. Bu kapsamda Büyük Veri'nin doğru analiz edilmesi ve haber kaynağı olabilecek verilerin ayıklanıp kullanılması önem taşımaktadır. Bu noktada doğrulama platformlarının kullanılması uygun olacaktır. Platform gazeteciliği, veriden haber yapma olarak açıklanabilir. Bir başka ifadeyle, haber platformunda gün içerisinde birçok haberin bırakmış olduğu veri izinin raporlanabilir forma sokulması ve veriler arasında ilişki kurularak haber yapılması, platform gazeteciliği sayesinde mümkün olacaktır.

Medya 4.0 sürecinde medyanın dijital platformlarda faaliyet göstermesi görülmektedir. Artırılmış gerçeklik kavramı sayesinde dijital platformlarda haberin deneyimlenmeye müsait bir olgu haline gelmesi söz konusu olacaktır. Medyanın değişim ve dönüşümüyle birlikte kullanılacak yeni cihazlar ile haberler birçok farklı açıdan eş anlı olarak deneyimlenebilecektir.

Yeni dönemde yaşaması beklenen bir diğer yenilik, sanayideki esnek üretim yapısının medyada kişiye özel haber yapılması şeklinde yorumlanmasıdır. Günümüzde kişisel bilgisayarlar, tablet ve akıllı telefonlarda kullanılmakta olan tarayıcılar, kullanıcının arama geçmişini ve tercihlerini kayıt altında tutmaktadır. Bu özellik, mobil cihazın tutmuş olduğu verilerin işlenerek kullanıcıya kendisine özel reklamların sunulmasına imkan tanımaktadır. Medya 4.0 kapsamında söz konusu reklamlara benzer biçimde hazırlanmış haberlerin okuyucuya ya da medya kullanıcılarına sunulması beklenmektedir. Kişiselleştirilmiş haberlerin okuyucunun karakterine, ilgi alanlarına ve tercihlerine göre oluşturulmuş olması, haberin okuyucunun ilgisini çekmeme ihtimalini düşürecektir.

Medyada, teknolojinin gelişmesine paralel olarak yaşanması beklenen bir sonraki aşama ise gazeteciliğe yönelik yapay zekanın tasarlanmasıdır. Yapay zekanın medyada kullanılması, belki de Medya 4.0 yolundaki en önemli gelişme olarak değerlendirilebilir. Yapay zekanın tabiri caizse gazetecilik yapacak olması, medyanın tamamen robotik olacağı yönündeki görüşleri kanıtlar nitelikte bir gelişme olarak kabul edilmemelidir. Burada dikkate alınması gereken nokta, yapay zekanın yalnızca haber iletme aracı olarak kullanılacak olmasıdır. Medyaya yönelik tasarlanacak olan yapay zeka, Büyük Veri'yi kullanarak haber yapacaktır. Yapay zekan insani duygulardan ve insanın düşünce yapısından uzak olduğu için, yorumlayıcı, tartışılabilir ve subjektif haberler yapması ya da köşe yazıları yazması mümkün görünmemektedir. Bir başka ifadeyle yapay zekanın medya için yapacağı haber, hava durumu, piyasa verileri ya da trafik haberleri gibi objektif haberler olacaktır.

2.2. Medya 4.0 Kapsamında Türkiye

Medyanın Türkiye'deki yakın geçmişine bakıldığında son yüzyılda önemli gelişmeler yaşandığı görülmektedir. 1990'lı yıllara dek teknoloji medya kapsamında değerlendirildiğinde akla gelen ilk gerçeğin baskı yöntemlerindeki gelişmeler olduğu bilinmektedir. İlerleyen dönemlerde internetin medyada kullanılması, gazetelerin internet üzerinden yayımlanmasını mümkün kılmıştır. İnternetin medyada aktif bir rol alması, internet gazeteciliği kavramının doğmasına sebep olmuştur. Teknolojinin gelişme hızının devamlı arttığı göz önüne alındığında, Medya 4.0'ın yakın zamanda uygulanabilir bir kavram olduğu söylenebilir. Medyanın içinde bulunduğu durum değerlendirildiğinde, gazetelerin okur kaybettiği görülmektedir. Bu durumun oluşmasındaki en büyük etken birçok gazetenin artık dijital ortamlar aracılığıyla okuyucuya ulaşıyor olmasıdır. Sanal gazeteye ulaşmak, okuyucu için basılı gazeteyi temin etmekten daha kolay ve az maliyetli olmaktadır.

Günümüzde medyanın dönüşümünde dijital platformları en çok çocuk ve gençlerin kullandığı görülmektedir. Florida Devlet Üniversitesi ve ODTÜ'den araştırmacılar, Türkiye'den 270 ve ABD'den 131 ebeveynle çocuklarının dijital medya kullanımı üzerine bir anket gerçekleştirmiştir (Indigo, 2018). Çalışmanın sonuçlarına göre Türkiye'de 0-6 yaş çocukların %63'ünün tableti, ebeveyn gözetimine ihtiyaç duymadan kullanabildiğini göstermektedir. Türkiye'de çocuklar tableti %72 oran ile en çok video izlemek için kullanmaktadır. Ardından oyun oynamak, resim yapmak, eğitici amaçlar ve fotoğraflara bakmak gelmektedir.

Türkiye'de medyanın güncel durumunu değerlendirmek adına kadınların internet kullanımına bakıldığında, ortaya umut verici bir tablo çıkmaktadır. Basılı gazetecilik anlamında çalışma alanı kısmen dar iken, dijital platformların sınırsız bilgiye ulaşmayı ve bilgi paylaşımını mümkün kılması, bu tabloda olumlu etkiler bırakmaktadır. Henüz dört yaşındayken Bach'ın prelüdlarını çalabilen Türk piyanist İdil BİRET, teknolojinin kendisine sağladığı katkıyı şu sözlerle ifade etmektedir: "Gelişen teknoloji, bilhassa 1980'li yıllarda başlayan dijital sistem, kayıt ve dağıtım çalışmalarına çok yardımcı oldu. Önceleri CD üzerinde daha sonra internet içinden de indirilecek biçimde yaptığım kayıtlar dünyanın dört bir yanına ulaşabildi. Bu şekilde büyük plak şirketlerinin dağıtım monopollerini kırmak da mümkün oldu" (Fortune Turkey, 2018).

Türkiye'nin teknoloji kullanımı söz konusu olduğunda oldukça iyi bir tablo çizdiği görülmektedir. Bu kapsamda Medya 4.0'a geçiş sürecinde toplumun yeni haber kaynaklarının kullanımına kısa süre içinde adapte olması beklenmektedir. Durum sektörel boyutta değerlendirildiğinde, ortaya çıkan sonucun istenilen seviyede olmadığı görülmektedir. Türkiye modern medya ve iletişim teknolojilerinin çoğunlukla üretim süreçleri dışında kalmış ve sadece kullanıcı olmuştur. Türkiye' Medya 4.0'ı yakalamak isteyen bir ülke olarak değerlendirildiğinde, teknoloji kullanımında gösterdiği ilgi ve başarıyı teknoloji üretiminde de göstermelidir. Bunun için medya teknolojilerine yatırım yapılması, üniversitelerdeki iletişim eğitiminin kalitesinin artırılması ve medya sektörü ile üniversiteler arasında işbirliği sağlanmalıdır.

3. Sonuç

Günümüze kadar yaşanmış olan üç sanayi devriminin getirmiş olduğu bilgi ve iletişim teknolojilerinin medyada olumlu etkiler bıraktığı görülmektedir. Söz konusu sanayi devrimleri, modern teknoloji kullanımını mümkün kılan kitle iletişim araçlarının ortaya çıkmasına imkan tanımıştır. Yakın gelecekte uygulamaya geçerek tüm üretim yöntemlerini değiştirmesi beklenen Sanayi 4.0, medyayı da etkisi altına

alacaktır. Sanayi 4.0'ın medyadaki etkilerinin Medya 4.0 olarak yorumlanabileceği düşünülmektedir. Medya 4.0 kapsamında yeni nesil iletişim araçlarının yoğun teknoloji kullanımı yapan cihazlar olması beklenmektedir. Gazete, televizyon ve günümüzde en çok tercih edilen haber kaynağı olan sosyal medyada, yapay zeka ve artırılmış gerçeklik uygulamalarının yapılacağı tahmin edilmektedir. Bu çerçevede Sanayi 4.0'ın esas özelliklerinden olan verimlilik ve esneklik kavramlarının da medya sektöründe uygulanması mümkün olacaktır.

Türkiye'de medyanın ortaya çıktığı dönemden itibaren teknoloji ile gecikmeli de olsa ilişki içerisinde olduğu anlaşılmaktadır. Araştırmalar, Türklerin teknoloji kullanımı konusunda ilgili ve istekli olduklarını göstermektedir. Ancak Medya 4.0'ı Türkiye'de mümkün kılmak için yalnızca teknoloji kullanımı yapmak yeterli değildir. Medyanın yeni dönemde ortadan kaybolacak bir sektör olarak değil, dönüşüme uğramış modern teknolojiyi benimsemiş bir sektör olması için, yeni nesil iletişim araçlarının Türk medyasında kullanılması oldukça önemlidir. Ancak durum ekonomik açıdan değerlendirildiğinde, Türkiye'nin rekabet gücünü koruması ve bağımsız hareket edebilmesi için, kendi teknolojisini üretebilecek bir yapıda olması gerektiği düşünülmektedir.

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A CRITICAL VIEW ON PARADOX BETWEEN SUSTAINABLE TOURISM AND SLOW CITY

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Abstract: *When the world tourism sector faced serious problems before entering the new millennium, the question of “what could be done?” started to be asked more intensely in order to make us think. What were these problems? Firstly, it was marketing of certain types of products. The other problem was that tourism activities were similar in countries or regions. Therefore, different regions or countries had to meet the tourism market by introducing alternative products.*

While focussing on individual tourism, mass tourism has emerged such as emergence of luxury tourism, coastal tourism, social and culture/city tourism. Similarly, as in hotels, all-inclusive concept has emerged as an alternative product to bed & breakfast or half-board. Perhaps in the future, nothing inclusive could be an alternative product to all inclusive. Suddenly slow-food appeared as an alternative to fast-food. With the success of the slow food movement, the concept of slow-city came out. This study focuses on the concepts of slow city and slow tourism which are alternative to mass tourism made with package tours, and the study will analyse how these two terms conflict with each other in tourism context.

The concept of slow city and sustainable development supports each other. The purpose of concept of slow cities is to increase public investment and living standards in cities, to revive the local economy, to protect and maintain cultural and natural resources. However, in recent years, especially when the slow cities examined in our country, some developments that go against the spirit slow city has emerged. This study aims to form a critical view between slow city practice in our country and the aim of slow cities.

Keywords: *Slow city, cittaslow, sustainable tourism*

YAVAŞ ŞEHİR–SÜRDÜRÜLEBİLİR TURİZM PARADOKSU ÜZERİNE ELEŞTİREL BİR BAKIŞ

Öz: *Daha yeni milenyuma girmeden dünya turizm sektörü ciddi sorunlarla karşı karşıya kalınca, neler yapılabilir sorusu daha yoğun sorulmaya ve bizleri düşündürmeye başladı. Nelerdi bu tür sorunlar? Hep belirli tip ürünlerin pazarlanması, oysa insanlar bir dönemden diğerine farklılık arayabiliyorlar. Bir başkası da, hep benzer ülke ya da bölgelerde turizm faaliyetlerinin görülmesi idi. Bunun için de, farklı bölgelerin ya da ülkelerin alternatif ürünler olarak turizm piyasası ile tanışması gerekiyordu.*

Nasıl mı? Bireysel turizm derken karşısına kitle turizmi çıktı. Sosyal turizm derken lüks turizm, kültür/şehir turizmi derken kıyı turizminin ortaya çıkması gibi. Otellerden örnek vermek gerekirse, oda-kahvaltı ya da yarım pansiyonun karşısına her şey dahil alternatif olması. Belki de ileride bunun karşısına da hiçbir şey dahil uygulamasının başlaması. Fast-food (ayakta yemek) derken birden slow-food (yavaş yemek) konuşmaya başladık. Yavaş yemek hareketinin başarısı ile birlikte slow-city (yavaş şehir) kavramı oraya çıktı. Bu çalışmada da paket turlarla yapılan kitlesel turizmin karşısına alternatif olan yavaş şehir ve yavaş turizm kavramlarına ve bunların turizm bağlamında taşıdığı zıtlığa değinmeye çalışacağız.

Yavaş şehir anlayışının sürdürülebilir kalkınma ile birbirini desteklediğini görüyoruz. Yavaş şehirlerin var oluş amacı şehirlerdeki kamu yatırımlarının ve yaşam standartlarının yükseltilmesi, yerel ekonominin canlanması, kültürel ve doğal kaynakların korunması ve yaşatılması gibi uygulamalardır. Ancak son yıllarda özellikle ülkemizdeki yavaş şehirleri incelediğimizde bunun aksine gelişmeler yaşandığı gözlemlenmektedir. Bu çalışmada yavaş şehirlerin var oluş amacı ile ülkemizdeki uygulamalar üzerine eleştirel bir bakış getirilmeye çalışılmıştır.

Anahtar Kelimeler: Yavaş şehir, cittaslow, sürdürülebilir turizm.

Giriş

Köyden kaçalım derken; birden köy ekmeğine, köy kahvaltısına, köy tavuğuna, yumurtasına özlem duymaya başladık. Hızlı yiyecek hızlı yaşayalım derken; birden kilo aldığımızı, yorulduğumuzu, sosyal ortamlardan uzaklaştığımızı hissetmeye başladık. Yerel kültürün korunması, organik gıda üretimi ve tüketimi konularında çalışmaların yoğunlaşmaya başladı. Bunun sonucu olarak dünyada yavaş akımlar ortaya çıktı. İzmir'in Seferihisar ilçesi ülkemizde yavaş şehrin ilk örneğidir.

Yavaş şehir hareketi yerel değerleri koruyan, yaşam kalitesini arttırmayı hedefleyen, sürdürülebilir kentsel gelişim modelini benimseyen ve yerel yönetimler tarafından desteklenen uluslararası bir organizasyondur. Ülkemizde var olan mevcut yavaş şehir uygulamalarına baktığımızda ise bazı noktalarda yavaş şehir felsefesi ile örtüşmeyen uygulamalara rastlamaktayız. Bu çalışmada yavaş şehir felsefesine uygun olmayan uygulamalar irdelenerek, yavaş şehir felsefesinin benimsenmesine yönelik önerilere yer verilmiştir.

Yavaş şehir hakkında bilgi

Yavaş yemek hareketini kentsel boyuta taşımak amacı ile kurulan yavaş şehir hareketi 1999 yılında İtalya'da ortaya çıkmış ve günümüzde 28 ülkede 182 üyeye sahiptir (<http://cittaslowturkiye.org>). 28 Kasım 2009 tarihinde İzmir ilinin Seferihisar ilçesinin yavaş şehir unvanına sahip olması ile birlikte Türkiye yavaş şehir ile tanışmıştır. Mevcut olarak ülkemizde Akyaka (Muğla), Gökçeada (Çanakkale), Halfeti (Şanlıurfa), Perşembe (Ordu), Seferihisar (İzmir), Şavşat (Artvin), Taraklı (Sakarya), Uzundere (Erzurum), Vize (Kırklareli), Yalvaç (Isparta) olmak üzere 11 adet yavaş şehir bulunmakta iken çalışmanın devam ettiği tarih itibarı ile bu illere Gerze (Sinop), Göynük (Bolu), Eğridir (Isparta) ve son olarak 2018 yılında Mudurnu (Bolu) eklenerek sayıları 15 olmuştur.

Yavaş şehir kavramı, günümüz modern şehir kavramına alternatif olarak ortaya atılmış bir kavramdır. Daha çok o şehirde yaşam süren yerel halkın, doğası ve kültürü bozulmamış bir ortamda, çevre kirliliğinden uzak bir şekilde günlük yaşamını belirli bir konfor içerisinde devam ettirmesini hedeflemektedir (Mayer ve Knox 2006). Yavaş şehir kriterleri çevre, altyapı, kentsel kalite için teknoloji ve tesisler, yerel üretimin korunması ve konukseverlikten oluşan yedi ana başlıktan oluşmaktadır (<http://cittaslowturkiye.org>). Yavaş şehir kriterleri ile sürdürülebilir turizm ilkelerinin birbirleri ile örtüştüğü görülmektedir.

Yavaş şehir akımının önemseydiği ilkeler arasında bölgenin dokusunun karakteristik özelliğinin korunması ve geliştirilmesine yönelik uygulanan bir çevre politikası; bölgede oturmak için değil ona değer verildiği için, onu bozmayan fonksiyonel olarak uygulanan bir altyapı politikası; çevrenin ve şehir

dokusunun kalitesini arttırmaya yönelik teknoloji kullanımı, geri kazanım ve geri dönüşüm tekniklerine değer verilmesi, genetiği değiştirilmiş gıdalar yerine doğal teknikler ile elde edilen ve doğaya uyumlu gıda maddelerinin üretim ve tüketiminin sağlanması, su ve toprak kalitesinin önemsenmesi, çevreye uyumlu yenilenebilir enerji kaynaklarının kullanımı sayılabilir (Mutdoğan 2010, Keskin 2010, Fullagar, Wilson ve Markwell 2012).

Geleceği tehlikeye atmadan, en iyi şekilde yararlanılması anlamında olan sürdürülebilirlik kavramı, destinasyonların sürdürülebilirliği açısından da önemlidir. Sürdürülebilirlik yalnızca doğal kaynaklar için değil aynı zamanda kültürel kaynaklar için de geçerli bir kavramdır. Turizmin etkilerinin yoğun olarak hissedildiği destinasyonlarda kültür ya da yaşam tarzında yozlaşmalar görülmekte ve tarihi mekanlar turist kalabalığından gördüğü fiziksel zarardan payını almaktadır. Turizmin geleceği açısından bu tür durumların önüne geçmek için gerekli tedbirlerin alınması ve politikaların belirlenmesi gerekmektedir.

Yavaş şehir – turizm paradoksu

Yavaş şehir kavramı, başlangıçta yerel halkın yaşam kalitesi için düşünülmüş olsa da, ilerleyen yıllarda turizm açısından da bir çekicilik olarak tanıtılmaya başlanmıştır. Sürdürülebilir turizm kapsamında da ele alınmaktadır. Bir yandan turizm alanında gelişmek isteyen destinasyonların yavaş şehir kavramı ile ön plana çıkması, bir yandan kentlerde modern ve hızlı yaşamın zorluklarından bunalmış insanların küçük kasabalara göç etmeye başlaması ile birlikte ülkemizde yavaş şehirlerde beklenenin aksine olumsuz gelişmeler yaşanmaya başlanmıştır.

Dünyadaki yavaş şehir uygulamalarını incelediğimizde ülkemizden farklı örneklerle karşılaşmaktayız. Mendrisio (İsviçre), kent yönetiminin enerji politikaları ile “enerji kenti” (Energienstadt) unvanını almıştır (Bott ve diğerleri, 2009, s.29). Überlingen (Almanya), 2004 yılında çevresel yönetim sistemlerin arazi kullanımı planlamasını uyarlayan ilk Avrupa Birliği kenti olmuş ve sürdürülebilir arazi kullanımını ile ilgili planlar yapmaktadır (Knox ve Mayer, 2012, s. 62-63). Orvieto (İtalya), kent içi ulaşım sistemlerini yeniden yapılandırmış, karbon ayak izi bırakmayan teleferik hizmeti getirmiştir (Knox ve Mayer, 2012, s. 54). Levanto’da (İtalya) kent merkezi trafiğe kapatılmıştır. Levanto’da (İtalya), kamusal ve açık alanların yaşanabilirliğini arttırmak için kente özgü sokakları ve meydanlar iyileştirilmiş; tarihi meydanlar ve yapıların koruma ve restorasyon çalışmaları yapılmış; diğer kentsel alanlar ise çağdaş bir yaklaşım ile yeniden tasarlanmıştır (Bott ve diğerleri, 2009, s.40).

Ludlow’da (İngiltere), geleneksel tekniklerin korunması için çıraklık sistemine dayanan bir eğitim programı başlatılmıştır (Pink, 2008, s.100). Ludlow’da (İngiltere), kent yönetimi kent planlaması konularında halkın da katılımı ile onaylanmıştır (Multinovic, 2010, s.7). Slow Food’un merkezi olan Bra’da (İtalya), okul kantinlerinde sağlıklı ve yerel öğünler sunulmaktadır (Bott ve diğerleri, 2009, s.35). Überlingen (Almanya), tarımda genetiği değiştirilmiş mikro organizma kullanmayı reddettiğini beyan etmiş ve gönüllü olarak 70’den fazla çiftçi toplam 200 hektarlık bir alanda bu doğrultuda tarım yapmayı onaylamıştır (Knox ve Mayer, 2012, s. 54).

Ülkemizdeki yavaş şehir uygulamalarında ise; yavaş şehirlerin denetiminin belediyelerin nezdinde olması siyasi bir kurum olan belediyelerin yöneticilerinin değişmesi ile kriterlerin yerine getirilmesinde sorunlar yaşanma olasılığını da düşündürmektedir. Yasaların ülkeden ülkeye farklılık göstermesi yavaş şehirler ağı içinde bir bütünlük oluşturmanın önünde bir engel oluşturabilmektedir. Ülkemizde 2012 yılında büyük şehir yönetmeliğinde yapılan değişikliklerle bazı iller büyük şehir statüsüne alınmış bu

durum ilçelerin bazılarının mahalle olmasına bazılarının da sınırlarının ve nüfuslarının değişmesine neden olmuştur. Aydın, Ordu ve Muğla illeri 2012 yılında yapılan değişikliklerle büyük şehir oldukları için, bu bölgelerde bulunan ilçelerin bazıları mahalle olmuş, bazıları ise yeni mahallelerin eklenmesi ile birlikte nüfuslarında ciddi artışlar görülmektedir.

Akyaka (Muğla) 2011 yılında yavaş şehir unvanını aldığında nüfusu 2.539 iken, Muğla ilinin 2012 yılında büyük şehir olması ile birlikte şu anda Ula ilçesinin bir mahallesi olmuştur. Ula (Muğla) ilçesinin 2017 yılındaki nüfusu 24.419 dir. Bu nedenle Akyaka'nın yavaş şehir olup olmama durumu yeniden değerlendirilmeye alınmıştır. Ordu'nun Perşembe ilçesinde 4 yıl gibi kısa bir sürede ciddi bir nüfus artışı görülmektedir. Perşembe (Ordu) yavaş şehir unvanını aldığında 2012 yılında nüfusu 9.168 iken, 2017 yılında nüfusu 30.812 olmuştur. Bu artışın nedeni yavaş şehir unvanını almış olması ile bağlantılı olmadığı açıktır. Ülkemizin siyasi yapısına baktığımız zaman yasa ve yönetmeliklerde yapılan değişiklikler yavaş şehirlerin nüfuslarını ve büyüklüklerini de etkilemektedir. Bu durumda siyasi yapımızla yavaş şehir uygulamalarının örtüşmeyen bir yanı olduğunu söyleyebiliriz.

Yavaş şehir üzerine yapılan çalışmaları incelediğimizde araştırmacıların olumlu ve olumsuz etkilerini değerlendirdiklerini görmekteyiz. Yapılan çalışmalarda ağırlıklı olarak olumlu yönler değinilmiştir. Yavaş şehir unvanına sahip olmanın gerektirdiği kriterler şehirleri olumlu yönde geliştirmeyi, daha yaşanılır kentler yaratmayı, yerel halkın yaşam kalitesini yükseltmeyi hedeflemektedir. Bu kriterler doğrultusunda bu şehirlerde çevre düzenlemeleri, restorasyon çalışmaları, kültürel ve doğal varlıkların korunmasına yönelik çalışmalar yapılması gelmektedir.

Yavaş şehir kriterleri içinde yerel üretimin desteklenmesi yer almaktadır. Bu amaçla küçük işletmelerin desteklenmesi, insan emeğinin değer bularak kadınların ve gençlerin üretime katılması için yeni istihdam alanlarının yaratılması ile sürdürülebilir yerel ekonomik bir kalkınma modeli hedeflenmektedir. Bu amaçla projeler geliştirilmekte, kooperatifler kurulmakta ve el sanatlarının korunması ve geliştirilmesine yönelik çalışmalar yapılmaktadır. Bu bölgelerin turizm çekiciliğinin artması ile birlikte ev pansiyonculuğunu geliştirmeye yönelik çalışmalar yapılmaktadır.

Yavaş şehir unvanını alan bölgelerde turizmin artması ile birlikte yeni istihdam alanları yaratılmış, araziler değer kazanmış ve halkın refah düzeyinde artış yaşanmıştır. Doğal ve kültürel mirasın öneminin anlaşılması ile doğal ve kültürel mirasın korunmasına yönelik uygulamalar başlatılmıştır. Bu uygulamalar arasında yenilenebilir enerji kaynaklarının kullanımı, geri dönüşüme önem verilmesi, çevreyi korumaya yönelik önlemler alınması, trafik sorununun çözümü, gürültü kirliliğinin önlenmesi ve çevre düzenlemeleri sayılabilir. Tüm bu çalışmalar o bölge hakkında olumlu imaj yaratılmasına katkı sağlamaktadır.

Araştırmalar yavaş şehir unvanına sahip olan bölgelerde turizmin artması ve arazi değerlerinin artmasının ilk yıllarda olumlu algılandığını zamanla bu durumun olumsuz yönlerinin ortaya çıktığını göstermektedir. Özellikle bu bölgelerde göç ile birlikte nüfus artışı görülmekte bu durum trafik ve gürültü kirliliğine yol açmakta, arazinin değer kazanması ile rant oluşmakta ve fazla yapılaşma görülmektedir. Bunun sonucu olarak bu şehirlerde de büyük şehirlerde yaşanan karmaşa yaşamaya başlamaktadır.



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Tablo 2. Yavaş Şehir/Turizm konusunda daha önce yürütülen araştırmalarda ele alınan olumlu-olumsuz yönler

| No | Yazar/lar | Çalışılan Mekan/şehir | Olumlu yönler | Olumsuz yönler |
|----|-----------------------------------|-----------------------|---|---|
| 1 | Coşar (2013) | Seferihisar, İzmir | Ek gelir yaratılması, organik tarımın teşvik edilmesi, kadınların üretime katılması, yeni istihdam alanlarının yaratılması, arazinin değer kazanması | Trafik ve gürültünün artması, yapılaşmanın artması, fiyat artışı, nüfus artışı, hızlı yapılaşma, rant artışı ile birlikte sit alanlarının yapılaşması, büyük otellerin kurulması, otopark sorunu, göç, kültürel yozlaşmaya, dokusunun bozulması, halkın bilinçsiz ve kısa vadeli çıkarlarını düşünmesi, çok fazla bilinirliğinin artması ile birlikte büyük şehre yakın olduğu için korunması zor bir bölge, yatırımcıların ilgisini çekmesi. |
| 2 | Karadeniz (2014) | Perşembe, Ordu | Doğal ve kültürel kaynakların korunması, bozulmamış doğa ve kültürün değerlendirilmesi, yerel üretimin ve küçük işletmelerin desteklenmesi, yavaş şehir unvanını alarak imaj oluşturmak, organik tarımın yaygınlaşması, insan emeğinin değer bulması, görüntü kirliliğinin en aza indirgenmesi, yerel halkın yaşam kalitesinin artmasını desteklemesi | Halkın bilinçli olmaması, yavaş olarak algılanmak, lüks tüketim olarak algılanması, ilerleyen zamanda talebin karşılanamaması, kontrol edilememesi ve yönlendirilememesi, sürdürülebilirliğin üç boyutu arasında çatışma yaşanması, halkın tepkisi, yavaş seyahat eden turistlerin beklentilerini karşılayamamak |
| 3 | Şahinkaya (2010) | Bra, İtalya | Trafik sorunu ve gürültü olmaması, bisiklet kullanımının yaygın olması, reklam panoları ve çanak antenlerin bulunmaması, binalar restore edilmiş, yöresel yiyecekler üretiliyor (sucuk, peynir), gençler bu üretim alanlarında istihdam ediliyor, gıda festivali düzenleniyor, geri dönüşüme önem veriliyor, yerli ürünler üretiliyor ve satılıyor | Değinilmemiş |
| 4 | Şahinkaya (2010) | Seferihisar, İzmir | Çocuklar için doğal üretim bahçelerinin yapılması, bisiklet yollarının yapılması ve kullanımının yaygınlaşması, köy pazarının kurulması, balkon ve pencerelerin çiçeklendirilmesi, Seferihisar sözlü tarih kitabının hazırlanması, rüzgar ve güneş enerjisinden yararlanılması, ev pansiyonculuğunun desteklenmesi, yerel yemek lokantalarının açılması | Değinilmemiş |
| 5 | Çakıcı, Yenipınar ve Benli (2014) | Seferihisar, İzmir | İstihdam artışı, kamu hizmetlerinin gelişmesi, yaşam standartlarının yükselmesi, yerel ekonominin canlanması, yatırımların artması, | Değinilmemiş |



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| | | | yeşil alanların ve doğal kaynakların korunması | |
| 6 | Sungur (2013) | Mevcut Yavaş Şehirler | Ev pansiyonculuğu, halıcılık, deri ve keçeden el sanatları, geleneksel lezzetlerin üretilmesi, hayvancılık ve organik tarımın gelişmesi, kooperatiflerin kurulması. | Değinilmemiş |
| 7 | Karabağ, Yücel, İnan (2012) | Türkiye | Özgünlük, kültürel çeşitlilik, marka kimliği, destinasyonun tanıtımı, kültürel mirasın korunması, kültür turizminin gelişmesi, ekonomik büyüme, bölgeler arasındaki gelir dağılımının eşitlenmesi, halka ek gelir imkanları yaratması, sürdürülebilirlik anlayışının benimsenmesi, yerel hizmetlerin gelişmesi | Değinilmemiş |
| 8 | Yurtseven, Kaya (2011) | Seferihisar | Yavaş şehir ve yavaş yemek hareketi doğrudan turizm amaçlı değildir. Destinasyon gelişimi ve kaliteli bir itibar oluşturulabilir, Seferihisar'a gelen turistleri adanmış, ilgili ve kazara turistler olmak üzere üç gruba ayırmışlar. Adanmış ve ilgilenen turistlerin yavaş şehirlere olan ilgisi yüksek, bilinçli ve çevreye duyarlı turistler. Yavaş turizm niş turizm olarak algılanabilir. | Kazara turistinin gelmesi, kitle turizminin bir parçası olan turistler |
| 9 | Keskin (2012) | Türkiye | Yerel sürdürülebilir ekonomik kalkınma modeli, yenilenebilir enerji kaynaklarının kullanımı, yerel ürünlerin değer kazanması, kentsel yaşam kalitesini arttırmaya yönelik çalışmalar, doğal kaynakların korunması, kültürel zenginliklerin korunması ve dünyaya tanıtılması. | Değinilmemiş |
| 10 | Sırrım (2012) | Türkiye | Yerel ekonomide canlanma , istihdam ve refah artışı, farklı ve özgün tarzlarıyla yavaş şehirler turistik cazibe haline gelmekte , ana girdisinin turizm gelirlerinden oluştuğu yerel ekonomik kalkınma modeli oluşmakta. | Değinilmemiş (Avustralya'nın bir zamanlar gelişen bir nehir limanı şehri Goolwa'nın, Sakin Şehir olduktan sonra turist akınına uğradığını, tarihi binalardaki sanat galerilerinin, kafelerin ve küçük pansiyonların ziyaretçilerin hizmetine sunulduğunu görüyoruz (Serin, 2009). |
| 11 | Şahin, Kutlu (2014) | Türkiye | Yavaş şehir ve sürdürülebilir kalkınma anlayışı birbirini teorik olarak desteklemektedir. Alışıldık turizm anlayışının yavaş şehirle birlikte değişeceği, geri dönüşüme önem verilmesi | Büyük kentler açısından Cittaslow'un uygulanabilirliğinin nüfus kıstası nedeniyle olmaması, Siyasal bir kurum olan belediyeler nezdinde üye olunması devamlı bir bağlılık, açısından risk oluşturabilir. Yasaların ülkeden ülkeye farklı oluşu çevre, ekonomi ve yaşam parametreleri alanında da bir |



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| | | | | çeşitliliğe neden olmaktadır. Bu durum birlik içinde yekpare bir yapının oluşması önünde bir engel teşkil etmektedir. |
| 12 | Mutdoğan (2010) | Seferihisar | Yasam kalitesinin yükseltmesi, geçmiş değerlere, kültüre, geleneklere ve lezzetlere sahip çıkılması ve yasatılması, bunları yaparken doğal çevreyi koruması. | Değinilmemiş |
| 13 | Özmen ve Can (2018) | Mevcut Yavaş Şehirler | Cittaslow Hareketi'ne Eleştirel Bir Bakış | Seferihisar'da emlak piyasasının hareketlenmesi, göç alması, soylulaşma riski, yöre halkının fazla katılım göstermemesi, yerel yönetimlere ve siyasete bağımlı olması, yavaş şehirlerin ekonomik odaklı görülmesi sonucu plansız ve kontrolsüz turizm gelişimi |

Sonuç

Yavaş şehir üyelik sürecinde yapılan çalışmalar sürdürülebilirlik ilkesi ile örtüşmekte ve destinasyonlara kentsel tasarım, yerel üretim, kentsel yaşam kalitesi ve yenilenebilir enerji, kullanımı için farklı bakış açıları ve fırsatlar sunmaktadır. Sosyal ve kültürel yönde olumlu değişimler ile yaşam kalitesini arttırmayı hedeflemektedir. Uluslararası bir birlik olması örgüt içerisinde işbirliği ve güç ile başarıyı arttırmaktadır. Yavaş şehir anlayışının benimsenmesinde yerel yönetimlerin, halkın ve karar vericilerin işbirliği büyük önem arz etmektedir. Olumlu bir bakış açısıyla kurulmuş uluslararası bir birlik olmasına karşın bazı yavaş şehirlerde olumsuz durumlarla da karşılaşabilmektedir.

Yavaş şehir yerel kalkınma modelini benimseyen, sürdürülebilirlik ilkesi ile hareket eden bir anlayışla kurulmasına karşılık yerel halk tarafından bir rant kapısı olarak görülebilmektedir. Yerel halkın böyle bir yaklaşım içinde olmaması için öncelikle yavaş şehir anlayışını benimsemesi gerekmektedir. Yerel halk ne kadar katılım gösterirse yavaş şehir farkındalığı ve başarısı o derece artacaktır. Yavaş şehirde yaşamının ayrıcalık olarak görülmesi bu şehirlere olan talebi artırmaktadır. Bu durum yavaş şehirlerin göç almasına ve bunun sonucunda nüfus artışı, trafik ve gürültü sorunlarına, konut ve arsa fiyatlarında artışa neden olmaktadır. Yavaş şehir sayılarında görülen artış farklı ve özel olma algısını zamanla ortadan kaldırabilir ve şehirlere olan ilgiyi azaltabilir (Knox, 2005).

Özgün ve yerel değerlerin ekonomik kalkınma odaklı ele alınması bölgeye yeni yatırımları çekmekte ve turizmin hızla gelişimini desteklemektedir. Kontrolsüz ve plansız turizm gelişimi bölgede kitle turizminin gelişimine neden olabilir. Oysa yavaş şehir anlayışı kitle turizmine karşı duran bir anlayıştır. Ancak yerel halkın beklentisi bu unvana sahip olmakla birlikte ekonomide ve turizmde beklenen hızlı gelişmeler olduğu görülmektedir. Yavaş şehir ve turizm konulu çalışmaların çoğunda ekonomik gelişim potansiyeli üzerine vurgu yapıldığı görülmektedir.

Kısa vadeli çıkarların düşünülmesi kültürel yozlaşmaya, şehrin dokusunun bozulmasına ve yerel özelliklerin kaybolmasına neden olmaktadır. Bu şehirlere olan talebin artması zamanla talebin karşılanamaması ve kontrol edilememesi riskini oluşturmaktadır. Turizmde daha çok niş pazara hitap

etmesi gereken yavaş şehirler kitle turizminin bir parçası olan destinasyonlara dönüşerek özelliğini kaybetme riski ile karşı karşıya kalacaktır. Şehirlerin dokusuna uymayan büyük otel ve tatil köylerinin bulunduğu destinasyonlar haline gelme riski taşımaktadırlar.

Ülkemizde yerel seçimler 5 yılda bir yapılmakta ve bu süre sonunda yerel yöneticiler değişebilmektedir. Bu durum yerel yöneticinin değişimi ile birlikte yavaş şehir anlayışının sürdürülebilirliğini de etkilemektedir. Yavaş şehir unvanına sahip kentlerin siyasetten bağımsız, yerel yönetimler üstü bir kuruluş tarafından yönetilmesi sürekliliğin sağlanması açısından önem arz etmektedir.

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A RESEARCH ON DESTINATION ATTRACTIONS OF FETHIYE

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Abstract: *The increasing competition in national and international tourism movements can also be seen how destination compete with another. Particularly, there is a hard competition between destinations with similar attractions (Kozak and Baloglu, 2010). Destinations that want to achieve success in this kind of competition, must make an effort to attract more tourists. Therefore, the destinations should display their tourism attractions and try to show their differences from their competitive destination. While trying to demonstrate the strengths of tourism attractions; they should also work on their weak aspects.*

Attractions of the destination has a significant impact on the choice of tourists. Condition of attractions and their capability to meet with the needs of tourists are important. This study aimed to explore the current condition of the attractions in Fethiye and understand to what extent attractions' characteristics meet the needs of the tourists. Therefore, each attraction is visited on site; in accordance with the predetermined criteria, it was evaluated and observed on site. Findings shows that Fethiye can offer a higher quality service in tourism to attract more quality tourists and should increase its brand value to show how it differs from other destinations.

Keywords: *Destination, Destination Attraction, Fethiye.*

FETHİYE’NİN DESTİNASYON ÇEKİCİLİKLERİNE YÖNELİK BİR ARAŞTIRMA

Öz: *Ulusal ve uluslararası turizm hareketlerinde artan rekabet ile birlikte destinasyonlar arasında da yarış her geçen gün artmaktadır. Özellikle birbirine benzer çekiciliklere sahip destinasyonlar arasında sert bir rekabet yaşanmaktadır (Kozak, Baloğlu ve Bahar, 2010). Bu tür bir yarışta başarıya ulaşmak isteyen destinasyonlar, daha fazla turist çekebilmek için çaba harcamak zorundadırlar. Bu nedenle, destinasyonlar sahip oldukları turizm çekiciliklerini ortaya koymakta ve benzerlerinden farklı olduklarını göstermeye çalışmaktadırlar. Sahip oldukları turizm çekiciliklerinin güçlü yönlerini ortaya koymaya çabalarken; zayıf yönlerini de güçlendirmeleri gerekmektedir.*

Destinasyonun sahip olduğu çekicilikler turistlerin tatil yeri seçimi üzerinde önemli bir etkiye sahiptir. Destinasyonun turizm açısından önemli çekiciliklere sahip olmasının yanı sıra bu çekiciliklerin durumu ve turistlerin ihtiyaçlarına cevap verebilmesi de önem taşımaktadır. Bu çalışmada Fethiye'nin sahip olduğu turizm çekicilikleri yerinde ziyaret edilmiş ve önceden belirlenen 30 kriter doğrultusunda değerlendirilmiştir. Fethiye'nin sahip olduğu çekiciliklerin mevcut durumlarını ve bu çekiciliklerin turistlerin ihtiyaçlarını karşılayabilecek özelliklere ne derece sahip oldukları belirlenmeye çalışılmaktadır. Bu amaçla her bir çekicilik yerinde ziyaret edilerek; önceden belirlenen kriterler doğrultusunda değerlendirilmiş ve yerinde gözlem yapılmıştır. Bu sayede Fethiye turizmde daha kaliteli hizmetler sunarak daha kaliteli turist çekebilir ve marka değerini yükselterek rakipleri arasında farklılaşabilir.

Anahtar Sözcükler: *Destinasyon, Destinasyon Çekiciliği, Fethiye.*

Giriş

Birçok turizm araştırmacısı yaptıkları çalışmalarda turistlerin seyahat kararını etkileyen faktörlerin belirlenmesi ve bu faktörlerin destinasyonun tercih edilmesindeki önemini belirlemeye çalışmışlardır (Baloğlu ve Uysal, 1996; Hançin ve Lam 1999; Kim ve Lee 2002). Bunlar, itici (psikolojik ve içsel) ve çekici (destinasyon imajı, destinasyonun sahip olduğu özellikler gibi dışsal) faktörlerden oluşmaktadır (Yoon ve Uysal 2005). Seyahat kararı veren turistin hangi destinasyonu tercih edeceği, destinasyonun sahip olduğu çekicilikler ile açıklanmaktadır (Crompton, 2004). Destinasyonun sahip olduğu çekicilikler itici motivasyonları etkileyebilir (Yoon ve Uysal, 2005); ayrıca destinasyon seçim kararının değişmesine de etki edebilir (Norman vd., 2001).

Bu çalışmanın konusu Fethiye'nin çekici faktörlerin mevcut özelliklerinin incelenmesinden oluşmaktadır. Çekici faktörler içerisinde antik kentler, plajlar, doğal güzellikler, tarihi ve mimari özellikli yapılar vb. birçok çekicilik sayılabilir. Destinasyonun sahip olduğu çekicilikler ve bu çekiciliklerin mevcut durumu turistin seyahat motivasyonunu doğrudan etkileyen faktörlerin başında gelmektedir.

Alanyazın taraması

Destinasyon, yerel ölçekte mal ve hizmetlerin sunulduğu ve turistin deneyimini yaşadığı alanlar olarak tanımlanmaktadır (Coltman 1989; Buhalis 2000; Rızaoğlu 2004; Kozak 2006). Adı geçen yazarlar, destinasyonu içerisinde çekicilikleri barındıran, belli düzeyde alt ve üstyapı ile donatılmış, ulaşılabilirlik koşullarını yerine getiren, belli hizmetleri sunabilen ve belirli bir imaja sahip alanlar olarak ele almaktadırlar.

Alhemoud ve Armstron (1996), turizm çekiciliklerini dört temel gruba ayırmaktadır: doğal çekicilikler, tarihi çekicilikler, kültürel çekicilikler ve insan yapımı çekiciliklerdir. Turistlerin satın alma kararları üzerinde sahip olunan çekicilikler kadar bu çekiciliklerin mevcut durumu da önemli bir etkiye sahiptir. Destinasyonun sahip olduğu çekicilikler turistlerde seyahat isteğinin oluşmasında motivasyonel bir etki göstermektedir (Gnoth, 1997).

Dann (1977) tarafından yapılan bir araştırmada tatil yeri seçiminde itici ve çekici faktörlerin etkili olduğu görülmektedir. Çekici faktörler doğal, kültürel ve tarihi kaynaklar, festivaller, özel olaylar, ulaşılabilirlik, altyapı gibi arz yönlü faktörlerden oluşmaktadır (Kim ve Lee, 2002). Destinasyonun sahip olduğu çekici faktörler ve bunların turistlerin ihtiyaçlarına cevap verebilmesi destinasyonu ziyaret etme isteği uyandırarak seçim sürecini doğrudan etkilemektedir (Demir, 2010).

Hsu, Tsai ve Wu (2009), Tayvan'ın sahip olduğu çekici faktörlerin önem derecelerini değerlendirmek amacı ile bu destinasyonu ziyaret eden turistler üzerine bir araştırma yapmışlardır. Çekici (dışsal) faktörleri "ulaşım olanakları", "insanların cana yakınlığı", "yiyecek imkânlarının çeşitliliği ve kalitesi", "konaklama imkânları", "kişisel güvenlik", "fiyat", "kültürel ve doğal kaynaklar", "alışveriş olanakları", "çevresel güvenlik ve kalite", "destinasyon imajı" ve "fayda beklentileri" gibi önem derecelerine göre değerlendirmişlerdir. Araştırmanın sonucunda "kişisel güvenlik", "çevresel güvenlik ve kalite" gibi güvenlikle ilgili özellikler ve "destinasyon imajı" gibi soyut çekici faktörler en üst sıralarda yer alan faktörler olmuştur (Hsu, Tsai ve Wu; 2009).

Çekicilikleri doğal kaynaklara ve kültürel mirasa dayalı olan destinasyonların varlıklarını sürdürebilmesi için bu kaynakları koruyarak kullanma ilkesi ile hareket etmeleri kaçınılmaz bir



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zorunluluktur (Lorant ve Tünde, 2010: 93). Turizm sektörünün mevsimsel özellikte olması doğal ve kültürel kaynaklar üzerinde olumsuz bir etki yaratmaktadır. Destinasyonun çekiciliklerini korumak ve çevre kalitesini arttırmak için önlemler almak gerekmektedir (Petrosillo, Zurlini ve Zaccarelli 2006:111). Sürdürülebilir turizmin temel amacı doğal ve kültürel çevre kaynaklarını olumsuz yönde etkilemeden turizm kapasitesini ve turizm ürünlerinin kalitesini arttırmaktır (Cronin, 1990: 13).

Araştırma yöntemi

Araştırma kapsamında öncelikle destinasyon çekiciliği konusunda yapılmış çalışmalar incelenmiştir. Hsu, Tsai ve Wu; (2009) destinasyon seçimini etkileyen faktörler sınıflandırılmasında yer alan somut (maddi) faktörler incelendiğinde ulaşım olanakları, konaklama ve yeme içme olanakları, kişisel güvenlik, kültürel ve tarihi çekicilikler ve çevre güvenliği ile çevre kalitesine değindiğini görmekteyiz. Beerli ve Martin, (2004) algılanan destinasyon imajını belirleyen özellikleri dokuz başlık altında sınıflandırmışlardır. Bu sınıflandırma doğal kaynaklar, genel altyapı, turist altyapısı, turist boş zaman değerlendirme ve eğlence, kültür, tarih ve sanat, politik ve ekonomik faktörler, doğal çevre, sosyal çevre ve mekan atmosferinden oluşmaktadır.

Hsu, Tsai ve Wu; (2009) ve Beerli ve Martin, (2004) çalışmalarında yer alan destinasyon özelliklerinden yola çıkarak 30 maddeden oluşan bir liste oluşturulmuştur. Bu liste yol durumu, ulaşım süresi, güzergahın özellikleri, trafik durumu, park yeri, giriş ücretleri, ziyaret saatleri, engelliler-yaşlılar ve çocuklu aileler için uygunluk durumu, tanıtıcı broşür-harita ve rehberlik hizmetleri, yeme-içme üniteleri, emniyet ve güvenlik açısından uygunluk durumu gibi faktörlerden oluşmaktadır.

Tablo 1’den de görüleceği üzere, bu çalışma kapsamında Fethiye’de toplam 15 kültürel, tarihi ve doğal çekicilik ziyaret edilmiştir. 15 yer seçilirken ilçe Turizm Müdürlüğü ile görüşülmüş ve Fethiye’nin turizm açısından en önemli tarihi, kültürel ve doğal çekicilikleri belirlenmiştir. Ziyaret edilen yerler önceden oluşturulmuş 30 maddelik kontrol listesine göre değerlendirilerek yerinde gözlem yapılmıştır. Bu ziyaretler GEKA (Güney Ege Kalkınma Ajansı) ve Fethiye Ticaret Odası ile birlikte yürütülen “Fethiye’de Kruvaziyer Turizm Potansiyelinin Belirlenmesi Projesi” (2014) kapsamında ve GEKA ile Fethiye Ticaret Odası’nın desteği ile gerçekleştirilmiştir. Hazırlanan kontrol listesinde bulunan kriterler dikkate alınarak, 1-3 Mayıs 2014 tarihleri arasında yapılan ziyaretlerde her bir madde doğrultusunda tek tek inceleme yapılmıştır.



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Tablo 1. Ziyaret Edilen Yerler ve Kontrol Listesi

| Kontrol Listesi | Tlos | Saklık Kenti | Amintas Kaya Mezarları | Kayaköy | Babadag | Ölideniz | Kelebekler Vadisi | Patara Antik Kenti | Xantos Antik Kenti | Letoon Antik Kenti | Sdyrna Antik Kenti | Arkasa Ören Yeri | Kadyanda Antik Kenti | İz Tuzu Plajı | Kaunos Antik Kenti |
|--|------|--------------|------------------------|---------|---------|----------|-------------------|--------------------|--------------------|--------------------|--------------------|------------------|----------------------|---------------|--------------------|
| Yol duble mi? | X | | | | | | | | | | | | | | |
| Yol asfalt mı? | X | | X | X | | X | | X | X | X | X | X | X | X | |
| Yol mesafesi uygun mu? | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Ulaşım süresi uygun mu? | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Yol güzergahı ilgi çekici mi? | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Yol güzergahında trafik yoğunluğu var mı? | X | X | X | | | | | | | | | | | | |
| Yol güzergahında mola yeri var mı? | | X | X | X | | X | | X | X | X | X | X | X | X | X |
| Otobüs park yeri var mı? | X | X | X | X | X | X | | X | X | X | | | X | X | X |
| Kaç otobüs park edebilir? | 6 | 40 | 3 | | 5 | 20 | | | 4 | 10 | | | 2 | 40 | 6 |
| Ören yerine yürüme mesafesi uygun mu? | X | X | X | X | | X | | X | X | X | X | X | X | X | X |
| Ören yerine yürüme yolu ilgi çekici mi? | X | X | X | X | X | X | | X | X | X | X | X | X | X | X |
| Ören yeri giriş ücreti var mı? | X | X | X | X | X | X | | X | X | X | | | X | X | X |
| Ören yeri ziyaret günleri var mı? | | X | | | | | | | | | | | | | |
| Ören yerinin ziyaret saatleri var mı? | | X | X | X | | X | X | X | X | X | | | | X | X |
| Her mevsim ziyarete açık mı? | X | X | X | X | X | X | | X | X | X | X | X | X | | X |
| Engelliler için uygun mu? | | X | | X | | X | X | X | | | | X | X | X | X |
| Yaşlılar için uygun mu? | | X | | X | | X | X | X | | X | X | X | X | X | X |
| Çocuklu aileler için uygun mu? | X | X | | X | | X | X | X | | X | X | X | X | X | X |
| Ören yerinin sahip olduğu çekicilik türü (tarihi, doğal) | T | D | T | T | D | D | D | T | T | T | T | D | T | D | T |
| Ören yerini tanıtan broşür/harita var mı? | X | X | | | X | | X | X | X | X | | | | | |
| Ören yerini sembolize eden hediyelik eşya var mı? | X | X | X | X | X | X | | X | | | | | | X | |
| Ören yerinde tuvalet var mı? | X | X | X | X | X | X | X | X | X | X | | | X | X | X |
| Ören yerinde yeme-içme ünitesi var mı? | X | X | X | X | X | X | X | X | X | | | | | X | X |
| Çekiciliklerin genel durumu iyi mi? | X | X | X | X | X | X | X | X | X | | | | | | |
| Ören yerine yakın ilk yardım hizmeti var mı? | X | X | X | X | X | X | X | X | X | X | | X | | X | X |
| Ören yerinde rehberlik hizmeti var mı? | | | | | X | X | X | X | | X | | | | X | |
| Ören yeri her mevsim ziyaret edilebilir mi? | | X | X | X | X | X | | | X | X | | | X | X | X |
| Ören yeri emniyetli mi? | | X | | X | X | X | | X | X | X | X | X | | X | X |
| Ören yeri güvenli mi? | X | X | X | X | X | X | X | X | X | X | | | | X | X |
| Genel kanaatimiz iyi mi? | X | X | | | | | X | | | | | | | | |

Bulguların değerlendirilmesi

Fethiye ve çevresindeki keşif gezileri ile 30 kriterden oluşan kontrol listesini ulaşım açısından değerlendirdiğimizde; Amintas Kaya Mezarları şehir içinde bulunmakta; en kısa süreli ulaşım 15 dk lık bir yolculuk ile Kaya Köy ve Ölüdeniz Tabiat Parkı, en uzak yolculuk ise 1 saat 10 dk lık yolculuk ile Letoon Antik Kenti'dir. Sdyma yolunun son 6 km si, Araksa Ören Yeri'nin son 10 km si, Kadyanda Antik Kenti'nin son 8 km si, Tlos Antik Kenti'nin son 13 km si stabilize bölünmüş, virajlı dağ yoludur. 15 destinasyonun hepsi ulaşım süresi bakımından uygun mesafededir. Şehir dışındaki tüm destinasyonlarda trafik sıkışıklığı sorunu yaşanmamakta sadece yaz aylarında belli saatler kısmen bir yoğunluk yaşanmaktadır. Şehir içinde belli saatlerde ve yaz aylarında trafik sıkışıklığı sorunu yaşanmaktadır. Yol güzergahları açısından değerlendirdiğimizde tüm güzergahlar doğal çekiciliklere sahiptir ve güzergahlar üzerinde mola verilebilecek noktalar bulunmaktadır.

Sdyma Antik Kenti dışında tüm destinasyonlarda otobüs park yeri bulunmaktadır. Park alanlarının büyüklüğü 3 otobüs ile 50 otobüs park edebilecek şekilde değişmektedir. İztuzu Plajı, Patara Antik Kenti, Ölüdeniz Tabiat Parkı en geniş park alanlarına sahip iken Amintas Kaya Mezarlarında bulunan park alanına en fazla 3 otobüs park edebilmektedir. Otobüsten inen turistler için destinasyona yürüme mesafesi 10 m ile 1 km arasında değişmektedir. Patara Plajı ve Kaunos Antik Kenti'ne park yerinden sonra 1km lik yürüme mesafesi ile ulaşılmaktadır. Kaunos Antik Kenti'ne ulaşımında 1 km lik yolu yürümek istemeyenler için servis ile ulaşım imkanı sunulmaktadır. Kitle turizmine bağlı faaliyet gösteren Fethiye ve Antalya bölgesini ziyaret eden yerli ve yabancı turistlerin tercihinin daha çok otobüs turları olduğu dikkate alındığında, uygun park yerlerinin bulunması olumlu bir özellik olarak düşünülmelidir.

Sdyma ve Araksa'ya giriş için bir ücret alınmamaktadır. Diğer destinasyonlara girişte kişi başı 5 ile 10 TL arasında giriş ücreti alınmaktadır. Ölüdeniz, Patara ve İz tuzu plajlarına girişte araç başına ücret alınmaktadır. Babadağ'a girişte bir ücret ödenmemekle birlikte, paraşütle atlamak isteyenlerden ücret alınmaktadır. İz tuzu Plajı Nisan-Ekim ayları arasında saat 08.00-20.00 arası ziyaret edilebilmektedir. Kelebekler Vadisi, Nisan-Ekim ayları arasında saat 11.00-17.00 arasında bot turları ile ulaşım sağlanmaktadır. Sdyma, Araksa ve Kadyanda için ziyaret günleri ve saatleriyle ilgili bir sınırlama bulunmamaktadır. Babadağ her mevsim ziyarete açık olmasına karşın ziyaret ve yamaç paraşütü için hava şartları önem taşımaktadır. Bunun dışında tüm destinasyonlar 12 ay ve haftanın 7 günü ziyarete açıktır, güneşin doğuş eve batış saatlerine göre ziyaret saatleri farklılık göstermektedir.

Engelliler, Yaşlılar ve küçük çocuklu aileler için destinasyonların uygunluk durumuna baktığımızda, Sdyma, Tlos ve Letoon Antik Kentleri engelliler açısından, Xantos ve Kadyanda Antik Kentleri engelliler, yaşlılar ve küçük çocuklu aileler açısından dik, dağlık ve taşlı alan olduğu için ziyarete uygun görülmemektedir. Patara Antik Kenti'nde yürüme engelli ziyaretçilerin de rahatlıkla dolaşabilmesi için ahşap yollar yapılmıştır. Sdyma, Kadyanda, Kaunos ve Patara tarihi, kültürel ve doğal çekiciliklere sahip iken; Xantos, Letoon, Tlos, Amintas Kaya Mezarları tarihi ve kültürel çekiciliklere sahiptir. Babadağ, Saklıkent ve İz tuzu doğal çekiciliklere sahip destinasyonlar arasında yer almaktadır. Babadağ, Kelebekler Vadisi, Saklıkent, Patara ve Xantos destinasyonlarını tanıtıcı broşür ya da harita ziyaretçiler için bulundurulmakla birlikte diğer destinasyonlar için tanıtıcı broşür ya da harita bulunmamakta sadece destinasyonda bulunan tabelalar üzerinde bilgi verilmektedir. Amintas Kaya Mezarları, Tlos, Saklıkent, Kayaköy, Ölüdeniz, Patara ve Babadağ'ı sembolize eden hediyelik eşya satışı bulunmakla birlikte diğer destinasyonları sembolize eden hediyelik eşya satışı bulunmamaktadır.



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Sdyma, Kadyanda ve Letoon'da yeme-içme ünitesi bulunmamakta, diğer tüm destinasyonlarda iyi ve orta kalitede bir yeme-içme ünitesi bulunmaktadır. Sdyma Antik Kenti hariç tüm destinasyonlarda ziyaretçiler için tuvalet bulunmaktadır. İlk yardım hizmetleri açısından değerlendirdiğimizde; sağlık hizmetlerine uzaklık 1 ile 17 km arasında değişmektedir. Sdyma Antik Kenti 17 km ile en uzak mesafede bulunmaktadır. Babadağ, İz Tuzu, Patara ve Ölü Deniz'de ilk yardım hizmetleri sağlayacak görevli bir sağlık ekibi bulunmaktadır. Babadağ, Ölüdeniz, İz Tuzu, Kelebekler Vadisi ve Letoon Antik Kenti'ni ziyaret edenler için rehberlik hizmeti bulunmakla birlikte diğer destinasyonlarda böyle bir hizmet bulunmamaktadır.

Herhangi bir kaza riskine karşılık emniyetli olup olmama durumuna göre destinasyonları değerlendirdiğimizde; Kadyanda, Amintas ve Tlos destinasyonları dağlık ve taşlı arazide buldukları için özellikle yaşlılar ve küçük çocuklar için yeterince emniyetli görülmemektedir. Bu destinasyonlarda düşme ve kaymadan dolayı yaralanma ve kaza riskleri oluşabilir. Kayaköy'ü yaşlılar ve engelliler ziyaret edebilir fakat kaya evlere çıkmakta sorun yaşayabilirler. Güvenlik açısından değerlendirdiğimizde ise Kadyanda, Araksa ve özellikle Sdyma destinasyonları ıssız bir bölgede oldukları için yalnız seyahat edenler için güvenlik açısından risk taşıyabilir. Tüm destinasyonlar ziyaret süreleri bakımından değerlendirildiğinde en az 30 dk ile 2 saat arasında zaman geçirilebilecek niteliktedir.

Sonuç ve öneriler

Fethiye, her yıl yerli ve yabancı birçok turist tercih ettiği Dünya Kültür Miras Listesi'ne girmiş tarihi ve doğal güzelliklere sahip, dünya çapında bilinen önemli bir destinasyondur. Turizm çeşitliliğinin fazla olmasından dolayı alternatif turizm imkanları sunan ve farklı beklentilere sahip turistler için çekim gücü yüksek bir destinasyondur. Bu çalışma ile Fethiye'nin sahip olduğu kültürel ve doğal çekicilikleri değerlendirilerek turistler açısından daha elverişli ve ulaşılabilir olmasına yönelik öneriler getirilmeye çalışılmıştır.

Ziyaret edilen 15 çekiciliğin ulaşım mesafesi ve yol güzergahının çekici olması Fethiye için bir rekabet avantajı sağlamaktadır. Değerlendirmeye alınan çekiciliklerde yeme- içme, tuvalet ve çekiciliği sembolize eden hediyelik eşya ünitelerinin geliştirilmesi destinasyonun çekiciliğini artırmada önemli rol oynayacaktır. Fethiye'nin destinasyon çekicilikleri genel olarak iyi durumda olmasına karşın bazı yönlerini geliştirilmesi destinasyona rekabet avantajı sağlayacaktır.

Güvenlik ve emniyet turistler için gidilen destinasyonda büyük bir endişe kaynağı olmaktadır (Middleton, 1994). Turistlerin güvensizlik ve yüksek risk algısı destinasyon seçimi ile yakından ilişkilidir (Reisinger ve Mavonda, 2006: 17). Bu durumda güvenlik ve emniyet tatil kararı vermenin ön şartı olarak kabul edilebilir (George, 2003: 576). Özellikle yaşlı turistler ve çocuklu aileler için emniyet ve güvenlik destinasyon tercihinde öncelikli kriterlerin başında yer almaktadır. Bu nedenle riskli olan yerlerde gerekli tedbirler alınarak daha güvenli hale getirilmesi ve risklerin azaltılması gerekmektedir.

Engelli turistlerin ilk kez gittikleri bir destinasyonda yaşadıkları deneyimler onların tekrar seyahat etme veya aynı destinasyonu tekrar tercih etme kararı açısından önemlidir (Yau vd., 2004: 948). Smith'e (1987) engellilerin turizm faaliyetini gerçekleştirmesini engelleyen faktörleri çevresel, mimari ve ekolojik engeller olarak açıklanmaktadır. Fethiye'nin turizm çekiciliklerini çevresel engelleri göz önünde bulundurarak değerlendirdiğimizde, Patara Antik Kenti dışında engelliler için uygun yürüme yolları bulunmamaktadır. Engelli ziyaretçilerin de rahatlıkla destinasyondaki çekicilikleri ziyaret edebilmeleri için yürüyüş yolları ve rampalar yapılması gerekmektedir.

Fethiye'nin sahip olduğu çekicilikler turistler için daha çekici hale getirilerek destinasyon imajı güçlendirilmelidir. Bu amaçla destinasyon çekiciliklerini ziyaret eden turistlere anketler yapılabilir. Ziyaretçilerin öneri ve şikayetleri öğrenilerek; sahip olunan çekiciliklerin eksikleri ve turistlerin bu yöndeki beklentileri tespit edilerek gerekli çalışmalar yapılabilir. Bu alanlarda görev yapan personele eğitimler verilerek, ziyaretçilere daha fazla yardımcı olmaları sağlanabilir. Rehberlik hizmetlerinin geliştirilmesi, farklı dillerde broşür, kitapçık ve harita sayısının artırılması destinasyonun çekiciliğini arttıracaktır.

Bu konuda en önemli görev ve sorumluluk Kültür ve Turizm Bakanlığı ile yerel yönetimlere düşmektedir. Bu sayede Fethiye'nin turizm çekiciliklerini koruyarak kullanma ilkesi ile hareket edilerek; çevre kalitesi yüksek, güçlü ve özellikli bir destinasyon haline gelmesi sağlanacaktır. Sürdürülebilir turizmin temel amacı olan doğal ve kültürel çevre kaynaklarını olumsuz yönde etkilemeden turizm kapasitesi ve turizm ürünlerinin kalitesi artırılmış olacaktır.

Çalışmanın bazı sınırlılıkları bulunmaktadır. Bu çalışma Fethiye'de bulunan turizm açısından önem taşıyan 15 yer ziyaret edilerek gerçekleştirilmiştir. Ziyaretlerin gerçekleştirildiği tarihten sonra aynı yerleri tekrar ziyaret edilme imkanı bulunamamıştır. Ziyaret döneminden günümüze kadar olan sürede değişimler yaşanmış olabilir. Bu çalışmada Fethiye'de bulunan tarihi, doğal ve kültürel çekicilikler destinasyon çekiciliğini etkileyen somut faktörler dikkate alınarak değerlendirilmiştir. Bu kapsamda konaklama işletmeleri ve diğer turizm işletmeleri dikkate alınmamıştır. Muğla çevresinde bulunan farklı destinasyonlar da daha kapsamlı ve benzer çalışmalar yapılarak birbirleri ile kıyaslanabilir.

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VELOCITY OF MONEY AND ECONOMIC DEVELOPMENT IN TURKEY

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Abstract: The purpose of this study is to investigate whether there exists a U-shaped relationship between velocity of money and economic development for the long run in Turkey. The data used in this study are annual and cover the period of 1968-2016. In this study, long-run real income per capita has been used as a proxy for economic development. Long-run real income per capita has been produced by using three different filters: Hodrick-Prescott, Christiano-Fitzgeralds and Baxter-King. The long run relationship between the variables has been investigated by using the Autoregressive Distributed Lag (ARDL) bounds testing approach developed by Pesaran and Shin (1999). According to empirical findings of the study, there exists a long-run relationship between velocity of money and economic development in Turkey over the period of 1968-2016. But the relationship is not a U-shaped curve, instead an inverted U-shaped curve. Also, in the models where the long-run real income per capita level was produced by Hodrick-Prescott and Baxter-King approaches, the long-run real income per capita which maximizes velocity of money was found to be 3062 TL and 1694 TL, respectively.

Keywords: Velocity of Money, Economic Development, ARDL.

TÜRKİYE'DE PARANIN DOLAŞIM HIZI VE EKONOMİK GELİŞİMİŞLİK

Özet: Bu çalışmanın amacı Türkiye örneğinde paranın dolaşım hızı ve ekonomik gelişme arasında uzun dönemde U-biçiminde bir ilişki olup olmadığını araştırmaktır. Çalışmada kullanılan veriler yıllık olup 1968-2016 dönemini kapsamaktadır. Çalışmada ekonomik gelişmenin ölçütü olarak uzun dönem kişi başına düşen reel gelir kullanılmıştır. Uzun dönem kişi başına düşen reel gelir üç farklı yöntem kullanılarak elde edilmiştir: Hodrick-Prescott, Christiano-Fitzgeralds ve Baxter-King. Değişkenler arasındaki uzun dönem ilişki Pesaran ve Shin (1999) tarafından geliştirilen Gecikmesi Dağıtılmış Otoresif (ARDL) sınır testi yaklaşımı kullanılarak araştırılmıştır. Çalışmanın ampirik bulgularına göre, Türkiye'de 1968-2016 döneminde paranın dolaşım hızı ile ekonomik gelişme arasında uzun dönem ilişkisi vardır. Ancak bu ilişki U-eğrisi şeklinde değil ters U-eğrisi şeklindedir. Ayrıca, uzun dönem kişi başına düşen reel gelirin Hodrick-Prescott yaklaşımıyla elde edildiğinde paranın dolaşım hızını maksimum yapan kişi başına düşen reel gelir 3062 TL iken, Baxter-King yaklaşımıyla üretilen kişi başına düşen reel gelirin kullanıldığı analizde bu değer 1694 TL'ye düşmektedir.

Anahtar Kelimeler: Paranın Dolaşım Hızı, Ekonomik Gelişme, ARDL

1.Giriş

Günümüz para teorisi ve politikası uygulamalarındaki en önemli varsayımlardan biri paranın dolaşım hızının istikrarlı olduğu varsayımdır. Bu varsayım özellikle para politikasının ekonomi üzerindeki etkinliği açısından son derece önemlidir. Şöyle ki, paranın dolaşım hızının istikrarlı olup olmaması para talebinin istikrarlı olup olmamasının ana belirleyicisi olacaktır. Eğer paranın dolaşım hızı istikrarlı



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değilse para talebi de istikrarlı olmayacaktır. İstikrarsız bir para talebinin mevcut olduğu bir ekonomide doğal olarak para politikası etkin olamayacaktır. Bu nedenle özellikle Monetarist akım, paranın dolaşım hızının kısa dönemde istikrarlı yani sabit, ancak uzun dönemde kurumsal faktörlerdeki değişimlerden dolayı değişken olabileceğini savunmaktadır. Bu görüşe paralel olarak Bordo ve Jonung (1981,1986, 1987) çalışmalarında, günümüzün birçok gelişmiş ekonomisi için paranın dolaşım hızının aslında U-biçiminde bir seyir izlediğini ve bu seyrin ana nedeninin de ekonomik gelişmişlik olduğunu savunmaktadırlar. Onlara göre, ekonomik gelişmişlik arttıkça paranın dolaşım hızı düşecek, ancak belirli bir seviyeden sonra ekonomik gelişmişlik artmaya devam ettikçe paranın dolaşım hızı artmaya başlayacaktır. İlk dönemlerde parasallaşma süreci, diğer bir ifadeyle, takas ve aynı ödemelerdeki azalmayla birlikte para kullanımının artması ve bireylerin para dışı varlıklarını nakdi paraya dönüştürmesi paranın dolaşım hızını düşürmektedir. Daha sonra ise finansal gelişme ve istikrar beraberinde para ve para benzeri varlıkların ikamesini kolaylaştırmakta, bu da para talebinin düşmesine dolayısıyla da paranın dolaşım hızının artmasına neden olmaktadır. Literatürde sayıca az da olsa Bordo ve Jonung hipotezini test eden çalışma bulunmaktadır. Ireland (1991), ABD ekonomisi üzerinde yaptığı çalışmada 1929-1980 dönemi için Bordo ve Jonung hipotezini destekleyen bulgular elde etmiştir. Siklos ve Echkhold (1997), Yeni Zelanda'da paranın dolaşım hızında kurumsal faktörlerin etkisini ampirik olarak test etmek amacıyla yaptıkları çalışmalarında 1981-1994 dönemine ait verileri kullanmışlardır. Sonuçlar, uzun dönemde paranın dolaşım hızının seyrinde finansal sistemdeki kurumsal değişimlerin etkili olduğunu göstermiştir. Bordo, Jonung ve Siklos (1997) bu kez sanayileşmiş beş ülkenin (Kanada, ABD, İngiltere, Norveç, İsveç) 1870-1986 dönemi verilerini kullanarak paranın dolaşım hızının uzun dönemde U-biçimindeki seyrinde kurumsal faktörlerin rolünü araştırmışlardır. Çalışmadan elde edilen bulgular, paranın dolaşım hızının uzun dönem seyrini açıklamada söz konusu faktörlerin etkili olduğunu göstermiştir. Gunby ve Hickson (2016) ise 1936-2014 dönemi Yeni Zelanda ekonomisi için yaptıkları çalışmalarında paranın dolaşım hızının uzun dönemde U-biçiminde seyir izlediği sonucuna ulaşmışlardır. Bununla birlikte, az sayıda olan mevcut çalışmaların tamamında ekonomik gelişmişlik ölçütü olarak reel gayri safi yurt içi hasıla (GSYH) veya gayri safi milli hasıla (GSMH) kullanılmıştır. Ancak bu seriler hem kısa hem de uzun dönem gelir bileşenlerini içermektedirler. Bunun yerine, ilgili serinin iyi bir ölçüt olabilmesi için sadece uzun dönem bileşenini içeriyor olması daha uygun olacaktır. Bu noktadan hareketle, bu çalışmada Türkiye örneğinde paranın dolaşım hızı ve ekonomik gelişme arasında uzun dönemde U-şeklinde bir ilişki olup olmadığı uzun dönem kişi başına düşen reel milli gelir kullanılarak araştırılmıştır.

2. Veri Seti ve Ekonometrik Yöntem

Çalışmada paranın dolaşım hızı ve ekonomik gelişme arasındaki uzun dönem ilişkiyi test etmek amacıyla ekonomik gelişmişliğin bir ölçütü olarak kişi başına düşen reel gelir (KBDG) kullanılmıştır. Uzun dönem KBDG serisi üç farklı filtreleme yöntemi kullanılarak elde edilmiştir. Veri seti yıllık olup 1968-2016 dönemini kapsamaktadır. Ekonometrik analizde kullanılan değişkenlere ilişkin seriler Türkiye Cumhuriyet Merkez Bankası Elektronik Veri Dağıtım Sistemi'nden (TCMB-EVDS) elde edilmiştir. Çalışmada kullanılan değişkenlerin kısaltmaları ve tanımları Tablo 1'de verilmiştir. Değişkenlerin önündeki "L" harfi ilgili değişkenin logaritmasının alındığını göstermektedir.

Tablo 1. Değişkenlerin Tanımı

| Değişkenin Kısaltması | Değişkenin Tanımı |
|-----------------------|---|
| LV | M2 tanımlı para arzının dolaşım hızı |
| LKBDG1 | Hodrick-Prescott Filtreleme Yöntemi İle Üretilen Uzun Dönem Kişi Başına Düşen Reel Gelir |
| LKBDG2 | Christiano Fitzgerald Asimetrik Filtreleme Yöntemi İle Üretilen Uzun Dönem Kişi Başına Düşen Reel Gelir |
| LKBDG3 | Baxter-King Filtreleme Yöntemi İle Üretilen Uzun Dönem Kişi Başına Düşen Reel Gelir |

Bordo ve Jonung'un paranın dolaşım hızına ilişkin U-eğrisi hipotezinin geçerli olabilmesi için paranın dolaşım hızı ile ekonomik gelişme arasında istatistiksel olarak anlamlı ve "uzun dönemli" U-eğrisi biçiminde fonksiyonel bir ilişki tespit edilmelidir. Bu kapsamda kişi başına düşen reel gelirin, paranın dolaşım hızını etkilediği düşünülen karesel regresyon denklemi aşağıda verilmiştir.

$$LV_t = \beta_0 + \beta_1 LKBDG_t + \beta_2 LKBDG_t^2 + \varepsilon_t \quad (1)$$

(1) numaralı regresyon denkleminde β_0 , β_1 ve β_2 sırasıyla sabit terim, uzun dönem kişi başına düşen reel gelir ve uzun dönem kişi başına düşen reel gelirin karesi değişkenine ait katsayıları göstermektedir. (1) numaralı denklemde β_1 'in negatif, β_2 'nin pozitif işaretli olması durumunda paranın dolaşım hızı ile ekonomik gelişme arasındaki ilişki U-eğrisi şeklinde olacaktır. Tam tersi bir durumda ise bu ilişki ters U-eğrisi biçiminde olacaktır. β_1 'in negatif (pozitif) ve β_2 'nin pozitif (negatif) işaretli olmaları durumunda paranın dolaşım hızının minimum (maksimum) olduğu uzun dönem kişi başına düşen reel gelir değeri $\beta_1/2\beta_2$ 'ye eşit olacaktır.

Çalışmada paranın dolaşım hızı ve ekonomik gelişme arasındaki uzun dönem ilişkiyi araştırmak için Pesaran ve Shin (1999) tarafından geliştirilen Gecikmesi Dağıtılmış Otoregresif (ARDL) sınır testi yaklaşımı kullanılmıştır. ARDL modeline göre, serilerin bütünleşme derecelerine bakılmaksızın değişkenler arasında eşbütünleşme ilişkisi olup olmadığı araştırılabilmektedir. Ancak serilerin bütünleşme derecelerinin 1'den büyük olması durumunda bu yöntem kullanılamamaktadır. Bu nedenle, çalışmada öncelikle değişkenlerin bütünleşme dereceleri, Dickey ve Fuller (1979; 1981) tarafından geliştirilen Genişletilmiş Dickey-Fuller (ADF) birim kök testi ile belirlenmiştir.

ARDL modelinde öncelikle değişkenler arasında eşbütünleşme ilişkisi olup olmadığını tespit etmek için kısıtlanmamış hata düzeltme modeli (UECM) oluşturulmaktadır. Çalışmada bu model, paranın dolaşım hızı ile uzun dönem kişi başına düşen reel gelir arasındaki uzun dönemli ilişkinin varlığını test etmek için (2) numaralı denklemdeki gibi uyarlanmıştır.

$$\Delta LV_t = \varphi + \sum_{i=1}^p \alpha_i \Delta LV_{t-i} + \sum_{i=0}^q \gamma_i \Delta LKBDG_{t-i} + \sum_{i=0}^r \theta_i \Delta LKBDG_{t-i}^2 + \delta_1 LV_{t-1} + \delta_2 LKBDG_{t-1} + \delta_3 LKBDG_{t-1}^2 + \varepsilon_t \quad (2)$$

(2) numaralı denklemde α_i , γ_i ve θ_i katsayıları kısa dönem dinamikleri; δ_1 , δ_2 ve δ_3 katsayıları uzun dönem ilişkileri; ε_t , hata terimini; Δ , fark operatörünü; p, q, r optimal gecikme uzunluklarını göstermektedir. Çalışmada optimal gecikme uzunluğu Schwarz bilgi kriteri (SIC) yardımıyla

belirlenmiştir. (2) numaralı denkleme ilişkin değişkenler arasında eşbütünlük ilişkisi olup olmadığını test etmek için aşağıdaki hipotez kurulmaktadır.

$$H_0: \delta_1 = \delta_2 = \delta_3 = 0$$

$$H_1: \delta_1 \neq 0, \delta_2 \neq 0, \delta_3 \neq 0 \quad (3)$$

(3) numaralı hipoteze ilişkin hesaplanan F istatistiği, Pesaran vd. (2001)'nin tablo alt ve üst kritik değerleriyle karşılaştırılmaktadır. Eğer H_0 hipotezi reddedilirse değişkenler arasında eşbütünlük ilişkisi olduğuna karar verilmektedir.

3. Ampirik Bulgular

Paranın dolaşım hızı ve ekonomik gelişme arasındaki uzun dönem ilişkisiyi araştırmadan önce çalışmada kullanılan değişkenlerin durağanlık seviyeleri ADF testi ile belirlenmiştir. ADF testine ilişkin sonuçlar Tablo 2'de verilmiştir.

Tablo 2. ADF Birim Kök Testi Sonuçları

| Değişkenler | Seviye | | Birinci Devresel Fark | |
|---------------------|------------|----------------|-----------------------|----------------|
| | Sabit | Sabit ve Trend | Sabit | Sabit ve Trend |
| LV | -0.313 (0) | -1.482 (0) | -6.425 *** (0) | -6.507 *** (0) |
| LKBDG1 | -0.618 (4) | -1.931 (3) | -6.416 *** (2) | -6.091 *** (2) |
| LKBDG1 ² | -0.074 (4) | -3.186 (3) | -2.816 * (3) | -4.785 ** (2) |
| LKBDG2 | -1.911 (8) | -2.688 (5) | -1.378 (7) | -1.658 (7) |
| LKBDG2 ² | -1.850 (8) | -3.379 * (5) | -0.754 (5) | -1.581 (7) |
| LKBDG3 | 1.322 (6) | -3.327 * (3) | ----- | ----- |
| LKBDG3 ² | 1.840 (6) | -2.926 (3) | -2.186 (2) | -2.163 (2) |

Not: Parantez içindeki değerler Schwarz Bilgi Kriterine göre belirlenmiş optimal gecikme uzunluklarıdır. ***, ** ve * sırasıyla % 1, % 5 ve % 10 anlamlılık düzeyini göstermektedir.

Tablo 2'de görüldüğü üzere LV, LKBDG1 ve LKBDG1² serileri hem sabitli hem de sabitli-trendli formda birinci devresel farkında durağan bulunmuştur. LKBDG2 serisinin ne seviyesinde ne de birinci devresel farkında durağan olmadığı belirlenmiştir. LKBDG3 serisinin ise seviyesinde sabitli formda durağan değilken sabitli-trendli formda durağan olduğu belirlenmiş, ancak ilgili değişkene ait grafik incelendiğinde serinin trend içerdiği gözlemlenmiştir. Dolayısıyla LKBDG3 serisinin durağanlığının tespitinde sabitli-trendli formun dikkate alınması gerektiğinden, bu serinin seviyesinde durağan olduğunun kabul edilmesi uygun olacaktır. LKBDG3² serisinin ise hem seviyesinde hem de birinci devresel farkında durağan olmadığı belirlenmiştir. Ancak ilgili değişkene ait grafik incelendiğinde serinin durağan olduğu görülmüştür. Bunun üzerine söz konusu seri için alternatif Phillips-Perron (PP) ve Kwiatkowski-Phillips-Schmidt-Shin (KPSS) durağanlık testleri de yapılmış ve serinin birinci devresel farkında durağan olduğu belirlenmiştir. Bu nedenle, çalışmada her ne kadar ADF testi baz alınsa da diğer testlerin sonuçları da dikkate alınarak LKBDG3² serisinin birinci devresel farkında durağan olduğu kabul edilmiştir. ADF test bulgularına göre, LV, LKBDG1, LKBDG1² ve LKBDG3² serilerinin bütünlük dereceleri $I \sim (1)$ iken LKBDG3 serisinin bütünlük derecesi $I \sim (0)$ 'dir. Bu

bağlamda ADF testinden elde edilen sonuçlar, LV, LKBDG1, LKBDG1², LKBDG3 ve LKBDG3² serileri ile yapılacak analizde yöntem olarak ARDL modelinin seçiminin uygun olduğunu ancak LKBDG2 serisinin söz konusu yöntem için uygun olmadığını göstermektedir. Dolayısıyla paranın dolaşım hızı ile Christiano Fitzgerald asimetrik filtreleme yöntemi ile üretilen uzun dönem kişi başına düşen reel gelir arasındaki uzun dönem ilişkiyi araştırmak amacıyla planlanan model çalışmanın bu kısmından itibaren çıkarılmıştır.

Serilerin bütünleşme dereceleri belirlendikten sonra paranın dolaşım hızı ile uzun dönem kişi başına düşen reel gelir arasında eşbütünleşme ilişkisinin var olup olmadığı hem Hodrick-Prescott hem de Baxter-King filtresi kullanılarak üretilen uzun dönem gelir ölçütleri için ayrı ayrı ARDL sınır testi yaklaşımıyla test edilmiş ve bulgular Tablo 3’de sunulmuştur.

Table 3. ARDL Sınır Testi Sonuçları

| Model | Bağımlı Değişken, Bağımsız Değişken | ARDL Model | F-istatistiği | Sonuç |
|-------|-------------------------------------|------------|---------------|-----------------------|
| 1 | LV, LKBDG1, LKBDG1 ² | (3,2,4) | 7,249*** | Uzun dönem ilişki var |
| 2 | LV, LKBDG3, LKBDG3 ² | (2,0,0) | 3,579* | Uzun dönem ilişki var |

Note: *** ve * sırasıyla % 1 ve % 10 anlamlılık düzeyini göstermektedir.

Sınır testi sonuçlarına göre, paranın dolaşım hızı ile ekonomik gelişmişlik ölçütü olarak kullanılan uzun dönem kişi başına düşen reel gelir arasındaki uzun dönem ilişkinin test edildiği her iki model için hesaplanan F istatistikleri Pesaran vd. (2001) tablo üst kritik değerinden büyük çıkmıştır. Dolayısıyla, model 1 için H₀ hipotezi % 1 seviyesinde, model 2 için % 10 seviyesinde reddedilmiştir. ARDL sınır testleri sonucunda, her iki modelde de paranın dolaşım hızı ile uzun dönem kişi başına düşen reel gelir arasında uzun dönem ilişkinin varlığı tespit edilmiştir.

Değişkenler arasında uzun dönem ilişkinin varlığı tespit edildikten sonra ARDL modelleri tahmin edilmiş ve sonuçlar Tablo 4’de verilmiştir. İlgili tabloda A panelinde uzun dönem katsayılar, B panelinde ise modele ilişkin tanısal istatistikler verilmiştir.

Tablo 4. Uzun Dönem Katsayılar ve Tanısal Test İstatistikleri

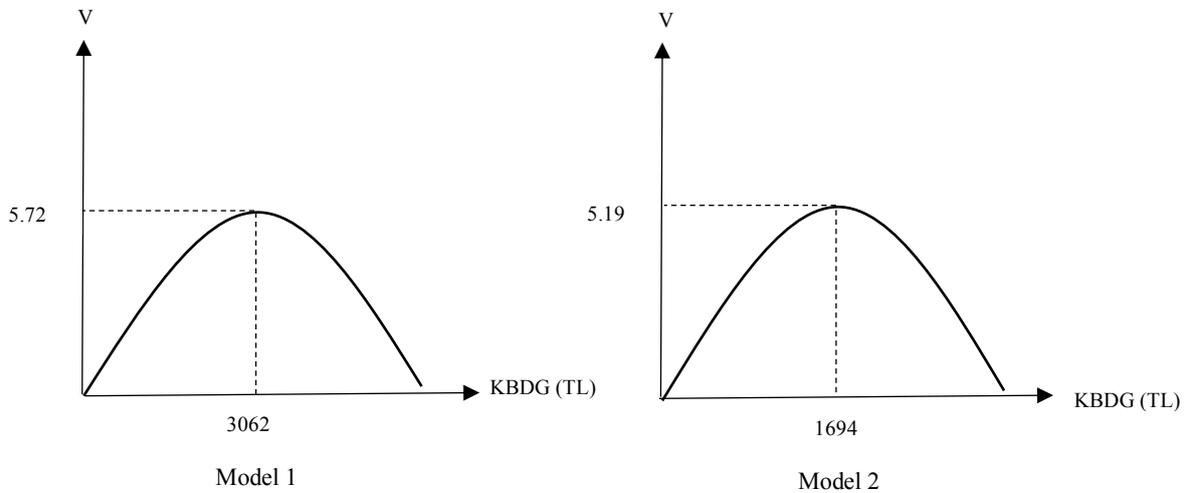
| Panel A: Uzun Dönem Katsayı Tahminleri | Model 1 ARDL (3,2,4) | | Model 2 ARDL(2,0,0) | |
|--|-------------------------|---------------|------------------------|---------------|
| | Katsayı | t-istatistiği | Katsayı | t-istatistiği |
| β_0 - (Sabit) | -39.041 | -7.628*** | -14.994 | -4.138*** |
| β_1 - (LKBDG) | 10.162 | 8.270*** | 4.476 | 4.904*** |
| β_2 - (LKBDG) ² | -0.633 | -8.682*** | -0.301 | -5.277*** |
| Panel B: Tanısal İstatistikler | | | | |
| ECM _{t-1} | -1.092*** | | -0.471** | |
| BPG | 0.164 | | 0.148 | |
| LM | 0.108 | | 0.928 | |
| CUSUM | İstikrarlı | | İstikrarlı | |

Not: BPG, Breusch-Pagan-Godfrey testini; LM, Breusch-Godfrey LM testini *** ve ** sırasıyla %1, ve %5 anlamlılık düzeyini göstermektedir.

Daha önce de bahsedildiği gibi uzun dönem kişi başına düşen reel gelir ve uzun dönem kişi başına düşen reel gelirin karesi değişkenine ait katsayıların (sırasıyla β_1 ve β_2), sırasıyla pozitif ve negatif olarak tahmin edilmesi durumunda paranın dolaşım hızı ile ekonomik gelişme arasındaki ilişki ters U-eğrisi şeklinde olacaktır. Tablo 4’de görüldüğü üzere, her iki modelde de β_1 ve β_2 katsayıları sırasıyla pozitif ve negatif olarak tahmin edilmiş ve bu katsayılar % 1 düzeyinde istatistiksel olarak anlamlı bulunmuştur. Dolayısıyla bu bulgular, Türkiye’de paranın dolaşım hızı ile ekonomik gelişme arasında ters U-eğrisi biçiminde bir ilişkinin varlığını desteklemektedir.

Uzun dönem katsayılar tahmin edildikten sonra bu katsayılar vasıtasıyla, her iki model için paranın dolaşım hızının maksimum olduğu uzun dönem kişi başına düşen reel gelir değeri hesaplanmıştır. İlgili değerler model 1 için 3062 TL, model 2 için 1694 TL olarak bulunmuştur. Paranın dolaşım hızının maksimum olduğu değerler ise model 1 ve model 2 için sırasıyla 5.72 ve 5.19 olarak bulunmuştur. Model 1 ve model 2’nin ARDL tahmin sonuçlarına dayanarak, Türkiye ekonomisinde paranın dolaşım hızı ile ekonomik gelişme göstergesi arasındaki ters-U ilişkisini gösteren grafikler çizilmiş ve Grafik 1’de sunulmuştur. Grafik 1’den de anlaşılacağı üzere ekonomik gelişmenin en düşük olduğu seviyelerde paranın dolaşım hızı düşük değerlerde kalmaktadır. Ekonomik gelişme görülmeye başladıkça paranın dolaşım hızı artmakta, belli bir noktadan sonra ise azalmaya başlamaktadır. Paranın dolaşım hızındaki dönüşüm, uzun dönem kişi başına düşen reel gelirin model 1 ve model 2’ye göre sırasıyla 3062 TL ve 1694 TL olduğu yerde gerçekleşmektedir. Diğer bir ifadeyle uzun dönem kişi başına düşen reel gelirin model 1 ve model 2’ye göre sırasıyla 3062 TL ve 1694 TL olduğu noktada paranın dolaşım hızı maksimum olmakta bu noktadan sonra kişi başına düşen reel gelir seviyesi arttıkça paranın dolaşım hızı düşmeye başlamaktadır.

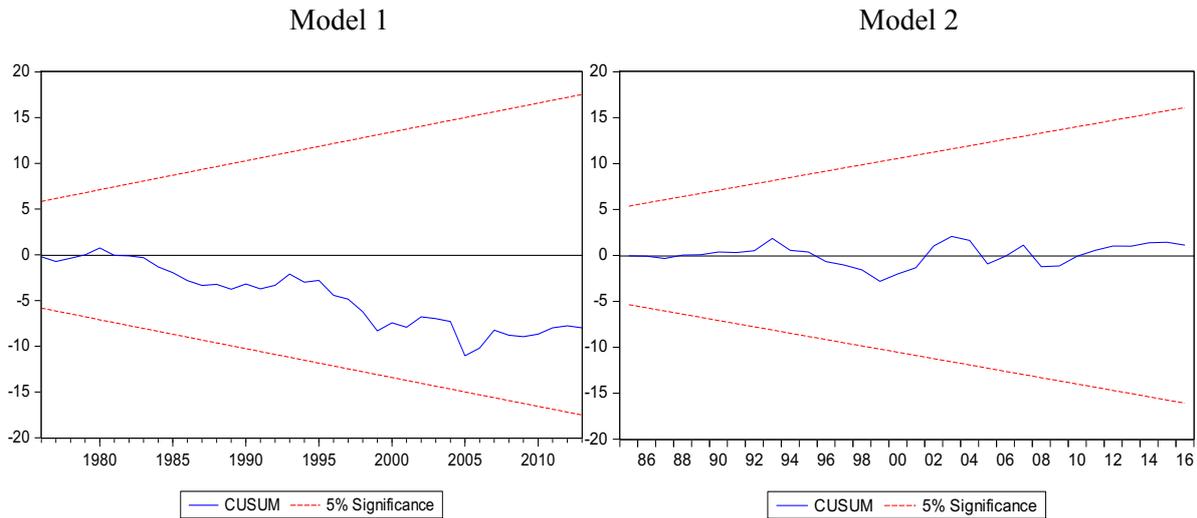
Grafik 1. Paranın Dolaşım Hızı ve Kişi Başına Düşen Reel Gelir



ARDL modellerinin tanısal test sonuçlarına bakıldığında, öncelikle her iki modelde de otokorelasyon sorununun olmadığı görülmektedir. Otokorelasyon sorununun tespiti için yapılan Breusch-Godfrey LM testleri sonucunda hata terimleri arasında otokorelasyon olmadığını ifade eden H_0 hipotezi reddedilmemiştir. İkinci olarak, modellerde değişen varyans sorununun tespiti için yapılan Breusch-

Pagan-Godfrey testleri sonucunda hata terimlerinin varyansının sabit olduğunu ifade eden H_0 hipotezi herhangi bir anlamlılık düzeyinde reddedilmemiştir. Dolayısıyla da her iki modelde de değişen varyans sorununun olmadığı belirlenmiştir. Tahmin edilen ARDL modellerinde parametrelerin istikrarlılığı CUSUM testi ile incelenmiş ve test sonuçları Grafik 2’de verilmiştir.

Grafik 2. CUSUM Test İstatistikleri



Grafik 2’de görüldüğü üzere, her iki modelde de CUSUM istatistikleri % 5 anlamlılık düzeyinde kritik sınırlar içerisinde kalmış, modeldeki katsayıların istikrarlı olduklarını ifade eden H_0 hipotezi % 5 seviyesinde reddedilmemiştir. Dolayısıyla CUSUM testlerinin grafikleri, modelin artıklarının sınırlar içerisinde kaldığını ve parametrelerin istikrarlı olduğunu, yapısal değişme olmadığını göstermektedir.

4. Sonuç

Bu çalışmada, Bordo ve Jonung’un paranın dolaşım hızına ilişkin U-eğrisi hipotezinin geçerliliği 1968-2016 dönemi Türkiye ekonomisi için ARDL yaklaşımı kullanılarak araştırılmıştır. Çalışmada ekonomik gelişmişliğin ölçütü olarak alternatif filtreleme yöntemleri kullanılarak elde edilen uzun dönem kişi başına düşen reel gelir kullanılmıştır. ARDL sınır testi sonuçlarına göre, paranın dolaşım hızı ile uzun dönem kişi başına düşen reel gelir arasında uzun dönem ilişkisi tespit edilmiştir. Değişkenler arasında uzun dönem ilişkisinin varlığı belirlendikten sonra uzun dönem kişi başına düşen reel gelir değişkenine ait uzun dönem katsayılar hesaplanmıştır. Uzun dönem kişi başına düşen reel gelir ve uzun dönem kişi başına düşen reel gelirin karesi değişkenine ait uzun dönem katsayılar sırasıyla pozitif ve negatif olarak tahmin edilmiştir. Elde edilen bu bulgu, Türkiye’de ele alınan dönemde paranın dolaşım hızı ile ekonomik gelişme arasındaki ilişkinin Bordo ve Jonung hipotezinin öngördüğü gibi U-eğrisi biçiminde değil, ters U-eğrisi biçiminde olduğunu göstermektedir. Bu sonuç, ilgili dönemde ekonomik gelişmişliğin ölçütü olarak kullanılan uzun dönem kişi başına düşen reel gelir arttıkça paranın dolaşım hızının arttığını, ancak belirli bir seviyeden sonra uzun dönem kişi başına düşen reel gelir artmaya devam ettikçe paranın dolaşım hızının azalmaya başladığını ifade etmektedir. Ayrıca, paranın dolaşım hızındaki dönüşümün gerçekleştiği uzun dönem kişi başına düşen reel gelir değeri, uzun dönem KBDG’in Hodrick-Prescott ve Baxter-King yaklaşımıyla elde edildiği modellerde sırasıyla 3062 TL ve 1694 TL

olarak bulunmuştur. Diğer bir ifadeyle, uzun dönem kişi başına düşen reel gelirin, Hodrick-Prescott ve Baxter-King yaklaşımıyla elde edildiği modellerde sırasıyla 3062 TL ve 1694 TL olduğu noktada paranın dolaşım hızı maksimum olmakta bu noktadan sonra kişi başına düşen reel gelir seviyesi arttıkça paranın dolaşım hızı düşmeye başlamaktadır. Dolayısıyla yukarıda ifade edildiği gibi, Türkiye ekonomisinde paranın dolaşım hızı ile ekonomik gelişme arasındaki ilişki Bordo ve Jonung hipotezinin öngörüsünün aksine ters U-eğrisi biçimindedir. Söz konusu ilişkinin bu şekilde olmasında, Türkiye'nin uzun yıllardır yüksek ve kronik enflasyonla karşı karşıya olan ve bununla mücadele etmeye çalışan bir ekonomi olmasının etkisi olduğu düşünülmektedir.

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CREATIVE TOURISM ENTREPRENEURSHIP

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Abstract: Creativity emerges as a product of innovative understanding. Creative tourism is a type of tourism which has developed in terms of originality in the world and especially in Turkey in recent times and unlike other alternative tourism types, it has put emphasis on creativity and local culture. Creative tourism gets people to take pleasure in learning different activities by giving opportunity to participate in the regional activities, history and cultural activities of the region actively. The aim in this type of tourism is to get tourists to feel themselves like local people. Creative tourism is a new type of tourism that offers tourists the opportunity to connect with the culture of local people by participating in creative activities (including artistic activities, local folk dances, crafts and culinary workshops). Creative tourism, which is a different form of cultural tourism; Beyond the primary consumption experiences, can offer many different opportunities for those who want to acquire new talents and experiences, including the construction and processing of cultural products specific to the region.

The aim of this study is to present new business ideas to tourism entrepreneurs by uncovering the potential of creative tourism in Isparta province, which has many unique cultural values. Secondary data are used in the research. In the study of literature review, creativity and creative tourism were conceptually handled and activities carried out by cities with creative tourism potentials in the world were included. In this context, it has been tried to show how Isparta's cultural and local activities are evaluated within the scope of creative tourism. In the results of working; New developments were presented to entrepreneurs by tabulating the creative tourism items that are considered to be developed by Isparta's existing situation. In the light of the findings, new business idea proposals were presented to tourism entrepreneurs within the scope of creative tourism.

Keywords: Creativity, Creative Tourism, Creative Cities, Isparta.

YARATICI TURİZM GİRİŞİMCİLİĞİ

Özet: Yaratıcılık, yenilikçi anlayışın bir ürünü olarak ortaya çıkmaktadır. Yaratıcı turizm, dünyada ve özellikle Türkiye’de özgünlüğü bakımından son zamanlarda gelişen ve diğer alternatif turizm türlerinden farklı olarak yaratıcılığa ve yerel kültüre önem veren bir turizm türüdür. Yaratıcı turizm, insanlara bölgenin yöresel faaliyetlerine, tarihine ve kültürel etkinliklerine aktif olarak katılmalarını sağlayarak, farklı aktiviteleri öğrenme zevkini yaşatmaktadır. Bu turizm çeşidinde amaç gelen turistlerin kendilerini yöre halkı gibi hissetmelerini sağlamaktır. Yaratıcı turizm turistlere, yaratıcı etkinliklere (sanatsal faaliyetler, yöresel halk oyunları, el sanatları ve aşçılık atölyeler dâhil) katılarak, yöre halkının kendine özgü kültürü ile bir bağ kurma imkânı sunan yeni bir turizm türüdür. Kültür turizminin farklı bir biçimi olan yaratıcı turizm; birincil tüketim deneyimlerinin ötesinde, yöreye özgü kültürel ürünlerin yapımı ve işlenmesini içine alan, yeni yetenekler ve deneyimler kazanmak isteyenlere pek çok farklı fırsatlar sunabilmektedir.

Bu çalışmanın amacı, kendine özgü birçok kültürel değere sahip olan Isparta ilindeki yaratıcı turizm potansiyelini ortaya çıkararak, turizm girişimcilerine yeni iş fikirleri sunabilmektir. Araştırmada ikincil verilerden faydalanılmaktadır. Yazın taraması yapılarak yaratıcılık ve yaratıcı turizm kavramsal olarak

ele alınmış ve dünyada yaratıcı turizm potansiyeli olan şehirlerin yaptığı faaliyetlere yer verilmiştir. Bu bağlamda Isparta'nın kültürel ve yöresel faaliyetlerinin yaratıcı turizm kapsamında nasıl değerlendirildiği ortaya konulmaya çalışılmıştır. Çalışma sonucunda; Isparta'nın var olan durumu ile geliştirilmesi düşünülen yaratıcı turizm öğeleri tablolastırılarak, girişimcilere yeni öneriler sunulmuştur. Elde edilen bulgular doğrultusunda, turizm girişimcilerine yaratıcı turizm kapsamında yeni iş fikir önerileri sunulmuştur.

Anahtar Kelimeler: Yaratıcılık, Yaratıcı Turizm, Yaratıcı Şehirler, Isparta.

Giriş

Son yıllarda, turistler gittikleri yerlerin kültürünü, sahip olduğu mirası ve tarihini öğrenmeye ve daha fazla ilgi duymaya başlayınca, kültür turizmde önemli bir artış görülmüştür. Kültür turizminin gelişmesi birçok başarılı politikalar ve cazibe merkezleri üretse de kültür turizminin büyümesi birtakım sorunlara da yol açmaya başlamıştır. Çevresel açıdan bakıldığında, özellikle şehir merkezlerinde yoğunlaşan turistik ürünlere olan ilginin artması ile oluşan çok sayıda ziyaretçi sayısı yerel halkta endişe yaratmaya başlamıştır. Kültürel ve tarihi yerlerin ticarileştirilmesinin artması, yerel kültürlerin metalaştırılması bu anlamda var olan turistik değerlere olan yoğun ilginin sebep olacağı olumsuz etkilere yönelik endişelerin de artmasına sebep olmaktadır (Richards and Raymond, 2000: 16).

Yaratıcılığın genel olarak problemlere çözüm üretmek için ortaya çıktığı bilinmektedir. Yaratıcı şehirler (Landry, 2000), yaratıcı kümeler (Mommaas, 2009), yaratıcı endüstriler (O'Connor, 2010), yaratıcı alanlar (Scott, 2010) ve yaratıcı sınıflar (Florida, 2002) ekonominin yanı sıra toplulukları da bir arada tutarak, yerel kültürü canlandırıcı bir etki yaratmaktadır. Bu bağlamda, yaratıcı kalkınma stratejilerinin hızlı artışı ve yaygınlık kazanması, 1980'lerde ve 1990'larda kültür turizminin gelişimini yansıtmaktadır (Richards, 1996, 2001). Aslında "yaratıcı turizm" sıklıkla kültür turizminin bir biçimi veya uzantısı olarak görülmektedir. Gordin ve Matetskaya, yaratıcı turizmin kültür turizmi ile bağdaştırıcı kavramlarla ele alındığını belirtmektedir.

Yaratıcı turizm kavramı 1993 yılında Pearce ve Butler tarafından potansiyel bir turizm biçimi olarak belirtilerek, tanımlanmaya çalışılmıştır. Ancak yapılan tanımda yer alan terimler çok açık bir şekilde tarif edilememiştir. (Richards, 2011). Daha yaratıcı turizm fikirleri ise turizm yoluyla zanaat üretimini teşvik etmeyi amaçlayan ilk olarak Avrupa'da yapılan EUROTEX adlı bir projede ortaya çıkartılmıştır. Yaratıcı turizm fikri, sadece turist talebinin evrimi nedeniyle değil, aynı zamanda bir dizi çağdaş politikanın gündeme gelmesiyle de dikkatleri üzerine çekmiştir. Aslında yaratıcılık, başta turizm ve kültür sektörlerinde olmak üzere birçok alanda yaygın olarak uygulanmaktadır. Kültür ve turizm endüstrileri hakkındaki Yeşil Kitap (Avrupa Komisyonu, 2010), yaratıcı alanda daha fazla çalışma ve müdahale için taleplerin meşrulaştırılmasında önemli bir kaynaktır (Richards ve Marques, 2012: 2).

Farklı kültürel miraslara ve tarihe duyulan ilgi ile globalleşmenin de tercihlere etki etmesiyle değişen turist profili yaratıcı turizmin gelişmesini sağlamıştır (Zoğal ve Emekli, 2017: 23). Bu bağlamda, hemen hemen tüm alternatif turizm türlerine sahip olan Isparta ili kendine özgü yöresel yemekleri, halk oyunları, halı ve kilim dokumacılığı, tarihi güzellikleri ve ilde yetiştirilen tarımsal ürünlerle Türkiye'de yaratıcı turizme örnek şehirlerden biri olmaya aday konumdadır. Isparta ili sahip olduğu turistik ve geleneksel ürünlerle gelen turistlerin ilgisini çekmektedir. Bu çalışmanın amacı, kendine özgü birçok kültürel değere sahip olan Isparta ilindeki yaratıcı turizm potansiyelini değerlendirmek, dünyadaki

yaratıcı turizm destinasyonları örnekleri ile Isparta ilini kıyaslamak ve turizm girişimcilerine yeni iş fikirleri sunabilmektir.

Kavramsal çerçeve

Yaratıcılık ve yaratıcı turizm

Yaratıcılık terimi, tüketicilerin ilgisini çekebilmek maksadıyla “havalı” bir kavram olarak görüldüğü için kullanılmaya başlanmıştır (Richards, 2011). J. P. Guilford, 1950 yılında Amerika Psikoloji Derneği'nin başkanlık konuşmasında, yaratıcılığın turizm alanında bugüne kadar ihmal edildiğini vurgulamıştır (Simonton, 2000). Aslında yaratıcılık tüm insan faaliyetlerinde yaygındır, kullandığımız mobilyalar, okuduğumuz romanlar, izlediğimiz filmler ve içinde bulunduğumuz teknoloji, yaratıcı bir zihnin ürünüdür.

Yaratıcılığın avantajı, yaratıcı sürecin, kültürel faaliyetlerin ve hizmetlerin kümelenmesine bağlı olmasından kaynaklanmaktadır. Bu durum ekonomide önemli bir dönüşüm eğilimi yaratmakta ve aynı zamanda kentlerdeki belirli alanların yenilenmesine de yol açmaktadır. Yaratıcılığın yaratmış olduğu bu etki “kültürel mahallelerin” ortaya çıkmasına ve kültürel değişim içinde bulunan tüketicilerin, tüketim kararlarının doğrudan etkilenmesine neden olmaktadır. Birleşik Krallık'ta (Manchester'daki Kuzey Mahallesi ve Birmingham'daki Mücevher Mahallesi gibi) ve diğer Avrupa şehirlerinde giderek artan sayıda kültürel mahalle örneğine rastlanılmaktadır (Örneğin Amsterdam'daki Westergasfabriek) (Bonink ve Hitters, 2001).

Birçok şehir için, yaratıcılık sadece bir avantaj olarak görülmemekte, aynı zamanda gelişim için tek seçenekleri olabilmektedir. Huddersfield Yaratıcı Şehir Projesi'nin işaret ettiği gibi, sanayileşmenin dışında kalan şehirlerin gelişmek için alternatif kaynaklarının olmadığı görülmektedir. Yaratıcılık, kentlerin ekonomik gelişmelerini hızlandırarak, yeni çözüm yolları bulabilmelerine zemin hazırlamaktadır. Kültürel anlamda zengin olmayan şehirler bile, ekonomik gelişmelerine yön verebilmek için yaratıcı yeteneklerini geliştirebilmektedirler. Yaratıcılığın bir sonucu olarak kentsel gelişimde, bazı şehirler kültürel tüketimden ziyade kendilerini kültürel yaratım merkezleri olarak yeniden yapılandırmaya başlamıştır (Richards ve Raymond, 2000:3).

Yaratıcılık giderek artan bir şekilde hayatın birçok alanında başarı için gerekli bir ölçüt olarak kabul edilmektedir. Kişisel gelişim, yaşam boyu öğrenme, yönetim, politika vb. alanlar bu gelişimin yaşandığı başlıca alanlar olarak sıralanabilmektedir. Hızla gelişen dünyada insanların iş yaşamları dışında kalan zamanları oldukça sınırlıdır. Bu nedenle insanlar boş zamanlarındaki tatillerini planlarken, yaratıcı kapasitelerini geliştirmeye fırsat sunan tatilleri tercih etmeye başlamıştır. Örneğin; Florida'daki Disney Enstitüsü'nde çeşitli yaratıcılık kursları ve bireylerin kendini geliştirme imkanı sunan kurslar mevcuttur (Richards ve Raymond, 2000:4).

Turizm endüstrisindeki yaratıcılığın rolünü ve bunun yaratıcı deneyimlere nasıl katkıda bulunduğunu anlamak hem zor hem de karmaşıktır. Yaratıcılık, çok boyutlu bir kavramdır. Bu durum günlük yaratıcılık, sanatsal yaratıcılık ve entelektüel yaratıcılık (Ivcevic ve Mayer, 2009; Richards,2011) gibi farklı boyutları ile yaratıcılık ve turizm arasındaki yaklaşmanın günlük hayatta elde edilen temel bilgilerle bağdaştığını göstermektedir. Başka bir deyişle, turistler yaşam koşullarına uygun olan günlük yaratıcılık eylemlerine katılmak istemektedirler. Ivcevic ve Mayer (2009) tarafından ‘günlük yaratıcılık’ terimi beş kategoriye ayrılmaktadır. Bunlar: zanaat, kültürel arınma, kendini ifade eden yaratıcılık, kişilerarası yaratıcılık ve sofistike medya tüketimi olarak sıralanmaktadır. Günlük yaratıcılık

aktiviteleri, yaratıcı turizm için ihtiyaç duyulan yaratıcılık temelinin oluşmasında zemin hazırlamaktadır.

Yaratıcı turizm ile ilgili faaliyetler; turistlerin ziyaret ettikleri yerlerin yerel yetenekleri, uzmanlıkları, gelenekleri ve eşsiz özellikleri hakkında daha fazla bilgi edinmelerini sağlamaktadır (Richards ve Wilson, 2006). 2006 yılında, Birleşmiş Milletler Eğitim, Bilim ve Kültür Örgütü'nün Yaratıcı Şehirler Ağı; yaratıcı turizmi “*sanat, miras ya da bir mekânın özel karakteri ve katılımcı bir öğrenme ile etkileşimli ve otantik bir deneyime yönelen seyahat*” olarak tanımlamıştır. (UNESCO, 2006).

Kültürü, pasif tüketim nesnesi olarak geliştirerek yaratıcılığa dönüştürmek, bir kentin “festivalleşmesi” yolu ile canlanmasını sağlamaktadır. Dünyadaki şehirler, daha fazla ziyaretçi çekebilmek için var olan kültürel miraslarını turizme yönlendirmeye çalışmaktadır. Bu bağlamda dünyada benzer kültür turizmi etkinlikleri doğmaktadır. Bu nedenle, bazı şehirlerin kültür turizmi gelişimine yönelik yatırımı gündelik hale getirmeye başlaması şaşırtıcı olmamaktadır. Gelir yaratıcı etki yaratmak, yeni iş kolları bulabilmek ve aynı zamanda kültürel desteği sağlamak için bazı şehirler yaratıcı kalkınma stratejilerini benimsemeye başlamıştır. Örneğin; İngiltere Kültür Bakanı Chris Smith (1998) kısa süre önce kültürel politikanın “yaratıcı endüstriler” ile ya da film, moda, vb. sektörlerde konaklama gerektirici ziyaretlere dönüştürülebileceğini belirtmiş ve İngiltere'nin “Serin Britanyalı” olarak tüketiciye zengin deneyimler sunulabilen bir destinasyona dönüştürülebileceğini vurgulamıştır (Richards ve Raymond, 2000:2).

Kültürel gelişmede genel olarak yer alan bu değişimlerin, kültür turizmi pazarında da etkili olmaya başladığı gözlemlenmekte ve daha önce oldukça statik bir kültürel ürün teklifine dayanan hedeflerin zaman içerisinde yaratıcı bir ürün haline dönüştüğü gözlemlenmektedir.

Yaratıcı turizm, birçok alandan yerel beceriler, uzmanlıklar ve var olan yerel gelenekleri ortaya çıkarma potansiyeline sahiptir. Örneğin, yaratıcı turistler aşağıda maddeler halinde sunulan alanlara ilgi duyabilmektedir:

- Takıcilık, Tekstil, Seramik, Ahşap El Sanatları, Mimari Restorasyon
- Yemek Yapımı ve Yöresel Yemekler
- Müzeler, Antika, Kütüphane, Kazı, Anıt, Doğal Parklar
- Resim, Heykeltıraşlık, Fotoğraf, Edebiyat
- Tiyatro, Dans, Opera, Sirk, Kukla
- Film, Televizyon, Radyo, Video ve diğer yayınlar
- Ses Kayıt, Müzik, Canlı Müzik Performansı
- Kitap, Gazete, Dergiler ve Diğer Yayınlar
- Moda Dizaynı, Grafik Dizaynı, İç Dizayn
- Mimari ve Reklamcılık
- Yazılım, Video Oyunları, Dijital İçerik vb. (<http://www.urbact.eu>).

Yukarıda bahsi geçen yaratıcı temelli ürünlerin tümü, şu anda turizmde önemli büyüme alanlarıdır ve gelecekte de böyle kalacağı düşünülmektedir. Hedefe yönelik yaratıcı turizmin en büyük avantajı, kültürel ürünlerini rakiplerinkinden ayırt etmenin yeni bir yolunu bulmuş olmasında kaynaklanmaktadır. Yaratıcı turizm şu şekilde tanımlanabilir:

Yaratıcı turizm ziyaretçilere, gittikleri destinasyonlarda düzenlenen kurslara aktif katılımı sağlayan ve öğrenme deneyimleri aracılığıyla yaratıcı potansiyellerini geliştirme fırsatı sunan bir turizm türüdür (Richards ve Raymond, 2000:3).

Kültür turizminin, yaratıcı turizmi geliştirmesinin birkaç nedeni vardır. Bunlar:

- 1) Yaratıcılık, az uygulanması nedeniyle potansiyel olarak daha kolay bir değer olarak görülmektedir. Yaratıcılık, göreceli olarak az sayıda insanın sahip olduğu bir özelliktir, oysa “kültür” kavramının genişlemesi sayesinde, kültürel ürünler her yerde mevcuttur. Her şehrin kendine ait müzeleri ve anıtları olduğu bilinmektedir. Avrupa'daki kültürel şehirlerin çoğalmasa, “yaratıcı kent” kavramı gibi yeni bir ayırımın yapılmasına neden olmaktadır (Landry ve Bianchini, 1995).
- 2) Yaratıcılık, destinasyonun yeni ürünlerini nispeten hızlı bir şekilde yenilemesine izin vererek, diğer bölgelere göre rekabet avantajı sağlamaktadır.
- 3) Yaratıcılık bir süreçtir ve yaratıcı kaynaklar bu nedenle daha sürdürülebilirdir. Müzeler ve anıtlar gibi somut kültürel kaynaklar zamanla yıpranabilir ve yenilenebilir. Son yıllarda Avrupa'daki bu kültür ve sanat festivallerinin hızla artması, bu gerçeği vurgulamaktadır.
- 4) Yaratıcılık hareketlidir. Kültürel tüketimin, kültürel kaynakların yoğunluğuna bağlı olduğu durumlarda, yaratıcılık son derece hareketli hale gelebilir. Sanat performansları ve sanat eserleri bugün her yerde özel altyapıya ihtiyaç olmadan üretilebilmektedir (Richards, 2001).

Bu avantajların, yaratıcı turizm tarzlarının gelecekte turizm destinasyonları ile daha popüler hale gelmesini sağlayacağı düşünülmektedir. Bununla birlikte, yeni yaratıcı turizm ürünlerinin tüketicilerin ihtiyaçları ile örtüşmesini sağlamak da önemli bir noktadır. Turistler yeteneklerini genişletmek ve yeni beceriler öğrenmek için ev ve iş ortamlarındaki baskıdan dolayı tatile çok az zaman ayırabilmektedir. İnsanlar giderek kendilerini homojenleştirilmiş bir dünyada ayırt etmeye ve yaratıcı süreç hakkında daha fazla merak etmeye ihtiyaç duymaktadır. Giderek artan insan sayısı, yetenekleri için yaratıcı satış noktaları aramakta veya tatildeyken öğrenmek istemektedir. ATLAS Kültür Turizmi Araştırma Grubu'nun farklı Avrupa ülkelerindeki yapmış oldukları anketler, kültürel cazibe merkezlerine gelen ziyaretçilerin üçte ikisinden fazlasının yeni şeyler öğrenme arzusuyla motive olduğunu göstermiştir. Kırsal çevreye gelen ziyaretçilerin üçte birinden fazlası zanaat becerilerini öğrenmeye yatkın olduğunu göstermektedir ve bu oran kendilerini “kültür turisti” olarak sınıflandırılan ziyaretçiler arasında neredeyse iki kat daha yüksektir (Richards, 1999). Bu öğrenme ve kendini geliştirme arzusu “yetenekli tüketim”e yönelik eğilimleri doğurmuştur. Yetenekli tüketiciler, turizm ürünleri hakkında daha ayrıntılı bilgi talep ettiklerinden, seyahat ticareti tarafından sağlanan ürün bilgilerinin kullanılabilirliği ve kalitesi de önemli hale gelecektir. Pasif eğlence arayışlarının “ciddi boş zaman etkinlikleri” ile değiştirilmeye (veya en azından takviye edilmeye) başladığı ve “rekreasyon eğlencesi” nin “yaratıcı eğlence” ile değiştirildiği bir duruma yol açmaktadır (Dumazedier, 1967). Bu bağlamda, yaratıcı eğlence kavramının bir bütün olduğu yaratıcı turizm şehirlerinin turistlere uygulanan faaliyetleri ve etkinlikleri şunlardır:

Yaratıcı turizm gelişiminin en gelişmiş ve yaygın olarak bilinen örneklerinden biri Barselona'dır. Yaratıcı Turizm, Barselona (CTB) Belediyesi'nin desteğiyle FUSIC kültür kuruluşu tarafından başlatılan bir girişim olarak bilinmektedir. CTB, ziyaretçiler ve sakinler arasında bir forum oluşturmaya yönelik başarılı bir forum geliştirmekte olup, temel olarak kentte yaratıcı faaliyetler yürütmek ve bu etkinlikleri gerçekleştirebilecek mekânlar ve gruplar ile bağlantı kurmak için bir brokerlik hizmeti

olarak hareket etmektedir. CTB aynı zamanda Yaratıcı Turizm Ağının kurulmasının arkasındaki itici güç olarak bilinmektedir. Barselona turistlere yaratıcı deneyimler sunmakta ve maddi olmayan kaynakların deneyimlere dönüştürülmesini sağlamaktadır. (Marques, 2012) Barselona'yı yaratıcı turizmde öncü olarak konumlandırmak pek de zor değildir. Barselona yaratıcı turizmi geliştirmek için, web siteleri ve sosyal medya gibi çevrimiçi platformlardan da yararlanmaktadır. Barselona'da, artırılmış gerçeklik de bir tanıtım aracı olarak kabul edilmektedir (Brysch ve Caldeira, 2012).

Barselona olimpiyatları birkaç yıl içerisinde bir iş turizmi aktivitesi olmaktan büyük bir eğlence ve kültür aktivitesine dönüştürmüştür. 1992 Oyunlarının, Katalan kimliğini oluşturmak ve Picasso, Miro ve Gaudi'nin de dahil olduğu en büyük kültürel figürleri dünyaya yansıtmak için şehre güç kattığı bilinmektedir. Kenti dönüştürmek için olayları kullanma geleneğini takip eden Barselona'nın, oyunları kendi kendini yeniden yaratması ve zengin kültürünü yansıtmayı için kullanıldığı bilinmektedir (Richards, 2013).

Yaratıcı Turizm, Barselona'da büyük ölçüde ziyaretçilere yerel sanatçılarla bağlantı kurmayı temel alan çok çeşitli yaratıcı deneyimler sunuyor. Bu, Katalan bir kültür vakfı olan FUSIC tarafından geliştirilen, yaratıcı turizmin esas olarak sanatsal önderliğindeki bir gelişmedir. Yerel belediye vizyonları nedeniyle Barselona Belediyesi'nden finansman sağlanmıştır. Yaratıcı turizm, kültür turizminde daha fazla Katalan içeriği yaratma politikasına uymaktadır.

Barselona'da gelen turistler için yerel restoranlarda ve Eat Street adı verilen sokakta yemek partileri düzenlenmektedir. Barselona'da katılımcıların yemeklerini nasıl pişirecekleri öğretilmeden önce, açık hava pazarındaki La Boquera'da yemek yapmayı ve alışveriş yapmayı öğrenecekleri gastronomi yerleri gezdirilmektedir (Castro, 2012). Moda tasarım, kişisel alışveriş, moda takibi, görüntü danışmanı, moda editörlüğü ve çeşitli moda trendleri dersleriyle birlikte suşi, çörekler, fondanlar ve diğerlerinin yanı sıra el sanatlarını da deneyimleyecekleri çeşitli atölye çalışmaları düzenlenmektedir. Bölgeye gelen turistler; Paskalya'dan haziran ayına kadar ve ekim ayından aralık ayının sonuna kadar Gotik Mahallesi meydanındaki "Els divendres de música i dansa" onlarca yıldır aktif olan bir festival ile haftalık dans ve geleneksel Katalan müziği sunumuna ilgi göstermektedir. Böylece, Barselona'nın sembolik bir yerinde popüler kültür için bir alan oluşturulmakta olduğu söylenebilir(www.barcelonacreativa.info).

Barselona'daki daireler alternatif turistler için "yerel halk gibi yaşamak" deneyimini sunmaktadır. Apartman yaşam tarzı, turistlerin yerel hayatı yaşadıklarına inanmalarına izin verir, çünkü bu konaklama biçiminde sunulan başka hiçbir hizmet yoktur. Bir çift genç mimar olan Sister Act tarafından geliştirilen bu konaklama biçimi Barselona'da "yaratıcı turizm" biçimine dönüşmüştür. Yaratıcı bir şekilde yenilenmiş bu dairelerde, zemin kattaki fırından bir ekmek satın almak gibi yerel deneyimler ile konaklama imkânı sunulmaktadır.

Barselona turistler için birçok taşıma seçeneklerine sahiptir. Başlangıçta "yerel" ulaşım sistemlerine alternatif olarak görülebilecek olan turist otobüsü, 25 yıl önce Barselona'da başlatılmıştır. Bu uygulama ile dünya çapındaki turizm şehirleri için bir standart haline gelen "atla ve gir" (hop on hop off) sisteminin öncüsü olmuştur. 1987 yılından bu yana, 'geleneksel' turizm ürününün temellerinden biri olarak yılda 2 milyondan fazla yolcusuyla giderek büyümüştür. Özellikle bisiklet kiralama operasyonlarının başlatılmasıyla ulaştırma alternatifinin çeşitliliği artmaya devam etmiştir. Bu işletmelerin birçoğu, vatandaşlarının bisiklete binme fırsatlarına olan istek göz önüne alındığında oluşmuş ve bu pazarda bir boşluk gören Hollandalı şehir sakinleri tarafından hayata geçirilmiştir. Bu sunulan hizmetlerde

bisikletlere alternatif olarak moped, moped araba, Segway, elektrikli scooter, vb. gibi araçlar yer almaktadır (www.barcelonacreativa.info).

2015 yılında Portekiz'in Algarve'deki bir kasabası olan Loulé, Creative Tourism Network®'e katıldı. Aynı yılın 13-14 Haziran'ında kentte ve çevrede yaratıcı turizmin teşvik edilmesini amaçlayan kentte öncü bir etkinlik düzenlendi. Kentin uyguladığı etkinlik, sanat ve zanaatların yeniden canlandırılmasına ve tanıtımına katkıda bulunmayı amaçlamakta ve yaratıcı turizm programlarının, konutların, eğitimin, araştırmanın, yeni esnafın tesis edinmesine ve ürünlerin pazarlanmasına destek verilmesini kapsamaktadır. Loulé'nin çevresiyle birlikte el sanatları diyarı olarak bilinmesini, baskı, çömlekçilik, ayakkabıcılık, metal işçiliği, sepetçilik ve çeşitli diğer el sanatları alanlarında da uzun bir geleneğe sahip olması ön plana çıkarmaktadır. Sanatçıların, zanaatkarların, dükkânların, işletmelerin, kültür kurumlarının da dahil olduğu birçok yerel aktör, yaratıcı deneyimler için hizmetlerini sunarak etkinliklere aktif olarak katılmaktadır.

Kentin yaratıcı turizm çerçeveleri içerisinde sunduğu atölye çalışmaları çeşitli temalardan oluşmaktadır. Ziyaretçilere palmiye dokuması, soğuk çorbalar, serigraf baskı, çağdaş mücevher yapımı ve grafik tasarım vb. gibi etkinlikler sunulmaktadır. Bu etkinliklerin çalışma saatlerinin yeterli olmadığını düşünen ziyaretçiler için çeşitli sanatsal atölyeler bulunmaktadır.

- Kamıştan Yapılan El Sanatları Atölyesi: Yerel bir esnaf tarafından kamıştan yapılan araçlar, oyuncaklar ve müzik aletleri yapma atölyesi.
- İncir Atölyesi: Katılımcıların ağaçtan incir toplamasıyla başlamaktadır. Daha sonra eğitimden geçen turistler incir ve incir peynirine nasıl badem ekleneceğini öğrenmektedir. Çalışmanın sonunda turistlere evlerine götürebileceği çalışmalar yaptırılmaktadır.
- Palmiye Yaprakları Dokuma Atölyesi: Özellikle Asya'dan gelen ucuz ithalatlara bollağı nedeniyle, bu geleneksel zanaat ölme tehlikesiyle karşı karşıya kalmaktadır. Belediye başkanı, “*Yetenekli zanaatkarlarımızın sonuncusu öldükten sonra ve biz mirasımızın kaybına dayanmak yerine, çok geç olmadan bu konuda bir şeyler yapmaya karar verdik*” şeklinde bir açıklamada bulunmuştur (Loulé Criativo). Atölye, palmiye yaprakları ve halfa çimlerini öreerek, her türlü güzel el sanatı eserlerinin nasıl yapıldığını öğretmektedir.
- Çağdaş Mücevher Yapım Atölyesi: Bu atölyede, akrilik ve reçine gibi modern materyaller ile katılımcılara mücevheratın yapımında temel beceri ve teknikler öğretilmektedir. Bu, Yaratıcı Loulé'nin en popüler atölyelerinden biridir ve turistlere katılmak istedikleri takdirde önceden rezervasyon yaptırılmaları tavsiye edilmektedir.
- Dans Atölyeleri: Loulé, katılımcılara Yaratıcı Loule programındaki halk dansları atölyesini kapsayacak şekilde, Caldeirão Dağları'ndan halk grubuyla birlikte çalışma fırsatı sunmaktadır (Musikyan, 2016).

Gastronomi alanında da faaliyetleri olan Lôle kenti, ziyaretçiler için bir program yapmıştır. Program, ziyaretçilerin menüyü hazırlamak için buluşma noktası olan Lôle markette gereken ürünleri satın almasıyla başlamaktadır. Katılımcılar Akdeniz diyetine entegre edilmiş geleneksel Lôle yemeklerini yapmak için belirli yiyecekleri nasıl pişireceklerini öğrenmektedir. Bu yaratıcı turizm etkinliği katılımcılarla deneyimlerin paylaşılması için yeterli bir süre ölçütüne göre oluşturulmaktadır. Menü şunlardan oluşmaktadır: Tiborna de Salada Montanha; Loulé'ye özgü Kiraz Tavuğu, Keçiboynuzu keki (<http://loulecriativo.pt>).

İnsan yaratıcılığı, dünyanın gelişmiş ekonomilerinde gelir, iş ve ihracat kazançları oluşturma potansiyeline sahiptir (The Creative Economy Report, 2008, 2010). Üstelik bu senaryo da gelişmekte olan ülkeler için uygun bir seçenektir. St. Petersburg'da dahil olmak üzere birçok Rus kenti için, yaratıcı endüstrilerin gelişimi bir zorunluluk, yani hayatta kalma meselesi haline gelmiştir. St. Petersburg,

yaratıcı bir mekânın tüm avantajlarına sahiptir. Şehrin mimari yapısı ve şehirde her yıl çok sayıda düzenlenen sanat festivalleri ile şehir yaratıcı turizm için ilham kaynağı olabilecek önemli bir destinasyondur. Şehrin sokak fuarları veya bitpazarları yoktur ve yerel kıyafetler, yiyecekler veya hediyelik eşyalar sunan hiçbir satış noktası bulunmamaktadır. Örneğin, genç tasarımcıların el yapımı eşyalarından biri olan DeLa'Ruk ilk festivalinin, Ağustos 2008'de, şehrin en iyi bölgelerinden Nevskiy prospeksiyonu hakkındaki Saint Catherine Katolik Kilisesi'nin bahçesinde yapıldığı bilinmektedir. Prensip olarak, St. Petersburg UNESCO Edebiyat Kenti olmaya aday konumundadır (UNESCO, 2012). Edebiyat Kenti statüsüne ulaşma kriterleri şunlardır: Yayınlama ve editörlü girişimlerin niteliği, miktarı ve çeşitliliği; eğitim programlarının niteliği ve niceliği; edebiyatın ayrılmaz bir parçası olan kentsel çevre; edebi olaylar ve festivallere ev sahipliği yapmak, yabancı ve yerli metinleri tanıtmak; kütüphanelerin, kitapçıların ve kültür merkezlerinin varlığı; edebi eserleri farklı dillerden çevirmek için aktif çabalar ve edebi pazarın teşvik edilmesi ve güçlendirilmesi için yeni medyanın kullanılmasıdır. St. Petersburg'da, çeşitli kitap mağazalarında, kulüplerde, üniversitelerde, kütüphanelerde, arşivlerde, akademik merkezlerde ve yayınevlerinde kendini gösteren çeşitli edebi etkinlikler bulunmaktadır (Gordin ve Matetskaya, 2012).

St. Petersburg'da birçok önde gelen kültür kuruluşu tarafından geliştirilen yeni yaratıcı turist ürünlerinin sunulması için yeni mekanların açıldığı da görülmektedir. Mesela konserler eşliğinde konferanslar, Mariinsky Tiyatrosu Konser Salonu'nda verilmekte, Rus Devlet Müzesi'nin Mermer Sarayı interaktif performansları ve Peterhof Devlet Müzesi Rezervi, parklarda özel tiyatro gösterileri sunmaktadır. Çoğu küçük St. Petersburg müzesinin, tarihsel, profesyonel, yerel veya biyografik nitelikleri açısından değerli sanat eserleri sergiledikleri bilinmektedir. Oluşan turistik yoğunluğun önüne geçebilmek için kentte bir dizi etkinlikler düzenlenmesi; periyodik aralıklarla düzenlenecek olan festivaller planlanması ve popüler turistik mekanların yerini alacak diğer etkinliklere katılım sağlanması teşvik edilmektedir. St. Petersburg'da "Beyaz Günler", "Sanat Meydanı Festivali", "Noel festivali", şehir merkezindeki ve banliyölerde yeni bir dizi "Shrovetide (Maslenitsa) festivali" düzenlemektedir. Ayrıca St. Petersburg'da vitray pencere üretim faaliyeti için St-Isaac Katedrali'nde vitray çalışmaları yapılmakta ve oyuncak bebek yapımı (Matruşka) için tiyatro atölyeleri kullanılmaktadır (<http://www.visit-petersburg.ru>).

Isparta'nın yaratıcı turizm potansiyeli

Bir Batı Akdeniz şehri olan Isparta, coğrafi olarak Türkiye'nin Göller Bölgesi olarak adlandırılan kesiminde yer almaktadır. Şehrin rakımı yaklaşık 1050 metredir. Şehir Batı Torosların devamı olan ve 3000 metreyi bulan yükseklikler ile kış turizmi açısından önemli bir potansiyele sahiptir. Ayrıca şehirde yer alan göl, gölet, akarsu, milli park, tabiat parkı, kanyon ve mağaralar turistlere turizm çeşitliliği sunmaktadır (Isparta Ekoturizm Rotası). Günümüzde değişen turizm talebi ile birlikte Isparta ili, Kültür ve Turizm Bakanlığı'nın belirttiği tüm alternatif turizm çeşitlerinde söz sahibi olabilecek konumdadır. Isparta; gülü, lavantası, halısı, Eğirdir Gölü, Davraz Kayak Merkezi, Yalvaç ilçesi ve Sütçüler ilçesinde bulunan Yazılı Kanyonu ile turizm açısından önemli bir potansiyel sahiptir (Doğan ve Üngören, 2012: 103). Yaratıcı turizm faaliyetleri açısından şehir incelendiğinde öncelikle Isparta'nın sahip olduğu yöresel faaliyetlere bakmak gerekmektedir. Bu faaliyetler:

Halk Oyunları

Isparta, halk oyunları açısından çok geniş ve değişik etkinliklere sahiptir. Anadolu'nun halk oyunları açısından sahip olduğu zenginliklerden etkilenen şehir; halk oyunları yönünden iki farklı özelliğe

sahiptir. Şehirde oynanan halk oyunları; birinci sınıf oyunlar, ağır ve hızlı olmak üzere Zeybek oyunları, ikinci sınıf oyunlar Teke oyunları olarak sınıflandırılmaktadır. Yörede oynanan oyunlar genelde tek kadın ve erkek oyunları dizisinde oynanmaktadır. Ancak zaman zaman halkalı dizili oyunlara da rastlanmaktadır. Örneğin Serenler Zeybeği, bu tür oyunlardandır. Bunun yanı sıra Teke oyunlarının karşılmalı ve alacalı dizide oynandığı da bilinmektedir. Teke, Türkmenlerin oynadığı oyunlardır. Yörede Teke oyunları Sütçüler ilçesi taraflarında yaygın olarak oynanmaktadır. Bu oyunlardaki figürler ile "Teke" adı verilen erkek keçiler arasında bir bağlantı olduğu görülmektedir. Keçinin hareketlerini yansıtan oyun figürleri; sekme arkaya dönerek kaçma, ani sıçrayışlar, vb. şeklindedir. Teke oyunları, önce gurbet havası denilen uzun hava ile başlamakta, daha sonra yüksek bir hızla oyuna girilmektedir. Geçmişte oynanan Teke oyunlarının başında yörüklerin ellerini gırtlaklarının üzerine bastırarak, bastırma güç ve yerlerini değiştirerek çıkarttıkları sesin oluşturduğu boğaz havaları da görülmektedir.

Yemek ve Mutfak

1990 ve 1996 yıllarında Isparta İl Kültür Müdürlüğü tarafından yapılan bir araştırmaya göre Isparta'nın geniş ve zengin bir yemek ve meyvecilik kültürüne sahip olduğu tespit edilmiştir. Buna göre, Isparta'da yapılan yemekler tablo 1.'de yer almaktadır.

Tablo 1. Isparta İlinin Mutfak Kültürü

| Yiyecekler | Yöresel yemekler |
|----------------------------------|---|
| Çorbalar | Bulgur, Etlı, Tarhana, İşkembe, Keklik, Mercimek, Miyane, Oğmaç, Paça, Patates, Sakala Sarkan, Ispanak Çorbası, Tavuk, Top Tarhana, Topalak, Tutmaş, Yayla, Toyga |
| Et Yemekleri | Banak, Çömlek Kebabı, Kabune, Keşkek, Tandır Kebabı, Tirit, Yoğurtlu Et, Yörede Patates, Yahni |
| Sebze Yemekleri | Boranı, Patlıcan Oturtma ve Yatırtma, Şalgam |
| Balık Yemekleri | Sazan Dolması, Balık Yahnisi |
| Tahıl Yemekleri | Pilavlar, Ebegümece Dolması, Tatar, Dirgit |
| Yabancı Otlarla Yapılan Yemekler | Madımak, Semiz, Ebegümece, Tavuk Kursacı, Ümmü, Sirken, Isırgan, Kuzu Kulağı, Toklu Baş, Labada, Pancarlık |
| Hamurlu Yemekler | Dıran Ekmeği, Kuyruğu Sulu, Kulak Böreği, Çörek, Katmer, Pişi Nokul |
| Tatlılar | Peynirli Baklava, Samsa, Tosmankara, Mafiş, Lokma, Şekerleme, Pelte, Zerde, Saksagan, Karga Beyni, Derdimi Alan |
| Ekmekler | Yufka, Tapalama, Bazlama, |
| Garnitürler | Kuzukulağı, Afyon Bitkisi, Tere |
| Kışlık Hazırlanan Yiyecekler | Bulama, Pestil, Hoşaf, Turşu, Salça, Makarna, Erişte, Tarhana, Bulgur |

Kaynak: (<http://www.ispartakulturturizm.gov.tr>)

Tablo 1.'e bakıldığında Isparta'da genellikle çorba olarak bulgur ve tarhana çorbasının yapıldığı, etli yemek olarak, Banak, Çömlek Kebabı, Kabune, Keşkek, Tandır Kebabı, Tiritin yapıldığı, balık yemekleri olarak Sazan Dolmasının yapıldığı, tatlılardan ise Peynirli Baklava, Samsa, Tosmankaranın yapıldığı görülmektedir.

El Sanatları

Bölgede halıcılık sanatı 12. yüzyıldan itibaren uygulanmaktadır. Çok önemli Türkmen nüfusunu barındıran Isparta yöresinde, çok bilinen Türkmen halılarını dokuyarak, komşu ülkelere ihraç edebilen eski bir ticari dokuma geleneği bulunmaktadır. 19. yüzyıl sonuna kadar Isparta ve çevresinde yaşayan Türkmenler ve Hamitoğulları, Melli, Sarıkaralı, Sarıkeçili, Karakoyunlu gibi aşiretlerle sürdürülen mahalli ve geleneksel Isparta halıcılığı yüzyılın sonundan itibaren, İzmir'den başlayarak Manisa, Kula, Uşak ve Isparta'da en ücra köylere kadar nüfus eden Şark Halı kumpanyası siparişleri ile Avrupa'dan gelen modeller ve bunlara uygun renklerle geleneksel dokuma tarzında büyük bir kültür değişimine uğramıştır. Kilimciliğin Isparta'da en yaygın olduğu yerler yörük köyleridir. Bununla birlikte Türkmen köylerinde de kilim dokumalarına rastlanır. Kilim dokunan bu yörelerde heybe, çanta ve çuvallar da dokunduğu görülür. Ancak modern kullanım örtülerin yaygınlaşması ve kilim dokuyacak gençlerin bu işe rağbet göstermemesi ve emek vermemesi gibi sebeplerden kilim dokuması giderek azalmaktadır.

Yörede, kadınların geleneksel olarak yaptıkları el işlemleri arasında oya işlemleri yaygın bir durumdadır. Yöreye has olarak en çok çiçek motifleri işlenmektedir. Oyalar yapıldığı araçların isimlerine göre "iğne oyası", "tığ oyası", "fırkete oyası", "mekik oyası" olarak adlandırılmaktadır. Ayrıca kullanılan malzemeye göre de "boncuk oyası", "mum oyası", "iplik oyası" gibi adlar verilmektedir. Isparta'da en yaygın olarak yapılan oya çeşidi tığ oyasıdır. Uluborlu İlçesi bu oyalara yapıldığı merkez bölge konumundadır.

Isparta ilinin Yalvaç ilçesi el sanatları açısından ilin önemli merkezlerindedir. Keçecilik sanatının bölgede tek yapıldığı yer Yalvaç ilçesidir. Yörede sayıları günden güne azalan 8 keçe imalatçısı bulunmaktadır. Keçeden kepenek, yolluk, duvara asmak için minyatür keçeler, yelek gibi eşyalar yapılarak kullanıma sunulmaktadır. Günümüzde, insanların ulaşım araçları konusunda uzmanlaşması, tarım araçlarının teknolojiye ayak uydurması ve geliştirilmesi gibi nedenler ile semer, saraç ve nal yapımı yavaş yavaş ortadan kalkmaktadır. Yörede, özellikle Yalvaç ilçesinde sayıları giderek azalan 5 tane semer, 4 tane saraç ve 2 tane nal imalatçısı bulunmaktadır. Yalvaç ilçesinde minyatür at arabası yapan bir imalatçı bulunmaktadır. Modern hayat içinde kullanımı giderek kalkan at arabalarının minyatür hale getirilerek otel, lokanta, bahçe vb. gibi sivil mimari yapılarda dekoratif bir araç haline geldiği görülmektedir (www.ispartakulturturizm.gov.tr).

Tarımsal Faaliyetler

Isparta'nın coğrafi işaretli ürünü olan gül bitkisinin hasat zamanı turistler şehre yoğun bir ilgi göstermektedir. Gül bitkisinin hasat zamanı mayıs ayının sonundan haziran ayının sonuna kadar yaklaşık 1 ay sürmektedir. Gül bitkisinden özel ambalajında gülyağı, çeşitli ambalajlarda gülsuyu, gül losyonu, gül parfümü, gül kremi, gül şampuanı ve gül sabunu üretilmektedir. Ayrıca gıda ürünü olarak da kullanılan gül bitkisi likör, şekerlik, sakız ve pudinglerde, koku verici meyve esanslarında katkı maddesi olarak ayrıca tütüne koku ve lezzet kazandırmak amacıyla, sabun ve deterjan sanayi ile eczacılıkta (diş macunlarında) da kullanılmaktadır (Gökdoğan ve Demir: 2011).

İlde gülün yanı sıra lavanta üretimi de gerçekleştirilmektedir. Lavanta ilk kez 1975 yılında bir gül tüccarının Fransa ziyareti sonrası yöreye getirilmiştir. Isparta'da lavanta üretimi ilk zamanlarda gül bahçelerinin kenarlarında ve evlerin bahçelerinde süs ve hobi amaçlı başlamış ve 90'lı yıllardan sonra ticari olarak üretime geçilmiştir. Lavanta bölgede özellikle haziran ayı içerisinde çiçeklenmeye başlamakta, çiçeklenme kademeli olarak yaklaşık 45-50 gün sürmektedir. Çiçeklenme döneminde bölge

adeta mora boyanmış bir hal almaktadır. Çiçeklenme döneminde bu görsel şölen özellikle fotoğrafçıların dikkatini çekmektedir. Ağustos ayında ise artık lavanta hasadı başlamaktadır. Bir yandan lavantalar hasat edilmekte, bir yandan hasat edilen lavantaların yağı çıkarılmakta ve tohumu için kurumaya bırakılmaktadır (www.ispartakulturturizm.gov.tr). Lavantadan bal, reçel, çay ve dondurma yapılabilmektedir.

Festival ve Yerel Etkinlikler

Isparta'da birbirinden farklı pek çok festival ve etkinlikler düzenlenmektedir. İlde düzenlenmekte olan festivaller ve yerel etkinlikler Tablo 2. 'de yer almaktadır. Tablo 2'e bakıldığında Eğirdir ilçesinde Oluklacı Şenlikleri, Dedegöl Dağcılık Şenlikleri, Pınar Pazarı Panayırı ve Su Şenlikleri'nin düzenlenmekte olduğu, Yalvaç ilçesinde ise Köstük Günü, Kültür, Turizm, Sevgi ve Kardeşlik Festivali ve Pisidia Antiokheia Kültür, Turizm ve Sanat Festivali'nin düzenlenmekte olduğu görülmektedir. Ayrıca Sütçüler ilçesinde her yıl 5-7 Temmuz tarihleri arasında Dut ve Dut Pekmezi Şenliği'nin düzenlenmekte olduğu bilinmektedir. Isparta il merkezinde ise her yıl düzenli olarak Uluslararası Isparta Gül, Halı ve Turizm Festivali gerçekleştirilmektedir.

Tablo 2. Isparta İlinde Uygulanan Festival ve Yerel Etkinlikler

| Festival adı | Yeri ve tarihi |
|--|-------------------------|
| Oluklacı Şenlikleri | Eğirdir-Mayıs |
| Dedegöl Dağcılık Şenliği | Eğirdir-Mayıs 4.Haftası |
| Köstük Günü | Yalvaç-Mayıs 4.Haftası |
| Kültür, Turizm, Sevgi ve Kardeşlik Festivali | Yalvaç-06 Temmuz |
| Kültür ve Sanat Şenliği (Dut ve Dut Pekmezi Şenliği) | Sütçüler- 05-07 Temmuz |
| Pisidia Antiokheia Kültür, Turizm ve Sanat Festivali | Yalvaç-Temmuz 4.Haftası |
| Pınar Pazarı Panayırı | Eğirdir-05 Ağustos |
| Su Şenliği | Eğirdir- 24-26 Ağustos |
| Uluslararası Isparta Gül, Halı ve Turizm Festivali | Merkez |

Kaynak: www.tanıtma.gov.tr

Sonuç ve öneriler

Son yıllarda tüm dünyada gelişen ve değişen tüketici beklentileri ile kitle turizminin arka planda kalması, alternatif turizm türlerinin gelişimini zemin hazırlamıştır. Kitle turizminden yeteri kadar pay alamayan bölgeler tarihi, kültürel, doğal ve yöresel ürünlerini ortaya çıkarmışlardır. Bu bağlamda, Isparta'da Kültür ve Turizm Bakanlığı'nın belirlemiş olduğu tüm alternatif turizm türlerine cevap verme çabası içine girmiştir. Alternatif turizm türlerinden biri olan yaratıcı turizm, kültür turizminden esinlenerek ortaya çıkmıştır. Isparta'da yöresel ürünlerini, tarihi değerlerini ve tarımsal etkinliklerini ön plana çıkartarak, yaratıcı turizmden pay almaya çalışmaktadır.

Yapılan bu çalışma ile Isparta'daki yaratıcı turizm kaynakları Tablo 3'de özetlenerek, girişimciler için yeni iş fikirleri üretilmeye çalışılmaktadır. Tablo 3. incelendiğinde; Isparta'da halıcılığın öne plana çıktığı ancak halıcılığın bir yaratıcı turizm aktivitesi olarak turistlere sunulamadığı, minyatür at arabacılığı yapılmakta olduğu ancak tıpkı halıcılık gibi atölyelerde yaratıcı turistlere hizmet sunulmamakta olduğu anlaşılmaktadır. Yaratıcı turistler gittikleri yörelerin yöresel lezzetlerini tatmak ve bu lezzetleri kendileri de yapmak istemektedir. Tablo 3'e bakıldığında; Isparta'ya gelen yaratıcı turistlerin yöresel lezzetleri kendilerinin yapabileceği imkanların olmadığı görülmektedir. Ayrıca Isparta'ya gelen turistlerin gül ve lavantadan hazırlanan ürünleri kendilerinin hazırlayabileceği

imkanların sunulmaması, yöresel kıyafetler hazırlama ve yöresel halk oyunlarını öğrenme imkanlarının olmaması ilde yaratıcı turizmin gelişmesini engellemektedir. Tüm bu tespitler ışığında ilde halı, kilim vb. gibi el sanatlarının dokuma ve yapım atölyelerinin açılması, yöresel yemeklerin yapımı için lokanta ve restoranların açılması, gül ve lavantadan yapılan hediyelik eşyaların gelen turistlerin de yapabilmeleri için atölyelerin açılması ve yöresel halk oyunları kurslarının açılması gerekliliği girişimciler için yeni iş fikirleri olarak ortaya çıkarılmıştır.

Tablo 3. Isparta İlindeki Mevcut olan Yaratıcı Turizm Potansiyeli ve Girişimcilere Yeni İş Önerileri

| Mevcut Durum | Yeni İş Fikirleri |
|---|--|
| Halı, kilim vb. el sanatları için dokuma atölyesi bulunmamaktadır. | Halı, kilim vb. el sanatlarında turistlerin eğitilmesi için dokuma ve yapım atölyeleri açılmalıdır. |
| Minyatür at arabacılığı gibi el sanatları için yeterli sayıda imalatçı bulunmamaktadır. | Yok olmaya yüz tutan el sanatlarının gelen turistlerin eğitimi için imalatçı açılmalıdır. |
| Yöresel yemekleri yapan ve gelen ziyaretçilerin bu yemekleri yapacak yer bulunmamaktadır. | Yöresel pazarlar ve yöresel yemeklerin yapımı için lokanta ve restoranlar açılmalıdır. |
| Gül ve Lavanta gibi tarımsal faaliyetler için gelen turistlerin kendileri için hediyelik eşya yapım yeri bulunmamaktadır. | Gül ve lavantadan yapılan hediyelik eşyaların gelen turistlerin de yapabilmeleri için atölyeler açılmalıdır. |
| Yazlık ve Kışlık yöresel kıyafetler için terziler bulunmamaktadır. | Yöresel kıyafetlerin yapımı ve dikimi için terzilerin bulunması ve bu terzilerin turistleri eğitmek için dükkân veya atölye açılmalıdır. |
| Şehrin kendine özgü yöresel halk oyunlarını gelen ziyaretçilere kurs ve atölye yeri bulunmamaktadır. | Yöresel halk oyunları kursları açılmalıdır. |

Barselona, Loüre ve St. Petersburg bölgeleri yerel halkının bilinçli olmasıyla, yerel yönetimlerinin sorumluluk almasıyla ve girişimcilerin fırsatları görmesiyle adlarından sık sık söz ettirmektedir. Kendine özgü turistik alanları olan Isparta ilinin de tıpkı Barselona, Loüre ve St. Petersburg gibi yerel halkın çevresel ve ekonomik etmenleri göz önüne alarak, turiste misafir olgusu ile bakmaması ve yaratıcı turizm etkinliklerine fırsatlar sunması gerekmektedir. Yaratıcı turizm yeni bir kavram olmasına rağmen son yıllarda bu turizm türüne olan talebin gittikçe artmakta olduğu bilinmektedir. Sonuçta, Isparta ili bu potansiyele cevap verebilecek nitelikte olmasına rağmen ilde girişimcilerin bu alanda yeni iş fikirleri ile bir gelişim imkanı yaratmaları beklenmektedir.

Sonuç olarak bazı öneriler getirmek mümkündür:

- Isparta'daki yerel yönetimler yörede yaratıcı turizmin gelişimi adına kendi aralarında ve kamu kurumları ile ortak bir projede yer almalıdır.
- Yerel halkın gelen turistleri misafir olarak görmesi için eğitimler verilmesi ve gelirin yerel halkla paylaşılması yolu ile yaratıcı turizmi sahiplenme duygusu geliştirilmelidir.
- Arttırılmış gerçeklik teknolojisinin Isparta'daki yaratıcı turizmüne fayda sağlayacağı düşünülmektedir.
- İlde düzenlenen festivallerde yaratıcı turizm etkinliklerine yer verilmesi, ilin tanıtımına katkı sağlayacaktır.
- Tüm yöresel ürünler tek bir başlık altında toplanmalı ve yaratıcı turistlere uygulama imkanı sağlayan mekanlar sunulmalıdır.

- Yaratıcı turizm kapsamında yapılacak olan yeni girişimler ile yeni açılan atölye ve kurslara seyahat acentalarınınca turlar düzenlenmelidir.
- Isparta'da iç turizm faaliyetleri arttırılmalı ve yerel halkta yaratıcı turizm bilinci oluşturulmalıdır.
- Ispartalı iş adamlarının yaratıcı turizm adına lider konumunda olması sağlanarak, yaratıcı turizm kapsamında yeni girişimlerde bulunmaları gerekmektedir.
- Yörede uygulanmakta olan el sanatlarının devamlılığı sağlanarak, el sanatlarına yönelik yaratıcı turizm etkinliklerinin yapılması teşvik edilmelidir.
- Turistler için Isparta'da yaratıcı turizm uygulamalarını hayata geçirecek yeni girişimlerde bulunulması gerek devlet gerekse sivil toplum kuruluşları tarafından desteklenmelidir.

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FAKHRI PASHA AND DEFENSE OF MEDINA ACCORDING TO BRITISH DOCUMENTS

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Abstract: *Fahkri Pasha, who served in the Ottoman army during World War First, was sent to Medina after receiving information that Sherif Hussein was preparing to rebel in the Hejaz region. Fahkri Pasha arrived in Medina on May 31st. He fought with British-backed rebels in the region. He defended Medina against rebels with very little force for years. He was appointed as the Commissar of the Hejaz Expeditionary Forces on 15 July 1916. This force was reinforced with new units. he sent the relics of Medina to Istanbul on May 14, 1917. The rebels often harmed the Hejaz railway and they cut Turkish troops' transportation between Medina and Damascus. So, they left the Hejaz forces under Fahkri Pasha in a difficult position. Fahkri Pasha, who could not get the reinforcement force he wanted from Istanbul and the commander of the Yıldırım Armies in Damascus to open the railway again, continued to defend Medina with a small number of soldiers. He opposed the offer to evacuate Medina. He fought with hunger and disease with the people and soldiers in the besieged Medina, despite the end of ammunition, drug and clothing stocks and even the signing of the Armistice of Mondros refused to evacuate the city. Fahkri Pasha's resistance frightened the British. British General Assembly and intelligence serves were closely followed Fahkri Pasha's activities and reported to the British authorities. In this study, British documents were searched for Fahkri Pasha. In British documents, it was tried to show how the resistance of Fahkri Pasha and the situation of Turkish soldiers in the region were handled.*

Keywords: *Hejaz, War, Resistance, Fahkri Pasha*

İNGİLİZ BELGELERİNE GÖRE FAHREDDİN PAŞA VE MEDİNE SAVUNMASI

Özet: *Birinci Dünya Savaşı yıllarında Osmanlı ordusunda başarılı hizmetlerde bulunan Fahrettin Paşa, Hicaz bölgesinde Şerif Hüseyin'in isyan etmeye hazırlandığı bilgisinin alınması üzerine Medine'ye gönderildi. Fahreddin Paşa 31 Mayıs'ta Medine'ye ulaştı. Bölgede İngiliz destekli isyancılarla mücadele etti. Medine'yi asilerden sayı olarak oldukça az bir kuvvetle yıllarca savundu. 15 Temmuz 1916 tarihinde yeni birliklerle takviye edilen Hicaz Kuvve-i Seferiyesi Kumandanlığı'na tayin edildi. Herhangi bir yağmaya karşı Medine'deki kutsal emanetleri 14 Mayıs 1917'de İstanbul'a gönderdi. İsyancıların Hicaz demiryoluna sık sık zarar vermesi ve Medine'de bulunan Türk askerlerinin Şam ile olan ulaşımını kesmesi Fahrettin Paşa komutasındaki Hicaz kuvvetlerini zor durumda bıraktı. Demiryolu ulaşımını tekrar açmak için İstanbul'dan ve Şam'daki Yıldırım Orduları Komutanlığı'ndan istediği takviye kuvveti alamayan Fahrettin Paşa az sayıdaki askerle Medine'yi müdafaya devam etti. Medine'nin boşaltılması teklifine karşı çıktı. Kuşatılan Medine'de halk ve askerlerle birlikte açlık ve hastalıkla mücadele etmesine, cephane, ilaç ve giyecek stoklarının bitmesine rağmen ve hatta Mondros Ateşkes Antlaşması imzalanmasına rağmen şehri teslim etmeyi reddetti. Fahrettin Paşa'nın direnişi İngilizleri de tedirgin etti. İngiliz Genel Kurmayı ve istihbaratı, Fahrettin Paşa'nın faaliyetlerini yakından takip ederek İngiliz makamlarına rapor ettiler. Bu çalışmada Fahrettin paşa ile ilgili olarak İngiliz belgeleri araştırıldı. İngiliz belgelerinde Fahrettin Paşa'nın direnişinin ve bölgedeki Türk askerlerinin durumunun nasıl ele alındığı ortaya konulmaya çalışıldı.*

Anahtar Kelimeler: *Hicaz, Savaş, Direniş, Fahreddin Paşa*

Fahrettin Paşa'nın Hayatı

Medine Müdafî adıyla ünlenen Fahrettin Paşa, 1868 yılında Rusçuk'ta doğdu. Annesi Mohaç Meydan Muharebesi'nin kazanılmasını sağlayan akıncı Bali Bey soyundandır. Adı Ömer Fahrettin'dir ve cumhuriyetle birlikte Türkkân soyadını aldı. Tahsilini Rusçuk ve İstanbul'da tamamladı. 1888'de Harp Okulu'nu, 1891'de Erkân-ı Harbiyye'yi bitirdi. 1891 tarihinde Kurmay Yüzbaşı olarak askerlik hayatına başladı. Trablusgarp, Balkan ve I. Dünya Savaşlarına katıldı.¹ Birinci Dünya Savaşı'nda Urfa, Zeytun, Haçin, Musadağı Ermeni ayaklanmalarını bastırdı. Mekke Emiri Şerif Hüseyin'in isyan için hazırlandığı haberinin alınması üzerine Fahreddin Paşa Dördüncü Ordu kumandanı Cemal Paşa tarafından 28 Mayıs 1916 Medine'ye gönderildi. Fahreddin Paşa, 31 Mayıs'ta Medine'ye vardı. Hüseyin'in birkaç gün içinde isyan edeceğini Cemal Paşa'ya bildirdi. Şerif Hüseyin ve oğulları 3 Haziran 1916'da Medine çevresindeki demiryolunu ve telgraf hatlarını tahrip ederek isyan ettiler.² Bu tarihten itibaren Fahreddin Paşa, Mondros Ateşkes Antlaşması imzalanmasına rağmen Medine'yi düşmana teslim etmeyerek 13 Ocak 1919 tarihine kadar geçen sürede 2 yıl 7 ay Medine'yi müdafaa etti.³ 27 Ocak'ta savaş esiri olarak Mısır'a gönderildi. Kahire'deki Kasır-el Nil Kışlası'nda 5 Ağustos 1919 tarihine kadar hapsedildi. 5 Ağustos'ta Malta'ya sürgün edildi.⁴ Sürgün sırasında, savaş suçlularını yargılamak üzere işgalci devletler tarafından İstanbul'da kurulan ve başkanından dolayı halk arasında Nemrud Mustafa Dîvânı Harbi adı verilen mahkemece ölüme mahkûm edildi. Fahreddin Paşa 8 Nisan 1921'de Malta'dan kurtularak Berlin'de karşılaştığı Enver Paşa'nın daveti üzerine Moskova'ya geçti. 24 Eylül 1921'de Ankara'ya gelerek Milli Mücadele'ye katıldı. 9 Kasım 1921'de Türkiye Büyük Millet Meclisi'nin Kâbil sefirliğine tayin edildi. 1922-1926 yıllarında Kabil Büyükelçiliği yaptı. 5 Şubat 1936'da Türk Silâhlı Kuvvetleri'nden tümgeneral rütbesiyle emekli oldu. 22 Kasım 1948'de vefat etti ve Rumelihisarı'na defnedildi.⁵

İngiltere'nin Birinci Dünya Savaşı'nda Araplara Yönelik Politikası

İngiltere'nin Arabistan coğrafyasındaki planları bölgede güçlü bir Osmanlı Devleti yerine İngiltere'ye bağımlı küçük ve birbirinden bağımsız hareket eden şehir prensliklerinden oluşan siyasi bir yapı oluşturmaktı. Osmanlı Devleti Hilafet sayesinde bölge üzerinde etkiliydi. İngiltere Osmanlı Devleti'nin bölgedeki hâkimiyetini sarsmak için ilk önce Hilafet'e karşı propaganda faaliyetlerinde bulundu. Halife'nin Arap soyundan gelen birinin hakkı olduğu ve Halife'nin Mekke ya da Medine'de ikamet etmesi gerektiği yönünde propaganda faaliyetleriyle Müslümanların kafasını karıştırmaya çalıştı.⁶

Mekke Emiri Şerif Hüseyin'i bu yöndeki politikalarına alet etti. İngilizler 1914 yılı başlarında bölgedeki ajanları vasıtasıyla Şerif Hüseyin ile bağlantı kurdular. Yapılan pazarlıklar sonucu Şerif Hüseyin'in Arap Kralı olarak tanınacağı ve Araplara bağımsızlık verileceği vaatleriyle Şerif Hüseyin'in isyan etmesine neden oldular. Şerif Hüseyin, Adana ve Mersin'den başlayan ve Ortadoğu topraklarının önemli bir kısmını içine alan büyük bir Arap İmparatorluğu kuracağı hülyasıyla İngilizlerle işbirliği yaparak Osmanlı Devleti'ne isyan etti.

İngiltere isyan boyunca İbni Suud'a, İdrisi'ye, Şerif Hüseyin'e ve diğer asi kabile şeflerine yüklü miktarda para ve silah yardımı yaptı. Bu ödemelerden en büyük payı Şerif Hüseyin aldı. Mısır'daki

¹ Naci Kaşif Kıcıman, (1994). *Medine Müdafaası Hicaz Bizden Nasıl Ayrıldı*, Sebil Yayınevi, İstanbul, s.20.

² Süleyman Yatak, (1995). "Fahreddin Paşa" *TDV İslam Ansiklopedisi*, C. 12, s. 88.

³ Ahmet Temiz, (2014). "Medine Müdafaası ve Fahreddin Paşa", *3 Kıta'da 4 Yıl*, Yedikıta Kitaplığı, İstanbul. s.55

⁴ Salâhi R. Sonyel, (1972), "İngiliz Belgelerine Göre Medine Müdafîi Fahrettin Paşa", *Belleten*, C. XXXVI, S. 143, s.333

⁵ Yatak, agm., s.88-89

⁶ Bülent Özdemir, -Eftal Irkıcıatal, (2011). *İngiliz Arap Büro Raporlarında Arap Ayaklanması Bir İsyanın Kodları*, Yitik Hazine Yayınları, İzmir, s. 11

İngiliz Müstemleke Yüksek Komiseri 15 Kasım 1917 tarihinde İngiltere'ye gönderdiği telgrafta Faysal'ı destekleyen kabilelere verilen ve Arap operasyonları için ayrılan 200.000 pound'un 500.000 pounda çıkarılmasını talep etti. Medine ve Hicaz'dan Türkleri çıkarmak için bunun gerekli olduğunu bildirdi. İngiliz savaş kabinesi 17 Kasım 1917'de bu isteği kabul ederek Araplara yapılacak ödemeyi 500.000 pounda yükseltti.⁷

İngilizler Şerif Hüseyin'e 1916 yılının Mart- Temmuz ayları arasında toplam 258.000 sterlin, 1919'un Ekim, Kasım ve Aralık aylarında ise toplam 175.000 sterlin ayrıca Akabe ve Şam'a Kral ve Emir adına toplam 2.911.908 sterlin gönderdi. Bunun haricinde Akebe'ye 255.000 sterlin altın para daha gönderildi. İngiltere'nin Şerif Hüseyin'e 1919 Aralık ayına kadar gönderdiği toplam miktar 45.205.000'di.⁸

Medine Müdafaası ve İngiliz İstihbaratı

Fahreddin Paşa Medine'ye ulaştıktan kısa süre sonra Şerif Hüseyin isyanı patlak verdi. Şam ve Medine arasındaki demir yolu hattı 9 Haziran 1916'da asiler tarafından tahrip edilerek bölgeye ulaşım engellendi. Şerif Hüseyin Mekke'de kışlalara hücum ederek İsyân hareketini 10 Haziran'da resmen başlattı. Asilerle eş zamanlı olarak İngiliz savaş gemileri de Cidde limanlarını topa tuttu.⁹

Medine'de Fahrettin Paşa, isyanın ilk günü kalabalık olan asilere karşı saldırı başlatarak asileri Medine'nin 50 km. uzağına sürdü. Fahrettin Paşa ve diğer yüksek rütbeli subaylar asilerle çatışmalarda bizzat ön hatlara kadar girerek askerlerle birlikte çarpıştılar. Komutanların bu davranışları Medine müdafilerinin daha şevk ve cesaretle savaşmalarını sağladı. Mekke'nin aksine Medine'de asiler başarısız oldular.¹⁰

İngiliz istihbaratı Medine'deki başarısızlığın nedeni olarak Fahrettin Paşa'nın savaşmayı ve sivil idareyi iyi bilmesini gösterdi. Şerif Hüseyin ise Mekke'yi işgal ettikten sonra Medine'yi ele geçirmeye çalıştı. Demiryolunun yanı sıra Fahrettin Paşa'ya yardım taşıyan tren vagonlarına da saldırı emrini verdi. Daha sonra bununla yetinmeyerek İngilizlerden, demiryolu naklini engellemek amacıyla patlayıcıların kullanılması için destek istedi. Hicaz Demiryolu'nun son istasyonu Medine kentinin surları içinde olduğundan asiler istasyona saldıramıyordu.¹¹

İngiliz istihbaratı Osmanlı Devleti'ndeki önemli şahıslarla ilgili kısa biyografi bilgisi toplamış ve bu kişilerin psikolojik ve karakter tahlillerini de yapmıştı. 1917 itibariyle hazırlanan İngiliz istihbarat raporunda Fahreddin Paşa hakkında şu bilgiler yer alıyordu: *"Muhtemelen şimdi bir "Paşa" bir General. Rus-İran-Türk sınır komisyonunun bir üyesiydi. Sessiz, çalışkan bir asker milliyetçi ama İttihat ve Terakki üyesi değil. İlimli (mutedil) birisi. Önce Lüleburgaz'da sonra da Çatalca'da Tümenlerden birini kumanda etti. İyi bir adam son Eylül'de Kafkasya'ya gitmek için ayrıldı ve şimdi Suriye'de Cemal Paşa'nın Kumandasında 2. adam olarak bulunmakta"*¹².

Asiler Medine'ye yaptıkları saldırılardan sonuç alamayınca Hicaz Demiryolu hattına saldırarak şehrin dış dünya ile bağlantısını kesmeye çalıştılar. Asileri buna yönlendiren ise Mısır'da bulunan ve isyan başlayınca Hicaz bölgesine gelen İngiliz ajanı Lawrence'ti. Bedevi Arapları Türkler aleyhine ayaklanmaya teşvik eden Lawrence Mekke ile Medine arasında yaşayan Arap kabilelerinden "Cüheyne", "Beli" ve "Harp" kabilelerini Türklerle karşı isyan etmek üzere birleştirdi. Lawrence,

⁷ WO 33/946 telgraf no: 8548 ve 8561

⁸ Metin Hülagü, (2008). *İslam Birliği ve Mustafa Kemal*, Timaş Yayınları, İstanbul, s.137-141.

⁹ Mustafa Bostancı, (2014). Birinci Dünya Savaşı'nda Osmanlı Devletinin Hicaz'da Hâkimiyet Mücadelesi, *Akademik Bakış*, c.7 (14) s.125-126.

¹⁰ İsmail Köse, (2014). *İngiliz Arşivlerinde Hicaz İsyanı*, Selis Kitapları, İstanbul, s. 230-231

¹¹ Köse, age., s. 259.

¹²Bülent Özdemir, 2012, *Osmanlı'nın Wikileaks Raporları*, Yeditepe Yayınları, İstanbul, s.91

bölgedeki bedevi Araplara, isyana katılmaları için yüklü miktarda altın dağıttı. Araplar kendisini “altınları taşıyan adam” olarak tanıyordu.¹³

Lawrence, Osmanlı'nın Hicaz savunması için demiryolu faktörünün önemini anlamıştı. Osmanlı Devleti'nin bölgedeki savaşı kazanması için hattın sürekli işlemesi ve savunulması gerekti.¹⁴ Bu nedenle, İngilizlerin ve asilerin en büyük hedefi Medine demiryolu idi. Medine Demiryollarının tahribatı için Lawrence tarafından bölgeye üç İngiliz ajan getirildi. Bunlar Albay Horenby ve Newcombe ile Mühendis Corland'dı. Bunlar, demiryolunu kesmek, köprüleri ve trenleri dinamitlemek, telgraf hatlarını kesmek madenlere zarar vermek için geceli gündüzlü çalıştılar. Bunların yaptığı tahribatı yenilemek için Osmanlı'nın dört amele taburu, yine rayları yerine koymak, köprüleri tamir etmek, çukurları doldurmak işlerinde çalışırdı.¹⁵

Fahrettin Paşa, herhangi bir yağmaya karşı Medine'de Hz. Peygamber'in mezarında bulunan kutsal emanetleri 14 Mayıs 1917'de 2000 askerin korumasında trenle İstanbul'a gönderdi. Eserler 27 Mayıs 1917'de İstanbul'a ulaştı.¹⁶

Fahrettin Paşa'nın Hicaz Demiryolu'nu devamlı açık tutabilmek için ilave tedbirler almasına ve askerlerini buraya yönlendirmesine rağmen, Arap isyancılar zamanla yolun kontrolünü ele geçirdi. Demiryolunun işlemez hale gelmesi ile Medine'deki kuvvetler kaderine terk edilmiş oldu. Medine'nin ve Türk askerlerinin kuşatma altında kalması şehirde sıkıntıları artırdı. Yiyecek sıkıntısı nedeniyle dağlardan ot yiyen askerler oldu ve bunların bazıları zehirlenerek hayatını kaybetti. Bölgenin çekirge istilasına uğraması nedeniyle tarım alanları da zarar görünce sıkıntı hat safhaya ulaştı. Kuşatma süresi uzadıkça yiyecek bulamayan birlikler, çaresizlikten bölgede bulunan çekirgeleri yemek zorunda kaldı.¹⁷

Fahrettin Paşa, kıtlığın önüne geçebilmek için bir buğday tarlası kurdurdu ve 1918 yılı sonunda yaklaşık 60 ton buğday elde edebilecek durumdaydı. Buna ek olarak bir de hurma bahçesi oluşturdu ve 1919 yılında bu bahçeden 1,5 milyon ton hurma elde etmeyi planlıyordu.¹⁸

1917 yılı Mayıs ve Eylül aylarında İngilizler, Medine'deki Türk birliklerinin açlıktan şehri yağmaladığı, Fahrettin Paşa'nın elindeki develeri Kudüs'e gönderdiği ve teslim olacağı şeklinde söylentileri propaganda amaçlı olarak yaydılar.¹⁹ Filistin'in 1917 sonunda düşmesi Medine'deki Türk askerlerinin moralini bozdu. İngilizler de bölgede bulunan istihbarat elemanlarından edindikleri bilgilerden Medine'nin düşmesinin an meselesi olduğu düşüncesine kapıldılar.²⁰

Bedeviler ve İngilizlerin tüm sabotajlara rağmen 26 Mart 1918 tarihinde Medine'ye kuzeyden son tren geldi. Tren ile yiyecek, giyecek, muhtelif eşya, mektup ve gazeteler de gönderilmişti. Tren 28 Mart'ta Medine'den ayrıldı. Bundan sonra 1919 yılı Ocak ayındaki teslim anlaşmasına kadar dokuz ay boyunca Medine'nin dış dünya ile bağlantısı civardaki tacir kabilelerle yapılan ticaret hariç tamamen kesildi. Kuzey ile bağlantının kaybedilmesinin nedeni Fahrettin Paşa'nın itirazlarına rağmen Maan'ın güneyindeki istasyonlarda bulunan kuvvetlerin büyük kısmının, Maan'ın kuzeyine çekilmesiydi.

¹³Feridun Kandemir, (2016). *Fahreddin Paşa'nın Medine Müdafası Peygamberimizin Gölgesinde Son Türkler*, Yağmur Yayınları, İstanbul, s. 51; Köse, age., s.333

¹⁴ Yüksel Nizamoğlu, (2015) “I. Dünya Savaşında Hicaz Cephesi”, *Birinci Dünya Savaşı'nda Osmanlı Devleti*, Kitabevi, İstanbul, s. 237.

¹⁵ Kandemir, age., s. 112-113

¹⁶ Temiz, agm., s.52

¹⁷ Kıcıman, age., s. 90

¹⁸ Köse, age., s.369

¹⁹ Köse, age., s.361.

²⁰ Köse, age., s.354-355

İstasyonlarda üç-dört savunma askeri kalınca Faysal kolaylıkla istasyonları işgal ederek Medine'nin can damarı olan demiryolu bağlantısını kesti.²¹

Medine'nin hemen hemen tamamen kuşatılmasına rağmen bir türlü teslim olmamasını İngiliz istihbaratı şu cümlelerle açıklıyordu: "...Anadolu askerlerinin kanıtlanmış kapasiteleri, Fahreddin Paşa gibi yürekli komutanlar idaresinde uzun süren kuşatmalarda bile, tüm iletişim hatları kesik ve malzeme sıkıntısı çekmelerine rağmen disiplin ve inançlarını kaybetmiyorlar. Başka ordular bu durumda disiplini kaybeder." Buldukları bölgenin kutsallığının da Türklerin direncini artırdığı İngiliz raporlarında vurgulanıyordu.²²

İngiltere Genelkurmayı'nın Fahreddin Paşa İle İlgili 31 Ağustos 1918 Tarihli Raporu

İngilizler Fahreddin Paşa'nın Medine'deki durumuyla ilgili bölgeden istihbarat raporları alıyordu. İngiltere Genelkurmayı'nın Fahreddin Paşa ile ilgili 31 Ağustos 1918 tarihli raporunda aşağıdaki bilgiler yer alıyordu. Fahreddin Paşa 1917 sonbaharından beri Medine'deki Türk kuvvetlerinin komutanıdır. İngiliz raporlarında 4 Ekim 1917'de Fahreddin Paşa'nın Suriye ve Batı Arabistan Genel yöneticisine buğday ve erzakının bitmeye yakın olduğunu ve kendisinin ulaşım için Hicaz Demiryolu'na güvenemeyeceğini bildirdiği yazıyordu. Kışın yaklaşması Medine'de Türklerin durumunu daha da sıkıntılı hale gelmesine neden olmuştu. 26 Ekim 1917 tarihinde Fahreddin Paşa sadece 1 aylık yiyeceği kaldığını bildirdi. Fahreddin Paşa'nın ümit beslediği gelecek mısır mahsulünü de rüzgâr ve fırtına yok etmişti.

İngiliz raporuna göre 29 Ekim 1917 de Medine'de ekmek rezervi bitti. Kasım başlarında Fahreddin Paşa Türk Yüksek Komutanlığı'na kendisinin Medine'de kuşatıldığını ve demiryolu ile erzak gönderilmesinin boşuna bir uğraş olacağını bildirdi. Cemal Paşa 10 Kasım'da Fahreddin Paşa'ya Gazze-Bir Saba hattının düştüğünü bildirdi. Kudüs de düşünce, Medine'nin de boşaltılmasına niyet edildi. Cemal Paşa, Fahreddin Paşa'ya ne kadar dayanabileceğini sordu. Fahreddin Paşa Medine'nin boşaltılması kararının Cemal Paşa'nın mı yoksa Halife'nin mi elinde olduğunu sert bir mesaj göndererek sordu. Fahreddin Paşa bu teklife öfkelenmişti. Cemal ve Fahreddin Paşa arasında sert mesajlaşmalar oldu. Fahreddin Paşa ekim sonunda Cemal Paşa'ya demiryolu hattından Arap asileri uzaklaştırmadan Medine'ye erzak göndermenin bir anlamı olmadığını yazdı. Cemal, bunun Fahreddin Paşa'nın görevi olduğunu bildirince, Fahreddin Paşa bunu yapacak askeri kuvveti olsa kendine mesaj göndermeyeceğini bildirdi.

Fahreddin Paşa'ya 1917 Kasım ortalarında Medine'yi boşaltması ve Medine'de küçük bir garnizon bırakması bildirildi. Fahreddin Paşa, 25 Kasım 1917'de Şam'dan gelen çekilme emirlerine uymayacağını bildirdi. Şam'daki ağır kuvvetler Aralık 1917 tarihinde Dera'ya çekildi ve Hicaz programından çıktı. Demiryolu direktörü Albay Pfanensteil 20 Aralıkta Medine'ye geldi. Hicaz'daki Fransız heyetinden, 1918 Ocak ayında, Faysal ile Türk komutan Atıf Bey arasında barış görüşmeleri yapıldığına dair bilgi alınmıştı. Hicaz güçlerinin 1918 Ocak sonunda Kuzey doğu yönünde Taif ve Mekke'ye operasyon yapmaya niyetlendiği bildirildiyse de sonradan bu süresiz olarak ertelendi.

1918 Şubat ortalarında tren garı Maan kuzeyinde Juruf Et-Derviş'te kuruldu. Fahreddin Paşa, yüksek komutanlığın karşı çıkmasına rağmen levazım memurlarına Medine'ye malzeme sevk etmeleri için baş vurdu.

Fahreddin Paşa, 5 Mart 1918 tarihinde 5660 ton yiyeceğin lazım olduğunu ve bunun da garnizona tahmini olarak bir yıl yeteceğini bildirdi. 13 Nisan 1918 tarihinde Hicaz Seferi Kuvvetleri'ne 1. ve 2.

²¹ Köse, age., s.367

²² Arab Bulletin, No. 72, *The Problem of Medina*, 5 December 1917, p.484.



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Karma kuvvetler bölgelerinde nöbetin devralınması emredildi. Karma kuvvetlerin de kuzeye çekilmesi emredildi. Fahreddin Paşa böyle bir çekilmenin Hicaz Demiryolu'nun isyancı Araplara verilmesiyle eşdeğer bir anlama geleceğini bildirdi. 3 Mayıs 1918'de Fahreddin Paşa 2. Karma kuvvetler ve Hicaz Seferi Kuvvetleri'nin Maan bölgesinde demiryolu hattının kesilmesiyle mezarda gömülü duruma geldiğini anladı. Kendisi daha önceden Medine ve Tebuk'teki durumu üstlerine sunmuştu. Tekrar tekrar başvurarak buralara takviye güç gönderilmesini istemişti bunu yapmadıkları için üstlerine kırgın ve öfkeliydi.²³

Fahreddin Paşa, 8 Mayıs 1918'de durum hakkında giderek karamsar olmaya başladı. Buğday ve arpa rezervinin neredeyse tükendiğini ve zarar verilen demiryollarını tamir için ayıracak askeri olmadığını rapor etti. Kendisinin bölgede gelecekte olabilecek faciayla ilgili durum ve sorumlulukları önceden açıkça bildirdiğini belirterek şimdi artık 4. Ordu yetkilileriyle durumu görüşmek gerektiğini bildirdi.

Enver Paşa, 18 Mayıs 1918'de, Fahreddin Paşa'ya Hicaz Seferi Kuvvetlerin Yıldırım Ordusu'na bağlı olduğunu ve her halükarda her şeye rağmen Medine'nin elde tutulması gerektiğini, Yıldırım Ordusu'nun Hicaz Demiryolu'nu korumak ve tamir etmekle sorumlu olduğunu ve aynı zamanda Medine için ön tedarik hazırlığını yapmakla da sorumlu olduğunu bildirdi.²⁴

Fahreddin Paşa, 1918 Haziran başında, 2. Karma Kuvvetlerin ve Hicaz Seferi Kuvvetlerin levazımının haziran sonu veya temmuzda biteceğini, Medine'de elde edilecek mahsulün ise 2 milyon kilo olmasının tahmin edildiğini ve bunun eylül'e kadar yetmeyeceğini bildirdi. 1918 Temmuz başında Müdavera'den Şam'a çekilme hususu rapor edildiğinde Fahreddin Paşa kendi görüşlerini açıklarken böyle rezil bir geri çekilmenin sebebinin askerlerdeki moral bozukluğundan kaynaklandığını ve bunun temel sebebinin de takviye kuvvet gelmemesi ve Türk Yüksek Komutanlığı'nın Hicaz Seferi Kuvvetler ile kuzeydekiler arasındaki demiryolu ulaşımını tekrar açamamasından kaynaklandığını bildirdi. Yine aynı tarihlerde(Temmuzda) Fahreddin Paşa Medine'deki Türk gücünün ancak yeni ürünlerin alınacağı Eylül başına kadar dayanabileceğini, kendisinin 2. Karma kuvvetlerin bu kadar bile dayanamayacağından korktuğunu bildirdi. Fahreddin Paşa Medine ile kuzey arasındaki ulaşımın yeniden sağlanması için bir girişimde bulunulmamasından şikâyetçiydi. Gelecekte de çok kaygı duyuyordu.

Fahreddin Paşa'ya Süvari güçleriyle birlikte Maan-Müdavera arasındaki demiryolu güvenliğini devralması temmuz ortalarında emredildi. Fahreddin Paşa bunu reddetti. Sebebi şuydu: Medine'deki kuvvetlerden güvenlik nedeniyle azaltma yapılamazdı. Çünkü seferi güçler elindeki tek seyyar güçtü. Demiryolu tamir edilene kadar seyyar güçler orayı koruyamazdı. Çünkü Maan-Müdavera arasında su ve otlak yoktu. Son olarak da Medine'deki seyyar güçlerin hayvanları Medine'nin son yiyecek rezervi olarak ayrılmıştı.

Fahreddin Paşa, Yıldırım Orduları Komutanı Limon Von Sanders'e 17 Temmuz 1918'de güçlü bir başvuru(çağrı) yaptı. 11. Ordu birliklerinin geçici olarak kendi komutasına verilmesini ve demiryolu ulaşımının Şam hattı bölümü ile Hicaz Demiryolu yönetiminin doğrudan kendisine verilmesini istedi. Fahreddin Paşa bu tedbirlerin hızla benimsenmesiyle bu kritik durumdan kurtulabileceğini düşündü. Kendi kuvvetlerinin küstahça ihmal edildiğini düşünüyordu.

Ağustos ayı başlarında Fahreddin Paşa Hicaz Seferi Kuvvetleri'nin yakıtının çok az olduğunu, demiryolu tamir edilse bile Medine'den trenlerin hareket etmesinin şüpheli olduğunu rapor etti. Fahreddin Paşa Müdavera'nın düşmesinden dolayı 10 Ağustos 1918'de bir veda mesajı gönderdi. Fahreddin Paşa artık Medine'nin kaderine terk edildiğini düşündü

²³ IOR/L/PS/18/B287

²⁴ IOR/L/PS/18/B287



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Hicaz Seferi Kuvvetlerin Şam'daki satın alma memuru, 11 Ağustos 1918'de hesapları kapatma ve başka alım yapmama emrini aldı. (Fahreddin paşa'dan olabilir?) Aynı gün Fahreddin Paşa kuvvetleri hakkında çok umutsuzdu. Çünkü düşünülen felaket yakındı. Yakıt azalmıştı. Maan kuzeyinde demiryolu tamiri yavaş ilerliyordu. Maan-Müdavera bölümü için bir karar verilmemişti. Yıldırım Orduları takviye gönderilmesini ihmal ediyordu. 11. Ordu Fahreddin Paşa'nın emrine verilmemişti. Arpa, buğday ve para yoktu. Medine'de kuvvet az olduğundan kendi kuvvetlerinden kuzeye takviye gönderemiyordu. Gelecek birkaç ay da durumda bir düzelme olmayacak gibiydi. Kendinin kullanabileceği tek seyyar güç bir deve süvari alayı ve makineli tüfek grubuydu. Bu da 310 asker ve 292 deveden oluşuyordu. Elindeki bir katır süvari alayı ve makineli tüfek grubu ise 195 asker, 29 katır ve 78 deveden ibaretti. Bu kuvvetler Tebuk'un kuzeyinde bir göreve gönderilemezdi. Çünkü bunlar Medine'deki yegâne güçtü. Fahreddin Paşa kuşatılmayı ve açlığı isyancı Araplara yenilmeye tercih etti. Fahreddin Paşa'nın mesajı muhtemelen Enver Paşa'ya da gönderilmiş olmalıydı ki, Enver Paşa, Hicaz Seferi Kuvvetlerin zor durumuyla ilgili Fahreddin Paşa'nın görüşlerine katılıyordu. Enver Paşa, demiryolunun yeniden açılmasının Yıldırım Orduları'nın görevi olduğunu Hicaz Seferi Kuvvetleri'nin görevi olmadığını bildirdi.²⁵

Mondros Sonrası İngiliz Belgelerinde Fahreddin Paşa

30 Ekim 1918 tarihinde imzalanan Mondros Ateşkes Antlaşması'na göre Hicaz bölgesindeki Osmanlı askerlerinin en yakın İtilaf kuvvetlerine teslim olması gerekiyordu. Fakat Fahreddin Paşa'nın teslim olmaya yanaşmaması İngilizleri tedirgin etti. İngiliz hükümeti Birinci Sekreteri George Kidston, Fahreddin Paşa'nın Hicaz bölgesinde bir direniş harekâtını Türk Hükümeti'nden ayrı olarak örgütlemesinden korkuyordu. Kidston, Fahreddin Paşa'nın bölgede daha uzun süre direnerek İngilizlerin başına büyük işler açabileceğini, İbni Suud ve Vahhabileri Şerif Hüseyin'e karşı kıskırtabileceğini, böylece Şerif Hüseyin'i zor durumda bırakabileceğini bildirdi.²⁶

İngiltere'nin Kahire Müstemleke Yüksek Komiseri olan R. Wingate 6/12/1918 tarihinde İngiliz Dış İşleri Bakanlığı'na gönderdiği yazıda, Türk Hükümeti'nden gelen 30 Kasım 1918 tarihli yazıyı Fahreddin Paşa'ya ilettiklerini fakat Fahreddin Paşa'nın telgrafla gönderilen direktifleri kabul edemeyeceğini Yenbo'ya bildirdiğini, Türk Hükümeti'nden yazılı ve tasdikli bir emir almadıkça Medine şehrini teslim etmeyeceğini, teslim işleminin gecikmesinin işleri tehlikeye atabileceğini bildirdi.²⁷

Savaş bitmesine rağmen Fahreddin Paşa'nın Medine'deki direnişi, isyanın başından itibaren Cidde'den Hicaz isyanı'na komuta eden ve Hüseyin'e askeri konularda müşavirlik yapan Albay Wilson'u da çaresiz bırakmıştı. Wilson Hüseyin'e göndermiş olduğu 30 Aralık 1918 tarihli mektupta, "*keşke Fahreddin Paşa'nın annesi kısır olsaydı da Fahreddin Paşa hiç doğmamış olsaydı*" yazmıştı.²⁸

Sonuç

Fahreddin Paşa, Trablusgarp, Balkan ve Birinci Dünya savaşlarında başarılı hizmetlerde bulunmuş bir askerdir. İsyana başlamadan kısa bir süre önce Medine'deki Türk birliklerine komutan olarak atandı. Burada emrindeki az bir kuvvetle, şehrin dış dünya ile her türlü bağlantısının kesilmesine rağmen, açlığa hastalığa, kıtlığa, sabotajlara ve saldırılara rağmen Medine'yi düşmana teslim etmedi. Mondros Ateşkes Antlaşması dahi Fahreddin Paşa'nın şehirdeki direnişini kıramadı. Fahreddin Paşa'nın emrindeki askerlerin her türlü zorluğa karşı şehirdeki direnişi İngiliz istihbarat raporlarında da yer aldı. İngiliz

²⁵ IOR/L/PS/18/B287

²⁶ Salâhi R. Sonyel, (1972), "İngiliz Belgelerine Göre Medine Müdafii Fahreddin Paşa", *Belleten*, C. XXXVI, S. 143, s.338.

²⁷ Sonyel, age., s. 339.

²⁸ Köse, age., s. 378.

İstihbarat raporlarında Medine şehrindeki başarısızlıklarının nedeni olarak Fahreddin Paşa gibi yürekli bir komutanın ve emrindeki Anadolu'dan gelen askerlerin her türlü zorluğa ve kuşatılmışlığa rağmen disiplinden ve savaşa iradesinden vaz geçmemeleri gösterildi.

Fahreddin Paşa'nın bir avuç askerle her türlü kuşatılmışlığa ve zorluğa rağmen şehri teslim etmemesi, direnmeye devam etmesi İngilizleri ve müttefiki olan asileri tedirgin etti. İngilizler, Fahreddin Paşa'nın Hicaz bölgesinde Osmanlı Hükümeti'nden bağımsız bir direniş harekâtı örgütlemesinden ve bölgedeki İngilizlerin müttefiki olan Şerif Hüseyin'in rakibi olan İbni Suud gibi yerel liderlerle işbirliği yapmasından korkuyorlardı. Direnişin uzaması bölgede beklenmedik gelişmelere ortam açabilirdi. İngilizler, direniş sonucu bölgede istemediği gelişmelerin ortaya çıkmasından ve olayların kendi kontrolünden çıkmasından endişe ediyordu.

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RELATIONSHIP BETWEEN MISSIONARY AND IMPERIALISM

Mustafa Çabuk

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Abstract: *The missionary, known as the spread of Christianity, began in the early days of Christianity with the aim of spreading religion. Later, the missionary movements were used mostly for political and economic purposes. the politicians economically and politically supported the clergy who intended to spread Christianity, so, politicians used their missionary activities in the direction of their own interests. They concealed their original purpose through missionary work. They used it as a curtain. States without a religious rule used a religious institution for political interests. Although missionary is generally known as the Christianization activity in the world, modern missionary has become a tool to expand the colonial areas. Missionary was used to gain the confidence of the indigenous peoples and to analyze them. For this reason, the missionary activities were spread to the world with the help of humanitarian aid, education, health and agricultural technologies. But the mission wanted to change the culture and identity of the societies. For this reason, the missionary did not only Christianize the places where they went. they tried to connect people's minds and hearts materially and the spiritually to the countries that protected and supported missionaries. Missionary was used as a tool for the imperialist countries to realize their military and economic interests. The primary tools used by the missionaries for their activities were modern and secular institutions just like, school, printing, book and hospital. The missionaries used these institutions as a means of economic, political and cultural influence and expansion. The missionaries did not function only as priests or preacher. In addition to these, they have been working with titles such as doctors, engineers, teachers, technicians and assistants.*

Keywords: *Missionary, Christianization, Imperialism,*

MİSYONERLİK VE EMPERYALİZM İLİŞKİSİ

Özet: *Hristiyanlığı yayma faaliyeti olarak bilinen misyonerlik Hristiyanlığın ilk dönemlerinde, dini yayma gayesi ile başladı. Daha sonra misyonerlik hareketleri, daha çok siyasi ve ekonomik amaçlar doğrultusunda kullanıldı. Misyonerlik faaliyetleri, Hristiyanlığı yaymak amacıyla olan din adamlarını, ülkelerine siyasi ve ekonomik menfaat sağlamak amacıyla olan siyasilere ekonomik olarak desteklemesi ve onları kendi çıkarları doğrultusunda yönlendirerek kullanması olarak tezahür etti. Misyonerlik asıl gayelerin gizlendiği bir perde olarak kullanıldı. Dini bir yönetime sahip olmayan devletler siyasi çıkarlar için dini bir kurum olan misyonerliği kullandılar. Misyonerlik genellikle dünyayı Hristiyanlaştırma faaliyeti olarak bilinmesine rağmen modern misyonerlik sömürge alanlarını genişletmek için kullanılan bir araç oldu. Misyonerlik yerli halkların güvenini kazanmak ve onları tahlil etmek için kullanıldı. Bu nedenle misyonerlik faaliyetleri genellikle insani yardımlarla, eğitim, sağlık, zirai teknolojilerle yerli halka yardımcı olmak şeklinde dünyaya yayıldı. Fakat misyonerliğin yapmak istediği toplumların kültürünü ve kimliğini değiştirmektir. Bu nedenle misyonerlik sadece gittikleri yerlerdeki insanları Hristiyanlaştırmakla kalmadı. İnsanları, dinen olduğu gibi, zihnen, kalben, maddi ve manevi olarak da misyonerleri himaye eden ülkelere bağlamaya çalıştı. Misyonerlik emperyalist ülkelerin askeri ve ekonomik çıkarlarını gerçekleştirdikleri bir araç olarak kullanıldı. Misyonerlerin faaliyetleri için kullandıkları başlıca araçlar olan okul, matbaa, kitap, hastane de modern ve laik kurumlardı. Misyonerler bu kurumları ekonomik, siyasal ve kültürel etki ve yayılma aracı olarak kullandılar. Misyonerler sadece vâiz, papaz, râhip ve râhibe olarak faaliyet göstermediler. Bunların yanı sıra doktor, mühendis, öğretmen, teknisyen, yardım görevlisi gibi unvanlarla faaliyetlerde bulundular.*

Anahtar Kelimeler: *Misyonerlik, Hristiyanlaştırma, Emperyalizm*

Misyonerlik

Misyon sözcüğü Latince “missio” teriminden gelmektedir. Kelime “göndermek” fiilini ifade eden “mittere” kelimesinden türetilmiştir. Sözlük anlamı; görev ve yetki anlamına gelmektedir. Kelime günümüzde İngilizce ve Fransızca müşterek olarak “mission” ve “missionare” şeklinde ve aynı anlamda kullanılmaktadır. Bundan türetilmiş olan misyoner terimi ise görevli olan kişi anlamına gelmektedir. Kilise tarafından vaiz için görevlendirmeyi ifade eden misyon terimi 16. yüzyıldan itibaren Cizvitler tarafından Hristiyan devletlerin sömürgeleştirdiği topraklara kilise görevlileri gönderilmesini ve sömürge bölgelerinin Hristiyanlaştırılmasını ifade etmek için kullanıldı.²⁹

Misyonerliğin metodolojisini ve temel yöntemlerini belirleyen kişi olarak kabul edilen Pavlos; kendi inançlarını insanlara kabul ettirmek için her yolu mübah görüyordu. Pavlos, Hristiyanlığı yaymak için yaptıklarını şöyle ifade etmektedir: “Ben özgürüm kimsenin kölesi değilim. Ama daha çok kişi kazanayım diye herkesin kölesi oldum. Yahudileri kazanmak için Yahudi gibi davrandım. Yasa altında olanları kazanmak için onlara yasa altındaymış gibi davrandım. Yasa’ya sahip olmayanları kazanmak için yasa’ya sahip değilmişim gibi davrandım. Güçsüzleri kazanmak için güçsüzlerle güçsüz oldum. Ne yapıp ne edip bazılarını kurtarmak için herkesle her şey oldum.”³⁰

Misyonerlikte amaç insanlara Hristiyanlığın duyurulması değil insanların bir şekilde Hristiyanlaştırılmasıdır. Misyonerler, Pavlos’un da yaptığı gibi insanları Hristiyan yapmak için her yolu mübah gördüler. Hristiyan egemen güçler, İslam devletlerinin aksine; egemenlikleri altında yaşayan farklı inanç ve kültürden olan halkları hızla asimile etmeyi, Hz. İsa’nın ve Pavlus’un kendilerine yüklediği bir görev addettiler. Tarih boyunca Hristiyan misyonerler, kaba kuvvet ve güç dâhil amaçlarına ulaşmak için her yolu denediler. Mesela; Amerika kıtası, Avustralya, Yeni Zelanda ve Afrika ülkelerinde yaşayan halkların inanç ve kültürleri, Batılı Hristiyanlarca hızla yok edildi.³¹

Hristiyanlığın ilk dönemlerinde, propaganda ve dini yayma gayesi ile başlayan misyonerlik hareketleri, daha sonra siyasi ve ekonomik amaçlar doğrultusunda kullanıldı. Böylece Hristiyanlığı yaymak amacıyla olan ve bunun için finansman ve himaye ihtiyacı bulunan din adamları ile ülkelere siyasi ve ekonomik yönden menfaat sağlamak amacıyla, diğer devletlerde yürütecekleri faaliyetlere uygun bir maske ihtiyacı hisseden devlet yöneticileri arasında gizli bir menfaat birliği oluştu. Bu da misyonerlik faaliyetlerinin dünyada örgütlü ve yaygın bir hale gelmesinde önemli bir etken oldu.³² Böylece, misyonerlik kurumsal, planlı, programlı, dini faaliyetleriyle beraber siyasi ve idari gücü olan, zamana ve şartlara göre taktik değiştirebilen hiyerarşik yapıya sahip bir organizasyon haline geldi. Misyonerlik din değiştirmenin yanında kimlik değiştirmeyi amaçladı.³³

Misyonerlik ve Emperyalizm

Misyonerlik genellikle dünyayı Hristiyanlaştırma faaliyeti olarak bilirse de modern misyonerlik sömürge alanlarını genişletmek için kullanılan bir araç oldu. Misyonerlik yerli halkların güvenini

²⁹ Şinasi Gündüz, (2006). *Misyonerlik*, Türkiye Diyanet Vakfı Yayınları, Ankara, s. 14; Ahmet Uçar, (2013). *Hristiyan Gençler Cemiyeti Ve Türkiye’deki Faaliyetleri (1910- 1939)*, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, Doktora Tezi, İstanbul, s.11.

³⁰ Gündüz, age., s. 49

³¹ Gündüz, age., s. 25-26; İskender Oymak, (2010). *Metot ve Çalışma Alanları Açısından Türkiye’de Misyonerlik Faaliyetleri*, Ankara Okulu, Ankara, s.14-15

³² M. Akyul, (2007). *Osmanlı Devleti’nin Yıkılmasında Misyonerlik Faaliyetlerinin Etkileri (1839-1923)*, Yayınlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi Sosyal Bilimler Enstitüsü, Ankara, s. 7-8.

³³ Oymak, age., s. 12

kazanmak ve onları tahlil etmek için başvuru bir yol olarak kullanıldı. Misyonerler faaliyete başlamak ilk önce hedef kitle belirlemişlerdir. Misyonerlerce hedef kitle olarak; ekonomik, sosyal veya siyasal sıkıntı çeken halklar seçildi. Misyonerler, savaşları, krizleri, iç çatışmaları, kargaşa ortamlarını ve doğal afetleri kendi çıkarları doğrultusunda istismar etmeyi bir strateji olarak benimsediler. Sorunlu bölgeleri ve sorun yaşayan halkları hedef kitle haline getirdiler.³⁴ Çünkü misyonerler, her kriz bir fırsattır mantığıyla hareket ettiler.³⁵

Misyonerler, faaliyetlerine gelebilecek tepkilerden çekindikleri için ilk etapta kendilerini, gerçek kimliklerini ve amaçlarını saklama ihtiyacı hissettiler. Bu nedenle farklı mesleklerde çalıştılar veya çalışıyor gözüktüler.³⁶ Misyonerlik temelde dini bir faaliyet olmasına rağmen okul, matbaa, kitap, hastane gibi modern ve laik kurumları kullandılar. Misyonerler bu kurumları ekonomik, siyasal ve kültürel etki ve yayılma aracı olarak kullandılar. Misyonerler sadece vâiz, papaz, din adamı, râhip ve râhibe olarak faaliyet göstermediler. Bunların yanı sıra misyonerler amaçlarına ulaşmak için; doktor, mühendis, öğretmen, teknisyen, yardım görevlisi gibi unvanlarla misyonerlik faaliyetinde bulundular.³⁷

Dînî bir kurum olarak tanımlansa da misyonerlik, uzun zamandan beri emperyalist devletlerce siyasi olarak kullanılan bir politika aracı oldular. Kuruluşlarından itibaren Katolik ve Protestan misyoner örgütleri hiçbir zaman sadece dini amaçlı müesseseler olmadı. Amaçları sadece gittikleri yerdeki insanları Hristiyan etmek olmadı, o insanları; zihnen, kalben, dinen, manen, maddeten misyonerleri gönderen ve himaye eden ülkeye bağlamak oldu.³⁸

Misyonerlik, büyük devletlerce yayılcı politikalar için bir yol açma girişimi olarak da kullanıldı. Misyonerler, bu amaçlara bilerek veya bilmeyerek alet oldular. Mesela; Patris Lumumba, misyonerlik çalışmaları sonucu putperestlikten Hristiyanlığa geçmişti. Ancak kendisi Kongo'nun bağımsızlığını istediği için 1961 yılında işgalci güçler tarafından öldürüldü. Aynı şekilde, Amerika Birleşik Devletleri, Hristiyanlığı yayma çalışmaları için dünyaya misyoner grupları göndermesine rağmen 1963 yılında Vietnam'da Hristiyan hükümetine karşı Budistlerin yanında yer aldı. Milyonlarca dolarla misyonerlik çalışmalarını destekleyen büyük devletler, Hristiyanlığa giren insanların düşünceleri eğer kendi politikalarına ve isteklerine uygun düşmüyorsa, bunlarla ilgilenmediler veya onları düşman olarak gördüler.³⁹

Misyonerlik, emperyalist devletler tarafından yayılma sahalarında yerli işbirlikçiler bulmak için de desteklendi. Bu güçler, misyonerlik vasıtasıyla azınlıklarla bağlantı kurdular ve onları kendi çıkarları doğrultusunda ayrılıkçı faaliyetlere yönelttiler. Misyonerler ve onların müesseseleri olan okullar kullanılarak seçilen toplulukların etnik, kültürel, dini ve ideolojik farklılıkları ön plana çıkarıldı. Misyoner okullarında hedef toplumun ilerdeki yöneticileri ve ihtilalcileri yetiştirildi. İhtilalcilere ise eylemlerinde destek verildi. Misyonerler buldukları toplumların sosyo-ekonomik yapısını, politik sistemini çok iyi tetkik ederek sosyal gerilimleri ve ayrılıkları tespit ettiler. Toplumdaki grupların birbirlerine karşı önyargılarını tespit edip bunları artırma yoluna gittiler. Toplum içerisinde seçilen grup

³⁴ Uçar, agt., s.13

³⁵ Gündüz, age., s. 118).

³⁶ Uçar, agt., s.13)

³⁷Uğur Kocabaşoğlu, (2000). *Anadolu'daki Amerika Kendi Belgeleriyle 19.Yüzyılda Osmanlı İmparatorluğundaki Amerikan Misyoner Okulları*, İmge Kitabevi Yayınları, İstanbul, s.14.

³⁸ Bayram Küçüköğlü, (2005). *Türk Dünyasında Misyonerlik Faaliyetleri- Dünü, Bugünü ve Yarını*, IQ Kültür Sanat Yayıncılık, İstanbul, s. 32

³⁹ Hopkins vd., (2006). *Tarihte ve Günümüzde Misyonerlik*, Örgün Yayınevi, İstanbul, s.76

otoriteye karşı kıskırtıldı ve bu gruba mücadelelerinde gereken yardım yapıldı.⁴⁰ Kapitalist ve emperyalist güçler, yabancı ülkelerdeki misyonerleri koruyup himaye ederek ticari çıkarları için de kullandılar.⁴¹

Misyonerler buldukları bölgelerde emperyalist devletlerin çıkarlarının koruyucusu oldular. Misyonerlerin aynı zamanda askeri faaliyetlere göre maliyeti ucuzdu. Mesela, Akdeniz'deki Amerikan çıkarlarının korunması için ABD'nin bölgede donanma bulundurmasının yıllık maliyeti 80,000 dolar iken, bölgedeki bir misyoner ailenin yıllık gideri 1000 doları dahi bulmuyordu. Misyonerler buldukları bölgede güç kullanılarak yapılması gereken işleri daha ucuza ve daha az maliyetle yerine getiriyorlardı.⁴² Bu nedenle diğer Emperyalist güçler gibi ABD Dış İşleri de misyonerlerle sıkı bir iş birliği içerisindeydi. Amerikalı araştırmacı Joseph L. Grabill, Amerikan yönetiminin XIX. Yüzyıl sonları ve XX. Yüzyıl başlarında misyonerlerle olan işbirlikleri için şu ifadeleri kullanmıştı: "Misyonerlerin mi ABD diplomatlarını, ABD'nin mi misyonerleri kendi amaçları için kullandıkları birbirine karışmıştı."⁴³

İngiliz misyonerlere göre, İngiliz sömürgesi olan; "Hindistan'da orduların, diplomatların yapamadıklarını misyonerler yapmaktaydılar"⁴⁴ İngiliz misyoneri Mr. John, İngiltere Misyoner Cemiyeti için şu sözleri söylemişti: "400 milyon halkı İngiltere'ye bağlayan ve onlara tanıttıran misyonerlik derneğidir. Bununla birlikte ticaret ve servet birikiminde İngiltere'yi hâkim kılan bu güçtür." (...) Bu cemiyetin görünüşteki görevi Protestanlığı yaymak ve anlatmak, gizli görevi ise İngiliz siyaset ve çıkarlarını sağlamak için keşiflerde ve teşviklerde bulunmaktır. Ne bir insan ne de bir hükümet durumunu bilmediği bir yeryüzü parçasında, ahlak ve âdetini bilmediği bir kavim ve kabile arasında uzun müddet kalamaz. Çünkü körü körüne istilâ edilen yerlerde çok durulamaz. İngiltere istilâ edeceği yerleri önceden inceleyerek öğrenir; ondan sonra politik araçlarla işini hazırlar ve günü gelince ansızın orayı istilâ eder ve oraya girdiği zaman bir yabancı evine değil, kendi evine giriyormuş gibi girer."⁴⁵

Misyonerlerin bu çalışmalarını Osmanlı ülkesine elçi olarak gelen Arminius Vambery şu sözle özetlemişti: "Önce papaz (misyonerler), sonra tacirler ve nihayet asker..."⁴⁶ Misyonerler, keşif gücü olarak kullanıldılar. Amerikan, İngiliz, Fransız, Alman, İtalyan hükümetleri yerleşip sömürgeleştirmek istedikleri ülkelere önce misyoner örgütlerini gönderdiler. Bu ülkelerde kendi kültürleriyle özdeş birer kültür dâiresinin teşekkül etmesini sağladılar.⁴⁷ Avrupa ve Amerika kamuoyunda laikleştirme faaliyet ve akımlarının etkisiyle din adamları ve misyonerler hiç ilgi görmezken hatta aleyhte takibata uğrarken sömürülen ülkelerde misyonerler bu güçler tarafından baş tacı edildiler. Mesela; Fransa kendisini laik bir devlet olarak ilan ettikten sonra ülke içerisinde din adamlarına savaş açmışken ülke dışında Cizvit ve diğer Katolik misyonerlerin hamiliğini yapıyordu. Fransa kendi ülkesinde Cizvitlere düşman gibi davranırken, sömürgelerdeki Cizvitleri Fransız menfaatinin bekçileri olarak görüyordu.⁴⁸ İtalya ise

⁴⁰ Edward Mead Earle, (2003). *Bağdat Demir ve Petrol Yolu Savaşı (1903-1923)*, Örgün Yayınevi, İstanbul, s. 122; İ. Çetin, (2009). "İngiliz Misyonerlik Faaliyetlerinin Ermeni Milliyetçiliğine Etkisi ve Gregoryen-Protestan Ermeni Çatışması", *Hoşgöründen Yol Ayrımına Ermeniler Sempozyumu, Kayseri, Erciyes Üniversitesi Yayını, C.II, s. 468.*

⁴¹ Emine Dinceç, (2009). "Amerikan Misyoner Okullarının Ermeni Ayrımcılık Hareketlerindeki Yeri", *Hoşgöründen Yol Ayrımına Ermeniler Sempozyumu, Kayseri, Erciyes Üniversitesi Yayını, C.II, s. 32.*

⁴² Kocabaşoğlu, age., s. 12

⁴³ uçar, agt., s. 1379-1380

⁴⁴ Küçüköğlü, age., s. 34

⁴⁵ Ahmet Hamdi Paşa, age., s. 40-46

⁴⁶ Mim Kemal Öke, (2012). *Ermeni Sorunu 1914-1923*, İrfan Yayıncılık, İstanbul, s.217.

⁴⁷ Küçüköğlü, age., s.107

⁴⁸ Süleyman Kocabaş, (2006). *Misyonerlik ve Misyonerler*, Vatan yayınları, Kayseri, s. 59.

Papa'ya Vatikan şehri içerisinde hapis hayatı yaşatırken, bütün yayılma politikalarını papazlar ve din adamları üzerinden yürütmekteydi. Misyonerlik dini olmaktan çok politik ve siyasi amaçlar için yapılmaktaydı ve Amerikan misyonerleri kendi hükümetlerinin kişisel nüfuzu ve amaçları uğruna çalışmayı yadırgamamaktaydı.⁴⁹ 20. yüzyıl başlarında Almanya'da misyonerlik için bir merkez kurulması yolundaki çalışmaların gerekçesi şöyle açıklanmaktaydı: “Dünyada Alman hâkimiyetini sağlamak için misyonerlik çalışmalarına girmek, organize etmek ve finanse etmek zorundayız.”⁵⁰

Almanya'nın misyonerlik faaliyetleri Fransızları rahatsız etti. Bir Fransız yazar, Alman misyonerlik faaliyetlerinden Fransa'nın rahatsız olduğunu şu sözlerle dile getirmişti: “Almanya'nın askeri gücü var. Almanya'nın iktisadi gücü var. Bir deniz gücü kurmaya da çalışıyor. Fakat asıl gereksinimi olan şey manevi destektir. Dünya sahnesinde prensip sahibi olduğunu göstermeye çalışıyor. Dünya çapındaki saygınlığını Protestan ve Katolik Hristiyanlığın koruyuculuğuna dayamak, dağıntık Alman nüfuzunu merkezileştirmek, dünyanın her tarafında, Alman idealini yayacak, Alman mallarını kullanacak, Hz. İsa'dan söz ederken Alman imparatorundan söz etmiş olacak, dini ya da iktisadi çıkarlara sahip taraftarlar bulmak istiyor.”⁵¹

Fransa İmparatoru I. Napolyon misyonerlik faaliyetleriyle ilgili şunları söylemişti: “Dinsel propaganda heyetleri benim için Asya, Afrika ve Amerika'da çok faydalı olabilecektir. Zira ben onları o ülkelere götürmeye teşvik edeceğim; onlar da bana haber göndereceklerdir. Onlar(misyonerler) siyasi ve iktisadi amaçlarını o elbise altında gizleyeceklerdir”⁵²

Fransız sömürgeciliğinin yayılması için çalışmış ve Fas'ta Fransız mandacılığını kurmuş olan Fransız Mareşali ve devlet adamı Lyautey Louis-hubert-gonzalve (1854-1934) Fas'ta yaptığı bir konuşmada: “Bir beyaz rahip, bana bir bölüğün işinden fazlasını görmüştür” demektedir.⁵³

Maurice Pernot adlı bir muhabir Fransız misyonerlerce açılan bir okulu değerlendirirken şunları söylemekteydi: “Çocukların hepsi dilimizi konuşur, metotlarımıza göre yetiştirilir. Bizim esprimizle meşbudurlar... Bunlar çeşitli memleketlerde Fransız nüfuzunun mükemmel vasıtaları oluyorlar.”⁵⁴

Batı sömürgeciliği, misyonerliği sömürünün alt yapısı denilen kültürel ortamı hazırlamak için kullandı. Sömürülen ülke halklarının Hristiyanlaştırılması, eğer bu olmaz ise bu halkların milli ve yerli olan değerlerinin bozularak yerine Batı'ya sempati duyulmasını sağlayacak değerlerin konulması işini misyonerler üstlendi. Misyonerleri himaye eden büyük güçlerin, sömürülen ülkelerde halkı din değiştirmeye zorlamaktaki amacı din birliği yoluyla hudut birliğini sağlamaktı.⁵⁵

Moskova'da yayınlanan Pravda gazetesinin Pekin muhabiri Çin'den gönderdiği bir makalede; “Çeşitli yollarla Amerikalıların Çin'e soktukları misyonerlerin uzun zamandan beri casusluk işlerinde kullandıklarını” yazmıştı.⁵⁶

⁴⁹ Hopkins vd. age., s. 89-91.

⁵⁰ Küçüköğlü, age., s. 34.

⁵¹ Earle, age., s. 126.

⁵² Kocabaş, age., s. 86.

⁵³ A. Alper Gazigiray, (1982). *Osmanlılardan Günümüze Kadar Vesikalarla Ermeni Terörünün Kaynakları*, Gözen Kitabevi, İstanbul, s. 68.

⁵⁴ Necmettin Tozlu,(1991). *Kültür ve Eğitim Tarihimizde Yabancı Okullar*, Akçağ Yayınları, Ankara, s. 291-292.

⁵⁵ Kocabaş, age., s.52-53.

⁵⁶ Hopkins vd., 2006: 76).

Washington'da 26 Eylül 1893 tarihinde yapılan dünya dinleri toplantısında; Japon delegesi: Japonya'ya gelen misyonerlerin amacının, ülkeyi yabancı ilhakına hazırlamak olduğunu söyleyerek; "Japonya'da ilk kez Hristiyanlığa karşı çalışan bir derneği kurduğumu söylemekten gurur duyuyorum" demişti. Toplantıya katılan delegeler Çin'de büyük acılara ve kan dökülmesine neden olan misyoner etkinliklerini de şiddetle kınadılar.⁵⁷

Yazar J. Richter: "Emperyalizmin temelini misyonerlik oluşturur" demektedir. Misyonerlik Doğu'yu sövmeyi hedef edinmişti.⁵⁸ Charles Dickens misyonerler için şunları söylemişti: "Misyonerler tam bir baş belasıdır ve buldukları her yeri daha kötü hale getirip terk ederler." Edgar Allan Poe ise: "Misyonerler, bütün insanlık sınıflarından daha fazla sıkıntıların ve savaşların gerçek nedenleridir."⁵⁹

Kenya'nın İlk Başbakanı olan Jomo Kenyatta (1889–1978) misyonerler için: "Hristiyanlık Afrika'ya geldiğinde Afrikalıların toprakları, Hristiyanlarınsa İncilleri vardı. Hristiyanlar bize gözlerimizi kapayarak dua/ibadet etmemiz gerektiğini öğrettiler. Gözlerimizi açtığımızda onlar bizim topraklarımızı, biz de onların İncillerini almıştık." Kenya'nın ilk Başbakanının bu sözleri de; misyonerlik faaliyetlerinin, büyük güçlerin yayılcı politikalarının önemli bir unsuru olduğunu göstermektedir.⁶⁰

Misyonerlerle ilgili Kızılderililere ait olan şu söz de yine misyonerliğin yayılcı amaçlar için kullanılan bir araç olduğunu kanıtlamaktadır. Kızılderililer; "eğer paramız ve kandırılarak üzerinden atılacağımız topraklarımız olmasaydı, siyah ceketliler(misyonerler) bizim öbür dünyadaki iyiliğimizi düşünme zahmetine asla katlanmazlardı."⁶¹

Sonuç

Misyonerler ve faaliyetleri dünyada çok tartışılan konulardan biridir. Misyonerliğin bu kadar tartışılmalı hale gelmesinin nedeni ise misyonerliğin dini faaliyetlerinden ziyade siyasi, ekonomik ve askeri amaçlı faaliyetlerinin ön planda olmasıdır. Görünüşte son derece masum ve insancıl araçlar olan yardım faaliyetleri, eğitim ve sağlık hizmetleri gibi argümanları kullanan misyonerler, önceleri buldukları bölgelerdeki insanların ilgisine ve saygısına mazhar oldular. Fakat daha sonra insanların kendilerine olan ilgi ve alakalarını kendilerini himaye ve finanse eden emperyalist devletlerin çıkarları için kullandılar. Emperyalist devletler de misyonerliğin görünüşte masum olan bu yönünü iyi analiz ettiklerinden yabancı ülkelerdeki yayılcı faaliyetlerini tepki çekmemek için önce misyonerler üzerinden yürüttüler. Zamanla misyonerlik dini faaliyetlerden ziyade siyasi, askeri ve iktisadi amaçlar için yapılmaya başlandı. Çünkü misyoner örgütlerinin maliyeti, emperyalist güçler için hem askeri faaliyetlerden daha ucuz hem de daha etkiliydi. Bazen bir papaz bir bölük askerden daha önemli işler yapabiliyordu. Bazen orduların ve diplomatların yapamadıkları işleri emperyalist güçler için misyonerler yapabilmekteydi. Misyonerler gittikleri bölgeler hakkında bilgi toplayarak, bir takım faaliyetler yürüterek buldukları yerleri emperyalist devletlerin işgaline hazır hale getiriyorlardı.

⁵⁷ Selim Deringil, (2002). *İktidarın Sembolleri ve İdeoloji II. Abdülhamit Dönemi (1876–1909)*, Yapı Kredi Yayınları, İstanbul, s.132.

⁵⁸ Hopkins vd., 2006: 279.

⁵⁹ Server Aya, (2008). *The Genocide of Truth*, İstanbul Commerce University Publications, İstanbul, s.57.

⁶⁰ Gündüz, age., s.

⁶¹ Hayri Yıldırım, (2011). *Sömürgeci Batının Barbarlık Tarihi*, Kum Saati Yayınları, İstanbul, s. 273.

Avrupa ve Amerika'daki emperyalist devletler iç politikada dinden uzak laik politikalara önem verirken, ülke içerisinde dini kurumların faaliyetlerini kısıtlarken hatta faaliyetlerine son verirken, sömürge topraklarında veya sömürgeleştirmeyi planladıkları topraklarda misyoner örgütleriyle iş birliği yapmaktaydılar. Emperyalist güçlerin hepsi dünyanın farklı bölgelerinde faaliyet gösteren misyoner örgütleriyle iş birliği yaptılar. Misyonerleri dışarıda kendi ülkelerinin çıkarlarının bekçileri olarak gördüler. Bu bağlamda ABD ve İngiltere Protestan misyonerlerle işbirliği yaparken, Fransa ve İtalya Katolik ve Cizvitlerle iş birliği yaptılar. Bu güçler, geçmişte kendi müttefiki olan misyonerleri korumak ve kollamak için diğer ülkeleri savaş gemisi göndermekle ve askeri müdahale de bulunmakla dahi tehdit ettiler.

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Abstract: *The administrative division of the Ottoman State consisted of administrative divisions for the provinces, sanjak, thownship and villagers units. This administrative classification differed according to the administrative, political and economic conditions of the period, which were the best examples of the situation in the 19th century, the Tanzimat Edict, the 1864 Administrative Order, and the administrative orders made thereafter. With these administrative practices, state and sanjak units were rearranged and more powerful administrative units connected to the center were tried to be formed. In doing so, some sancaks were established as new state units and some sancaks were able to move to state status. It is an inevitable fact that the events occurring in the political state of the Ottoman Empire towards the end of the 19th century also had an impact on this situation. In particular, the administrative divisions of the many provinces we call the eastern province in the Ottoman Empire have been reshaped. These administrative changes have increased more towards the end of the Ottoman Empire. For this reason, when the administrative division of the Ottoman state is examined, we see administrative units which are in the administrative division, even for a very short period of time, as a province or a sanjak. These administrative changes that took place for a short time caused differences in sanjak, thownship and villagers. Maras, as a provincial unit within the administrative unit of the Ottoman Empire in the 18th century, changed its administrative status from the 19th century to the sanjak status. As a matter of fact, this situation is due to the geographical location where Maras is located.*

Keywords: *Ottoman State, Administarative Division, Maras, Province*

19. YÜZYILDA MARAŞ'IN İDARİ TAKSİMATI

Özet: *Osmanlı Devleti idari taksimatı eyalet, sancak, kaza ve nahiyeye birimlerine ayrılan idari bölümlerden oluşmaktaydı. Bu idari sınıflandırma, dönemin idari, siyasi ve ekonomik koşullarına göre farklılık göstermiştir ki 19. yüzyılda bu duruma en güzel örnek teşkil edecek uygulamalar, Tanzimat Fermanı, 1864 Vilayet Salnamesi ve sonrasında yapılan idari nizamnamelerdir. Bu idari uygulamalar ile eyalet ve sancak birimleri yeniden düzenlenmiş, merkeze bağlı daha güçlü idari birimler oluşturulmaya çalışılmıştır. Bunu gerçekleştirirken bazı sancaklardan yeni eyalet birimleri oluşturulduğu gibi kimi sancaklar da eyalet statüsüne geçebilmiştir. 19. yüzyılın sonlarına doğru Osmanlı Devleti'nin siyasi vaziyetinde meydana gelen olayların da bu duruma etkisi olduğu kaçınılmaz bir gerçektir. Özellikle Osmanlı Devleti'nde şark eyaleti dediğimiz pek çok eyalette idari taksimat yeniden şekillenmiştir. Bu idari değişiklikler Osmanlı Devleti'nin son dönemlerine doğru daha fazlalaşmıştır. Bu nedenle Osmanlı devletinin idari taksimatı incelendiğinde çok kısa süreliğine dahi olsa idari taksimatta eyalet ya da sancak olarak yer alan idari birimleri görmekteyiz. Kısa süreliğine gerçekleşen bu idari değişiklikler sancak, kaza ve nahiyeler de farklılıklara sebep olmuştur. 18. Yüzyıl Osmanlı Devleti idari taksimat içerisinde eyalet birimi olarak yer alan Maras, 19. yüzyılda idari olarak değişiklik göstermiş eyalet statüsünden çıkarak sancak statüsüne geçmiştir. Nitekim bu durumun Maras'ın bulunduğu coğrafi konumdan kaynaklandığını da unutmamak gerekir.*

Anahtar Kelimeler; *Osmanlı Devleti, İdari Taksimat, Maras, Eyalet*

Giriş

Maraş, Anadolu'da bir vilayet merkezi olup, ismi verilen ovanın kenarında deniz seviyesinden 620-760 m. yükseklikte kurulmuştur. Dağın yamaçlarından inen dereler, ovayı şarktan garba geçen Erkenez suyu vasıtası ile Ceyhan nehrinin esaslı kollarından biri olan Aksu'ya dökülmekte, Aksu ise biraz daha garpta Elbistan'dan gelen Ceyhan ile birleşmektedir. Maraş ovasına Çakal Ovası ve Şeker Ovası isimleri verildiği gibi, eski metinlerde Maraş adı ile de zikredilmektedir⁶².

Maraş, ilk çağlardan itibaren Anadolu'yu Mezopotamya'ya bağlayan önemli bir ticaret yolu üzerinde bulunmasından ötürü dikkatleri üzerine çeken yerleşim birimlerinden olmuştur. Bizans hâkimiyetinde kaldığı kısa bir dönem içinde Marassion adıyla anılan şehir, Osmanlı döneminde Maraş⁶³ adıyla anılmıştır. Osmanlı hâkimiyetinde bulunduğu süre içerisinde Maraş, ayanlar ile eski aileler arasındaki rekabetin yoğun yaşandığı bir bölge olmuştur. Yine 19. yüzyılın ikinci yarısında Maraş'ta aşiretlerin çıkarmış olduğu asayişsizliklerin sık yaşandığı, merkezi hükümetin denetiminden hayli uzaklaştığı tespit edilmiştir. Ancak Maraş'taki Aşiretlerin yerleşik hayata geçirilmesiyle bölgenin güvenliği sağlanmıştır. 1. Dünya savaşı sonrasında İngiltere ve Fransa arasında yapılan Sykes-Picot anlaşmasında Maraş, Fransız nüfus bölgesinde bırakılmıştır. Ancak Mondoros mütakeresinin ardından İngilizler 22 Şubat 1919 da şehri işgal etmişlerdir. Bundan sonra bölgede Ermeni varlığında artış görülmeye başlanmıştır. İngiltere ve Fransa arasında yapılan anlaşma neticesinde Maraş ve çevresi Fransa'ya devredilince 29 Ekim 1919'da Fransızlar, Maraş'a girmiş ve şehirdeki direnişi örgütlemek amacıyla 29 Kasım 1919'da Maraş Müdafai Hukuk Cemiyeti kurulmuştur. Sivas Kongresi'nde Maraş'ta Kuva-yi Milliye kurulmasına karar verilmiş ve Heyet-i Temsiliyye tarafından buraya memur temin edilmiştir. Böylece Fransızlar 11 Şubat 1920'de şehri boşaltarak İslahiye tarafına çekilmişlerdir⁶⁴. Cumhuriyetin ilan edilmesine kadar önce Fransızlar sonra İngilizler tarafından işgal edilen Maraş, 1920 yılında halkın direnişi sonucu kurtulmuştur. Verdiği üstün başarı ve mücadeleden ötürü de Maraş'a, Kahramanmaraş ismi verilerek resmileştirilmiştir.

Maraş'ın İdari Vaziyeti

Osmanlı Devleti'nin idari taksimatı 19. yüzyıldan itibaren değişmeye başlamış, "Tanzimat Dönemi" olarak adlandırılan ve 3 Kasım 1839'da ilan edilen Gülhane Hatt-ı Hümayunu ile ülke yönetimi, vergilendirme, askerlik ve hukuk alanlarında, önceki dönemlere oranla belirgin değişiklikler olmuştur⁶⁵. İlk önemli düzenleme taşra teşkilatında yapılmıştır. Can ve mal güvenliğinin sağlanarak herkesin gelirine göre vergi ödemesini gerçekleştirmenin ön koşulu, sağlıklı bir idari yapılanmaya bağlıydı. Bu amaçla 1840-1852 yılları arasında taşra yönetiminde kalıcı düzenlemeler yapılmıştır. Öncelikle iltizam usulü kaldırılmış, sancak yönetimi mütesellimlerden alınarak Muhassıllara verilmiştir. Birkaç köyün bağlandığı köyle sancak arasında idari yeni bir birim olmak üzere "Kaza" oluşturulmuştur⁶⁶. Tanzimat döneminde de devletin eyaletlere bölünmesi sistemine devam edilmiştir. Eyaletler, sancaklara, sancaklar kazalara, kazalar da köyleri içlerine alan nahiyelere bölünmüştür. Eyaletlerin yönetimi valilere bırakılmış, her valinin yanına bölge kuvvetlerine komuta edecek bir askeri yönetici ile mal ve vergi

⁶² Besim Darkot, "Maraş Maddesi", *İslam Ansiklopedisi*, MEB, C.7, İstanbul, 1970, s.310

⁶³ Maraş şehrinin ismi 7 Şubat 1973'te Türkiye Büyük Millet Meclisi tarafından Milli Mücadele dönemindeki üstün direnişinden dolayı "Kahraman" ünvanı verilerek Kahramanmaraş şekline dönüştürülmüştür. Bkz. Tufan Gündüz "Maraş" maddesi

⁶⁴ Tufan Gündüz, "Kahramanmaraş Maddesi", *Türk Diyanet Vakfı İslam Ansiklopedisi*, C.24, İstanbul, 2001, s.194

⁶⁵ Musa Çadrcı, *Tanzimat Sürecinde Türkiye Ülke Yönetimi*, Ankara, 2007, s.173-174

⁶⁶ Musa Çadrcı, *Tanzimat Sürecinde Türkiye Ülke Yönetimi*, s. 60-62

işlerini düzenleyip yürütecek bir defterdar tayin edilmiştir. Fransa'daki departman meclisleri örnek alınarak eyalet ve sancaklarda meclisler kurularak Vali veya muhassılın başkanlığında kurulan bu meclislerde halkın etnik ve dini ayrılığı olmadan temsil edilmesi sağlanmıştır⁶⁷.

19. yüzyılda Osmanlı Devleti'nin idari alandaki değişimi hukuki, kültürel, siyasi ve sosyal değişimle birlikte olmuştur. Bu yüzyıla kadar devlet yönetiminin bazı hizmetleri mahalli gruplara, dini cemaatlere, vakıflara bırakılmıştı. Fakat Tanzimat döneminde bu gibi hizmetler, merkezi hükümet örgütünün işlevi içine alınarak güçlü bir merkezi yönetim kurmak hedefleniyordu. Örneğin bazı yol geçitlerinin korunması, avarız vergilerinden muafiyet karşılığında derbentçi denem köylere bırakılmışken, Tanzimat'tan sonra bu görev onlardan alınmış hükümetin kolluk kuvvetlerinin sorumluluğuna verilmiştir. Vergilerin konması ve toplanması daha önce cemaat idarelerinin şehir ileri gelenlerinin oylarıyla kararlaştırılıp, mültezimler tarafından yerine getirilirken, bu usulden vazgeçilmiştir. İlk anda iltizam usulü kaldırılmış, merkezden gönderilen yetkili muhassıllar görevlendirilmiştir. Ancak bu uygulama kısa süreli olmuş iltizam usulüne geri dönmüştür. Asayişin sağlanması görevi ise, köy ve kasabalardaki halktan, bazı esnaf loncalarından alınarak zaptiye örgütü güçlendirilmiştir. Tüm başarısızlıklara rağmen merkeziyetçi bir devlet kurgu ve işleyişinin gerçekleştirilmesi sağlanmıştır. Diğer taraftan Osmanlı toplumunda modern anlamda yerel yönetimin oluşmaya başladığı ve yerel grupların idareye katıldığı görülmüştür⁶⁸.

Osmanlı Devletinde “ Tanzimat “ gibi yeni ve önemli bir düzenleme gerçekleştirilirken idari taksimat birimleri de yeniden düzenlenmiştir. 19. yüzyıldan itibaren Maraş'ın 1839 Tanzimat Fermanından 1849 yılına kadar idari taksimat içerisinde Eyalet olarak yer aldığını görmekteyiz⁶⁹.

Tablo 1. 18. Yüzyılda Maraş Eyaleti Sancakları⁷⁰

| | |
|----|----------------------|
| 1- | Paşa Sancağı (Maraş) |
| 2- | Malatya |
| 3- | Ayntab |
| 4- | Kars-ı Maraş |

Tablo 2.1831 Yılında Maraş Eyaleti Sancakları⁷¹

| | |
|----|---------|
| 1- | Maraş |
| 2- | Samsat |
| 3- | Malatya |
| 4- | Gerger |

Tablo 1 ve tablo 2 de vermiş olduğumuz Maraş Eyaletinin sancaklarını karşılaştırdığımızda; Maraş eyaletine Samsat ve Gerger sancaklarının bağlandığını, buna karşın Ayntab ve Kars-ı Maraş sancaklarının Maraş Eyaletine bağlı sancaklar olmaktan çıktığını görmekteyiz.

⁶⁷ Enver Ziya Karal, *Osmanlı Tarihi*, C.V, Ankara, 1999, s.191-192

⁶⁸ İlber Ortaylı, *Tanzimat Devrinde Osmanlı Mahalli İdareleri (1840-1880)*, T.T.K, Ankara, 2011, s.17-18

⁶⁹ Tuncer Baykara, *Anadolu'nun Tarihi Coğrafyasına Giriş*, T.T.K, Ankara, 1988, s.128

⁷⁰ Orhan Kılıç, *18. Yüzyılın İlk Yarısında Osmanlı Devleti'nin İdari Taksimatı*, Elazığ, 1997, s.45-62

⁷¹ Fazıla Akbal, “1831 Tarihinde Osmanlı İmparatorluğunda İdari Taksimat Ve Nüfus “, *Belleten*, C.XV, S.60, Ankara, 1951, s.621



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1839 yılında Rumeli ve Anadolu'daki eyalet ve livaların isimlerinin yazılı olduğu defter ile çeşitli eyalet ve livalara tayin olunan görevliler hakkındaki belgeyi incelediğimizde de idari taksimat sıralaması içerisinde Maraş eyalet olarak yer almaktadır⁷². 1847-1848 yılı Devlet Salnamesi kayıtlarında Maraş, eyalet statüsünü korurken 1849 yılı kayıtlarından itibaren Maraş'ın bu statüsünü koruyamadığı tespit etmekteyiz. 1847-1848 salname kayıtlarına göre Maraş Eyaletine bağlı livalar; Çorum, Yeniil ve Divriği'dir⁷³. 1849 yılından itibaren ise Maraş'ın idari statüsünün değiştiğini görüyoruz. Salname kayıtlarını incelediğimizde 1849-1866 yılları arasındaki dönemde Maraş, Adana Eyaleti'nin livası (sancağı) olarak idari taksimat içerisinde yer almaya başlamıştır.

Tablo 3. 1850 Maraş Livası İdari Taksimatı⁷⁴

| Eyalet | Liva | Kaza | Nahiye | Aşiret |
|---------------|--------------|-------------------|-------------|------------|
| Adana Eyaleti | Maraş Livası | Maraş | Haruniye | Nadirli |
| | | Palas | Elbistan | Afşar |
| | | Kars-ı Zülkadriye | Bertiz | Çakallu |
| | | | Yarpuz | Çelikhanlu |
| | | | Zeytun | Kılınçlı |
| | | | Haçin | Sinamenlü |
| | | | Karnos | Atmalu |
| | | | Yenicekale | |
| | | | Enderun | |
| | | | Pazarcık | |
| | | | Peşlü | |
| | | | Camustil | |
| | | | Gügercinlik | |
| | | | Birikan | |
| | | | Göksun | |
| | | | Göktaşlı | |
| | | | Minareli | |
| | | | Söğütlü | |

1850 tarihli Anadolu ve Rumeli'deki eyaletlerin muhasebe kayıtları hakkında bilgi veren defteri incelediğimizde Maraş, sancak olarak belirtilmiştir⁷⁵. Bu durum 1850 yılı salname kaydı ile karşılaştırıldığında Maraş'ın sancak statüsünü devam ettirdiğini görmekteyiz. Çünkü Devlet salnamelerinde de Maraş, Adana Eyaleti'ne bağlı bir sancak olarak geçmektedir. Devlet salnamelerini incelediğimizde Maraş sancağına bağlı kaza ve nahiyelerin ufak değişikliklerle aynı kaldığı tespit edilmiştir. Burada değinmemiz gereken diğer bir nokta ise Maraş'ın idari statüsünün değişmesinden sonra hem sancak hem de liva olarak isimlendirilmesidir. Biz çalışmamızda Maraş için hem liva hem de sancak terimini kullanmış bulunmaktayız. Sancak ve liva terim olarak aynı anlama gelmektedir. Ancak Osmanlı Devleti'nin idari yapısında meydana gelen değişiklikler ve yeni uygulamalar ile birlikte idari terimlerde de değişiklik olmuş ve liva terimi yerini sancağa bırakmıştır. Ancak idari statüdeki isim ve yer değişikliklerinin hemen belgelere yansımadağı durumlardan ötürü arşiv belgeleri ve salnamelerde hem liva hem de sancak terimi kullanılabilmiştir.

Maraş'ın Adana Eyaletine bağlı bir sancak olma durumu 1866 yılına kadar devam ettiğini salname kayıtlarından tespit edebiliyoruz. Nitekim 1861 tarihli Anadolu'da bulunan eyalet ve sancaklardaki vali

⁷² BOA, C.DH Dosya: 165 Gömlek: 8233 (H.1255/M.1839), C.DH Dosya: 170 Gömlek: 8482 (H.1255/M.1839)

⁷³ Salname-i Devlet-i Aliyye-i Osmaniye, 1847-1848 yılı Devlet Salnamesi

⁷⁴ Salname-i Devlet-i Aliyye-i Osmaniye, 1850 yılı Devlet Salnamesi

⁷⁵ BOA, A.MKT Dosya: 1701 (H.1267/M.1850)

kaymakam ve mutasarrıflara ve muhasebecilere verilen maaşları gösteren defterde de Maraş, Adana Eyaletine bağlı sancak olarak yer almıştır⁷⁶.

Tablo 4. 1856 Tarihli Maraş Livasına Bağlı Kaza, Nahiye ve Aşiretler⁷⁷

| Eyalet | Liva | Kaza | Nahiye | Aşiret |
|---------------|--------------|-------------------|---------------|------------|
| Adana Eyaleti | Maraş Livası | Maraş | Haruniye | Nadirli |
| | | Kars-ı Zülkadriye | Elbistan | Afşar |
| | | Cebel-i Kozan | Bertiz | Çakallu |
| | | Palas | Yarpuz | Çelikhanlu |
| | | | Hacılar | Sinamenlü |
| | | | Zeytun | Kılınçlı |
| | | | Haçin | Atmalu |
| | | | Karnos | |
| | | | Yenikale | |
| | | | Enderun | |
| | | | Pazarcık | |
| | | | Peşlü | |
| | | | Camustil | |
| | | | Gügercinlik | |
| | | | Birikan | |
| | | | Göksun | |
| | | | Söğütlü | |
| | | | Göktaşlı | |
| | | | Minarelü | |
| | | | Çağlayancerid | |
| | | | Kuşçuceri | |
| | | | Bulanık | |
| | | | Süleymanlı | |

1864 yılında Osmanlı Devleti idari taksimatı açısından önemli bir girişimde bulunularak 1864 Vilayet Nizamnamesiyle yeni bir düzenlemeye gidilmiştir. Bu nizamnameyle eyalet teriminin yerini vilayet terimi almıştır. Bu yeni düzenlemede vilayet sınırlarının daralması dikkat çekmektedir. Sancaklar yine vilayetin alt birimi halinde örgütlendirilmiştir. Kısacası valinin yönetimindeki vilayetler Tanzimat'ın getirdiği yenilikler ile beraber adli, idari, mali olarak yeniden örgütleniyor ve alt birim olan sancak yönetiminin üstü oluyordu. Nizamname, vilayeti sancaklara, sancakları kazalara, kazaları da karyelere ayırıyordu. Nahiye statüsü nizamnamede açıkça belirtilmemiş, yalnızca idari birim olarak zikredilmiştir. Vilayet merkezinde devleti temsilen mali, siyasi ve güvenlik konularında yetkileri Tanzimat sonrası döneme göre arttırılan bir Vali vardı. Vilayet merkezinde valinin başkanlığında sürekli toplanan bir vilayet idare meclisi, livalarda liva idare meclisi, kazalarda da kaza idare meclisi bulunmaktaydı⁷⁸. 1864 tarihinden sonra yayımlanan Devlet Salnamelerini incelediğimizde Maraş'ın Adana Eyaletine bağlı olduğunu ve bu durumun 1866 yılına kadar devam ettiğini görmekteyiz.

1866 yılından sonra ise Maraş, Adana Vilayetine bağlı bir sancak olmaktan çıkmış, Halep Vilayetine bağlanmıştır. Maraş, idari taksimat içerisinde en sık değişiklik gösteren idari birimlerden birisidir. Osmanlı Devleti'nde 1866 yılında Sultan Abdülaziz döneminde idari teşkilat yeni bir statüye kavuşunca Maraş, sancak haline getirilerek Halep'e bağlanmıştır. Maraş civarındaki Yörük aşiretleri kasaba ve

⁷⁶ BOA, *ML.MSF.d Dosya: 16201* (H.1278/M.1861)

⁷⁷ *Salname-i Devlet-i Aliyye-i Osmaniye*, 1856 yılı Devlet Salnamesi

⁷⁸ İlber Ortaylı, *Tanzimat Devrinde Osmanlı Mahalli İdareleri*, Ankara, 2011, s.61-62

köylerde iskân edilmiştir⁷⁹. Salname kayıtlarından tespit ettiğimiz kadarıyla bu durum 1912'ye kadar devam edecektir. Yalnız 1873 tarihli Anadolu ve Rumeli'deki bazı eyalet ve sancakların toplam mukataat ve tımar bedelleri maaş ve masrafları gösteren defteri incelediğimizde Maraş, halâ Adana Eyaletine bağlı gözükmektedir⁸⁰. Maraş bu dönemde Halep vilayetine bağlı olmasına rağmen 1873 yılında Adana vilayetine bağlı gözükmesi bu dönemde kısa süreli de olsa Maraş'ın tekrardan Adana Eyaletine bağlanmış olabileceği durumunu güçlendirmiştir.

Tablo 5. Halep Vilayetine Bağlı Maraş'ın İdari Taksimatı⁸¹ (1866)

| Vilayet | Liva | Kaza | Aşiret |
|----------------|--------------|-------------------------|----------|
| Halep Vilayeti | Maraş Livası | Maraş | Çakallu |
| | | Elbistan | Kılınçlı |
| | | Kars | Sihatlu |
| | | Yenicekale | Atmalu |
| | | Camustil | |
| | | Bulanık | |
| | | Kuşçucuridi | |
| | | Çiftliğan | |
| | | Hacılar | |
| | | (Nahiye) Cebel-i Zeytun | |

Salname kayıtlarını incelediğimizde Maraş'ın kaza sayısı 1870'li yıllardan sonra azalmıştır.

Tablo 6. Maraş Sancağının Kazaları⁸² (1870)

| Vilayet | Sancak | Kaza |
|----------------|---------------|----------|
| Halep Vilayeti | Maraş Sancağı | Islahiye |
| | | Elbistan |
| | | Zeytun |
| | | Göksun |
| | | Enderun |
| | | Bulanık |
| | | Pazarcık |
| | | Hassa |

Tablo 7. 1870-1926 Tarihleri Arasında Maraş'a Bağlı Kazalar⁸³

| | 1870-1881 | | 1881-1909 | | 1909-1926 |
|----|-----------|----|-----------|----|-----------|
| 1- | Maraş | 1- | Maraş | 1- | Maraş |
| 2- | Pazarcık | 2- | Elbistan | 2- | Göksun |
| 3- | Islahiye | 3- | Zeytun | 3- | Enderun |
| 4- | Hassa | 4- | Enderun | 4- | Elbistan |
| 5- | Bulanık | 5- | Pazarcık | 5- | Pazarcık |
| 6- | Elbistan | | | | |
| 7- | Zeytun | | | | |
| 8- | Enderun | | | | |

⁷⁹ Ramazan Hurç, *233 Nolu Şer'iyye Siciline Göre Kahramanmaraş'ın Sosyo-Ekonomik ve Kültürel Yapısı (H.1292-1295/M.1876-1878)*, Yayınlanmamış Doktora Tezi, Erciyes Üniversitesi Sosyal Bilimler Enstitüsü, Kayseri, 1995, s.33-35

⁸⁰ BOA, *ML.MSF.d Dosya: 18337* (H.1290/M.1873)

⁸¹ *Salname-i Devlet-i Aliyye-i Osmaniye*, 1866 yılı Devlet Salnamesi

⁸² *Salname-i Devlet-i Aliyye-i Osmaniye*, 1870 yılı Devlet Salnamesi

⁸³ *Salname-i Devlet-i Aliyye-i Osmaniye*, 1870-1925 yılı Devlet Salnamesi

1870 yılından 1916 yılına kadar Maraş, Halep vilayetine bağlı kalmaya devam etmiştir. Maraş'ın Halep'e bağlı bir sancak olma durumunu devam ettirdiğini 1902 tarihli Anadolu Vilayet Fihristinde de görmekteyiz. Bu belgede vilayetler ve ona bağlı livalar şeklinde bir düzenleme yapıldığını ve bu sıralama içerisinde Maraş'ın Halep vilayetine bağlı olduğunu tespit ediyoruz⁸⁴. Bu dönemdeki salname kayıtları ile arşiv belgelerinden elde ettiğimiz bilgileri karşılaştırdığımız zaman görüyoruz ki; Elbistan, Zeytun, Göksun, Pazarcık kazaları aynı kalmakla beraber Enderun, vilayet fihristinde ismi geçmeyen bir kazadır. Ancak Devlet salnamesinde kaza olarak yerini almıştır.

Tablo:8 1902 Tarihli Anadolu Vilayet Fihristine Göre Halep Vilayetine Bağlı Maraş Livasının Kazaları⁸⁵

| | |
|----|----------|
| 1- | Elbistan |
| 2- | Zeytun |
| 3- | Göksun |
| 4- | Pazarcık |

Maraş'ın Halep'e bağlı bir sancak olma durumu 1. Dünya savaşından sonra değişmiş, başlangıçta bağımsız sancak statüsünde yer aldıktan sonra vilayet olarak idari statüsünü günümüze kadar korumuştur II. Abdülhamit devrinde Osmanlı Devleti bünyesinde üç çeşit idare bölge belirlenmiştir. Merkeze bağlı vilayetler, merkeze bağlı müstakil sancaklar ve imtiyazlı eyaletler. 1916 yılında Maraş, bağımsız bir sancak olarak idari taksimat sıralaması içerisinde yer almıştır. Maraş, bu idari statüde uzun süre kaldıktan sonra, 1925-1926 yılında vilayet statüsü almıştır.

Sonuç

19. yy Osmanlı Devleti idari taksimatı içerisinde Maraş'ın idari vaziyeti sıklıkla değişiklik göstermiştir. Bu değişiklikte, Maraş'ın coğrafi konumu ve Osmanlı Devleti idari yapısındaki düzenlemelerin etkisi olmuştur. 19. yy Osmanlı Devleti'nde idari, sosyal, ekonomik olarak yeni uygulamalar gerçekleştirilirken Maraş, Adana ve Halep vilayetleri arasında geçiş gösteren idari bir birim olmuştur. Maraş'ın idari statüsü de önce “ sancak “, “ bağımsız sancak” ve sonrasında “vilayet “ olarak değişim göstermiştir.

Tanzimat Fermanı öncesinde Eyalet statüsünde idari taksimat içerisinde yer alan Maraş, Tanzimat Fermanı ilan edildikten sonraki süreçte de Eyalet olarak kalmıştır. Bu durumun Tanzimat'ın getirdiği idari yeniliklerin hemen uygulamaya başlatılamamasından kaynaklandığını düşünmekteyiz. Nitekim Maraş, 1850 yılından sonra Adana Eyaletine bağlı bir sancak olmuştur. 1864 Vilayet Nizamnamesi yayımlandıktan sonra ise Osmanlı Devleti'nde idari taksimatta meydana değişiklikler Maraş'ın idari statüsünü de etkilemiştir. Yaklaşıl 16 yıllık bir dönemde Adana Eyaletine bağlı bir sancak olan Maraş, 1866 yılından sonra Halep Eyaletine bağlı bir sancak olmuştur. Maraş'ın idari taksimatındaki bu değişikliklerle beraber Maraş sancağına bağlı kazalarda da değişiklik kaçınılmaz olmuştur. Bu sebeple çalışmamızda Maraş'a bağlı sancak, kaza ve nahiyeler tablolar halinde verilerek farklılıkların daha iyi belirlenmesi hedeflenmiştir. Maraş idari vaziyetini bu şekilde devam ettiren 1916 yılında müstakil bir sancak olmuştur. Ancak 1925-1926 yılı Devlet Salnamelerini incelediğimizde Maraş'ı tekrardan Vilayet olduğunu tespit ediyoruz.

⁸⁴ BOA, *A.DVNSNST.d Dosya:80* (H.1320/M.1904)

⁸⁵ BOA, *A.DVNSNST.d Dosya:80* (H.1320/M.1904)

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AZERBAIJAN'S EVALUATION AS A DARK TOURISM DESTINATION

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Abstract: The tourism sector is in constant changing and transformation. Dark tourism is one of the type of tourism expressing that tourism is not limited to such activities as touring, seeing, having fun, resting, etc. apart from the usual. Despite the fact that dark tourism has taken its place in the tourism literature since the 1990s as a concept, its history dates back to the gladiatorial games in ancient Rome. The wonder of visiting these places that evoke feelings of sadness such as death, natural disaster, etc. has constituted dark tourism. According to the findings obtained from the research, it was determined that the participants of the survey had almost no information and perceptions about dark tourism in Azerbaijan. In the light of the results obtained from the interviews, it is revealed that there is a serious dark tourism potential in Azerbaijan but this tourism model can not be marketed adequately.

Keywords: Tourism, Special Interest Tourism, Dark Tourism, Azerbaijan, Dark Tourism in Azerbaijan.

BİR HÜZÜN TURİZMİ DESTİNASYONU OLARAK AZERBAJCAN'IN DEĞERLENDİRİLMESİ⁸⁶

Özet: Turizm sektörü devamlı bir değişim ve dönüşüm içerisindedir. Alışılanın dışında turizmin sadece gezmek, görmek, eğlenmek, dinlenmek, vb. gibi faaliyetlerle sınırlı kalmadığını ifade eden turizm çeşitlerinden biri de hüznün turizmidir. Hüznün turizmi kavram olarak 1990'lı yıllarından itibaren turizm literatüründe kendine yer bulmasına karşın tarihi aslında Antik Roma'daki gladyatör oyunlarına kadar dayanmaktadır. İnsanlarda ölüm, facia, doğal afet, vb. gibi hüznün duygusu uyandıran mekanlara olan merak bu destinasyonların ziyaret edilmesi ile hüznün turizmini meydana getirmiştir. Araştırma sonucunda elde edilen bulgulara göre araştırmaya katılanların Azerbaycan'da hüznün turizmi ile ilgili neredeyse hiçbir bilgi ve algılarının olmadığı tespit edilmiştir. Yapılan görüşmelerden elde edilen sonuçlar doğrultusunda Azerbaycan'da ciddi bir hüznün turizmi potansiyelinin olduğu ancak bu turizm türünün yeterli ölçüde pazarlanamadığı ortaya çıkarılmıştır.

Anahtar Kelimeler: Turizm, Özel İlgi Turizmi, Hüznün Turizmi, Azerbaycan, Azerbaycan'da Hüznün Turizm.

Giriş

Ekonomik, siyasal ve teknolojik gelişmeler turizm sektörünün de büyümesine ve gelişmesine neden olmaktadır. Turizm sektörünün gelişimi ile turist sayıları artmakta ve çeşitli talepler meydana gelmektedir. Farklı deneyimler yaşamak için turistik hareketliliğe katılanlar zamanla bu faaliyetlerin sıradanlaşması sonucu yeni alternatif maceralar aramaktadırlar. Böylelikle çeşitli talepleri karşılaya bilmek için yoğun rekabet ortamında yeni turizm ürünleri üretilmektedir. Turizm tedarikçileri sektörden

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daha fazla pay ala bilmek için özel ilgi turizmi ve alternatif turizm çeşitlerine yönelmektedirler. Özel ilgi turizmi kapsamında olan hüzün turizmi de son yıllarda talep gören turizm çeşitlerinden biridir.

Son yıllarda savaş alanları, doğal afetlerin gerçekleştiği destinasyonlar, paranormal varlıkların olduğuna inanılan mekanlar vb. oldukça ilgi çekmektedir. Birçok yabancı ülkelerde bu destinasyonlara önemli yatırımlar yapılarak turizme açılmıştır. Ancak Azerbaycan'da zengin hüzün turizmi potansiyelinin olmasına karşın bu tarz destinasyonlara gereken ilgi gösterilmemektedir. Azerbaycan'da bu destinasyonlardan faydalanılarak hüzün turizmi hizmete sunulmamış ve tanıtımı yapılmamıştır. Çalışmada yerel yönetim ve yerel halkın hüzün turizmi hakkındaki görüşleri doğrultusunda Azerbaycan'daki bu alanların hüzün turizmi olarak değerlendirilmesine çalışılmıştır. Bu bağlamda çalışmanın amacı yerel halkın hüzün turizmi bilincinin, Azerbaycan hüzün turizmi potansiyelinin ve potansiyelin olmasına karşın gereken ilgini görmemesinin nedenlerini kapsamaktadır.

Hüzün Turizmi Kavramı

Hüzün turizmi, literatürdeki bazı kaynaklarda keder veya ölüm turizmi olarak belirtilse de nihayetinde "dark tourism" kavramı ile ilişkilendirilmektedir. Türkçe bu kavrama yönelik bir uzlaşmaya varılmasa da bazı kaynaklarda morbid, gıref, thanatourism olarak ifade edilmektedir. Hüzün turizmi kavramı ise bununla ilgili tüm turizm çeşitlerini bünyesinde barındırmaktadır (Varol, 2015, s.148). Hüzün turizmi 1960'lı yıllardan itibaren alternatif turizm çeşitlerinden biri olarak meydana gelmiş olup tarihe iz bırakmış savaşlar, katliamlar ve doğal afetler gibi hüzünlü olayları kapsayan bir turizm faaliyeti sunmaktadır (Kaya, 2016, s. 3). Dolayısıyla turizm literatürü araştırıldığında hüzün turizminin yeni bir turizm çeşidi olmadığı ve bu akımın Orta Çağ Romalıları tarafından yapılan gladyatör turnuvalarının gerçekleştiği yerlere düzenlenen turlar sayesinde başladığı (Stone ve Sharpley, 2008, s. 574) ancak hüzün turizmi kavramının literatüre 1990'lı yıllardan itibaren girdiği bilinmektedir (Bowman ve Pezzullo, 2009, s. 188). Literatürde ilk kez hüzün turizmi kavramına Lenon ve Foley'in akademik çalışmalarında yer verilmiştir (Alaeddinoğlu ve Aliagaoglu, 2007, s. 215). Yerli ve yabancı literatürde yapılan araştırmalar sonucunda hüzün turizminin farklı boyutlarda kavramsallaştırıldığı tespit edilmiştir.

Aşağıdaki tabloda (Birdir, 2015, s. 13) yerli ve yabancı literatürdeki diğer hüzün turizmi kavramlarına yer verilmektedir.

Tablo 1. Yerli ve Yabancı Literatürdeki Diğer Hüzün Turizmi Kavramları

| Yazarlar | Kavramlar |
|-----------------------------------|--|
| Maccannel (1976) | Olumsuz Gezi (Negative Sightseeing) |
| Rojek (1993) | Kara Nokta Turizmi (Black Spots Tourism) |
| Seaton (1996) | Thanatourism |
| Foley ve Lennon (1996) | Dark Tourism |
| Lippard (1999) | Tragic Tourism |
| Blom (2000) | Morbid Tourism |
| O'Neill (2002) | Grief Tourism |
| Kaya (2006) | Ölüm Turizmi |
| Alaeddinoğlu ve Aliagaoglu (2007) | Keder Turizmi |
| Kozak ve Bahçe (2012) | Dark Turizm |
| Albayrak (2013) | |
| Yıldız, Yıldız ve Aytemiz (2015) | Kara Turizm |
| Kılıç, Kurnaz ve Sop (2011), | Hüzün Turizmi |
| Kılıç ve Akyurt (2011) | |
| Kurnaz, Çeken ve Kılıç (2013) | |

Kaynak: Birdir vd., 2015, s. 3

Azerbaycan'da Turizm

Azerbaycan bağlamında ülkenin çeşitlendirilmesi, bölgelerin gelişmesi için turizm sektörü önemli rol oynamaktadır. Turizmde Azerbaycan'ın rekabet imkanları oldukça yüksektir. Doğal kaynakları, farklı iklimi, zengin tarihi ve kültürel mirası cazip turizm ürünleri yaratmak için önemli zemin oluşturmaktadır. Aynı zamanda Azerbaycan hükümeti, petrol dışı sektörün kalkınması için ilk olarak turizm endüstrisinin gelişimine önem vermektedir. Son 10 yıl içinde ülkede turizmin teşviki ile ilgili yapılan çalışmalar, reformlar, kabul edilen devlet programları ve normatif-hukuki turizm altyapısının iyileştirilmesi bunu bir daha kanıtlamaktadır. Bu önlemler doğrultusunda Azerbaycan'da turizm sektörü yeni bir aşamaya girerek ülkenin dünyadaki yeni turizm yönü olarak tanınmasına ve uluslararası turizm pazarına entegrasyonun daha geniş olmasına neden olmuştur.

Azerbaycan'ın turizm tarihi eski ve ortaçağlara dayanmaktadır. Şöyle ki önemli ticaret yolları ve Büyük İpek Yolu güzergahında yer alan Azerbaycan ticari, dini ve siyasi nedenlerle ziyaret edilmektedir. 14. yüzyıldan itibaren Rusya, İran ve Hindistan arasındaki ticari ilişkilerin taşımacılık güzergahında yer alan Bakü, Doğu ile Batı arasında önemli bir köprü olmuştur. Volga Nehri üzerinden Akdeniz ile Hindistan'ı birbirine bağlayan Volga-Hazar denizyolu Azerbaycan turizmine olumlu etki etmiştir. O dönemlerde Azerbaycan'ı ziyaret etmiş birçok tüccar, tarihçi ve seyyahların günümüze ulaşmış günlüklerinde Azerbaycan hakkında yazıları dikkat çekmektedir. 20. yüzyılın başlarında Azerbaycan turizmi ilk modern adımlarını atmaya başlamış, yurtiçi ve yurtdışı turlar düzenleyen Kırım-Kafkasya Dağ Kulübü'nün bir şubesi 1908 yılında Bakü'de hizmete açılmıştır. Ardından 1922 yılında Bakü Gezi Dernekleri ve 1929 yılında Proletarya Turizm Topluluğu'nun faaliyete geçmesi ile Azerbaycan turizmi gelişmeye başlamıştır. 1950 yılında Bakü Turist Üssü kurulmuş ve devam eden yıllarda diğer büyük şehirlere kurulan şubelerle Azerbaycan turizminin gelişimi hızlandırılmıştır. 1983 yılı genel anlamda Azerbaycan turizminin gelişimindeki en önemli yıl olarak tarihe geçmiştir. 1988 yılında Dağlık Karabağ ve çevresinde gerçekleşen olaylar Azerbaycan'ın iç ve dış turizmine olumsuz etki etmiş ve Ermenistan'dan sürülen Azerbaycanlılar ülkenin turist üslerine yerleştirilmiştir. 1990 yılından itibaren tüm uluslararası turizm güzergahları iptal edilmiştir. 1991 yılında bu durumun düzeltilmesi için Dış Turizm Konseyi kurulmuştur (Soltanova, 2015, s. 12-18).

Günümüzde Azerbaycan'da turizmin gelişmesine devlet tarafından özel önem verilmektedir. Azerbaycan Cumhurbaşkanı'nın 27 Ağustos 2002 tarihli "2002-2005 Yılları için Turizmin Gelişmesinin Devlet Programı", Azerbaycan Tatil Merkezlerinin Devlet Programı" (Şubat, 2007), "2010-2014 Yılları için Turizmin Gelişmesinin Devlet Programı" (Nisan, 2010 yılı), "Azerbaycan Cumhuriyeti Bölgelerinin 2009-2013 Yıllarında Gelişiminin Devlet Programı", "Azerbaycan Cumhuriyeti'nde Tatil Merkezlerinin 2009-2018 Yıllarında Gelişimi için Devlet Programını" (Şubat, 2009) doğrulayan belgeleri bu alanın gelişimini hızlandırmıştır. 2011 yılı Azerbaycan'da "Turizm Yılı" olarak tanımlanmış ve buna uygun etkinlikler hayata geçirilmiştir (Soltanova, 2015, s. 22-23).

Araştırmanın Yöntemi

Araştırmada yüz yüze gerçekleştirilen görüşmeler sonucunda elde edilen veriler betimsel analiz tekniğine tabi tutulmuştur. Betimsel analiz tekniğine göre elde edilen veriler daha önceden belirlenen temalara göre özetlenerek yorumlanmıştır (Yıldırım ve Şimşek, 2000, s. 188). Çalışmada tespit edilen verilerin yorumlanması ve tablolaştırılması için içerik analizinde kullanılan frekans analizi tekniği ve değerlendirici analiz tekniğinden faydalanılmıştır. İçerik analizinin amacı elde edilen verileri

açıklayabilecek kavram ve ilişkilere ulaşabilmektir (Creswell, 2016). Frekans analizinden elde edilen verilerin nicel (yüzdesel ve oransal) olarak görünme sıklığını ortaya koymak için yararlanılmıştır. Frekans analizi toplanan verilerin yoğunluğunu ve önemini anlamayı sağladığı düşünülmektedir (Bilgin, 2000, s. 15). Değerlendirici analiz türü ise araştırmada elde edilen verilerin olumlu ve olumsuz tutumlarını ölçmek amacıyla kullanılmıştır (Tavşancıl ve Aslan, 2001, s. 99).

Veri Toplama Teknikleri

Veri toplama işleminde görüşmelerin tamamı, gönüllülük esasına dayanarak araştırmacı tarafından gerçekleştirilmiş ve Azerbaycan'ın Bakü şehrinde 2017 yılının Aralık ayında başlanmış, 2018 yılı Ocak ayında sonlandırılmıştır. Yerel yöneticiler ve yerel halkla yapılan görüşmeler gönüllülük esasına dayanılarak, bizzat araştırmacı tarafından gerçekleştirilmiştir. Çalışmada yarı yapılandırılmış görüşme tekniği kullanılmış ve katılımcılarla yapılan görüşmeler kayıt altına alınmıştır.

Bulgular

Yapılan görüşmeden elde edilen verileri esas alarak araştırmaya katılan kişiler K1, K2, K3 şeklinde kodlanmıştır. Görüşme protokolünde yer alan ilk soru, Azerbaycan turizminin değerlendirilmesine yöneliktir. Araştırmaya katılanların %42,3'ü Azerbaycan turizminin hızla gelişmekte olduğunu, %28,9'u yüksek potansiyele sahip olduğunu, %17,3'ünün turizme yönelik fiyatların yüksek olduğunu, %7,7'sinin iç turizmin daha yaygın olduğunu ve %3,8'inin ise geçiş döneminde olduğunu belirttikleri tespit edilmiştir. Burada K7 kodlu katılımcı Azerbaycan turizmini "Azerbaycan'da turizm sektörü hızla gelişmektedir. Ancak bazen yanlış yapılan planlamalar bu gelişimi hissedilir düzeyde engellemektedir. Bu durumun önüne geçilmesi için turizm lideri ülkelerin turizm politikalarından mutlaka örnek alınmalıdır" şeklinde ifade ederken K6 ve K2 kodlu katılımcılar ise "ülke turizmi daha geçiş döneminde. Yapılan ufak bir hata kötü sonuçlara neden olabilir. Bu bağlamda atılan her adım dikkatlice incelenmelidir" şeklinde yorumlamıştır. Ayrıca K19 kodlu katılımcının "haberlerden ülkede turizmin iç açıcı gelişimi duyuyorum. Her gün Bakü'de ve farklı illerde yeni oteller inşa ediliyor. Ancak tatil için ailecek her hangi bir ile gittiğimiz zaman otelde konaklama imkanımız yoktur. Bunun başlıca sebebi fiyatların aşırı şekilde yüksek olmasıdır. Bu sebeple de günlük kiralık evleri tercih ediyoruz" düşünceleri dikkat çekmektedir.

Görüşme protokolündeki bir diğer soru Azerbaycan'ın turizm çeşitliliğinin incelenmesine yöneliktir. Azerbaycan'ın turizm çeşitliliğine yönelik bulgularda araştırmaya katılanların %21,8'inin Azerbaycan'da kültürel miras turizmi, %18,4'ünün dağ, yayla turizmi, %17,3'ünün deniz, kum, güneş turizmi, %13,8'inin eş, dost ziyareti turizmi, %11,5'inin kış turizmi, %10,3'ünün sağlık turizmi ve %6,9'unun av turizmi çeşitlerinin olduğunu belirttikleri tespit edilmiştir.

Araştırmada Azerbaycan'ın kültürel mirası ve kültürel miras turizminin incelenmesi en önemli hususlardan biridir. Katılımcıların %33,8'inin Azerbaycan'ın kültürel mirasının zengin tarihe sahip olduğunu açıkladıkları görülmektedir. Ayrıca, %29,2'sinin Azerbaycan'ın kültürel mirasının çok çeşitli, %21,5'inin somut olmayan mirasının çok zengin, %9,3'ünün benzersiz, %6,2'sinin ise belli sebeplerden dolayı günümüze kadar gelemediğini ifade ettikleri tespit edilmiştir.

Sorunun devamında katılımcılara Azerbaycan'ın kültürel miras turizminin değerlendirilmesi ile ilgili düşünceleri sorulmuştur. Katılımcıların 17'nin %77,3'lük oranla Azerbaycan kültürel miras turizminin gelişmiş, 5'nin ise %22,7'lik oranla bazı düzenlemelerin ve planlamaların eksikliğinden dolayı kısmen gelişmiş olduğunu ifade ettikleri saptanmıştır. Çalışmaya katılanların hiçbirinin Azerbaycan'ın kültürel

miras turizminin gelişmemiş olduğunu belirtmediği görülmektedir. Burada K5 kodlu katılımcı tarafından soru “Azerbaycan’ın en gelişmiş turizm çeşididir. Ancak Avrupalı turistleri kültürel miras turizmi ile şaşırtmak oldukça zordur. Bu nedenle yeni alternatif turizm çeşitlerinin de gelişimine önem vermeliyiz” olarak, K3 ve K7 kodlu katılımcı ise “Dünyada birçok tarihi yapılar restore edilirken tarihi gerçekten canlandıracak şekilde tasarlanmaktadır. Ayrıca gidilen mekanı anımsatacak biblolar, resimler vb. hediyelik eşyalar satılmaktadır. Ancak bunlar Azerbaycan’da yapılmıyor” olarak cevaplamıştır.

Bir sonraki soru da katılımcılara hüzün turizminin bilinirliği ve bilinirliğe olanak sağlayan kaynakların neler olduğu sorulmuş ve elde edilen bulgularda çalışmaya katılanların %77,2’si hüzün turizminin ne olduğunu ve ya ne ifade ettiğini bilmemektedir. Sadece 4’ü %18,2’lik oranla hüzün turizmini bildiğini, 1’i ise %4,6’lık oranla kısmen bildiğini ifade etmiştir.

Tablo 2. Hüzün Turizminin Azerbaycan Halkı Tarafından Bilinirliği

| Hüzün Turizminin Azerbaycan Halkı Tarafından Bilinirliği | Açıklama | F | % |
|--|--|----|------|
| Bilinmemekte | Hiç bilmeme durumu | 17 | 77,2 |
| Bilinmemekte | Hüzün turizmi ile bilgimiz vardır. | 4 | 18,2 |
| Kısmen Bilinmemekte | Hüzün turizmi ile çok fazla bilgim yoktur. | 1 | 4,6 |

Hüzün turizmi hakkında bilgisi olan katılımcıların vermiş oldukları cevaplar doğrultusunda hüzün turizmi ile ilgili bilgi edinme kaynaklarının neler olduğu incelenmeye çalışılmış ve hesaplanmıştır. Katılımcıların %57,1’inin hüzün turizmi ile ilgili bilgileri turizm literatüründen, %42,9’unun ise internet ortamı ve sosyal medyadan elde ettiklerini açıkladıkları görülmektedir.

Tablo 2.1. Hüzün Turizmi İle İlgili Bilgi Edinme Kaynakları

| Hüzün Turizmi İle İlgili Bilgi Edinme Kaynakları | Açıklama | F | % |
|--|--|---|------|
| Turizm Literatüründen | Turizm dergileri, bilimsel makaleler, Turizm eğitim kitapları vb. kaynaklarda hüzün turizmi ile ilgili bilgiler bulunmaktadır. | 4 | 57,1 |
| İnternet Ortamı ve Sosyal Medya | Sosyal medyada bu konuda bilgiler paylaşılmaktadır. | 3 | 42,9 |

İnsanların hüzün turizmi destinasyonlarını ziyaret etme nedenlerine yönelik bulgular incelendiğinde, katılımcıların %31,9’unun tarihi unutmamak, %31,9’unun şehitlerin ruhunu şad etmek, %20,3’ünün bilgi toplamak, %15,9’unun ise yaşanan acıyı hissetmek için hüzün turizmi destinasyonlarını ziyaret ettiklerini açıkladıkları görülmektedir.

Hüzün turizmi ile ilgili seminerler ve bilgilendirmelerin yapılma durumuna ait bilgilerle ilgili araştırmaya katılanların %81,8’i hüzün turizmi ile ilgili seminerlerin hiç yapılmadığını, %18,2’i ise yapılmışsa da bilgilerinin olmadığını belirtmiştir. Hiçbiri bu tarz faaliyetlerin yapıldığını ifade etmemiştir. Burada K6 kodlu katılımcı, “Tur acentemiz bünyesinde Bakü şehir turu düzenlenmektedir. Tur kapsamında turistleri Şehitler hıyabanına götürüyoruz. Ancak gerçeği söylemek gerekirse bunun bir hüzün turizmi çeşidi olduğunu kendimizde bilmiyoruz” şeklinde görüşünü belirtmiştir.

İç turizme yönelik hizmet veren tur operatörlerinin Azerbaycan’ın hüzün turizmi destinasyonlarına yönelik geziler düzenleme durumuna ait bilgiler verilmektedir. Cevaplar incelendiğinde katılımcıların %95,7’sinin hüzün turizmi destinasyonlarına turların düzenlenmediğini, %4,3’ünün ise kısmen düzenlendiğini ifade ettikleri görülmektedir. Katılımcılardan hiçbirinin bu tarz turların düzenlendiğini

Tablo 3. Hüzün Turizmi İle İlgili Seminerler ve Bilgilendirmelerin Yapılma Durumu

| Hüzün Turizmi İle İlgili Seminerler ve Bilgilendirmelerin Yapılma Durumu | Açıklama | F | % |
|--|--|----|------|
| Hiç Yapılmamakta | Hüzün turizmi ile ilgili yapılan böyle çalışmalar yapılmamaktadır. | 18 | 81,8 |
| Haberim Yok | Yapılmışsa da haberimiz yoktur. | 4 | 18,2 |
| Yapılmakta | Hiç belirtilmeme durumu | 0 | 0 |

Tablo 4. Azerbaycan Hüzün Turizmi Destinasyonlarına Turların Düzenlenmesi Durumu

| Azerbaycan Hüzün Turizmi Destinasyonlarına Turların Düzenlenmesi | Açıklama | F | % |
|--|--|----|------|
| Düzenlenmemekte | Azerbaycan'ın hüzün turizmi destinasyonlarına tur paketler düzenlenmemektedir. | 22 | 95,7 |
| Kısmen Düzenlenmekte | Okul gezilerinde ve şehir turlarında o destinasyonlar ziyaret edilmekte ancak bunun hüzün turizmi olduğu belirtilmemektedir. | 1 | 4,3 |
| Düzenlenmekte | Hiç belirtilmeme durumu | 0 | 0 |

Protokolün devamında hüzün turizmi destinasyonlarını ziyaret eden şahısların aslında bunun hüzün turizmi akımı olduğunu bilme durumu değerlendirilmeye çalışılmıştır. Saptanan verilere göre katılımcıların %86,4'ünün durumun farkında olmadığını, %9,1'inin kısmen, %4,5'inin ise tamamen farkında olduğunu belirttikleri tespit edilmiştir.

Azerbaycan'da hüzün turizmi destinasyonu olarak hizmet veren ve katılımcılar tarafından bilinen mekanlarla ilgili katılımcılarından %43,2'si Şehitler Hıyabanı'nı, %34,1'i Kuba Soykırım Anıtı Kompleksi'ni, %18,2'i ise Haydar Aliyev' in Mezarını bildiklerini ifade etmiştir. Katılımcıların %4,5'i hiçbir hüzün turizmi destinasyonunu bilmediklerini vurgulamıştır.

Katılımcılara Azerbaycan'da hizmet verebilecek hüzün turizmi destinasyonları sorulmuş ve tespitlere göre araştırmaya katılanlardan %40'ının Nargin adasını, %26,7'sinin Bayıl cezaevini, %22,2'nin Hocalı soykırımı anıtını, %6,7'sinin ise Tenha Türk'ün mezarını belirttikleri saptanmıştır. Sadece %4,4'ü her hangi bir önerisinin olmadığını ifade etmiştir.

Tablo 5. Azerbaycan'da Hizmet Verebilecek Hüzün Turizmi Destinasyonları

| Azerbaycan'da Hizmet Verebilecek Hüzün Turizmi Destinasyonları | Açıklama | F | % |
|--|---|----|------|
| Nargin Adası | Terk edilmiş bu alan restorasyon işlemlerinin ardından turizme kazandırılmalıdır. | 18 | 40 |
| Bayıl Cezaevi | Üzücü olsa da idam cezaları ve burada mahkumluk hayatı yaşamış siyasi liderleri ile ünlü olan bu cezaevi yerel yönetim tarafından yıkılmıştır. | 12 | 26,7 |
| Hocalı Soykırımı Anıtı | Dünya genelinde son yılların en acımasız vahşetlerinden biri olan Hocalı soykırımına ait Bakü'de inşa edilmiş sembolik anıt hüzün turizmi destinasyonu olarak kullanılabilir. | 10 | 22,2 |
| Tenha Türk'ün Mezarı | 1918 yılında Azerbaycan'a yardıma gelen Türk askerlerinden birine ait olan bu anıt mezar mutlaka insanlara tanıtılmalıdır. | 3 | 6,7 |
| Bilmiyorum | Hiç bilmeme durumu | 2 | 4,4 |

Çalışmada araştırılan bir diğer husus hüzün turizminin ülke tanıtımındaki rolünün değerlendirilmesi durumudur. Cevaplar incelendiğinde katılımcıların %95,5'inin durumu olumlu, %4,5'inin ise kısmen olumlu olarak değerlendirildiği görülmektedir. Hiçbir çalışma katılımcısı durumu olumsuz olarak değerlendirmemiştir. K3 kodlu katılımcı “Basitçe bakacak olursak bugün kime Çernobil diye sorsanız düşünmeden Ukrayna cevabını alırsınız. Bu da hüzün turizminin ülke tanıtımındaki rolünün önemli olduğunu kanıtlamaktadır” şeklinde, K5 kodlu katılımcı ise “Aslında ben bu duruma pek olumlu bakmıyorum. Dolayısıyla, turizm bana göre neşe ve mutluluk getirmelidir” olarak görüşünü belirtmiştir.

Tablo 6. Hüzün Turizminin Ülke Tanıtımındaki Rolünün Değerlendirilmesi

| Hüzün Turizminin Ülke Tanıtımındaki Rolünün Değerlendirilmesi | Açıklama | F | % |
|---|---|----|------|
| Olumlu | Reklamın iyisi kötüsü yoktur. | 21 | 95,5 |
| Kısmen Olumlu | Genellikle turizm denilince eğlenme, dinlenme düşünüldüğü için çok fazla etki edeceğini düşünmüyorum. | 1 | 4,5 |
| Olumsuz | Hiç belirtilmeme durumu | 0 | 0 |

Sonuç

Araştırma sonucunda Azerbaycan’da hüzün turizminin bilinmediği, hüzün turizmi bilinirliğine yönelik faaliyetlerin gerçekleştirilmediği ve hüzün turizmi gezilerinin düzenlenmediği tespit edilmiştir. Azerbaycan’ın hüzün turizmi potansiyelinin olmasına karşın turizmin bu çeşidi halen hizmete sunulmamaktadır. Hüzün turizminin Azerbaycan’da yerel halk ve turizm öğrencileri tarafından bilinirliğine yönelik faaliyetler gerçekleştirilmemektedir. Ülkenin yaşadığı savaşların, yıllardır devam eden Karabağ sorununun, ülkenin önemli bilim adamlarının vb. özelliklerinin tanıtılması için turizmden yeterli ölçüde fayda sağlanmadığı üzücü bir gerçek olmaktadır. Araştırmadan elde edilen sonuçlar kapsamında, Azerbaycan’da hüzün turizminin tanıtımının yapılması ve hüzün turizmi çeşidinin Azerbaycan turizmine kazandırılmasına yönelik olarak geliştirilen öneriler aşağıda belirtilmiştir:

- Hüzün turizminin Azerbaycan’da tanıtılması için seminerler, konferanslar organize edilmeli, devlet, özel sektör ve sivil toplum kuruluşları tarafından hüzün turizmi konulu toplantılar düzenlenmelidir. Böylelikle Azerbaycan’ın ve dünyanın diğer ülkelerinin sahip olduğu hüzün turizmi değerleri turizm paydaşları ve yerel halk ile paylaşılarak, hüzün turizmi bilinirliği artırılmış olunacaktır.
- Turizm eğitimi veren üniversitelerin özel ilgi turizmi (alternatif turizm) dersi kapsamında hüzün turizmine yönelik bilgi paylaşımında bulunulması gerekmektedir.
- İç turizme yönelik hizmet veren tur operatörlerinin hüzün turizmi destinasyonlarına turlar düzenlemeleri, sosyal medya sayfalarında, internet sitelerinde, afiş ve broşürlerinde hüzün turizmine yönelik paylaşımlarda bulunmaları gerekmektedir. Böylece hüzün turizmi tanınırlığının artırılacağı düşünülmektedir.
- Hüzün turizmi son yıllarda Azerbaycan’da turizme yapılan yatırımdan pay almalı ve yeni bir turizm çeşidi olarak hizmete sunulmalıdır. Literatürdeki benzer konulu çalışmalarda da yerel yönetimin bu konuda daha duyarlı olması gerektiği ifade edilmiştir²⁶⁶. Hüzün turizmi ürünü açısından oldukça zengin bir konumda olan Azerbaycan’da, bu turizm türü açısından yüksek yatırımlar gerekmemektedir.
- Azerbaycan’a turizm amaçlı gelen yabancı ülke vatandaşları hüzün turizmi destinasyonlarına götürülmelidir. Böylelikle Azerbaycan’ın sahip olduğu hüzün turizmi değerlerinin bilinirliği hızla artırılmış olunacaktır.

- Hüzün turizminin meydana gelmesi, tanıtılması ve gelişmesi için hüzün turizmi destinasyonları korunmalı ve restore edilmelidir. Bu çalışma ile yerli ve yabancı literatür detaylı bir şekilde taranmış ve hüzün turizmi ile ilgili yapılan çalışmaların oldukça yetersiz olduğu anlaşılmıştır. Bu nedenle düzenlenecek olan sempozyum, kongre ve konferanslarla, yayımlanacak olan makale ve bildirimler ile yapılacak projeler ile hüzün turizmi hakkında daha fazla bilgi paylaşımında bulunularak gerek turizm sektörünün gerekse politika yapıcıların hüzün turizmine olan ilgi ve destekleri arttırılmalıdır.

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FROM PAST TO PRESENT: WELLNESS TRENDS AND PREDICTIONS ABOUT THE FUTURE OF THE CONCEPT OF WELLNESS

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Abstract: While modern humans suffered from burnout syndrome until a short while ago because of gruelling and tedious working conditions, today, they try to overcome the “leisure time burnout syndrome” arising from their efforts to spend their leisure time ideally. One of the most significant reasons of this syndrome is the decrease in “idle time” that may be utilized albeit the increase in leisure time. Wellness emerges as a solution under these new living conditions. The purpose of this study is to analyse wellness trends developed between 1980s and 2018, and to make predictions about the future of the concept of wellness by revealing the trends that influence the development of wellness. To achieve this purpose, the literature is reviewed online through document analysis and the data obtained are collected and organized. These data are also supported by the reports of some certain research institutes. While it is observed at the end of this study that wellness is influenced both by national and international developments, it is also predicted that the medical aspects of wellness concept will be emphasized and that the traditional medicine applications which are also colloquially referred to as “old wives’ remedies” will become increasingly popular.

Keywords: Wellness, Wellness trends, Medical wellness, Traditional Medicine.

DÜNDEN BUGÜNE WELLNESS TRENDLERİ VE WELLNESS’İN GELECEĞİNE YÖNELİK ÖNGÖRÜLER⁸⁷

Özet: Modern insan, kısa bir süre öncesine kadar aşırı çalışmaktan dolayı tükenmişlik sendromu yaşarken günümüzde boş zamanını en iyi şekilde değerlendirme çabasıyla kaynaklanan “boş zaman tükenmişlik sendromu”nun da üstesinden gelmeye çalışmaktadır. Bu sendromun en önemli nedenleri arasında boş zamanın artmasına rağmen kullanılabilecek “zaman boşluğu”nun azalması yer almaktadır. Wellness, yeni yaşam şartlarında buna bir çözüm olarak ortaya çıkmaktadır. Bu çalışmanın amacı, 1980’li yıllardan başlayarak 2018’e kadar olan süreçte gelişen wellness trendlerini değerlendirmek ve wellness’in gelişimini etkileyen trendleri ortaya koyarak geleceğe yönelik öngörülerde bulunmaktır. Bu amaca ulaşmada doküman analizi tekniğinden yararlanılarak internet ortamında taramalar yürütülmüş ve elde edilen veriler derlenmiştir. Ayrıca bu veriler belli başlı gelecek araştırma kurumlarının raporları ile desteklenmiştir. Çalışma sonucunda wellness’in hem ulusal hem de uluslararası gelişmelerden etkilendiği görülmekle birlikte, wellness’in geleceği için bir taraftan medikal boyutunun öne çıkacağı diğer taraftan da halk arasında “kocakarı” yöntemleri denilen geleneksel tıp uygulamalarının artarak yaygınlaşacağı öngörülmektedir.

Anahtar kelimeler: Wellness, Wellness trendleri, Medikal wellness, Geleneksel tıp.

⁸⁷ Bu çalışma 2017 yılında Futourism Congress’de genişletilmiş özet şeklinde sunulmuş olup gelen yapıcı eleştiri ve katkıların değerlendirilmesiyle alanyazın taraması derinleştirilerek ve genişletilerek tam metin haline getirilmiştir.

Alanyazın

Alanyazında wellness'ı bir yaşam tarzı (Ardell 1977; Ergüven ve Ergüven 2012) ve bir turistik ürün (Krczal ve Weiermair 2006; Ergüven 2012) bağlamında ele alan çalışmalara rastlanmaktadır. Mühlhausen (2000) yapmış olduğu çalışmasında sağlığı geleceğin devasa trendi olarak görürken geleceğin toplumu için "wellness toplumu" tanımlamasını yapmaktadır. Labacher ve Baumann (2001) ise wellness otellerinin sundukları ürün ve hizmetleri araştırmışlardır. Lanz-Kaufmann, 2002 yılında yayınlamış olduğu "Wellness Turizmi" adlı kitap ile oldukça erken sayılabilecek bir dönemde, wellness'in turizm bağlamında önemini öngörmüştür. Nahrstedt (2002) wellness'ı tartışmaların odağında görmekte ve yapmış olduğu çalışmasında wellness pazarını, genç bir pazara bilimsel bir yaklaşım şeklinde tanımlamaktadır. Scheftschick'in (2003) "Wellness'ı Öğrenmek" adlı çalışması ve Nahrstedt'in (2008) sonraki yıllarda ortaya koyduğu çalışmalarda artık wellness'a bakış açısı değişmiş ve bu çalışmalar "wellness eğitimi"ne yol gösterici olmuştur. Hermes'in (2005) çalışmasında ise artık "medikal wellness"tan bahsedilmeye başlandığı ve bu gelişmenin ABD'nin etkisinde gerçekleştiği anlaşılmaktadır. Böylece wellness'in turizm bağlamında ele alınmasına ilişkin yıllar içerisinde çeşitli trendler gözlemlenmekle birlikte; wellness'tan medical wellness'a doğru bir geçişten de söz edilebilir. Aynı yıl içerisinde Hank-Haase ve Illing (2005) yaptıkları çalışmada konaklama işletmelerindeki wellness bölümlerinin gelirlerini ve kârlılıklarını araştırmışlardır. Wiesner (2007) artık wellness'in önemini kavramış ve "Wellness Yönetimi" adlı bir çalışma hazırlama yoluna gitmiştir. Çalışmasında arz-talep, beklentiler ve başarı unsurları üzerinde durmuştur. Berg (2008) sağlık ve wellness turizmini birlikte ele almıştır. Benzer bir yaklaşımı Erfurt-Cooper ve Cooper'da da (2009) görmek mümkündür. Ergüven (2010a) bir taraftan wellness turizminin toplumsal nedenleri üzerinde dururken, diğer taraftan da wellness turizminin "Alpine Wellness" (Ergüven 2010b) örneğinde olduğu gibi destinasyonların adları ile bütünleşmeye başladığını ortaya koymaya çalışmıştır. Alanyazın incelendiğinde görüldüğü üzere wellness, medikal wellness ve wellness turizmi konularında araştırmalar bulunmakla birlikte, wellness trendleri bağlamında yapılmış akademik araştırmaların sayıca az olduğu görülmektedir. Negel (2009) wellness trendlerinin öncüsü olarak öncelikle kadınları görmektedir. Buna neden olarak da Populorum (2008) genelde sağlık özelde ise wellness turizmde sunulan ürün ve hizmetlerdeki yelpazenin gelişmesini belirtmektedir.

Bahsedilen çalışmalara ek olarak özellikle SPA ve wellness yaşam tarzı ve tatilleri konusunda bilgilendirici web sitesi olan "Spafinder"ın yürütmüş olduğu araştırmalar ve sonuçları wellness'ta trendler hakkında bilgi verici niteliktedir. Spafinder, 2010'dan beri düzenli şekilde yayınlamış "Trend raporları" ile bu çalışma için de kaynak oluşturmuştur. Trend raporlarına göre "That natural 'silence' is platinum!" sloganından yola çıkılarak "Stillness" bir başka deyişle sessizlik kavramı, o dönem için en ilgi çekici trend olarak görülmektedir. İnsanların "sessizlik" için para ödemeye hazır olduğunun da altı çizilmektedir. Stillness, doğaya dönüş şeklinde de adlandırılan "dijital detoks"un (Ergüven 2015) bir parçası olarak gerçekleştirilmektedir (Spafinder 2018). 2013'e gelindiğinde yine doğa temelli yeni bir wellness trendi „earthing“ (topraklama) ortaya çıkmakta ve adından da anlaşılacağı üzere doğanın derinlemesine deneyimlenmesini gerektirmektedir. Bu trendi benimseyenler, lüks ağaç evleri tercih etmektedir (Spafinder 2018). Wellness trendleri genel olarak değerlendirildiğinde, tesis/işletme/donanım'dan (hardware) doğa temelli ve insan kaynakları/hizmet'e (software) doğru bir geçiş yaşandığı tespit edilmektedir. Özellikle 2016'nın wellness trendi olan orman banyosunda (Ergüven 2016) bu unsurlar daha net olarak öne çıkmaktadır.

Yöntem

Nitel bir yöntemin benimsendiği bu çalışmada, 1980’li yıllardan başlayarak 2018’e kadar olan süreçte gelişen wellness trendlerini değerlendirmek ve wellness’in gelişimini etkileyen trendleri ortaya koyarak geleceğe yönelik öngörülerde bulunmak amacıyla öncelikle internet ortamında taramalar yürütülmüştür. Doküman analizi tekniğinden yararlanılarak elde edilen veriler derlenerek alanyazın taraması gerçekleştirilmiş ve belli başlı gelecek araştırma kurumlarının raporları gibi ikincil verilerle desteklenmiştir. Çalışmada öncelikle wellness trendlerini tetikleyen etkenler üzerinde durularak wellness ürünlerinin nitelikleri ile wellness trendleri adlandırılarak bunların açıklanması yoluna gidilecektir. Yapılan değerlendirmeler sonucunda wellness’in hem ulusal hem de uluslararası gelişmelerden etkilendiği görülmekle birlikte, wellness’in geleceği için bir taraftan medikal boyutunun öne çıkacağı diğer taraftan da halk arasında “kocakarı” yöntemleri denilen geleneksel tip uygulamalarının artarak yaygınlaşacağı öngörülmektedir.

Wellness trendlerini tetikleyen etkenler

Fitness merkezlerinden günlük giysilere, çoraplara kadar birçok ürünün üzerinde wellness etiketi görmek, günümüzde oldukça sıradan bir durum haline dönüşmektedir. Wellness kelimesinin sulandırılmasından ve anlamındaki enflasyondan ötürü birçok işletmeci kendilerini ve ürünlerini pazarda nasıl konumlandırabileceklerini düşünmekte ve araştırmaktadır. Aslında wellness’in kendisi de başlı başına yükselen bir trend olarak görülmektedir. Ritter (2005) wellness’ı yeni bir yaşam tarzının ifade edilmiş şekli olarak vurgulamaktadır. Bu gelişimde, halkın geniş bir kısmında artan sağlık bilinci ve sosyoekonomik değişimler önemli rol oynamaktadır.

Boş zaman artarken zaman boşluğu azalmaktadır

Kısa bir süre öncesine kadar aşırı iş yükünden dolayı tükenmişlik sendromu yaşayan modern insan, günümüzde boş zamanını en iyi şekilde değerlendirme çabasıyla kaynaklanan “boş zaman tükenmişlik sendromu”nun üstesinden gelmeye çalışmaktadır. Bu sendromun en önemli nedenleri arasında, boş zamanın artmasına rağmen kullanılabilecek “zaman boşluğu”nun azalması yer almaktadır. Wellness, yeni yaşam koşullarında buna bir çözüm olarak ortaya çıkmaktadır. Bu çalışmanın amacı, wellness’in gelişim sürecini ve bu süreci etkileyen trendleri ortaya koyarak geleceğe yönelik öngörülerde bulunmaktır. Nicelik olarak bakıldığında, birçok bankacılık işlemlerinin online yapılıyor olması, evdeki birçok iş için (akıllı) makinelerin kullanılmaya başlanması gibi teknolojik gelişmelerden dolayı insanların sahip olduğu zaman boşluğunun arttığı gözlenmektedir. Bu durumda brüt boş zaman artarken “net” boş zaman özellikle akıllı telefonların kullanımı ve sosyal medya kanallarının çeşitlenmesi ile azalmaktadır. Başka bir deyişle kişinin sahip olduğu boş zaman nicelik olarak artış göstermekle birlikte, nitelikli boş zaman kalite bakımından düşüş sergilemektedir. Bu çalışmada net boş zamanın, “zaman boşluğu” kavramı ile anılması tercih edilmiştir.

Yapılan araştırmalar, insanların kendilerini artan bir şekilde zaman baskısı altında hissettiğini göstermektedir. Bir Alman araştırma şirketi SDI’ye göre Mikrozensus’un 1991 yılı raporunda kadınların %28’i, erkeklerin %33’ü kendilerini zaman baskısı altında hissederken 1999’a gelindiğinde bu rakamların kadınlarda %39’a, erkeklerde ise %44’e yükseldiği ortaya konulmuştur (SDI Research, 2018).

Sağlığın özelleşmesi

Özellikle Orta ve Batı Avrupa’da Almanya gibi sosyal devlet anlayışını benimsemiş bazı devletlerin kendilerini sağlık hizmetlerinden geri çekmesinde bütçe sorunlarının yanında medeniyet rahatsızlıkları adı verilen; az hareket etme, obezite, uyku sorunu, vejetatif bozukluk gibi rahatsızlıkların, bilinen ve klasik yöntemlerle kontrol altına alınamaması yatmaktadır. Bu gelişme, sağlığın üretilebilir bir meta olduğu geleneksel Batı ve mekanik sağlık anlayışının terk edilmesiyle desteklenmektedir.

Kentsel stres sendromları

Kentsel popülasyonun üçte biri, kronik kas-iskelet bozuklukları, dolaşım bozuklukları ve bir miktar nonspesifik semptomları ile kendini iyi hissetme halinde ciddi şekilde engellenmektedir. Kent insanının yaşadığı rahatsızlıklar Tablo 1’de verilmiştir:

Tablo 1. Kent İnsanın Yaşadığı Rahatsızlıklar

| | Kadınlar % | Erkekler % |
|-----------------------|------------|------------|
| Sırt ve sırt ağrısı | 21,7 | 19,3 |
| Baş ağrısı ve migren | 15,9 | 12,8 |
| Dolaşım bozuklukları | 12,8 | 7,5 |
| Uyku bozuklukları | 12,2 | 8,9 |
| Zayıflık ve yorgunluk | 11,3 | 6,8 |
| Sinirlilik | 7,5 | 4,9 |

Kaynak: SDI Research, 2018.

Fizyolojik paradoks

Sağlık ve sağlık bilinciyle ilgili en çarpıcı gelişmelerden biri, aşırı kilolu kişilerin oranının artmasıdır. Özellikle dikkat çekici olan, genç insanların (25 yaş altı) yaklaşık %30'unun fazla kilolu olduğu, buna karşın rol model olarak benimsediği kişilerin aynı zamanda patolojik olarak aşırı zayıfladığı bir kültürde yaşadığı ve bu şekilde düşündüğü fizyolojik paradokstur.

Wellness’in geleceğini nerede aramak gerekiyor

“Bir trend, karşı bir trendi harekete geçirir” prensibinden hareketle bakıldığında "Megatrend Wellness", diğer birçok trend gibi, bu paradokslardan ve çatışmalardan daha fazlasını yansıtmamaktadır. Bununla birlikte, birçok işletmeci wellness unsurunun yalnız başına kâr etmek için yeterli olduğunu düşünmekteydi. Her ne kadar ilk dönemdeki bu yaklaşım, klasik turizm anlayışının, tatilde dinlenmenin ve yaz tatilinin yerini aldığı sürece işe yaramış olsa da günümüzde yetersiz kaldığı görülmektedir. Ürün-yaşam eğrisinin gidişatına göre, bu gelişme şu anda, ürünün farklılaşmasına işaret ederken, aynı zamanda asıl olana odaklanılmasını gerektirmektedir. Tüketiciler tecrübe kazanarak wellness pazarındaki sapla samanı ayırmayı öğrenince, işletmelerin sadece wellness etiketi ile başarılı olmaları da güçleşecektir.

Trendin erken olgunlaşma dönemine girmesiyle birlikte, sunulan ürün ve hizmetlerde farkındalık oluşmadığından dolayı fiyatların kırılması yoluna gidilecektir. Birçok işletme kolay tanımlanabilir hedef gruplara odaklanacak ve aşırı reklama dayanan fiyat kırmalarıyla karşılaşılacaktır. Bu süreçte en çok

ortaya çıkan hatalar arasında şunlar sayılabilir:

- Uygun olmayan hedef gruplara odaklanma,
- Hedef pazarlar hakkında yetersiz bilgi,
- Geleneksel pazarlara yoğunlaşma,
- Gelişmekte olan pazarları göz ardı etme,
- Yatırımların ve stratejilerin kısa vadeli oryantasyonu,
- Kalıplaşmış uygulamalar,
- Teklifin görünmemesi,
- Taklit ve Me-Too stratejileri,
- Yaratıcılık ve yenilik eksikliği,
- Müşteri ile iletişiminin olmaması,
- Müşteri sadakati eksikliği ve
- Çevre / bölge ile ağ bağlantısının olmaması.

Geleceğin wellness hizmetleri çeşitli işlevleri yerine getirmelidir (SDI Research 2018, Wellnessurlaub 2018, Supermed 2018, Beauty24 2018, Salzburger Hof 2018):

1. Uygun bir geçiş çizgisi olmalıdır: Mesleki gereksinimlerle karakterize edilen yaşam durumuna kusursuz bir şekilde uymalı ve aynı zamanda, iş dünyası ve wellness dünyası arasında açıkça fark edilebilir bir çizgi ortaya çıkarmalıdır. Bu, örneğin turizm sektöründe, sadece organizasyonel ve işlevsel olarak iyi tasarlanmış bir arayüzle sağlanabilir.
2. Dar çerçeveli hedef gruplara ve modaya odaklanmaktan vazgeçilmelidir: Klasik, sosyo-demografik veya coğrafi özelliklere göre hedef grupların sınıflandırılması uzun zamandır yetersiz kalmıştır. "Genç, kentsel ve dinamik" gibi modern grup klişeleri, hem mevcudiyetleri hem de hatalara karşı duyarlılıkları açısından çok kullanışlı değildirler. Yine de çok fazla işletme bu tür gruplara odaklanmaktadır.
3. Müşterilerin yaşam tarzları tanınmalıdır: İşletmeler müşterilerinin yaşam tarzlarını ve fonksiyonel koşullarını eskisinden çok daha fazla bilmelidir. Bu bilgi süreci, tatil ve eğlence davranışları bilgisinden, yaşam tarzlarına ve kültüre özgü değerler ve normlara kadar uzanmaktadır.
4. Çözüm stratejileri sunulmalıdır: Wellness'ın, insanın gereksinimi ve kapasitesi arasında bir çatışmayı çözmek ve dengelemek durumunda olduğu unutulmamalıdır. Her türlü stres, gürültü, fiziksel rahatsızlık sürdürülebilir bir şekilde azalacaktır. Etkisi kalıcı fakat yan etkisi olmayan bir wellness hizmeti sunulmalıdır.
5. Çevre koşullarında değişiklik yapılmalıdır: Sadece sosyal ve ekonomik şartlarla değil, aynı zamanda coğrafi, trafikle ilgili ve iklimsel değişimler de önemlidir. Uzun vadede yoğun trafik, tüketicinin bakış açısına göre turistik destinasyonları gittikçe daha uzak hale getirirken, uzak destinasyonlar düşük maliyetli havayolları ile nispeten yakınlaşmaktadır.
6. İklim değişikliği özellikle dikkate alınmalıdır: Bu sadece iklim değişikliğini (daha az kar, daha sıcak yaz) değil, aynı zamanda iklimin artan dalgalanmasını da içermektedir. Fırtınalı ve soğuk bir günün ardından ertesi gün yaz sıcaklığı yaşanabilir veya bunun tersi de olabilir.

7. Toplumsal işlevlerin farkına varılmalıdır: Yaşlanan toplum yapısının çalışan toplum ile birlikte en az fark edilen sonuçlarından biri, insanların giderek yalnızlaştığı ve yalnız yaşamayı tercih ettiği gerçeğidir. Tek hanelerdeki artış, DINKS (Double Income no Kids), işle ilgili hareketlilik, düşük sayıda çocuk ve daha birçok faktör, gerçek ölçülebilir bir izolasyona yol açmaktadır. Sağlık hizmeti sunanlar da gelecekte bu gelişmeyi dikkate almak zorunda kalacaklardır. Fitness salonları, artık yeni arkadaşlar edinmek için en çok tercih edilen yerlerden biri olarak kabul edilmemektedir.

Wellness trendleri

Son dönemlerde giderek artan SPA ve wellness temalı konaklama işletmeleri mimari ağırlıklı donanıma önem verirken, bir taraftan da özellikle insan kaynakları yanında, orman, göl, nehir ya da deniz gibi buldukları coğrafyanın özgünlüklerini, sundukları ürün ve hizmetlere dahil etmelidirler. Tüm bunları yaparken doğal kaynakların korunarak kullanılması dengesinin gözetilerek yaşanması ve yaşatılması ile sürdürülebilirlik boyutunun da öne çıkarılacağı ve giderek duyarlı tüketicilerden oluşan wellness müşterilerine ulaşmada önemli bir araç olacağı düşünülmektedir.

Modern insan, tükenmişlik sendromu ile baş ederken wellness ona önemli bir çıkış yolu sunmaktadır. Nitelik olarak azalan boş zamanın değerlendirilmesi bağlamında wellness trendlerinin doğa temelli gelişmesi, aslında insanın kendisini bulmasına bir araç olarak karşımıza çıkmaktadır. Burada wellness'ın sadece bir turizm ürünü olmadığı, giderek bir yaşam tarzına dönüştüğü görülmektedir (Tablo 2).

Tablo 2. 2016, 2017 ve 2017 Yıllarında Wellness Trendleri

| | 2016 | 2017 | 2018 |
|---|---|--|--------------------------------------|
| 1 | Surf's Up! The New Wave of Wellness | Sauna Reinvented | Mushrooms Emerge From Underground |
| 2 | Temazcal | Wellness Architecture | A New Era of Transformative Travel |
| 3 | Parenting Well: Serious Spa & Wellness for Kids | Silence | Reframing the First 1.000 Days |
| 4 | The Adrenaline & Zen Cocktail: Resetting the Mind & Body | Art & Creativity Take Center Stage | The Wellness Kitchen |
| 5 | Well-Fests: Festivals Shift from Wasted to Wellness | Wellness Remakes Beauty | Getting our "Clean Air Act" Together |
| 6 | On-Demand: Uber-izing Spa & Wellness | The Future is Mental Wellness | Extreme Wellness |
| 7 | Skin Care Gets Seoul-ful: The Korean Beauty Explosion 2.0 | Embracing the C-Word | Wellness Meets Happiness |
| 8 | Healty Cruising: The Ship of Excess Has Set Sail | Beyond the Elite "Ghettos" of Wellness | |
| 9 | Workplace Wellness Grows Up | | |

Kaynak: Global Wellness Summit (2018)

Tablo 2 incelendiğinde bir taraftan wellness'ın bir turizm çeşidi olarak kruvaziyer gemilerde sağlık unsurunu öne çıkarttığı anlaşılmakla birlikte wellness'ın iş yaşamına da girdiği belirlenmektedir. Yetişkinlerden oluşan hedef kitlesinin çocukları da kapsayarak genişlediği görülmektedir. Dikkat çekici diğer bir unsur ise wellness'ın bir taraftan zihinsel boyutunun, diğer taraftan ise ekstrem fitness ile bedensel kısmının öne çıkmasıdır. Wellness trendlerinin yıldan yıla içerik ve işlev değişikliği sergilemesinin sebebini, yukarıda sayılan "wellness trendlerini etkileyen etkenler" kısmında bahsedilen sosyolojik değişimlerde aramak gerekmektedir.

Sonuç

Wellness iş ve özel yaşamdaki değişimlerin bireyler üzerindeki olumsuz etkilerini azaltmasının yanında, yaşanan çevrede hissedilen hava, gürültü gibi kirliliklere yönelik bir çözüm olarak bir trend olmaktan çıkıp bir yaşam tarzına dönüşmüştür. Wellness trendleri incelendiğinde, özellikle tükenmişlik sendromu gibi Batı tıbbının çözüm bulmakta yetersiz kaldığı medeniyet rahatsızlıklarında, wellness ürün ve hizmetlerinin başarı ile uygulandığı tespit edilmiştir. Wellness trendleri yıldan yıla değişmekle birlikte, hem iş ve özel yaşam arasındaki dengeyi kurmaya hem de iş yaşamını daha yaşanabilir hale getirmede çözüm üretmeye çalışmaktadır. Son yıllarda Türkiye’de birçok işletmede uygulanan “kurumsal wellness” bu bağlamda değerlendirilebilir.

Alanyazın taraması sırasında, wellness turizmi başlığı altında çalışmalara rastlanmakla birlikte wellness trendleri konusunda kitap veya makale gibi basılı kaynak yerine daha çok wellness alanında uluslararası araştırmalar yapan *Global Wellness Summit* gibi kuruluşların yayımladığı raporlar, birer başvuru kaynağı olarak ortaya çıkmıştır. Bu gibi kuruluşların düzenlemiş oldukları etkinliklerle bir taraftan wellness trendlerini tanıtıcı bir taraftan da wellness trendlerini belirleyici rol oynadıkları anlaşılmıştır. Hem ulusal hem de uluslararası gelişmelerden etkilendiği görülmekle birlikte wellness’in geleceği için bir taraftan medikal boyutunun öne çıkacağı diğer taraftan da zihinsel ve eğlence unsurlarının artarak yaygınlaşacağı öngörülmektedir.

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A MODEL SUGGESTION FOR A HIGHER EDUCATION PROGRAM: FUTURE STUDIES⁸⁸

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Abstract: While humankind goes back and forth between the past and the present, Freie Universität Berlin has been teaching how to read the future through an “interdisciplinary and transdisciplinary” master’s program since 2010. In this program, fundamental knowledge and methods are developed for future reflections, configurations, and research in fields, such as society, politics, and economics. One of the reference points of this study is that no results show up when the keywords “future studies” and “futurism” are searched in academic literature in Turkish. It is observed that the future studies in Turkey is at its elementary phase. It is found that many counties offer programs mostly at master’s and doctoral levels in English and their native languages in both public and private institutions. Future studies program is also offered at undergraduate level in the United States. The purpose of this study is to discuss the contributing programs to be used in a future studies program that will be offered in Turkey based on the case of Freie Universität, Berlin. In line with this purpose, besides the data from the educational institutions that mostly focus on “future studies”, data will be gathered through document analysis method, where the data from websites of various research institutions and some other institutions are analyzed. The collected data will be substantiated by secondary resources. Both the trend analyses and the future studies in all fields of education, particularly in tourism education in Turkey will make significant contributions to sustainability of tourism.

Keywords: Future Studies, Higher Education, Freie Universität Berlin, Germany, Turkey.

BİR YÜKSEKÖĞRETİM PROGRAMINA YÖNELİK MODEL ÖNERİSİ: GELECEĞİ OKUMAK⁸⁹

Özet: İnsanoğlu geçmiş ile gelecek arasında gidip gelirken Freie Universität Berlin, 2010’dan beri artık „disiplinler arası ve disiplinler ötesi“ bir yüksek lisans programı ile geleceği okumayı öğretmeye çalışmaktadır. Bu programda toplum, politika ve ekonomi gibi alanlarda geleceğe yönelik yansımalar, yapılandırmalar ve araştırmalar için temel bilgiler ve yöntemler geliştirilmektedir. Ayrıca Türkçe akademik alanyazın taramasında “gelecek araştırmaları” ve “fütürizm” anahtar kelimeleri arandığında hiçbir sonuca ulaşamaması bu çalışmanın yapılmasının nedenlerinden birini oluşturmaktadır. Çalışmanın sonucunda Türkiye’de gelecek araştırmalarının henüz emekleme aşamasında olduğu anlaşılmaktadır. Hem kamu kurumu hem de özel sektör kuruluşu olarak dünyada birçok ülkede İngilizce ve ülkelerin kendi dillerinde çoğunlukla yüksek lisans ve doktora olmak üzere lisansüstü öğretim programlarının var olduğu tespit edilmiştir. Geleceği okumak Amerika Birleşik Devletleri’nde aynı zamanda lisans programı düzeyinde de sunulmaktadır. Bu çalışmanın amacı, Freie Universität Berlin örneğinden yola çıkarak Türkiye’de açılması öngörülecek bir gelecek araştırması programının, hangi programların katkısı ile gerçekleştirebileceğini tartışmak ve geçici de olsa bir model önerisi sunmaktır. Bu amaç doğrultusunda “geleceği okumaya” yoğunlaşmış eğitim kurumları

⁸⁸ This study was presented in ICOMEP 2018 SPRING congress as an abstract, and the feedback received in this presentation, and consolidation and detailing of this research, it has been decided to turn this study into a full text.

⁸⁹ Bu çalışma, ICOMEP 2018 SPRING kongresinde özet olarak sunulmakla birlikte, sunum esnasında alınan geri bildirimler ve ileriki dönemlerde araştırmanın derinleştirilmesi ile çalışmanın, tam metin haline getirilmesine karar verilmiştir.

yanında, araştırma kuruluşları ve bazı işletmelerin çalışmalarına web sayfaları üzerinden ulaşarak doküman analizi yöntemi ile derlenecektir. Elde edilen bilgiler ikincil kaynaklarla desteklenecektir. Bu çalışmanın Türkiye’de de genelde tüm eğitim alanlarında, özeldense turizm alanında hem trend araştırmalarının hem de gelecek araştırmalarının yapılması ve turizmin sürdürülebilirliği için önemli katkılar sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Geleceği okumak, Yükseköğretim, Freie Universität Berlin, Almanya, Türkiye.

Giriş

Moda ve trendler insanların yakından takip ettiği konular arasındadır. Tüm sektörler için geleceğe yönelik öngörülerde bulunmak ve bunlara göre işletmeyi ve yaşamı şekillendirmek büyük bir öneme sahiptir. Bu bağlamda gelecek araştırmacısı, fütürist ya da gelecek enstitüsü gibi kurumlarla karşılaşmaktadır. Geleceği okumanın bir inandırıcılığı ve bilimsel bir yönünün de olması gerekmektedir. Bunu sağlamak için bazı araştırma kurumları, örneğin enstitülerin ve üniversitelerin gerekli adımları attıkları görülmektedir. Freie Universität Berlin, 2010’ dan beri artık „disiplinler arası ve disiplinler ötesi“ bir yüksek lisans programı ile geleceği okumayı öğretmeye çalışmaktadır. Özellikle küreselleşme çağında daha başarılı çözümler üretebilmek için geleceğe yönelik bilgiye sahip olunması önem taşımaktadır. Bu çalışmayı Freie Universität Berlin örneğinde somutlaştırmakla birlikte enstitü ve benzer kurumların web sayfaları taranarak doküman analiz yöntemi ile bir taraftan başarılı örnekler yakından incelenecek bir taraftan da Türkiye’de açılması öngörülecek bir gelecek araştırmaları programının, hangi programların katkısı ile gerçekleştirilebileceğini tartışarak geçici de olsa bir model önerisi sunulacaktır. Bunun yanı sıra Türkçe akademik alanyazında “gelecek araştırmaları” ve “fütürizm” konularında bir kaynağa rastlanmaması da bu konudaki eksikliği ortaya koymuş ve yazarı bu araştırmaya itmiştir.

Gelecek ve Gelecek Araştırmaları – Fütürizm Ve Fütürist Kavramları

Almanca, İngilizce ve Türkçe dillerindeki akademik alanyazın “Zukunftsforschung”, “Future Studies” ve “gelecek araştırmaları” şeklinde anahtar kelimelerle tarandığında, Almanca ve İngilizce dillerinde yazılmış birçok kaynağa ulaşılmakla birlikte, Türkçede bilimsel anlamda bir çalışmaya rastlanmamaktadır. Grundwald’a (2009) göre her sektör, kendi alanı çerçevesinde çalışmalar gerçekleştirilmektedir; örneğin, teknoloji sektörü teknoloji üzerine, ulaştırma sektörü de ulaştırma üzerine araştırmalar yapmaktadır. Gelecek araştırmaları da geleceği araştırmakta ve bu araştırmalarını tüm sektörler için yürütmeye çalışmaktadır. Yukarıda, gelecek araştırmaları için „disiplinler arası ve disiplinler ötesi“ tanımlaması kullanılırken Matthias Horx gelecek araştırmalarını Universalwissenschaft yani “evrensel bilim” şeklinde ifade etmektedir.

Gelecek ya da gelecek araştırmaları Türkçe açısından anlaşılır ifadeler olsalar da fütürizm ve fütürist gibi kelimelerle birçok insan belki de ilk defa karşılaşmaktadır. “Gelecek” kavramının farklı dillerdeki anlamına bakıldığında Alman Duden Sözlüğü’ne göre;

1. a) Henüz gelmemiş zaman, gelmesi beklenen zaman, gelecek zaman,
b) Birisi için ise gelecek yaşam, gelecekte bulunan yaşam yolu,
2. Gelecek zaman yani futur (Duden, 2018)

şeklinde tanımlandığı görülmektedir. Benzer şekilde İngilizce sözlükte “gelecek bir süre” (Cambridge Dictionary, 2018) olarak ifade edilmektedir. Türk Dil Kurumu’na göre ise gelecek “daha gelmemiş, yaşanacak zaman, istikbal, ati” (Türk Dil Kurumu Sözlüğü, 2018) ifadeleri ile açıklanmaktadır. Tüm bu bilgiler ışığında “gelecek” sözcüğü, ilerideki zaman süresi ya da zaman dilimi şeklinde tanımlanabilir.

Gelecek araştırmaları her ne kadar ciddi trend araştırmaları ile karşılaştırılsa da birbirinden farklıdır. Şöyle ki; gelecek araştırmalarının konusunu büyük ve bütüncül çerçevede, orta ve uzun vadeli olarak incelenen değişim hareketleri oluşturmaktadır. Trend araştırmaları beş-on yıllık bir zaman dilimini incelerken, gelecek araştırmaları “mümkün olan gelecek ile” 10-25 yıllık gibi daha geniş bir zaman dilimi için araştırmalar yürütmektedir. Gelecek araştırmaları; istatistik, kültür bilimi, olasılık öğretisi, sistem teorisi ve daha birçok ana bilim dalından oluşan bir bilim disiplindir. Burada amaç, değişim süreçlerinin analizi ve uzun vadeli öngörülerdir. Klasik gelecek araştırmalarının görevi; yönetim, politika, bilim ya da güvenlik birimleri için yönlendirme ve karar vermede yardım sunmaktır. Diğer taraftan gelecek araştırmalarının artarak ekonomik yapıları da kapsamına aldığı görülmektedir (Ergüven, 2017). Gelecek araştırmalarının sonuçlarının çekiciliği büyük ölçüde bunların uygulamadaki başarı oranı ile alakalıdır (Göpfert, 2001). Gelecek araştırmaları sistematik olarak geleceği araştırmakta ve şimdiki zaman için çıktılar elde etmeye çalışmaktadır (Cuhls, 2009). Özellikle işletmeler için gelecek araştırmaları önemli bir anlama sahiptir (Müller-Stewens ve Müller, 2009). Artan bu önemden dolayı giderek bilimsel temellere dayanan gelecek araştırmalarına yönelik çağrılar da artmaktadır (Gerold, 2015: 10). Gelecek araştırmaları, hava durumu örneğinde olduğu gibi, günlük yaşamın bir parçası haline gelmektedir. Günümüzdeki gelecek araştırmaları uygulamaya yönelik sorunlardan yola çıkarak geleceği “hesaplanabilir” yapmalıdır. Örneğin, nüfusun yaşlanmasında ve buna yönelik çözümlerin ortaya konmasında gelecek araştırmaları devreye girebilmektedir. Gelecek araştırmaları gelecekte karşımıza çıkacak olan durumlar ve krizlerin üstesinden gelinebilmesi için sistematik olarak yön gösterici bilginin üretilmesidir (Schüll, 2006).

Freie Universität Berlin’deki Institut Futur’a⁹⁰ (2018) göre gelecek araştırmaları, gelecek vizyonlarının bilimsel analizidir. Gelecekteki olası ve arzu edilen gelişmeleri ele almaktadır. Gelecek öngörülemezse bile, gelecekteki vizyonumuz bugünkü yaşama şeklimizi etkilerken, önemli kalkınma yapıları da belirgin hale gelmiştir.

Gelecek araştırmaları ya da fütürizm⁹¹ “teknik, ekonomik ve sosyal alanlarda” gelecekteki muhtemel gelişmelere dair sistematik ve eleştirel bilimsel çalışma” anlamlarını taşımaktadır. Gelecek ile ilgili öngörüler tek tek fikirlerin değil, farklı disiplinlerdeki uzmanların bilgi ağına dönüşmüş görüşlerinin/çalışma çıktılarının üzerine inşa edilebilir (Ergüven, 2018).

Gelecek araştırmaları; bilgi, teknoloji, akıl ve duygu kullanılarak (Özen, 2017) geleceğin tasarlanması anlamına gelen teknolojik ve felsefi bir yaklaşımdır. Alman Gelecek Enstitüsü’ne göre ise gelecek araştırmaları, “istatistik, olasılık bilimi, kültürel çalışmalar, sistem teorisi ve diğer disiplinlerden oluşan bir bilim disiplini olup değişim süreçlerinin analizi ve uzun vadeli öngörüler ile ilgilidir”

⁹⁰ Institut Futur (IF-Gelecek Enstitüsü) Freie Universität Berlin’deki “Geleceği Okumak” adlı yüksek lisans programının sunulduğu enstitüdür.

⁹¹ Fütürizm kavramı her ne kadar yaygın bir şekilde kullanılsa da yazar bu çalışmada “gelecek araştırmaları” ifadesini kullanmayı tercih etmektedir. Çünkü Türkçede fütürizm daha çok, Marinetti’nin 1909’da bir Fransız gazetesinde yayımlanan “Le Futurisme” adlı manifestosunun başlattığı sanat akımı için kullanılan bir sözcüktür (Tarih Bilimi, 2015).

(Zukunftsinstitut, 2018). Schüll (2009) gelecek arařtırmalarının bilimselliđi için trend arařtırmaları, Delphi tekniđi ya da senaryo tekniđi gibi yöntemlerin kullanılması gerektiđini savunmaktadır. Gelecek arařtırmacısının, dünya ile ilgili önemli disiplinleri kapsayan genel bilgilere sahip olması gerekmektedir. Çok fazla sayıda kitap, dergi ve arařtırma okumalı, sosyal, beşeri ve dođa bilimleri hakkında en önemli ve güncel bilgilere sahip olmalıdır. En önemli filozofları, ekonomistleri ve aydınları tanımalı ve insanlık tarihi konusunda derin bir anlayıřa sahip olmalıdır. Çünkü gelecek bilimi, sosyolojiden ekonomiye, bilişsel ve sistem bilimlerine, felsefeye kadar bütün bilimleri tek bir epistemolojik modelde birleřtirmeye çalıřmaktadır (Rust, 2009: 4).

Tarhan'a göre (2010) gelecek arařtırmaları "olumlu gelecek tasarımı", gelecek arařtırmacısı ise "olumlu gelecek tasarımcısı"dır. Tarhan, olumlu gelecek tasarımı yaşam felsefesi haline getirdiklerini belirtmekte ve bu düşüncenin yaygınlařmasına çalıřmaktadır.

Yapılan arařtırmalara bakıldıđında, Almanya ve Türkiye arasında gelecek arařtırmaları bağlamında „bilimsel farklılık“ olduđu görülmektedir. Bu farklılık da çalıřmanın çıkıř noktalarından birini oluřturmaktadır. Çalıřmanın gerekliliđini zorunlu kılan nedenlerden bir diđeri de ařađta verilen ve gelecek arařtırmacıları konusunda bir blogda yer alan açıklamanın basitliđi ve yüzeyselliđidir:

„Fütüristler, en basit şekliyle, “gelecek senaryoları üzerine düşünen ve geleceđe dair öngörülerde bulunan kişiler” olarak ifade edilebilir. Fütürist olmak için, herhangi bir özel eđitim almak ya da benzeri bir önkoşul gerekmiyor. Sadece gelecek için bol bol senaryo yaratmak, hayaller kurmak ve kendine “fütürist” demek yetiyor.“
(<http://gercekyasamdan.blogcu.com/>).

Geleceđi okumanın bu satırlarda ifade edilmeye çalıřıldan daha sađlam ve bilimsel temellere dayanması gerektiđi ilerleyen bölümlerde daha net anlaşılacaktır.

Geleceđi Okumaya Çalıřanlar

Geleceđi okumaya çalıřanlar, hem Dünya Fütüristler Birliđi (World Future Society) ile uluslararası hem de Fütüristler Derneđi ile ulusal bazda örgütlenmiş durumdadır. Gelecek arařtırmalarına olan ilginin artması, bu gibi sivil toplum kuruluşlarına (STK) katılımı da hızlandırmaktadır. Burada geleceđi okuyanları tanımakta yarar vardır.

Geleceđi okuyanlar için Türkçede yaygın olarak fütürist ifadesi kullanılmaktadır. Yüksel (2017) en basit şekliyle “gelecek hakkında düşünen, düşündükleri gelecek hakkında çeşitli senaryolar kuran, sonrasında o senaryoları yaşadıkça öngörmeyi amaçlayanlar” olarak tanımlanmakta ve gelecek arařtırmacılarını „öđrenci kariyeri“ web sayfasında ele almaktadır. Buradan hareket edildiđinde, Türkiye’de gelecek arařtırmalarının henüz emekleme aşamasında olduđunu söylemenin abartılı olmayacağı düşünölmekle birlikte; Gelecek Arařtırmaları Enstitüsü (<https://gelecek.org.tr>) ve Fütüristler Derneđi (<http://futurizm.org>) adları altında Türkiye’de gelecek arařtırmaları alanlarında çalıřmaların yapılmaya bařladıđı anlaşılmaktadır. Hâlihazırda belirtilen kuruluşların gelecek arařtırmaları üzerine çalıřtıkları anlaşılmakla birlikte, burada önemli olan şeyin yapılan çalıřmaların çıktılarının olmasıdır. Almanya’da Gelecek Enstitüsü (Zukunftsinstitut) ve Fraunhofer Enstitüsü (Fraunhofer Institut) gibi özel sektördeki birçok Arařtırma-Geliřtirme (ARGE) kuruluşu da gelecek arařtırmaları yürütmektedir. Bunlar bir taraftan farklı sektörlerin geleceđe yönelik beklentilerine, yaptıkları ARGE arařtırmaları ile karşılık verirken diđer taraftan da hem politik, hem ekonomik hem de başka toplumsal alanlara yol haritası belirleyebilme rolünü üstlenmektedir. Örneđin Fraunhofer Enstitüsü’nün arařtırdıđı geleceđin otel

binası, aşağıda özetlenmektedir (www.futurehotel.de):

“Gelecek Otel Araştırma Projesi” 2008 yılında tanıtılan “2020 için otel odası prototipi” ile Almanya Duisburg’ta bir araştırma laboratuvarı şeklinde başladı. O zamanlar sektör tarafından çok tartışılan fakat o dönem için oldukça yenilikçi olarak görülen birçok uygulama, günümüzde dünya çapında birçok otel işletmesi tarafından hayata geçirilmiş durumda; örneğin LED ışıklandırma, wellness vahalarına dönüşen banyolar, otelin, misafirin ve çevredeki hizmetlerin bir ağ şeklinde olması, otel odasındaki teknolojik aletlerin/donanımların (televizyon, klima, minibar, güneşlik, müzik, ışıklandırma vb.) internet üzerinden kullanılabilmesi gibi. Diğer taraftan klasik resepsiyonu devre dışı bırakan, otomatik şekilde gerçekleştirilen check-in ve check-out işlemler.. Fraunhofer Enstitüsü bu gelişmelerin devamında nelerin geleceğine kafa yormaya devam etmiş. 2016 yılına gelindiğinde, bir otel odasından daha fazlasını araştırmış, Geleceğin Otel Araştırma Projesi’nin bir çalışması olarak “Geleceğin Otel Binası 2052” başlığı ve “Geleceğin Otel Binası için Vizyonlar ve Çözümler” alt başlığı ile bir araştırma yayımlamış”.

Yukarıda sayılan STK’lar ve özel sektör kuruluşları dışında, küresel bazda, geleceği okumayı akademik olarak ele alan hem teorik temelleri hem de uygulama alanlarını içererek lisans, yüksek lisans ve doktora programına dönüştüren kurumlar da bulunmaktadır. İvme Çalışmaları Vakfı (Acceleration Studies Foundation) tarafından bir “Öngörü Mezuniyet Programı (Foresight Graduate Programs)” yayımlanarak geleceği okumaya yönelik uzmanlık alanları birincil, ikincil ve diğerleri olmak üzere üç kategoride ele alınmaktadır. Öğrenim dili İngilizce olan geleceği araştırmaya yönelik tam zamanlı ve kısmi zamanlı doktora ve yüksek lisans programları Almanya, Amerika Birleşik Devletleri (ABD), Avusturalya, Danimarka, Finlandiya, Güney Afrika, Kanada, Malta ve Macaristan gibi ülkelerde sunulmaktadır. Öğrenim dili İngilizce olmayan yüksek lisans ve doktora programları ise Almanya, Fransa, Hindistan, İran, İtalya, Kolombiya, Portekiz ve Tayvan’da mevcuttur. Yukarıda sayılanlar, birincil program öğrenimlerin görüldüğü ülkelerdir. Burada ikincil programların detayına girilmemekle birlikte, ABD’de lisans düzeyinde öğretim kurumlarının varlığından da söz etmek gerekmektedir. Öğrenim dili İngilizce olmayan ülkeler listesinde bu çalışmanın konusunu oluşturan Almanya’daki Freie Universität Berlin de yer almaktadır.

Freie Universität Berlin

“Geleceği Okumak” Freie Universität Berlin’de Eğitim ve Psikoloji Anabilim Dalı’nda 2010 yılından beri „disiplinler arası ve disiplinler ötesi“ bir yüksek lisans programına dönüştürülmüştür. Bu program öğrencilere gelecek araştırmaları alanında sağlam teorik ve pratik bilgi sağlamaktadır. Öğrenciler, kavramsal metodolojik ve analitik araçlarla çalışarak farklı alanlarda elde ettikleri teorik bilgileri uygulamaya da dayandırarak öğrenim görmektedir. Program, farklı temel uygulama alanlarına (toplum, siyaset, ekonomi, teknoloji) yönelik bilimsel süreçleri izlemekte, gelecek araştırmaları için araştırılması planlanan sorulara yönelik önemli yöntemler ve uygulamaları için derinlemesine bilgi sağlamaktadır. Aynı zamanda uygulanan yöntemlerin ve araştırma süreçlerinin eleştirel yansımaları sağlamaktadır. Buna ek olarak, mesleki ve araştırma uygulamaları için gerekli olan içerik sağlama ve hedef kitle odaklı iletişimin temelleri olarak daha fazla çalışma ve araştırma uygulamaları yapılmaktadır.

Bu programda öğretimin teori ve uygulama arasında yakın bir bağlantı kuracak şekilde planlandığı



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görülmektedir. Uygulama, önce teorik olarak tanıtılmakta ve olaylara yansıtılmaktadır. Mezunlara geniş bir kariyer yelpazesi sunulmakla birlikte, belirli bir uygulama ile ilgili faaliyet alanında uzmanlaşma sınırlı ölçüde mümkündür (Freie Universität Berlin, 2018).

Bu programda toplum, politika ve ekonomi gibi alanlarda geleceğe yönelik yansımalar, yapılandırmalar ve araştırmalar için temel bilgiler ve yöntemler geliştirilmektedir. Bu çalışmalarda Freie Universität Berlin'in profesörlerinin yanında uygulamaya yönelik birçok AR-GE kuruluşu, işletme ve danışmanlık şirketi de görev almaktadır. Yukarıda görüldüğü gibi "Geleceği Okumak" akademik bir eğitime dönüştürülmüştür. Peki, geleceğe bakanlar kimler ya da hangi gruplardır? Bu sorunun cevabı şu şekilde verilebilir: Bilim insanları, uygulayıcılar ve gelecek araştırmacıları. Bilim insanları, gelecek araştırmalarında en zor görevi üstlenenlerdir. Çünkü gelecek denenemeyen ancak düşünülebilen bir şey olduğu için, bilim insanları uygulayıcılarla görüşerek (yanlış da olsa) genel sonuçlara ulaşmaya çalışmaktadırlar. İkinci grup, yani uygulayıcılar işletmelerin planları doğrultusunda hareket etmektedirler. Çünkü işletmeleri geliştirmek ve geleceğe hazırlamak için uygulamaya yönelik yaklaşımlar öne çıkmaktadır. Bunların gerçekleşmeme durumunda ise işletmeler kendileri için kabul edilebilir yaklaşımlar sergilemektedir. Üçüncü grup ise gelecek araştırmacıları olup geleceğin belirsizliğini medyada yorumlayan kişilerdir.

Bir Yükseköğretim Programı Olarak "Geleceği Okumak"

Bir yüksek öğretim programının açılış koşullarını T.C. Yükseköğretim Kurumu (YÖK) belirlemekle birlikte, yurtdışı örneklerinden yola çıkarak gelecekte Türkiye'de bu alanda bir programın açılacağı öngörülmektedir. Alanın disiplinler üzeri olmasından dolayı birçok disiplinin bir araya gelerek hem özel sektör hem sivil toplum kuruluşları hem de kamu kurumlarının desteği ve katılımı ile bu programın açılması sağlanabilecektir. Böyle bir programın işlevsel önemi kadar yapısal önemi de hem akademik, hem sektörel hem de toplumsal olarak belirleyici ve yön verici bir rol oynayacaktır. Böyle bir program sadece trend araştırmaları yürütmeyecek, aynı zamanda gelecek araştırmaları ile geleceği bugüne taşıma potansiyeline sahip olacaktır. Bu bağlamda böyle bir programın ders müfredatına burada girilmemekle birlikte hangi olası bilim dallarının katkısının sağlanacağı üzerinde durulacaktır. Bu süreçte hem yurtdışındaki özel sektör kuruluşlarının hem de Freie Universität Berlin'in "Geleceği Okumak" programına atıflar yapılacaktır. Yukarıda da belirtildiği üzere, Freie Universität Berlin örneğinde; toplum, politika ve ekonomi gibi alanlarda geleceğe yönelik yansımalar, yapılandırmalar ve araştırmalar için temel bilgiler ve yöntemler geliştirilmektedir. Gelecek araştırmalarında aslında üniversitenin kendi profesörleri yanında uygulamaya yönelik birçok AR-GE kuruluşu, işletme ve danışmanlık şirketinin bulunduğu bir yelpaze oluşturulduğu anlaşılmaktadır.

Freie Universität Berlin'in "Geleceği Okumak" yüksek lisans programında yüksek lisans tezi de dahil olmak üzere 120 kredi içeren program, Tablo 1'de de görüleceği üzere, zorunlu ve seçmeli ve uygulama modülleri yanında sonuçların sunulması (30 kredi) şeklinde bir müfredata sahiptir (Freie Universität Berlin, 2018).

Tablo 1'de görüldüğü üzere programda daha fazla uzmanlaşma ve uygulama imkânı sağlayan toplam 25 kredilik iki uygulama modülü yer almaktadır. Ayrıca yüksek lisans programının hem teorik hem de uygulama bağlamında öğrencilerin yeterli bir şekilde öğrenim görmelerini sağlayacak niteliklere sahip olduğu anlaşılmaktadır.



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Tablo 1. Gelecek Araştırmaları Yüksek Lisans Programı Müfredatı

| Alan Modülleri | | | |
|--------------------|----------|-------------------------------------|----------|
| Zorunlu olanlar | Modül 1 | Temel Bilgiler ve Uygulama Alanları | 10 kredi |
| | Modül 2 | Yöntemler ve Metodolojik Temelleri | 10 kredi |
| | Modül 3 | İnovasyon Araştırma ve Yönetimi | 10 kredi |
| | Modül 4 | Kavramlar, Hedefler ve Zorluklar | 10 kredi |
| | Modül 5 | Yöntemler: Uygulama ve Yansımaları | 15 kredi |
| Seçmeli Dersler | Modül 6a | Uygulama Alanı Toplum | 10 kredi |
| | Modül 6b | Uygulama Alanı Politika | 10 kredi |
| | Modül 6c | Uygulama Alanı Ekonomisi | 10 kredi |
| | Modül 6d | Uygulama Alanı Teknik | 10 kredi |
| Uygulama modülleri | Modül 7 | Profesyonel Beceri Geliştirme | 10 kredi |
| | Modül 8 | Proje stajı | 15 kredi |

Sonuç

Dünyadaki ve Almanya'daki örneklerle bakıldığında geleceği okumanın artık akademik olarak sunulan bir öğretim programına dönüşerek bilimsel bir nitelik kazandığı görülmüştür. Türkiye'de yapılan çalışmalar ve yaklaşımlar, bu konuda henüz emekleme aşamasında olduğunu göstermektedir. Yurt dışındaki örneklerde, lisans ve lisansüstü programlar şeklinde bir uygulamanın olması ve bunların yıllar içinde sayıca artış göstermesi üzerine, benzer bir uygulamanın Türkiye'de de gerçekleştirilebileceği öngörülebilir. Hem özel sektör gelecek araştırmaları kurumlarının hem de Freie Universität Berlin örneğindeki Gelecek Araştırmaları Programının sürdürülebilirliği, çalışmaların disiplinler arası ve üstü olmasından dolayı geniş bir paydaş yelpazesinin sağlanması gerektiğini ortaya koymuştur. Freie Universität Berlin örneğinde detaylı bir şekilde açıklandığı üzere, Gelecek Enstitüsü'nün (Institut Futur) sadece bir öğrenim kurumu gibi değil, aynı zamanda bir AR-GE, bir özel sektör kuruluşu gibi faaliyetler içerisine girdiği saptanmıştır. Özellikle geleceği okumanın disiplinler üstü ve disiplinlerarası bir bölüm olduğu, bu kurumun gerçekleştirdiği etkinliklerde de görülmüştür. İvme Çalışmaları Vakfı'nın (Acceleration Studies Foundation) Geleceği Okuma Öğrenim Kurumları listesine bakıldığında, ileriki yıllarda Türkiye'den de birkaç gelecek araştırması kurumunun listeye dahil olacağını düşünmek, geleceğe daha bilimsel temellere dayanan verilerle bakmayı kolaylaştıracaktır.

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TEACHERS VIEWS ON IMPROVING CULTURAL LITERACY SKILLS IN ADAPTATION OF SYRIAN STUDENTS TO THE TURKISH EDUCATION SYSTEM

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Abstract: Turkey is known for millions of immigrants from Syria in recent years. Temporary education centers have been established for school-age children. Turkish courses are opened for children who can't go to temporary education centers. Students who have a certain level of Turkish in temporary education centers and Turkish courses are educated in the existing education system. This situation has brought a multi-cultural dimension to the class. We can say that Turkish teachers have a new responsibility about this. The purpose of the study includes identifying the process of teaching with the skills of cultural literacy skills of Turkish teachers. The study group consists of 30 Turkish teachers. Semi-structured interview form is used as data collection. Content analysis is used in data analysis.

It has been found that cultural literacy is a necessary skill only in understanding the Turkish culture for most of the teachers. It is observed that most of the Turkish teachers have problems about the process of teaching cultural literacy. The main reason of these problem is Turkish Language Curriculum.

Keywords: Turkish Language Curriculum, Cultural Literacy, Syrian Students, Turkish Education System.

SURİYELİ ÖĞRENCİLERİN TÜRK EĞİTİM SİSTEMİNE UYUMUNDA KÜLTÜREL OKURYAZARLIK BECERİSİNİN GELİŞTİRİLMESİNE YÖNELİK ÖĞRETMEN GÖRÜŞLERİ

Özet: Türkiye'nin son yıllarda Suriye'den milyonlarca göç aldığı bilinmektedir. Göçle gelen ailelerin özellikle okul çağındaki çocukları için geçici eğitim merkezleri kurulmuştur. Geçici eğitim merkezlerine gidemeyen çocuklar için Milli Eğitim okullarında Türkçe kursu açılmıştır. Geçici eğitim merkezlerinde ve Türkçe kurslarında belli bir Türkçe kullanım düzeyine erişen öğrencilerin var olan eğitim sisteminde eğitim almaları sağlanmaktadır. Bu durum sınıf ortamına çok kültürlü bir boyut kazandırmıştır. Bu açıdan da Türkçe öğretmenlerine yeni bir sorumluluk yüklendiği söylenebilir. Çalışmanın amacını Türkçe öğretmenlerinin kültürel okuryazarlık becerisini öğretim süreciyle ilişkilendirebilmeleri konusunda görüşlerini belirlemek oluşturmaktadır. Çalışma grubunu 30 Türkçe öğretmeni oluşturmaktadır. Veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılmıştır. Verilerin çözümlenmesinde içerik analizinden yararlanılmıştır.

Araştırmada Türkçe öğretmenlerinin kültürel okuryazarlık algılarında eksiklikler belirlenmiştir. Öğretmenlerin çoğu için kültürel okuryazarlığın sadece Türk kültürünü anlamaya yönelik bir beceri olduğu tespit edilmiştir. Türkçe öğretmenlerinin çoğunun, kültürel okuryazarlığı öğretim süreciyle ilişkilendirilebilme konusunda sorun yaşadıkları görülmüştür. Bu sorunların temel sebebi olarak ise Türkçe Dersi Öğretim Programı (2018) gösterilmiştir. Araştırmanın bulgularından hareketle Türkçe Dersi Öğretim Programı'nın (2018) değişen sınıf ortamlarına göre yeniden düzenlenmesi ve öğretmenlerin kültürel okuryazarlık konusunda farkındalıklarının artırılması gerektiği düşünülmektedir.

Anahtar kelimeler: Türkçe Öğretim Süreci, Kültürel Okuryazarlık, Suriyeli Öğrenciler, Türk Eğitim Sistemi

THE RELATIONSHIP BETWEEN LEARNED HELPLESSNESS AND CAREER DECISION: THE CASE OF ANKARA HOTEL BUSINESSES

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Abstract: Learned helplessness in literature was first studied as an animal's failure to escape electric shock experiment. Although this issue was first studied in laboratory animals, in this research we are analyzing and presenting the findings as it applies to people. The purpose of the study is to determine the relationship between learned helplessness and career decision. First, questionnaire for this study is developed from literature on a 5-point Likert-type that has two parts questions. Through conducting a face-to-face interview, a total of 1200 questionnaires are collected from employees in 83 hotel business in Ankara. SPSS statistical package program is used to analyze the data that includes various statistical tools such as factor analysis, correlation analysis and regression analysis. As a result, the findings indicate that there is a relationship between learned helplessness and career decision.

Keywords: Learned helplessness, career, career management, career decision

ÖĞRENİLMİŞ ÇARESİZLİK VE KARIYER KARARI ARASINDAKİ İLİŞKİ: ANKARA OTEL İŞLETMELERİ ÖRNEĞİ

Özet: Her ne kadar öğrenilmiş çaresizlik ilk önce laboratuvar hayvanlarında çalışılmış olsa da, burada teori insanlara uygulandığı şekliyle tartışılmaktadır. Bu çalışmanın amacı, otel işletmelerinde öğrenilmiş çaresizlik ve kariyer kararı arasındaki ilişkiyi analiz etmektir. Öncelikle konuyla ilgili bir yazın taraması yapılmış olup, buradan elde edilen bilgilerle beşli Likert türü ve iki bölümden oluşan bir anket geliştirilmiştir. Ankara ilinde faaliyet gösteren toplam 83 otel işletmesinde 1200 işgörenle yüz yüze görüşme yapılarak çalışmanın amacına uygun özellikte bir anket uygulanmıştır. Elde edilen veriler SPSS istatistik programı ile analiz edilerek değişkenlere faktör analizi, korelasyon ve regresyon analizi uygulanmıştır. Sonuçta ulaşılan bulgular öğrenilmiş çaresizlik ve kariyer kararı arasındaki ilişkiyi ortaya koymuştur.

Anahtar sözcükler: Öğrenilmiş çaresizlik, kariyer, kariyer yönetimi, kariyer kararı

Giriş

Öğrenilmiş çaresizlik, bir canlının olumsuz bir durumu davranışlarıyla kontrol edebileceği halde, bu olumsuz durumu kontrol etmek için gereken davranışları yerine getirmediği ya da bu davranışları öğrenmede yetersiz kaldığı anları tanımlamak için kullanılır. Yıllar içinde yapılan deneylerin sonuçlarına göre, kontrol edilemez deneyimler yaşayan organizmada, öğrenilen çaresizliğin sonrasında yaşadığı yeni ve kontrolün mümkün olduğu durumlarda yapılacak uygun davranışları öğrenme kapasitesinde bir azalma görülür. Bu durum ilk olarak köpekler üzerinde yapılan bir deneyle gösterilmiştir.

Kariyer kelimesi, İngilizce sözlük anlamı taş ocağı, koşu yeri, arena ve mecazi anlamı olarak yaşam, ömür, meslek sözcüklerini ifade eden “career” kelimesinden gelmektedir (Bayram 2008). Kariyer, uzun bir dönem, oturulan makam, hak edilen pozisyon veya terfi alma olarak kabul ediliyorken, günümüzde ulaşılan anlayış seviyesi, bu olgunun sadece meslek gelişimi olarak sınırlandırılmasını yetersiz görmektedir (Akoğlan Kozak 2001; Erdoğan 2003). Genel bir tanıma göre kariyer, insanın belli bir işte aldığı ilerleme ya da yaşamı boyunca yapmış olduğu işlerin toplamı olarak kabul edilmektedir (Kitapçı ve Sezen 2002). Kariyer, kişinin başladığı kariyer patikasında ilerlemesi, bu ilerlemenin sonucu olarak daha fazla para, saygınlık, güç elde etmek, sorumluluk üstlenmek anlamına gelir ve bir insanın karşılaşabileceği olanaklar, edineceği görkem, psikolojik tatminini sağlayacak ödüller ve elde edebileceği daha iyi yaşam biçimini ifade eder.

Kariyer çalışana olduğu kadar işe ilişkin de bir kavramdır. Bu sebeple kariyer yönetimi kavramına ihtiyaç duyulmaktadır. Kariyer yönetimi, örgütlerin ve çalışanların birbirlerini daha iyi tanımaları, birbirlerinin ihtiyaçlarını daha doğru anlamaları birbirlerinin hedeflerine ulaşmalarını sağlamak ve iyi ilişkiler içinde ve birlikte bir arada çalışmak için uygun stratejik düzenlemelerin uygulanma sürecidir ve yöneticilerle çalışanların ihtiyaçlarını karşılayacak şekilde daha üst düzey gelişme alanları oluşturmalarına olanak sağlamak hedeflenmektedir (Aldemir ve ark. 2001; Aytaç 2005).

Kariyer planlaması, bireylerin kendisinin, karşısında çıkabilecek fırsatların, oluşabilecek kısıtlamaların, alternatif kariyer yollarının ve oluşabilecek sonuçların farkında olmasını sağlayan ve kariyerinde izleyeceği yolu belirleyebilmesiyle bu kariyer yolunu sonuçlandırabilmek için her türlü eğitim ve deneyimleri düzenleme yöntemidir (Çetin 1995).

Yöntem

Bu araştırmanın temel amacı, otel işletmelerinde işgörenlerin öğrenilmiş çaresizlik davranışı ile kariyer planlaması arasındaki ilişkiyi analiz etmektir. Çalışmaya başlandığında yapılan literatür taramasıyla, öğrenilmiş çaresizlik ile ilgili kavramlar, öğrenilmiş çaresizlik modelinin tarihsel gelişimi, ne olduğu, neden olduğu sorunlar ve kariyer konusunda, Türkçe ve yabancı kaynaklardan ayrıntılı bilgi edinilmiştir. Yapılan bu çalışmada, bağımsız değişkenin (öğrenilmiş çaresizlik davranışı), bağımlı değişken (kariyer planlaması) boyutları özelinde ilişki ve etkisinin belirlenmesi amaçlanmıştır.

Araştırma öğrenilmiş çaresizlik, kariyer ve bu iki konunun örgütlerle olan ilişkisini incelemeye odaklanmıştır. Öğrenilmiş çaresizlik ve kariyer, çalışma hayatları boyunca tüm işgörenlerin üstesinden gelmeleri gereken iki konudur. Öğrenilmiş çaresizlik ile ilgili literatür incelendiğinde yurtiçinde kariyer endişesi ve öğrenilmiş çaresizlik arasındaki ilişkiyi inceleyen bir çalışmaya rastlanılmamıştır. Bu sebeple, bu çalışmanın sonuçlarının, öğrenilmiş çaresizliğin çalışma hayatına etkilerinin anlaşılabilmesi açısından sosyal çalışmacılara ve örgüt psikolojisine yeni bir bakış açısı kazandırabileceği düşünülmektedir. Bunun yanı sıra örgütlerin insan kaynakları bölümüne çalışanların psikolojisini daha iyi anlamak açısından faydalı olabilecek bir çalışmadır.

Bağımsız değişken (öğrenilmiş çaresizlik davranışı) boyutlarının, bağımlı değişkenin (kariyer planlaması) kariyer kararı boyutu özelinde ilişki ve etkisini belirlenmesi amaçlanmıştır. Bu amaç çerçevesinde aşağıdaki sorulara yanıt aranmıştır:

1. Ortama uyum davranışının, kariyer kararına etkisini belirlemek,
2. Motivasyon kaybının, kariyer kararına etkisini belirlemek,
3. Özsayıgı kaybının, kariyer kararına etkisini belirlemek,

4. Değersizlik algısının, kariyer kararına etkisini belirlemek,
5. Kabullenmenin, kariyer kararına etkisini belirlemek,

Yanıtları aranan bu sorular için kurulan örnek hipotez ise aşağıdaki gibidir:

H_{1.3}- İşgörenlerin, öğrenilmiş çaresizlik olarak, ortama uyum davranışı, kariyer kararlarını etkiler

Araştırmada özellikle, kariyerlerini geliştirme imkanı olan beyaz yakalı çalışanlara anket yapılmaya özen gösterilmiştir. Bunun nedeni, anket çalışmasına emeklilik dışında bir hedefi olmayan çalışanların vereceği cevaplar, araştırma için ışık tutmayacağı düşüncesidir.

Daha önce yapılan pek çok araştırmada öğrenilmiş çaresizlik durumundaki bir bireyin bilişsel, duygusal ve güdüsel alanlarda yetersizliklerinin oluşacağı belirtilmiştir (Ör: Miller ve Seligman 1973; Abramson, Seligman ve Teasdale 1978). Yapılan bu çalışmada ise, öğrenilmiş çaresizlik içindeki kişinin yaşayacağı bu eksikliklerin tespiti hedeflenmiştir. Bu hedef doğrultusunda, “kabullenme”, “özsayıgı kaybı”, “ortama uyum”, “değersizlik algısı” ve “motivasyon” kaybı olmak üzere beş bağımsız değişkenden oluşan “Öğrenilmiş Çaresizlik Ölçeği” geliştirilmiştir. Bu ölçekle hedeflenen amaç öğrenilmiş çaresizlik ile birlikte oluşan yetersizliklerin çalışanın kariyer kararına etkisinin olup olmayacağını anlamaktır.

Belirlenen amaç doğrultusunda Ankara ili otel işletmeleri araştırmanın evreni olarak seçilmiştir. 1 Temmuz-15 Eylül 2017 tarihleri arasında anket çalışması yapılmıştır. Ankara ilinin tercih edilmesinin nedeni bu ilimizde otel sayısının fazla oluşu ve Antalya, Muğla gibi şehirlerdeki Turizm otellerine göre görece daha az yoğunluk olacağı düşüncesi olmuştur. Araştırmaya başladığında araştırmanın evreni olan Ankara ilinde faaliyet gösteren 181 otel işletmesi faaliyet göstermekteydi ve bu işletmelerde 9711 kayıtlı işgören çalışmaktaydı.

Bulgular

Araştırmada öncelikle güvenilirlik ve geçerlik analizi yapılmıştır. Elde edilen bulgular verilerin diğer analizler için uygun olduğunu, ölçek yapısının çalışmayı ifade etmek için kabul edilebilir düzeyde gerçekleştiğini ortaya koymaktadır.

Tablo 1. Araştırmanın Güvenilirlik ve Geçerlik Ölçümleri

| | A | F | P | Ort. | N |
|-----------------------|-----|--------|------|------|----|
| Genel | ,91 | 12,393 | ,001 | 4,09 | 35 |
| Öğrenilmiş Çaresizlik | ,85 | 4,054 | ,001 | 4,06 | 14 |
| Kariyer Planlaması | ,85 | 17,226 | ,001 | 4,11 | 21 |

Genel olarak 35 değişkenin Cronbach Alpha değeri= ,91 F değeri= 12,393, p değeri= ,001 ve ortalama değeri (5’li Likert) = 4,09 olarak gerçekleşmiştir. 14 değişkenin bulunduğu Öğrenilmiş Çaresizlik Davranışı Ölçeğinin güvenilirlik ve geçerlik analizinde, Cronbach Alpha değeri= ,85, F değeri= 4,054, p değeri= ,001 ortalama değeri (5’li Likert)= 4,06 olarak gerçekleşmiştir. Son olarak 21 değişkenin bulunduğu Kariyer Planlamasında ise, Cronbach Alpha değeri= ,85, F değeri= 17,226, p değeri= ,001 ve ortalama değeri (5’li Likert)= 4,11 olarak bulunmuştur. Bulunan bu değerler ölçeklerin güvenilirlik ve geçerlik analizi sonuçlarının içsel tutarlılığını sağladığını göstermektedir.

Araştırmada ilk olarak "Öğrenilmiş Çaresizlik" davranışı boyutuna ilişkin faktör analizi gerçekleştirilmiştir. Analiz sonuçları diğer analizler için uygun değerler olduğunu verilerin genel güvenilirlik ve geçerlik değerlerinin sosyal bilimler için uygun ve kabul edilebilir düzeyde olduğunu göstermektedir ($\alpha=0.91$ ve $p<.001$). Analiz sonuçlarına göre KMO (Kaiser-Meier Olkin) ölçümünün

0.822 düzeyinde, Bartlett's Test of Sphericity=2921,941 ve bu faktörü oluşturan değişkenler toplam varyansın (AVO) %58.98'ini açıklamaktadır.

Korelasyon Analizi Sonuçları

Araştırmada bağımsız ve bağımlı değişkenlerin oluşturduğu faktörlerin arasındaki ilişkiyi belirlemek amacıyla korelasyon analizi gerçekleştirilmiştir. “Kabullenme”, “Özsaygı Kaybı”, “Ortama Uyum”, “Değersizlik Algısı” ve “Motivasyon Kaybı” olarak gruplanan öğrenilmiş çaresizlik değişkenlerinden oluşan faktörler ile “Kariyer kararı” olarak belirlenen kariyer planlaması bağımlı değişkeni arasındaki ilişkilerin korelasyon analizine göre;

Tablo 2 Korelasyon Analizi Sonuçları

| Değişkenler | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------|---------|---------|---------|---------|---------|---|
| 1-Kabullenme | 1 | | | | | |
| 2- Özsaygı Kaybı | .218** | 1 | | | | |
| 3- Ortama Uyum | .377** | .255** | 1 | | | |
| 4- Değersizlik Algısı | .426** | .129** | .332** | 1 | | |
| 5- Motivasyon Kaybı | .260** | .056 | .379** | .350** | 1 | |
| 6- Kariyer Kararı | -.611** | -.540** | -.316** | -.562** | -.578** | 1 |

Pearson korelasyon (2 yönlü), *p<.05 **p<.01

Öğrenilmiş çaresizlik değişkenlerinden olan “kabullenme” ile “kariyer kararı” arasında negatif yönlü orta düzeyde anlamlı bir ilişkinin olduğu görülmektedir ($r=-.611$; $p<.01$). “Özsaygı kaybı” ile “kariyer kararı” arasında negatif yönlü orta düzeyde anlamlı bir ilişki oluşmuştur ($r=-.540$; $p<.01$).

“Ortama uyum” davranışı ile “kariyer kararı” arasında negatif yönlü orta düzeyde anlamlı bir ilişki vardır ($r=-.316$; $p<.01$). Sonuç olarak, işgörenler oluşan olumsuz olaylara bir etkisinin olamayacağı düşüncesiyle pasifleşerek ortama uyum sağlamaya başladıkça, kariyer kararları mevcut işletmede sürdürme konusunda olumsuzluklar yaşamaktadırlar.

İşgörenin öğrenilmiş çaresizlik içinde olmasıyla oluşacak olan kendini değersiz görme durumunda, kariyer kararında olumsuz etkiler olacaktır. İki değişken arasında negatif yönlü orta düzeyde anlamlı ilişki tespit edilmiştir ($r=-.562$; $p<.01$).

Öğrenilmiş çaresizliğin son faktörü olan “motivasyon kaybı”, korelasyon analizi tablosuna (Tablo 2.) göre incelendiğinde diğer değişkenlere benzer sonuçlarla karşılaşılmıştır. “Motivasyon kaybı” faktörü ile “kariyer kararı” faktörü arasında negatif yönlü, orta düzeyde anlamlı bir ilişki vardır ($r=-.578$; $p<.01$).

Regresyon Analizi

“Kariyer kararı” bağımlı değişkeninin, “kabullenme”, “özsaygı kaybı”, “ortama uyum”, “değersizlik algısı” ve “motivasyon kaybı” bağımsız değişkenlerine olan etkilerini inceleyen regresyon analizi sonuçları aşağıdaki gibidir.

Tablo 3. Regresyon Analizi Sonuçları 1

| Değişkenler | Standartlaştırılmamış katsayılar | | Standartlaştırılmış katsayılar | | |
|----------------------|----------------------------------|----------|--------------------------------|--------|------|
| | B | St. hata | β | t | p |
| Sabit | ,352 | ,215 | | 11,641 | ,002 |
| 1-Kabullenme | ,354 | ,036 | ,401 | 9,792 | ,001 |
| 2-Özsaygı Kaybı | ,057 | ,028 | ,075 | 2,030 | ,043 |
| 3- Ortama Uyum | ,041 | ,038 | ,021 | ,138 | ,970 |
| 4-Değersizlik Algısı | ,352 | ,043 | ,336 | 8,235 | ,001 |
| 5-Motivasyon Kaybı | ,141 | ,043 | ,133 | 3,234 | ,001 |

Bağımlı değişken: **Kariyer kararı**, R= ,712; R²= ,507; Düzeltilmiş R²=,501; F= 81,800; p<,01

Bireylerin “kariyer kararı” üzerinde öğrenilmiş çaresizlik değişkenlerinin oluşturduğu faktörlerin etkisinin olup olmadığını belirlemek amacıyla regresyon analizi uygulanmıştır. Regresyon analiz sonuçları Tablo 3.’de görüldüğü gibi “kariyer kararı” bağımlı değişkenler faktörünü “kabullenme”, “değersizlik algısı”, “motivasyon kaybı” ($t > 1,80$; $p < .01$) ve “özsaygı kaybı” ($t > 1,80$; $p < .05$) faktörleri etkilerken “ortama uyum”, ($t < 1,80$; $p > .05$) faktörünün etkisinin olmadığı görülmektedir.

Sonuç

Çalışmada yapılan anketlerle olumlu denilebilecek sonuçlar elde edilmiştir. Anket sonuçlarıyla yapılan SPSS çalışmasıyla oluşturulan Tablo 2’de gösterilen korelasyon analizine ulaşılmış ve bağımsız değişken ile bağımlı değişken arasında anlamlı ilişkiler tespit edilmiştir. Bunun yanı sıra, anket sonuçlarına öğrenilmiş çaresizlikte bilişsel, duygusal ve davranışsal alanlarda görülen yetersizlikler, aynı zamandan bağımsız değişkenler olan “kabullenme”, “özgüven kaybı”, “ortama uyum”, “değersizlik algısı” ve “motivasyon kaybı” olarak ortaya çıkmıştır. Çalışmanın hedefi olan öğrenilmiş çaresizliğin kariyer planlamasına etkisinin anlaşılması hedefi doğrultusunda, yukarıda sayılan bağımsız değişkenlerin, bağımlı değişken olan kariyer kararını orta derecede negatif yönlü olarak etkilediği görülmüştür.

Güdülenmesini kaybeden bir çalışan yeni bilgilerle dolmaya ve verimli çalışmaya uzak bir noktadadır. Bu durum çalışanın kariyerine yansır. Örgüt içinde motivasyonunu kaybeden bireyin ne firmasına ne de kendisine olumlu bir katkısı olamaz.

Örgütlerin kariyer planlaması yapmalarındaki temel amaç, çalışanlarının motivasyonlarını arttırmak suretiyle kaliteyi arttırmak ve çalışanlarla örgütün hedeflerini paralel hale getirip, verimliliği yükseltmektir. Öğrenilmiş çaresizlik ise çalışanlarda güdülenme (motivasyon) eksikliği yaratmaktadır. Ayrıca “örgütler ve öğrenilmiş çaresizlik” konusunda işlendiği şekliyle bireysel yönden, stres, depresyon, iş tatminsizliği, yabancılaşma şeklinde sonuçları olabileceği ve düşük üretkenlik, düşük kalite, devamsızlık, işgücü devri, pasiflik (kabullenme), geri çekilme (ortama uyum) gibi örgütsel sonuçları doğurmaktadır. Kısaca örgütlerin kariyer planlamasıyla elde etmek istediği sonuçlar ile öğrenilmiş çaresizliğin sonuçları taban tabana zıttır. Çalışmanın önceki kısımlarında da değinildiği gibi örgütlerin en önemli kaynağı insan kaynaklarıdır. Elde bulunan maddi varlıkların en iyi şekilde değerlendirilmesi sadece kalifiye ve iyi güdülenmiş işgörenler sayesinde olabilmektedir. İşletmeler rekabet güçlerini kaybetmemek ve daha da büyümek istiyorlarsa, çalışanlarını en verimli çalışacak şekilde önlemlerini almaları gerekmektedir. Öğrenilmiş çaresizlik de almaları gereken önlemlerin



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başında gelmektedir. Dolayısıyla yapılan bu çalışmanın, kariyer planlaması hakkında işletmelere faydalı olabileceği düşünülmektedir.

Sonuç olarak, turizm işletmeleri özelinde, çalışma yaşamında öğrenilmiş çaresizlik ve kariyer kararı arasında ilişki olup olmadığını, varsa nasıl bir ilişki olduğunu belirlemeye yönelik bu çalışma, konunun çok geniş olması dolayısıyla sınırlandırılmasına, dolayısıyla daha kapsamlı bir model oluşturulamamasına rağmen, örgüt psikolojisi ve insan kaynakları yönetimi alanlarında bir boşluğu doldurduğu düşünülmektedir. Araştırmanın katkılarıyla birlikte bundan sonra yapılacak benzer çalışmalarla konu hakkında daha geniş bir literatüre sahip olabileceğimiz umut edilmektedir.

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THE DIGITAL STORYTELLING OF BRAND COMMUNICATION: BRAND STORIES FROM MOMMY BLOGGERS

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Abstract: *Storytelling is an effective form of communication that aims to strengthen the relationships and to provide persistence by creating an emotional connection with the target audience and stakeholders in terms of brand communication. With the development of new communication technologies, storytelling carried on digital platforms brings together different media types by taking advantage of the basic features of these new environments such as digitalism, interactivity, hypertextuality, convergence and virtuality, thus increasing the effect on the masses by adding a different dimension to the narrative. One way to increase this impact for brands in new media environments is to get support from content producers, who are seen as an important stakeholder group and opinion leader. The story narratives about the brand, which are presented in social media environments by content producers such as bloggers, influencers, phenomena, increase their interaction with users / followers, and thus ensure their participation in the story, it also allows the story to be shared and disseminated so that the brand can be talked about positively.*

This study which focuses to explore digital storytelling in terms of brand communication through the brand stories of mommy blog writers, aims to reveal the characteristics and interaction level of stories created by bloggers. For this purpose, Instagram pages of Turkish mommy bloggers with the highest number of followers are analyzed by participant observation and content analysis methods. As a result of the analysis, it is found that the mommy bloggers are highly interactive and have emotional ties with their followers, and provided positive stories about the brand.

Keywords: *brand communication, digital storytelling, mommy bloggers*

MARKA İLETİŞİMİNDE DİJİTAL HİKAYE ANLATIMI: ANNE BLOG YAZARLARINDAN MARKA HİKAYELERİ

Özet: *Hikaye anlatımı, marka iletişimi açısından hedef kitle ve paydaşlarla duygusal bağ oluşturarak ilişkileri güçlendirmeyi ve akılda kalıcılığı sağlamayı amaçlayan etkili bir iletişim biçimidir. Yeni iletişim teknolojilerinin gelişmesiyle birlikte dijital platformlara taşınan hikaye anlatımı, bu yeni ortamların dijitallik, etkileşimsellik, hipermetinsellik, yakınsama ve sanallık gibi temel özelliklerinden yararlanarak farklı medya türlerini bir araya getirmekte, böylece anlatıya farklı bir boyut kazandırarak kitleler üzerindeki etkiyi artırmaktadır. Markalar için yeni medya ortamlarında bu etkiyi artırmanın bir yolu da, önemli bir paydaş grubu ve kanaat önderi olarak görülen içerik üreticilerinden destek almaktır. Blog yazarları, etkileyenler, fenomenler gibi içerik üreticileri tarafından sosyal medya ortamlarında sunulan markayla ilgili hikaye anlatıları, kullanıcılar/takipçilerle etkileşimi artırarak hikayeye katılımlarını sağlamakta, aynı zamanda hikayenin paylaşılıp yaygınlaşmasını ve böylece markayla ilgili olumlu konuşulmasını sağlamaktadır.*

Marka iletişimi açısından dijital hikaye anlatımını, anne blog yazarlarının marka hikayeleri üzerinden incelemeyi konu edinen bu çalışma, blog yazarları tarafından oluşturulan hikayelerin özelliklerini ve etkileşim düzeyini ortaya çıkarmayı amaçlamaktadır. Bu amaçla betimsel bir araştırma olarak

planlanan çalışmada, en fazla takipçi sayısına sahip Türk anne blog yazarlarının Instagram sayfaları katılımcı gözlem ve içerik analizi yöntemleriyle analiz edilmiştir. Analiz sonucunda anne blog yazarlarının yüksek etkileşimli ve takipçileriyle duygusal bağ kuran, markayla ilgili olumlu konuşulmasını sağlayan hikayeler ortaya koydukları tespit edilmiştir.

Anahtar Kelimeler: Marka iletişimi, dijital hikaye anlatımı, anne blog yazarları

Giriş

Etkili bir iletişim yöntemi olan hikaye anlatımı, önemli insan deneyimlerinden biri olarak görülmekte (Park, 2001, s.18) bilgi ve deneyimlerin paylaşılması ve birleştirilmesi olarak tanımlanmaktadır (Pellowski, 1990; Aaker ve Smith, 2011). Dolayısıyla çeşitli kültürel ve toplumsal kodları içinde barındırarak, toplumlarda ortak bir dil yaratan hikayeler, aynı zamanda kültürel kodlar ile toplumsal kuralları korumakta ve nesilden nesile aktarmaktadır (Benjamin, 2006, s.161).

Bu açıdan bakıldığında insanlığın varoluşunun devamı için temel yapıda olan hikayeler, iletişim sürecindeki kullanımları açısından kurumsal hikayeler olarak da karşımıza çıkmaktadır (Mittins vd., 2011, s.407). Hedef kitle ve paydaşlarla duygusal bağ oluşturarak ilişkileri güçlendirmeyi ve akılda kalıcılığı sağlamayı amaçlayan hikayeler, giderek artan bir biçimde karşılıklı anlayış oluşturmak için kullanılmaktadır (Plessis, 2015, s.85). Dolayısıyla hedef kitlenin yaşamına dokunabilen ve değer katabilen hikâyeler, marka iletişiminin önemli bir unsurunu oluşturmaktadır. Markanın kimliğini ortaya koyan ve hedef kitlenin kendi yaşantısından çağrışımlar yaptıran“gerçek hikâyeler”, marka ve hedef kitle arasında güvene dayalı iletişimin anahtarını oluşturmaktadır (Akbayır, 2016, s.69).

Yeni iletişim teknolojilerinin gelişmesiyle birlikte dijital platformlara taşınan hikaye anlatımı, dijital biçime dönüştürülmüş hikayeler olarak karşımıza çıkmaktadır. Dijital hikaye anlatımı, genel olarak interaktif dijital bir ortamda, ses, resim, grafik, hareketli grafik, görüntü, müzik ve metne dayalı anlatımın sunulması süreci olarak tanımlanmakta (Figa, 2004); görüntü, ses, müzik ve anlatımla birleşerek karakterlere, durumlara, deneyim ve kavramalara derin boyut ve akılda kalıcılık katılmasıyla meydana gelmektedir (Rule, 2005).

Dijital hikaye anlatımı, yeni iletişim ortamlarının dijitallik, etkileşimsellik, hipermetinsellik, yakınsama ve sanallık gibi temel özelliklerinden yararlanarak farklı medya türlerini bir araya getirmekte, böylece anlatıya farklı bir boyut kazandırarak kitleler üzerindeki etkiyi artırmaktadır.

Markalar için yeni medya ortamlarında etkiyi artırmanın bir yolu da, önemli bir paydaş grubu ve kanaat önderi olarak görülen içerik üreticilerinden destek almaktır. Blog yazarları, etkileyenler, fenomenler gibi içerik üreticileri tarafından sosyal medya ortamlarında sunulan markayla ilgili hikaye anlatıları, kullanıcılar/takipçilerle etkileşimi artırarak hikayeye katılımlarını sağlamakta, aynı zamanda hikayenin paylaşılıp yaygınlaşmasını ve böylece markayla ilgili olumlu konuşulmasını sağlamaktadır.

Günümüzün önemli içerik üreticilerinden biri de blog yazarlarıdır. Çevrimiçi topluluk üyelerinden biri olarak anılan blog yazarları, aynı zamanda ağızdan ağıza pazarlamanın hızlı birer yayıcısıdır. Halkla ilişkiler ve pazarlama iletişimi açısından hızlı bilgi yayımı ve aktarımı konusunda önemli bir etkinlik aracı olma yolundadır. Blog yazarlarından oluşan bu yeni paydaş türü, blogları da önemli bir kitle iletişim aracı haline getirmiştir. Çünkü bloglar "yazma ve fikirlerini beyan etme", "fikirlerini tartışmaya açma", "görüş ve tutumlarını ifade etme ve aktarma" ve "ikna etme" gibi önemli görevleri de içlerinde



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barındırarak, yazan ve okuyan kişileri bir anlamda güçlü kılmaktadır. Kitle iletişim aracını elinde bulunduran, haberi yazan, kontrol eden, içeriği değiştiren mecra artık bir gazeteci veya televizyoncu değil, bir blog yazarıdır. Bu yüzden blog yazarlarının, blog okuyucularını bilgilendirmede, fikirlerini değiştirmede etkin oldukları söylenebilmektedir (Alikılıç, 2011, s.24).

Bu bağlamda günümüzde en etkin blog yazarlarından biri de annelik ile ilgili yazanlardır. Annelik blogları, annelik deneyimlerini belgeleyen kadınlar tarafından yazılmış çevrimiçi dergiler olarak tanımlanmaktadır (Y. Parmaksız, 2012, s.128).

Anne blog yazarlarının iş dünyası ile olan birlikteliği alanyazındaki birçok çalışmada da ortaya konulmaktadır. Byron (2008), Huffstutter ve Hirsch (2009), Anderson (2011)'in çalışmalarında blog yazan annelerin, ebeveynleri etkilemek isteyen kurumlar ve onların halkla ilişkiler uygulayıcıları için önemli bir paydaş grubu olduğu, aynı zamanda ebeveyn olan bu blog yazarlarının çok uluslu kurumlar için cazip hale geldiği belirtilmektedir. Büyük çokuluslu şirketler ve pazarlamacılar, bu yeni etkileycilerin ticari önemini fark etmeye başlamışlardır (Friedman, 2010; Lopez, 2009; Morrissey, 2009; Thompson, 2007; Woods, 2005). Lopez'e göre (2009, s.739) bu birlikteliğin çıkış noktasında, anne blog yazarlarının reklamverenler için önemli bir emtia kitlesi olarak gösterilmesi ve bebekle ilgili her türlü binlerce ürün için büyük bir tüketici pazarı olarak sunulması yer almaktadır.

Anderson (2011), ABD'de, dünya üzerindeki milyonlarca ebeveyni etkileyen yaklaşık 4 milyon annelik blogunun olduğunu söylemektedir. Bu bloglarda bebekler için olan ürünlerin dışında kalan ürünler ve hizmetlerin de (araba, kozmetik, kıyafet, tahıl ve cep telefonları da dahil olmak üzere) (sadece reklam yoluyla değil) desteklendiği görülmektedir. Ticari kuruluşlar tarafından anne blog yazarlarıyla 'sponsorlu' yayınlar ve ilişki kurma gittikçe yaygınlaşmaktadır (Thompson, 2007; Byron, 2008; Morrissey, 2009). Bu faaliyetler özellikle ABD'de yaygın olmakla birlikte, Türkiye ve dünyanın diğer bölgelerinde de görülmektedir. Türkiye'de Parents Dergisi Gezgin Anneler Kulübü, Türkiye'nin en sevilen anne blog yazarlarıyla her ay Türkiye'nin farklı illerine geziler düzenleyerek oradaki anneler, yeni anneler ve hamilelerle deneyim paylaşımı yapmaktadır. Bu etkinliklerin sponsorları arasında Pegasus Airlines, Hilton, Wee Baby, Divan, Profilo, Nissan, Lansinoh, Nutrigen, Aroma gibi şirketler bulunmaktadır (www.gezginanneler.com, 2018). Ya da Nestle Nesfit, Nesquik gibi markaların popüler anne blog yazarlarıyla anlaşarak kurumsal marketlerde ya da AVM'lerde çeşitli yarışmalar ve kampanyalarla ürünlerinin tanıtımını yaptırdığı görülmektedir. Bu etkinlikler anne blog yazarlarının hem blog sayfalarından hem de sosyal medya hesaplarından paylaşılmaktadır.

Diğer blog yazarları ve kullanıcılar gibi anne blog yazarlarının da sıklıkla kullandığı sosyal medya ortamlarından biri Instagram'dır. Görsel öğelerle ürün ve hizmetlerin pazarlanmasında büyük avantajı olan Instagram, yaratıcı şekilde kullanıldığında, özel kampanyalarla desteklendiğinde, markanın diğer sosyal medya hesaplarıyla birlikte çok kanallı bir iletişim çalışması yürütüldüğünde, markalar için birçok açıdan büyük potansiyele sahip bir mecra haline gelmektedir. Bu bağlamda markalar için önemli paydaş gruplarından biri olan anne blog yazarları tarafından Instagram'da marka hikayelerinin nasıl oluşturulduğu ve etkileşim düzeyi üzerinde nasıl bir etki yaratabileceğini gözlemlemek dikkat çekici olabilmektedir.

Amaç

Marka iletişimi açısından dijital hikaye anlatımını, anne blog yazarlarının Instagram hesaplarında paylaştıkları marka hikayelerinin özellikleri ve etkileşim düzeyiyle ilgili konu edinen alanyazında

çalışma olmaması, bu araştırmanın gereğini ortaya koymaktadır. Bu çalışma, anne blog yazarları tarafından oluşturulan marka hikayelerinin özelliklerini ve etkileşim düzeyini ortaya çıkarmayı amaçlamaktadır. Bu amaç doğrultusunda araştırmada 3 temel soruya yanıt aranmaktadır:

1. Anne blog yazarlarının iletilerinde paylaşılan marka hikayelerinde bahsi geçen markaların özellikleri nelerdir?
2. Anne blog yazarlarının iletilerinde paylaşılan marka hikayelerinde, hikayenin özellikleri nelerdir?
3. Anne blog yazarlarının iletilerinde paylaşılan marka hikayelerinde, kullanıcılar/takipçilerle etkileşim hangi düzeydedir?

Yöntem

Marka iletişimi açısından dijital hikaye anlatımını, anne blog yazarlarının Instagram hesaplarında paylaştıkları marka hikayelerinin özellikleri ve etkileşim düzeyini ortaya çıkarmayı amaçlayan bu çalışmada tanımlayıcı/betimsel araştırma tasarımı temel alınmıştır. Böylece, anne blog yazarlarının Instagram hesaplarındaki marka hikayeleriyle ilgili mevcut durumlarını ortaya çıkarmak amaçlanmıştır.

Bu amaçla en fazla takipçi sayısına sahip Türk anne blog yazarlarının Instagram sayfaları katılımcı gözlem ve içerik analizi yöntemleriyle analiz edilmiştir.

Katılımcı gözlem, yapılandırılmamış alan çalışmasının bir parçası olarak davranışın gerçekleştiği doğal ortamlarda yapılan ve araştırmacının açık veya gizli kimliğiyle ortama katıldığı araştırma türüdür (Yıldırım & Şimşek, 2006, s.171). Çevrimiçi ortamlarda katılımcı gözlem ise, araştırmacı "pusucu (lurcer)" konumunda olmakla birlikte, çevrimiçi ortamlardaki faaliyetler içerisinde, bu faaliyetlere aktif olarak katılmadan bulunmayı ifade etmektedir. Pusucu sadece ortamı gözlemlemekte, yorum veya paylaşımında bulunmamaktadır (Alyanak, 2014, s.140). İçerik analizi ise, iletişim içeriğinin, genellikle önceden belirlenmiş sınıflamalar (kategoriler) çerçevesinde sistematik olarak gerçekleştirilmesini sağlayan bir araştırma tekniğidir (Geray, 2004). İçerik analizinde temelde yapılan işlem, birbirine benzeyen verileri belirli kavramlar ve temalar çerçevesinde bir araya getirmektir. Araştırma kapsamında, örneklem olarak belirlenen Instagram sayfalarına üye/takipçi olunarak 30 gün katılımcı gözlemlerde bulunulmuş ve bu sayfalara ait içerikler kayıt edilerek içerik analizine tabi tutulmuştur.

Kapsam ve Sınırlılıklar

Tanımlayıcı/betimsel bir araştırma olarak planlanan çalışmada, sınırlandırmaya gidilerek, İnternet ortamında etkin olan Türk annelik blogları incelenmiş ve bunların içerisinde aktif olan blog yazarları belirlenmiştir. Belirlenen blog yazarları Instagram hesaplarındaki takipçi sayılarına göre tasniflenmiş, takipçi sayısı 50.000'in üzerinde olan ve birbirleri arasında da en çok takip edilen (popüler olan) blog yazarları araştırmaya dahil edilmiştir. Buna göre araştırma kapsamında 10 blog yazarının Instagram sayfası boyunca 1-30 Eylül 2018 tarihleri arasında web arayüzü kullanılarak (herhangi bir özel uygulamaya başvurulmadan) pdf formatında kayıtlanmıştır.

Araştırma Bulguları

Marka iletişimi açısından dijital hikaye anlatımı konusunun önemini annelik bloglarının Instagram sayfaları üzerinden incelemeyi temel alan araştırma kapsamında örneklem olarak seçilen Instagram sayfalarının listesi ve bunlara ait analizler aşağıdaki gibidir.

Tablo 1. Profil Analizi

| Instagram Hesapları | Takipçi Sayısı | İleti Sayısı |
|---------------------|----------------|--------------|
| akademisyenanne | 744 bin | 68 |
| imrengursoy | 474 bin | 33 |
| socialmom | 421 bin | 80 |
| merveipekozturk | 304 bin | 58 |
| guncelanne | 261 bin | 84 |
| melekicmeli | 173 bin | 52 |
| saadetalgan | 165 bin | 43 |
| kokoshanne | 147 bin | 25 |
| zeynepgozubuyuk | 146 bin | 50 |
| hassasanne | 129 bin | 54 |

Tablo 1'e göre, blog yazarlarının takipçi sayıları 129 bin ile 744 bin arasında değişmektedir. 1-30 Eylül 2018 tarihleri arasındaki ileti sayıları 25 ile 84 arasında olmakla birlikte, analiz kapsamına alınan toplam ileti sayısı 547'dir.

Tablo2. İletilerde Yer Alan Marka Hikayeleri

| Instagram Hesapları | f | % |
|---------------------|------------|------------|
| akademisyenanne | - | - |
| imrengursoy | 7 | 6 |
| socialmom | 15 | 14 |
| merveipekozturk | 18 | 16 |
| guncelanne | 8 | 7 |
| melekicmeli | 22 | 20 |
| saadetalgan | 14 | 12 |
| kokoshanne | 7 | 6 |
| zeynepgozubuyuk | 6 | 5 |
| hassasanne | 15 | 14 |
| Toplam | 112 | 100 |

Tablo2'ye göre, blog yazarlarının analiz kapsamına alınan tarihler arasında paylaştıkları iletilerde yer alan marka hikayelerinin 0-22 arasında olduğu görülmekle birlikte, toplamda 112 marka hikayesine rastlanmaktadır.

Tablo3. Markanın Kökeni

| Köken | f | % |
|---------------|------------|------------|
| Yerli | 60 | 54 |
| Yabancı | 52 | 46 |
| Toplam | 112 | 100 |

Hikayelerde geçen markanın özellikleri de analiz kapsamına alınmıştır. Bu bağlamda Tablo3'e göre, anne blog yazarlarının hikayelerinde paylaştıkları markaların %54 oranla yerli kökene sahip oldukları görülmektedir.

Tablo 4. Markanın Sektörü

| Sektör | f | % |
|-------------------------|------------|------------|
| Araba-Motosiklet | 2 | 2 |
| Havayolu | 1 | 1 |
| Eğitim | 12 | 11 |
| Sağlık | 6 | 5 |
| Giyim-Ayakkabı-Aksesuar | 28 | 25 |
| Gıda | 9 | 8 |
| Temizlik | 3 | 2 |
| Alkolsüz İçecek | 4 | 4 |
| Medya-Eğlence | 10 | 9 |
| Mağaza | 17 | 15 |
| Restoran-Kafe | 4 | 4 |
| Kişisel Bakım | 4 | 4 |
| Bebek Bakım | 3 | 2 |
| Ev Araç Gereçleri | 1 | 1 |
| Oyun-Ovuncak-Bilgisayar | 6 | 5 |
| Konaklama-Turizm | 1 | 1 |
| Diğer | 1 | 1 |
| Toplam | 112 | 100 |

Tablo4'e göre, anne blog yazarlarının hikayelerinde paylaştıkları markaların yer aldıkları sektörlere baktığımızda daha çok %25 giyim-ayakkabı-aksesuar, %15 mağaza, %11 eğitim, %9 medya-eğlence ve %8 gıda sektörlerine yönelik olduğu görülmektedir.

Tablo5. Markayla İlgili Farkındalık

| Farkındalık | f | % |
|------------------|------------|------------|
| Hashtag | 21 | 19 |
| Mention | 82 | 73 |
| Hashtag +Mention | 9 | 8 |
| Toplam | 112 | 100 |

Anne blog yazarlarının paylaştıkları hikayelerde markayla ilgili nasıl farkındalık yarattıklarına bakıldığında, %73 mention kullanımı, %19 hashtag kullanımı, %8 hashtag ve mention kullanımı şeklinde olduğu görülmektedir.

Tablo 6. Hikayenin İçeriği

| İçerik | f | % |
|------------------------------------|------------|------------|
| Ürün/hizmet tanıtımı | 29 | 26 |
| Promosyon | 20 | 18 |
| Destinasyon tanıtımı | 2 | 2 |
| Özel günler/Kutlamalar/Etkinlikler | 19 | 17 |
| Sosyal sorumluluk | 4 | 3 |
| Gündelik yaşam | 38 | 34 |
| Toplam | 112 | 100 |

Tablo6'ya göre iletilerde paylaşılan hikayenin içerikleri, daha çok %34 oranla gündelik yaşam pratiklerinden oluşmaktadır. Bunu sırasıyla %26 ürün/hizmet tanıtımı, %18 promosyon, %17 özel günler/kutlamalar/etkinlikler, %3 sosyal sorumluluk ve %2 destinasyon tanıtımı izlemektedir.

Tablo7. Hikayede Kullanılan İleti Türü

| İleti Türü | f | % |
|---------------|------------|------------|
| Görsel | 107 | 95 |
| Video | 3 | 3 |
| Video+Görsel | 2 | 2 |
| Toplam | 112 | 100 |

Hikayede kullanılan ileti türü de analiz kapsamına alınmıştır. Buna göre Instagram'ın temel yapısal özelliklerinden dolayı hikayelerde daha çok %95 oranla görsel (fotoğraf) kullanıldığı, %3 oranla video, %2 oranla video ve görsel kullanıldığı görülmektedir.

Tablo 8. Hikayenin Kahramanları

| Kahramanlar | f | % |
|---------------|------------|------------|
| Instablogger | 42 | 36 |
| Çocuk | 33 | 29 |
| Evcil Hayvan | 1 | 1 |
| Arkadaş | 2 | 2 |
| Uzman | 3 | 3 |
| Marka | 16 | 14 |
| Ürün/Hizmet | 15 | 13 |
| Toplam | 112 | 100 |

Hikayenin özelliklerini ortaya çıkarmak amacıyla hikayede yer alan kahramanlar da incelenmiştir. Bu bağlamda, anne blog yazarlarının paylaştıkları marka hikayelerinde; hikayenin kahramanı daha çok %36 oranla blog yazarının kendisi olmaktadır. Bunu %29 oranla çocuğu, %14 oranla marka, %13 oranla ürün/hizmet, %3 oranla uzman, %2 oranla arkadaş ve %1 oranla evcil hayvan takip etmektedir.

Tablo 9. Hikayeleştirilen Markayla İlgili Bilginin Kaynağı

| Bilginin Kaynağı | f | % |
|------------------|------------|------------|
| Instablogger | 105 | 93 |
| Marka | 4 | 4 |
| Uzman | 3 | 3 |
| Toplam | 112 | 100 |

Tablo9'a göre, hikayeleştirilen markayla ilgili bilginin kaynağına bakıldığında, %93 blog yazarının kendisi olduğu, %4 marka, %3 uzman olduğu görülmektedir.

Tablo 10. Markanın Hikâyeye Entegrasyonu

| Entegrasyon | f | % |
|---------------|------------|------------|
| Yüksek | 104 | 93 |
| Düşük | 8 | 7 |
| Toplam | 112 | 100 |



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Anne blog yazarlarının paylaştıkları iletilerde, marka ve hikaye arasında entegrasyon sağlayıp sağlayamadıklarına bakıldığında, %93 oranla yüksek düzeyde entegrasyon sağladıkları görülmektedir. Dolayısıyla anne blog yazarlarının oluşturdukları hikayelerin çoğunun markayla uyumlu/alakalı olduğu söylenebilmektedir.

Tablo 11. Hikayelerin Beğeni Ortalaması

| Instagram Hesapları | Toplam | Ortalama | En az | En Çok |
|---------------------|---------|----------|--------|--------|
| akademisyenanne | - | - | - | - |
| imrengursoy | 256.104 | 32.013 | 16.224 | 46.519 |
| socialmom | 216.623 | 14.441 | 3.903 | 24.303 |
| merveipekozturk | 197.445 | 10.969 | 7.383 | 17.256 |
| guncelanne | 8.898 | 1.112 | 353 | 2.544 |
| melekicmeli | 102.148 | 4.643 | 2.835 | 7.856 |
| saadetalgan | 42.555 | 3.039 | 267 | 5.863 |
| kokoshanne | 15.158 | 2.165 | 1.852 | 2.405 |
| zeynepgozubuyuk | 17.153 | 2.858 | 367 | 8.212 |
| hassasanne | 17.333 | 1.155 | 314 | 2.257 |

Paylaşılan marka hikayelerinin takipçiler tarafından beğeni durumlarına bakıldığında, blog yazarlarına göre toplam beğeni sayılarının 8.898 ile 256.104 arasında olduğu; ortalama beğeni sayılarının 1.112 ile 32.013 arasında olduğu; en az beğenin 267 ile 16.224; en çok beğenin ise 2.257 ile 46.519 arasında olduğu görülmektedir.

Tablo 12. Hikayelerin Yorum Ortalaması

| Instagram Hesapları | Toplam | Ortalama | En az | En Çok |
|---------------------|---------|----------|-------|--------|
| akademisyenanne | - | - | - | - |
| imrengursoy | 23.001 | 2.875 | 71 | 12.536 |
| socialmom | 12.217 | 1.527 | 22 | 10.800 |
| merveipekozturk | 8.906 | 494 | 25 | 5.810 |
| guncelanne | 7.895 | 986 | 17 | 7.587 |
| melekicmeli | 39.190 | 1.781 | 45 | 14.574 |
| saadetalgan | 8.143 | 581 | 4 | 6.388 |
| kokoshanne | 359 | 51 | 23 | 123 |
| zeynepgozubuyuk | 102.666 | 17.111 | 2 | 60.747 |
| hassasanne | 23.913 | 1.594 | - | 6.592 |

Paylaşılan marka hikayelerinin takipçiler tarafından yorum durumlarına bakıldığında, blog yazarlarına göre toplam yorum sayısının 359 ile 102.666 arasında olduğu; ortalama yorum sayılarının 51 ile 17.111 arasında olduğu; en yorumun 0 ile 71 arasında; en çok yorumun ise 123 ile 60.747 arasında olduğu görülmektedir.

Anne blog yazarları tarafından paylaşılan marka hikayelerinin takipçilerle etkileşim durumları da hesaplanmış olup, buna göre blog yazarlarının toplam etkileşim sayıları %7.37 ile %53.17 arasında olduğu; etkileşim oranı ortalamalarının %0.92 ile 25.52 arasında olduğu; en etkileşimin %0.14 ile 3.41 arasında olduğu; en çok etkileşimin ise %1.71 ile 88.87 arasında olduğu görülmektedir.

Tablo 13. Hikayelerin Etkileşim Oranı Ortalaması

| Instagram Hesapları | Toplam | Ortalama | En az | En Çok |
|---------------------|--------|----------|-------|--------|
| akademisyenanne | - | - | - | - |
| imrengursoy | 63.08 | 7.88 | 3.41 | 13.33 |
| socialmom | 54.5 | 3.63 | 0.94 | 6.16 |
| merveipekozturk | 71.13 | 3.95 | 2.36 | 6.65 |
| guncelanne | 7.37 | 0.92 | 0.14 | 3.88 |
| melekicmeli | 102.82 | 4.67 | 2.23 | 20.29 |
| saadetalgan | 36 | 2.57 | 0.32 | 6.59 |
| kokoshanne | 10.51 | 1.50 | 1.29 | 1.71 |
| zeynepgozubuyuk | 153.17 | 25.52 | 0.27 | 88.87 |
| hassasanne | 31.88 | 2.12 | 0.27 | 6.76 |

Tablo 14. Yorumun Özellikleri

| Yorumun Özellikleri | f | % |
|---------------------|----------------|------------|
| Eleştiri | 51 | 0.02 |
| Soru | 485 | 0.21 |
| Cevap | 572 | 0.25 |
| Katılım sağlama | 129.966 | 57.46 |
| Yönlendirme | 67.283 | 29.74 |
| Emoloji | 14.690 | 6.49 |
| Beğeni | 12.736 | 5.63 |
| Teşekkür | 349 | 0.15 |
| Spam | 49 | 0.021 |
| Toplam | 226.181 | 100 |

Takipçiler tarafından marka hikayeleri ile ilgili iletilere yapılan yorumların özelliklerine bakıldığında, daha çok %57.46 katılım sağlama, %29.74 yönlendirme, %6.49 emoji ve %5.63 beğeni olduğu görülmektedir. Katılım sağlama ve yönlendirmenin yüksek oranlarda çıkması, ürün-hizmet tanıtımı ve promosyona yönelik hikaye içeriklerinden kaynaklanmaktadır. Takipçiler çoğunlukla indirim, kampanya, çekiliş, hediye kazanma hakkı gibi durumlarda katılım göstermekte, markanın takipçisi olmakta ya da beğendikleri bir ürün-hizmet durumunda kendi çevresine tavsiyede bulunmak amacıyla onları markaya veya blog yazarına yönlendirmektedir.

Sonuç ve Değerlendirme

Marka iletişimi açısından dijital hikaye anlatımını, anne blog yazarlarının Instagram hesaplarında paylaştıkları marka hikayelerinin özellikleri ve etkileşim düzeyini ortaya çıkarmayı amaçlayan bu çalışmada, araştırmanın örneklemini en fazla takipçi sayısına sahip Türk anne blog yazarlarının Instagram sayfaları ile sınırlandırılmıştır.

Katılımcı gözlem ve içerik analizi yöntemlerinin kullanıldığı çalışmada elde edilen veriler sonucunda, anne blog yazarlarının sırasıyla daha çok giyim, mağaza, eğitim, medya-eğlence ve gıda sektörlerine yönelik yerli markaların hikayelerine yer verdikleri; bu hikayelerle ilgili daha çok mention paylaşımında bulunarak marka farkındalığı sağladıkları; hikayenin içeriğinin daha çok anne blog yazarının gündelik

yaşam pratikleri, ürün-hizmet tanıtımı, promosyon, özel gün-kutlama-etkinliklerden oluştuğu; hikayelerde daha çok görsel (fotoğraf) ağırlıklı iletilerin kullanıldığı; bu iletilerde hikayenin kahramanın daha çok blog yazarının kendisi, ardından çocuğu, marka ve markanın ürün/hizmeti olduğu; hikayeleştirilen markayla ilgili bilginin kaynağının daha çok blog yazarının kendisi olduğu; marka ile hikaye arasında yüksek düzeyde entegrasyon sağladıkları; hikayelerin genel olarak beğeni, yorum ve etkileşim oranı ortalamalarının yüksek olduğu görülmekle birlikte, takipçiler tarafından marka hikayeleri ile ilgili iletilere yapılan yorumların özelliklerinde katılım sağlama, yönlendirme, beğeni ve emoloji kullanımının yüksek olduğu ortaya çıkmıştır. Dolayısıyla analiz sonucunda anne blog yazarlarının yüksek etkileşimli ve takipçileriyle duygusal bağ kuran, markayla ilgili olumlu konuşulmasını sağlayan hikayeler ortaya koydukları tespit edilmiştir.

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THEMATIC AQUARIUM EXPERIENCE: AN INVESTIGATION ON TRIPADVISOR REVIEWS

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Abstract: The purpose of this study is to reveal the psychological impact of touristic experience. The psychological impact of touristic experience has been tried to be explained by the emotional, cognitive, experiential, and transformational impacts of experience. Within the scope of the research, the shared comments of the visitors from different countries about the Thematic Aquarium located in İstanbul, Turkey on TripAdvisor between 2013 and 2017 were analyzed by content analysis and frequency analysis. In this study, the psychological aspects of experiences are called emotional, cognitive, experiential, and transformational. It was found as a result of the analyses that the emotional impact of thematic aquarium experience was felt more than the cognitive, experiential, and transformational impacts. Emotional impact was respectively followed by experiential, cognitive, and finally transformational impacts.

Keywords: Tourism, visitor, touristic experience, psychological impact.

TEMATİK AKVARYUM DENEYİMİ: TRIPADVISOR YORUMLARI ÜZERİNE BİR DEĞERLENDİRME

Özet: Bu çalışmanın amacı, turistik deneyimin psikolojik etkisinin ortaya çıkarılmasıdır. Turistik deneyimin psikolojik etkileri, deneyimin duygusal, bilişsel, deneyimsel ve dönüşümsel etkisiyle açıklanmaya çalışılmıştır. Araştırma kapsamında, 2013-2017 tarihlerinde farklı ülkelerden gelerek Tematik Akvaryum ziyareti gerçekleştiren ve deneyimlerini TripAdvisor.com'da paylaşan ziyaretçilerin yorumları içerik analizi ve frekans analizi ile irdelenmiştir. Bu çalışmada deneyimlerin psikolojik yönü duygusal, bilişsel, deneyimsel ve dönüşümsel olarak adlandırılmıştır. Yapılan analizler sonucunda, tematik akvaryum deneyiminin duygusal etkisinin, bilişsel, deneyimsel ve dönüşümsel etkisinden daha fazla hissedildiği sonucuna ulaşılmıştır. Duygusal etkiyi ise sırasıyla deneyimsel, bilişsel ve son olarak dönüşümsel etkinin takip ettiği görülmüştür.

Anahtar Kelimeler: Turizm, ziyaretçi, turistik deneyim, psikolojik etki.

Giriş

Turizm deneyimi, deneyim ekonomisinin akla ilk gelen örneklerinden birisidir (Quan & Wang, 2004, s. 297). Bu çalışma tematik akvaryum deneyimi yaşayan yerli ve yabancı ziyaretçilerin seyahat sonrası yaptıkları paylaşımlardan yola çıkarak, tematik akvaryum deneyimin, psikolojik etkilerine odaklanmıştır. Bireyin yaşadığı deneyim belleklerde yer edinmektedir. Bellek, geçmişin zihinsel olarak saklanması ve hatırlanması yeteneğidir (Öymen-Özak & Pulat-Gökmen, 2009, s. 145). İnsan belleği, hatırlar, unuttur ve zaman içinde geçmişten geleceğe seyahat etmemizi sağlar (Cangöz, 2005, s. 51).

Bireylerin anıları epizodik (anısal) bellekte saklanmaktadır. Epizodik bellek, olaylar hakkındaki bilgileri alır ve depolar. Bu olayların zamansal ve mekânsal ilişkisini kurar (Tulving, 1972, s. 386). Turistlerin seyahatleri esnasında anı topladıklarını ifade eden Larsen'e (2007) göre turist deneyimi bu tür anılardır ve tatiller hatırlanan olaylar arasındadır.

Herhangi bir çekicilik merkezine gerçekleştirilen ziyaret her ne kadar eve dönüldüğünde bitmiş olsa da epizodik bellekte saklanan anılar yaşananların başkalarına anlatılmasıyla daha da genişletilmektedir. TripAdvisor.com, ziyaretçilere yaşadıklarını anlatma fırsatı veren bir uygulamadır.

Dünyanın en büyük seyahat sitesi (TripAdvisor, 2018a) olarak tanıtılan TripAdvisor, deneyimlere dayalı görüşleri gezginlere sunan 661 milyonu aşkın yorum ve görüşün bulunduğu (TripAdvisor, 2018b) bir web sitesidir. "TripAdvisor gezginlerin seyahatlerini planlamak için diğer gezginlerin yorumlarına güvendiği fikrine dayanan bir web sitesidir." (Miguéns, Baggio & Costa, 2008, s.2).

Turistik deneyimin psikolojik etkilerinin neler olduğuna odaklanan bu araştırma kapsamında, 2013-2017 tarihlerinde farklı ülkelerden gelerek Tematik Akvaryum ziyareti gerçekleştiren ve deneyimlerini TripAdvisor.com'da paylaşan yerli ve yabancı ziyaretçilerin yorumları değerlendirilmiştir.

Metodoloji

Turistik deneyimin psikolojik etkisine odaklanan bu çalışma tematik akvaryum deneyimine yönelik değerlendirmelerin incelemektedir. Bu amaçla Dünya'nın en büyük seyahat bilgi kaynaklarından (TripAdvisor, 2018a) birisi olan www.tripadvisor.com sitesinden çekilen yorumlar içerik analizi ve frekans analizi ile yorumlanmıştır. İçerik analizi, toplanan verileri açıklayabilecek kavramlara ve ilişkilere ulaşmak amacıyla yapılmaktadır (Yıldırım & Şimşek, 2008, s. 227). İçerik analizi 1920'li yılların başından itibaren siyaset bilimi, psikoloji ve iletişim gibi alanlarda gelişmekte ve az da olsa turizm araştırmalarında da kullanılmaktadır (Stepchenkova, Kirilenko, & Morrison, 2009, s. 454). İçerik analiziyle büyük ölçekli veriler sistematik bir biçimde incelenebilmektedir (Scott & Smith, 2005: 88). Sosyal medya, haber kaynakları, makaleler vb. yorumlarının okunmasında içerik analizini kullanan çeşitli araştırmalara rastlanılmaktadır (Fennell, 2001, Camprubí & Coromina, 2016; Nickerson, 1995; Scott & Smith, 2005, Güzel, 2013, 2014; Dalgıç, Güler, & Birdir, 2016; Aydın, 2016; Choi, Lehto, & Morrison, 2007).

Araştırmanın örneklemini tematik akvaryumlar için yapılan taramalarda yorumlama açısından ilk sırada yer alan İstanbul Akvaryum yorumları olarak belirlenmiştir. Araştırmada incelenen yorumlar İngilizce ve Türkçe dillerinde yapılan yorumlarla sınırlandırılmıştır. Bu tematik akvaryum için Temmuz 2011-Ekim 2018 tarihleri arasında toplamda 1039 yorum yapılmıştır. 2013-2017 yılları arasında İstanbul Akvaryum için yapılan 217 Türkçe, 363 İngilizce olmak üzere toplamda 580 yorum el yordamıyla çekilmiştir.

Araştırmada verilerin kodlanması esnasında Aho'nun (2001, s. 33-34) yapmış olduğu deneyim tanımlarından (duygusal deneyimler, bilgilendirici deneyimler, uygulamalı deneyimler ve dönüşüm deneyimleri) yararlanılmıştır. Buna göre deneyimlerin psikolojik etkisi için sırasıyla duygusal, bilişsel, deneyimsel ve dönüşümsel etki olmak üzere dört tür psikolojik etki kodu kodlanmıştır. Bu kapsamda TripAdvisor.com üzerinden akvaryum deneyimine yönelik yorumlar, bu dört etki unsuruna göre gruplandırılmıştır. TripAdvisor.com'dan çekilen yorumlar tek tek okunarak, dört etki unsuruna bağlı kalarak, olumlu, olumsuz ve nötr olmak üzere kategorik hale getirilmiştir.

Araştırma Bulguları

Araştırmada elde edilen verilere tanımlayıcı istatistikler uygulanmıştır. İlk olarak, TripAdvisor.com'da yorum yapanların, yerli ve/veya yabancı oranları incelenmiştir. Bu çalışmada Türkçe yorum yazanların yerli ziyaretçi, İngilizce yorum yazanların ise yabancı ziyaretçi oldukları varsayılmıştır. Buna göre değerlendirmeye alınan yorumların ziyaretçi türüne göre dağılımı Tablo 1'de verilmiştir.

Tablo 1. Yerli ve Yabancı Ziyaretçilerin Dağılımı

| Ziyaretçi Türü | f | % |
|-------------------|-----|------|
| Yerli Ziyaretçi | 217 | 37,4 |
| Yabancı Ziyaretçi | 363 | 67,6 |
| Toplam | 580 | 100 |

Tablo 1'e göre içerik analizine tabi tutulan yorumların %37,4'ü yerli ziyaretçiler, %67,6'sı ise yabancı ziyaretçiler tarafından yapılmıştır. Ziyaretçilerin yorumları, daha öncesinden etiketlenen dört etki için karşılaştırılmıştır. Yapılan bu karşılaştırma Tablo 2'de verilmiştir.

Duygusal etki başlığı altında; yorumlarda ki *harika, ilginç, çok heyecanlı, çok güzel, fantastik, egzotik, benzersiz* vb. ifadelerden yararlanılmıştır. Bilişsel etki başlığı altında, *eğitici, öğretici, ufuk açıcı* vb. ifadelerden yararlanılmıştır. Deneyimsel etki başlığı altında, *dokunma, hissetme, dalma, birlikte yüzme* vb. ifadelerden yararlanılmıştır. Dönüşümsel etki başlığı altında ise, *yenilikçi, özgürlük, dinginlik, rahatlık, huzur* vb. ifadelerden yararlanılmıştır.

Tripadvisor.com'dan çekilen yorumlar, ziyaretçinin yaşamış olduğu deneyime yönelik yaptığı tariflerden yola çıkarak, öncelikle deneyimin duygusal, bilişsel, deneyimsel ve dönüşümsel etkisi hakkındaki yorumları, olumlu, olumsuz olmak üzere iki kategoriye ayrılmıştır. Duygusal anlamda herhangi bir etkiden bahsetmeyen yorumlar ise nötr olarak değerlendirilmiştir.

Tablo 2. Tematik Akvaryum Deneyimin Psikoloji Etkileri

| | Olumlu | | Olumsuz | | Nötr | | Toplam | |
|-----------------|--------|------|---------|-----|------|------|--------|-----|
| | f | % | f | % | f | % | f | % |
| Duygusal Etki | 402 | 69,3 | 51 | 8,8 | 127 | 21,9 | 580 | 100 |
| Bilişsel Etki | 147 | 25,3 | 27 | 4,7 | 406 | 70,0 | 580 | 100 |
| Deneyimsel Etki | 162 | 27,9 | 26 | 4,5 | 392 | 67,6 | 580 | 100 |
| Dönüşümsel Etki | 42 | 7,2 | 3 | 0,5 | 535 | 92,2 | 580 | 100 |

Tablo 2'de tematik akvaryum deneyimi sonrasında yapılan ziyaretçi yorumlarının turistik deneyimin psikolojik etkilerine göre dağılımı verilmiştir. Tablo 2'ye göre ziyaretçilerin %69,3'ü tematik akvaryumunun kendisinde bıraktığı duygusal etkiyi olumlu olarak değerlendirirken %8,8'i bu deneyimin duygusal etkisini olumsuz olarak değerlendirmiştir. Bu kapsamda, farklı temaların kendisini yordugunu ifade eden bir ziyaretçi olumsuz düşüncesini "başım döndü" şeklinde ifade ederken, canlıların hapsedildiğini gördüğünde üzüldüğünü ifade eden bazı ziyaretçilerin, "bu hapishaneler" şeklindeki ifadesi dikkat çekmektedir. Mekânın korkutucu olduğunu düşünen bir başka ziyaretçi "çocuklar için korkutucu, hatta travmatik bile olabilir" şeklinde bir ifade kullanırken, bir başka ziyaretçi güvenlik endişesiyle korktuğunu ifade etmiştir. Yine bir başka ziyaretçi mekândan bahsederken "kolostrofobik" ifadesini kullanmıştır.

Yapılan yorumların yaklaşık %45'inin tematik akvaryum deneyimini çocuklar açısından değerlendirdiği tespit edilmiştir. Bu bağlamda hem kendisi hem de çocuklar için tematik akvaryumun bilgiye dair bir kazanım olduğunu ifade edenlerin oranı %25,3, bilgilenme noktasında olumsuz olduğunu düşünenlerin



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oranı ise %4,7'dir. Bu konuda ziyaretçilerin, "...Diğerleriyle karşılaştırıldığında eksiklikleri var", "...bilgilendirme tabelaları eksik", "...balıklar yerine bilgi tabelaları vardı", "...İngilizce bilgilendirme eksik", "...kalabalık olduğunda deneyimi mahvedebiliyor" vb. ifadeleri söz konusu eksikliklerin tematik akvaryumun vadettiği bilişsel deneyimi engellediğine yöneliktir. Bununla birlikte tematik akvaryum için, "...tarih ve coğrafyayı birleştiriyor...", "...sadece bir akvaryum değil aynı zamanda Türk tarihi ve kültürü hakkında da bilgi edinecek bir yer", "...küçük çocuklar için iyi bir öğrenme deneyimi..." vb. ifadeler tematik akvaryumun bilişsel rolüne vurgu yapmaktadır. Yapılan yorumlarda tematik akvaryum deneyiminin bilişsel rolü, dikkati çeken bir konu olmuştur. Carr (2011, s. 81) turizm deneyiminin bir eğitim deneyimi olduğunu, eğlence ve boş zaman aktivitelerini kapsayan turizm deneyiminin, doğru koşullarda yararlı öğrenme deneyimleri sunabildiğini ifade etmiştir.

Yaşadığı akvaryum deneyiminin, deneyimsel etkisini olumlu olarak değerlendirenlerin oranı %27,9'dur. Bu deneyimin deneyimsel etkisini olumsuz olarak değerlendirenlerin oranı ise %4,5'tir. Bu bağlamda ziyaretçilerin, akvaryumda deniz canlılarına dokunma, onları besleme, onlarla iletişim kurma vb. konularda fırsat yakaladıklarına yönelik yorumları dikkat çekicidir. Örneğin ziyaretçilerin, "...üstünüzden ve altınızdan geçen balıklarla kendinizi suyun içinde hissediyorsunuz...", "...suyun altında ve üstünde yürüyor gibi...", "... gerçek boyutlarında görmek...", "...bize doğru gelmelerini görmek...", "...yıldız balıklarına dokunabilme...", "... canlı köpekbalığını besleme...", "...balıklarla aranızda santimetreler kalıyor..." şeklindeki ifadeleri akvaryum deneyiminin deneyimsel etkisine işaret etmektedir.

Yaşadığı akvaryum deneyimini, bu deneyimin kendisinde yarattığı dönüşüm etkisiyle yorumlayanların oranı düşük olsa da, bu dönüşüm etkisini olumlu olarak değerlendirenlerin oranı %7,2, olumsuz olarak değerlendirenlerin oranı ise %0,3'tür. Bu kapsamda yaşamış olduğu bu deneyimle, dertleri unutma, bu deneyimi terapi gibi görme, iyi hissetme, sakinleşme, ruhsal dünyanın nefes alması, zihinsel dinginliğe kavuşma, keyifli anılar depolama, hipnotize olma vb. olguları ilişkilendiren ziyaretçilerin yorumları akvaryum deneyiminin dönüşümsel etkisine örnek olarak verilebilir.

Sonuç

Bu çalışma tematik akvaryum deneyiminin psikolojik etkilerini ortaya koymaya çalışmıştır. Bu kapsamda tematik akvaryum deneyiminin duygusal, bilişsel, deneyimsel ve dönüşümsel olmak üzere dört tür etkisinden bahsedilmiştir. Yapılan analizler sonucunda, tematik akvaryum deneyiminin duygusal etkisinin, bilişsel, deneyimsel ve dönüşümsel etkisinden daha çok hissedildiği, deneyimsel etkinin ise bilişsel ve dönüşümsel etkiden daha fazla hissedildiği görülmüştür.

Yapılan değerlendirme neticesinde, böylesi mekânların ziyaretçilere farklı duyguları bir arada yaşayabilme, farklı bilgileri öğrenebilme, farklı deneyimleri yaşayabilme ve içsel dünyasında bir dönüşüm yaşayabilme fırsatı sunduğu ifade edilebilir. Yaşanan bu deneyimlerin sosyal medya aracılığıyla paylaşılması sonucunda, yorumları okuyanlar üzerinde bilgisel bir sosyal etki oluşturdukları ifade edilebilecektir. İnsanlar sosyal bir varlık olarak, çevresinden etkilenmekte ve çevresini etkilemektedir (Güney, 2015, s. 13). Başkalarının desteğiyle rahatlama ve/veya başkalarının saldırılarına maruz kalma vb. etkileri sosyal etki olarak tanımlayan Latene'in (1981, s. 347) ifadesine göre gazeteler önemli bir bilgi kaynağı ve ruhsal yaşamın içeriğini belirlemeye yardımcı olur. Kara, Bulut, Topkaya ve Taşkıran'ın (2015, s. 1207) ifadesine göre, bireyin sosyal etkiyi bilgi sağlayıcı bir unsur olarak algılaması durumunda bu bilgisel bir sosyal etkidir. Deutsch ve Gerard (1955, s. 629) bilgisel sosyal

etkiyi, bir başkasından elde edilen bilginin gerçeklik için kanıt olarak kabul edilmesi olarak tanımlanabileceğini ifade etmiştir.

Ziyaretçilerin yaşadıkları deneyimlere yönelik olarak yazmış olduğu yorumlar, henüz böylesi bir deneyimi yaşamamış olan ancak web kaynaklarından araştırma yapan potansiyel ziyaretçilerin bilgisine sunulmaktadır. Bu bağlamda ziyaretçi yorumlarının sosyal etkisinin bilgisel olduğu ifade edilebilir. Bununla birlikte okuyucuda güven, merak ve ilgi uyandıran yorumların, okuduğu yorumdan etkilenerek ziyaretini planlayan potansiyel ziyaretçiler için dönüştürücü (transformist) bir etkisi olabileceği söylenebilir.

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ANALYSIS OF TECHNOLOGY-BASED TURKISH LANGUAGE TEACHING STUDIES: A META-SYNTHESIS STUDY

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Abstract: The aim of this study is to analyze the studies on technology based Turkish language teaching with meta-synthesis. In line with the purpose of the study, it has been tried to determine the tendency of technology based Turkish teaching. The articles and thesis published in 2017-2018 were included in the meta-synthesis. It was used criteria sampling. 15 articles and 3 thesis were determined by taking into consideration the purpose and limitations of the study. Each study was analyzed by content analysis. In the study, it was determined that most of the studies were aimed at determining the opinions of teachers and students about the use of technology in Turkish language teaching. Therefore, it is seen that most of the studies do not go beyond ordering the findings related to the benefit and harm of technology. Based on the findings, it was concluded that there is a need for research focusing on the results of applied studies on technology-based Turkish language teaching rather than research on the benefit and harm of technology.

Keywords: Turkish language education, Technology-based Turkish language teaching, Technology use, Meta-synthesis

TEKNOLOJİ TABANLI TÜRKÇE ÖĞRETİMİ ÇALIŞMALARININ ANALİZİ: BİR META-SENTEZ ÇALIŞMASI

Özet: Bu çalışmanın amacı, teknoloji tabanlı Türkçe öğretimi ile ilgili yapılan çalışmaların meta-sentez ile analiz edilmesidir. Çalışmanın amacı doğrultusunda teknoloji tabanlı Türkçe öğretimi ile ilgili nasıl bir eğilim olduğu belirlenmeye çalışılmıştır. Araştırmada 2017-2018 yıllarında yayınlanmış olan makaleler ve tezler meta-senteze dâhil edilmiştir. Çalışmalar seçilirken ölçüt örneklem tekniği kullanılmıştır. Her bir çalışma içerik analizi yöntemiyle çözümlenmiştir. Araştırmada, çalışmaların büyük bölümünün Türkçe öğretimi sürecinde teknoloji kullanımına yönelik öğretmen ve öğrenci görüşlerini belirlemeye yönelik olduğu tespit edilmiştir. Bu yüzden de çalışmaların çoğunun teknolojinin yararı ve zararına yönelik bulguları sıralamaktan öteye geçemediği görülmektedir. Bulgulardan hareketle teknolojinin yararı ve zararı üzerine görüş belirlemeye yönelik araştırmalardan çok teknoloji tabanlı Türkçe öğretimine yönelik uygulamalı çalışmaların bulgularına odaklanan araştırmalara ihtiyaç duyulduğu sonucuna ulaşılmıştır.

Anahtar kelimeler: Türkçe eğitimi, Teknoloji tabanlı Türkçe öğretimi, Teknoloji kullanımı, Meta-sentez

Giriş

Eğitimde neyin, nasıl yapılması gerektiği üzerine çok fazla araştırmanın olduğu bilinmektedir. Bu tartışılan konulardan birisi de teknoloji tabanlı eğitim ve bu eğitimin nasıl yapılması gerektiğidir. Özellikle 21. yüzyılda, günlük yaşamın vazgeçilmezi haline geldiği bilinen teknolojiyle ilgili araştırmaların öne çıktığı söylenebilir. Bu araştırmaların devlet politikaları ile uyumlu bir şekilde gerçekleştiği görülmektedir. Çünkü Türkiye’de devlet politikası olarak teknoloji tabanlı eğitim üzerine

önemli yatırımlar yapılmaktadır. Son yıllarda kamuya ayrılan bütçe dağılımlarında en fazla oran, Milli Eğitim Bakanlığı'nın teknoloji tabanlı yatırımlarına ayrılmıştır (Kalkınma Bakanlığı, 2016; 2017;2018). Milli Eğitim Bakanlığı, sadece 2018 yılında 1 milyar TL bütçe ile tüm kamu kurumları içinde en fazla ayrılan bütçeye sahip olmuştur (Kalkınma Bakanlığı, 2018). Milli Eğitim Bakanlığı 2017 Yılı Faaliyet Rapor'una bakıldığında teknolojik yatırımların ve teknoloji tabanlı eğitim için öğretmen becerilerinin geliştirilmesine yönelik hizmetiçi eğitimlerin öne çıktığı görülmektedir (MEB, 2018). Milli Eğitim Bakanlığı tarafından teknoloji kullanımına yönelik yapılan bu yatırımlar, öğretim programlarını da etkilemiştir. 2017 yılında ilköğretim ve ortaöğretim kademesinde yer alan öğretim programları yenilenmiştir. Yenilenen programlarda, temel yetkinlikler diye bir bölüm yer almaktadır ve bu bölümde teknoloji kullanım becerilerinin geliştirilmesine yönelik beceri dikkat çekmektedir. Bu programlardan birisi de Türkçe Dersi Öğretim Programı (2018)'dir. Programın temeli, belli yetkinliklere dayanmaktadır. Bu yetkinliklerden birisi de "dijital yetkinlik"tir. Bununla ilişkili olarak Türkçe Dersi Öğretim Programı'na (2018) bilgilendirici ve hikâye edici metin türü olarak birçok dijital metin dâhil edilmiştir. Bu yenilikler teknoloji tabanlı Türkçe öğretimi açısından önemlidir; çünkü bir önceki programda ne metin türleri açısından ne de programın temel yetkinleri arasında teknoloji bu kadar öne çıkarılmamıştır (MEB, 2006). Milli Eğitim Bakanlığı tarafından önemle üzerinde durulan teknolojinin, Türkçe öğretimi açısından yapılan çalışmalara nasıl yansıdığı belirlenmesinin de önemli olduğu düşünülmektedir. Bu çalışmanın yapılan yatırımlar ve Türkçe Dersi Öğretim Programı'yla (2018) getirilen yeniliklerin Milli Eğitim Bakanlığının gerçekleştirmeye çalıştığı hedeflerle alanyazındaki çalışmalar arasındaki ilişkiyi ortaya koyacağı düşünülmektedir. Yapılan çalışmaların benzer ve farklı yönleri tespit edilerek eğilimleri belirlenmeye çalışılmıştır. Bu sayede alanyazında eksik kalan ya da yapılması gerekli çalışmalara yönelik ihtiyaçlar da gözler önüne serilecektir. Ayrıca alanyazında Türkçe öğretim süreciyle teknolojiyi bütünleştiren çalışmaların var olan durumundan hareketle konuyu sentezleyen bir çalışmaya rastlanılmamıştır. Bu yönüyle çalışmanın alanyazına katkıda bulunacağı düşünülmektedir. Bu açıdan çalışmanın amacı, teknoloji tabanlı Türkçe öğretimi ile ilgili yapılan çalışmaların meta-sentez ile analiz edilmesidir. Çalışmanın amacı doğrultusunda Türkçe dersinde teknoloji kullanımıyla ilgili nasıl bir eğilim olduğu ortaya koyulmaya çalışılmıştır. Bu eğilim belirlenirken şu araştırma sorularına cevap aranmıştır:

1. Türkçe öğretim süreciyle teknolojiyi bütünleştiren çalışmalar amacı açısından nasıl bir eğilim göstermektedir?
2. Türkçe öğretim süreciyle teknolojiyi bütünleştiren çalışmaların bulguları nasıl bir eğilim göstermektedir?

Yöntem

Bu bölümde araştırmanın deseni, veri toplama tekniği, veri analizine yönelik bilgiler verilmiştir.

Araştırma Deseni

Bu araştırma bir meta-sentez çalışmasıdır. Meta-sentezin seçilmesinin seçilmesinin sebebi, Türkçe eğitimi alanında yapılan çalışmaların var olan durumunu belirlemektir. Çünkü meta-sentez, belli bir alanda yapılan nitel araştırmaların bulgularının derinlemesine analiz edilmesini ve eleştirel bir bakış açısı ile sentezlenmesini sağlar (Jensen ve Allen, 1996; Walsh ve Downe, 2005).

Veri Toplama Tekniđi

Veri toplama tekniđi olarak doküman incelemesi kullanılmıřtır. İncelenen dökümanların belirlenmesi řu ařamalara göre gerekleřtirilmiřtir:

1. alıřmalar, Thomson Reuters Sosyal Bilimler Atıf İndeksi ile uluslararası eđitim alanındaki indekslerce taranan dergiler ve YÖK ulusal tez merkeziyle sınırlandırılmıřtır. İlgili veri tabanlarında arařtırma amacı dođrultusunda Türke eđitiminde teknoloji kullanımı ile ilgili arařtırmalar taranmıřtır.
2. Tarama yapılırken 01.01.2017 tarihi bařlangı kabul edilmiřtir. Bu tarihin bařlangı kabul edilmesinin sebebi, Türke Dersi Öđretim Programının (2018) bu tarih itibariyle uygulanmaya bařlamasıdır.
3. İlgili veri tabanlarından makalalar taranırken “use of technology in Turkish language lesson”, “Technology-based Turkish language teaching”, “technology in Turkish language” anahtar kelimeleri kullanılmıřtır.
4. Tarama sonucunda 35 makaleye ulařılmıřtır. Bu makalelerin sadece 1 tanesi gerek katılımcılar gerekse arařtırma amacı aısından Türke eđitiminde teknoloji kullanımıyla ilgili nitel bir alıřmadır. Diđer alıřmalar nicel bir yöntemle desenlenmiřtir. Bu yüzden alıřmaya dâhil edilmemiřtir. YÖK ulusal tez merkezinde tarama yapılırken “detaylı tarama” seeneđinden “Anabilim dalı” bölümünden “Türke Eđitimi Anabilim Dalı” seilerek 75 onaylanmış teze ulařılmıřtır. Bu tezlerin ierisinde sadece 3 tanesi nitel bir arařtırmaya dayanmaktadır ve eriřimine izin verilmektedir.
5. Belirlenen alıřmaların ierisinde sadece 3 tez ve 1 makale meta-senteze dâhil edilmiřtir.

Tablo 1. Meta-sentez iin seilen alıřmalar hakkında bilgi

| Yayın sırası | alıřmanın yazar(lar)ı | Uygulama süreci | alıřma grubu |
|--------------|------------------------|---|---|
| 1 | Özdemir (2017) | Bir uygulama sürecine dayanmayan görüř belirlemek iin gerekleřtirilen alıřma | 14 Türke öđretmeni |
| 2 | Ünlü (2017) | Bir uygulama sürecine dayanmayan doküman incelemesi iin gerekleřtirilen alıřma | Veri kaynađı çizgi filmlerdir |
| 3 | Tabak (2017) | 14 hafta | 1 Türke öđretmeni 19 yabancı dil olarak Türke öđrenmeye alıřan öđrenci 35 Türke öđretmeni adayı |
| 4 | Özdemir (2017) | 28 ders saati | |

Tablo 1’de görüldüđü üzere program uygulanmaya bařladıktan sonra ilgili veri tabanlarında toplam 4 alıřmaya ulařılmıřtır. Bu alıřmaların katılımcılarına bakıldıđında Ünlü (2017)’nün öđretmen ya da öđrencilerle deđil; öđrencilere sunulan ierik üzerine inceleme yaptıđı görülmektedir. Özdemir (2017) öđretmenlerin deneyimlerine yönelik görüř alırken Tabak (2017) öđrencileri, Özdemir (2017) ise Türke öđretmen adaylarını hedef alan bir arařtırma yapmıřtır. Arařtırmanın bulgular bölümünde, Tablo 1’deki arařtırmalara atıfta bulunulurken tablonun en solunda yazılı olan yayın sırası kullanılmıřtır.

Verilerin Analizi

Veriler özömlenirken ierik analizi tekniđinden yararlanılmıřtır. İerik analizi verilerin derinlemesine irdelenmesini sađladıđı (Harwood ve Garry, 2003; Krippendorff, 1989) iin tercih edilmiřtir. Bu sayede meta-sentez ile iliřkili olarak detaylı bir analiz yapılmıř ve Türke eđitiminde teknoloji kullanımına

ilişkin eğilim ortaya koyulmaya çalışılmıştır. İçerik analizinde kodlamalar yapılırken farklı bir alan uzmanı tarafından da veriler analiz edilmiştir. İki alan uzmanı arasındaki kodlamaların tutarlılığı %90 (Miles ve Huberman,1994) düzeyinde bulunmuştur.

Bulgular ve Yorum

Bu bölümde meta-sentez yapılırken elde edilen bulgular sunulmuştur. Bulgular, araştırma sorularından hareketle raporlanmıştır. İlk olarak birinci araştırma sorusuyla ilgili elde edilen verilerden bahsedilmiştir. Tablo 2’de Türkçe öğretim süreciyle teknolojiyi bütünleştiren çalışmaların araştırma sorularına yönelik içerik analizi sonucu yer almaktadır.

Tablo 2. Araştırma sorularının içerik analizi

| Tema | Kategori | Kod | Araştırma |
|---------------------|---------------|---------------------------------|-----------|
| Teknoloji kullanımı | Öğretmen | Teknoloji kullanamama sebebi | 1 |
| | | Teknoloji kullanım önerisi | 1 |
| | Öğrenci | Bilgiyi aktarma aracı | 3 |
| | | Yazma becerisi geliştirme aracı | 4 |
| | Dijital metin | İletinin sorgulanması | 2 |

Tablo 2’de görüldüğü üzere araştırma sorularının içerik analizinde toplamda beş farklı kod belirlenmiştir. Bu kodlardan “teknoloji kullanamama sebebi” ile “teknoloji kullanım önerisi” kodlarıyla “öğretmen” kategorisine ulaşılmıştır. Bu kategoriyle ilgili bir numaralı araştırmanın soruları şu şekilde gösterilebilir:

“Türkçe öğretmenleri neden BİT’i sınıfta kullanmıyor?”

“Türkçe öğretmenlerinin Türkçe derslerinde BİT entegrasyonunu gerçekleştirmek için önerileri nelerdir?”

Yukarıdaki araştırma sorularından anlaşılacağı üzere araştırmada teknoloji kullanımının sadece nedeni ve nasıl olabileceği sorgulanmıştır. İkinci kategori olan “dijital metin” ise taşıdığı iletinin anlamı açısından şu sorular ile ele alınmıştır:

“TRT Çocuk kanalında yayımlanan çizgi filmlerde çocuk karakterler üzerinden verilen toplumsal cinsiyet rol iletileri nelerdir?”

“TRT Çocuk kanalında yayımlanan çizgi filmlerde yetişkin karakter üzerinden verilen toplumsal cinsiyet rol iletileri nelerdir?”

İki numaralı araştırmaya ait olan yukarıdaki sorular, çizgi filmleri bir popüler kültür metni olarak eleştirel bakış açısı ile sorgulamaya çalışmaktadır. Son olarak Tablo 2’de görüleceği üzere “Bilgiyi aktarma aracı” ve “Yazma becerisi geliştirme aracı” kodlarından “öğrenci” kategorisine ulaşılmıştır. Bu kategoriye ait araştırma soruları şunlardır:

“Okuma öncesi etkinliklerde dijital öykü kullanımının yabancı uyruklu öğrencilerin arka plan bilgilerini oluşturması ve geliştirmesi ekseninde okuma-anlama sürecine katkı sağlama durumu nasıldır?”

“Deney grubu ve kontrol grubu öğrencilerinin metin oluşturma süreçlerinde haftalara göre bir fark görülmekte midir?”

“Deney grubu ve kontrol grubu öğrencilerinin metin oluşturma süreçlerinde konu seçimleri arasında bir fark görülmekte midir?”

“Deney grubu ve kontrol grubu öğrencilerinin metin oluşturma süreçlerinde tür seçimleri bir fark göstermekte midir?”

Yukarıdaki sorulardan anlaşılacağı üzere öğrenciler üzerinde teknolojinin etkisi belirlenmeye çalışılmıştır. Bu etki ise temel dil becerilerinden yazma üzerinedir. Araştırma soruları sonucunda elde edilen verilerden hareketle teknoloji kullanımı bulgularında değişik açılardan ele alınmıştır. Bu bulgulara yönelik içerik analizi Tablo 3’te sunulmuştur.

Tablo 3. Bulgulara yönelik içerik analizi

| Tema | Kategori | Kod | Araştırma | |
|---------------------|--------------------|---|-----------|---|
| Teknoloji kullanımı | Dijital içerik | Zaman yönetimi | 4 | |
| | | Bilgiye ulaşma | 4 | |
| | | Sınıf yönetimi | 4 | |
| | | Yetişkinlere cinsiyete göre rol yüklemesi | 2 | |
| | | Okuma becerisini geliştirme | 3 | |
| | | Ön bilgileri harekete geçirme | 3 | |
| | | Güdüleme | 3 | |
| | | Hitap etme | 3 | |
| | | Çocuklara cinsiyete göre rol yüklemesi | 2 | |
| | | Altyapı eksikliği | 1 | |
| | Kullanamama sebebi | Öğretmen ihtiyaçları | Öğretmen | 1 |
| | | | Program | 1 |
| | | | Altyapı | 1 |
| | | | İçerik | 1 |
| | | Eğitim | 1 | |

Tablo 3’te görüldüğü üzere “teknoloji kullanımı” teması altında üç farklı kategoriye ulaşılmıştır. Bu kategoriler içerisinde en fazla çeşitliliğe/koda sahip olan dijital içeriktir. Ardından teknoloji kullanamama sebepleri ve öğretmen ihtiyaçları kategorileri gelmektedir. İçerik analizinden hareketle bir numaralı araştırmada, teknolojinin program ve derse uygunluk açısından kullanılmadığı ifade edilmiştir. Fakat bu kodlar altındaki öğretmen görüşlerine bakıldığında aslında öğretmenlerin bu konudaki becerilerinin eksik olduğu göze çarpmaktadır. Bu yönüyle öğretmen görüşleri tam olarak programdan ya da derse neden uygun olmadığı ile ilgili gerekçeyi göstermemektedir. Örneğin, programdan kaynaklandığı ifade edilmiş; gerekçe olarak teknoloji kullanımı ile ilgili kaynak ve materyal eksikliğinin olduğu ve programın doğrudan teknoloji kullanımının aktarıcısı olmadığı belirtilmiştir. İlgili program zaten Türkçe dersine aittir. Doğrudan teknoloji kullanımını merkeze alması pek mümkün gözükmemektedir. Benzer durum Türkçe dersine uygun olmadığı ile ilgili bulgularda da görülmektedir. Konuyla ilgili bulgulara bakıldığında teknoloji kullanımına tamamen öznel bir bakış açısı ile olumsuz etki eden bir rol yüklenmiştir. Teknolojinin öğrencilerin yaşamındaki yerinin bilincinde olunmasına rağmen bu yakın ilişkiyi sonlandırmaya yönelik bir bakış açısı sunulmuştur. Öğrencilerin yaşamında önemli olan teknoloji kullanımının olumlu etki edecek şekilde Türkçe dersine nasıl ilişkilendirileceği hususunda bir çaba olmadığı görülmektedir.

İki numaralı araştırmada teknoloji kullanımı, dijital bir içerik olan çizgi filmler açısından ele alınmıştır. Tablo 3’ten de anlaşılacağı üzere çizgi filmlerin içeriği, toplumsal açıdan ele alınmıştır. Araştırmada, çizgi filmlerin toplumsal cinsiyet rollerini izleyicilere aktarmaya çalışan bir içeriğe sahip olduğu

vurgulanmıştır. Ataerkil bir toplum yapısının sergilendiği belirtilmiştir. Hem yetişkinlerde hem de çocuklarda erkeklerin daha ön plana çıkarıldığı; kadınların ise geri planda kaldığı söylenmiştir. Kadın rolündeki kahramanlara toplum kuralları dikkate alınarak çizgi filmlerde daha sorumluluk sahibi bir rol yüklediği ifade edilmiştir.

Üç numaralı çalışma ile ilgili Tablo 3'e bakıldığında dijital içeriğin rolü altında dijital hikâyeler üzerine bir araştırma gerçekleştirildiği görülmektedir. Araştırmacı çalışmanın amacına uygun olarak dijital hikâyeler oluşturmuş ve önceden oluşturduğu bu hikâyelerle öğrencilerin okuma becerisini geliştirmeye çalışmıştır. Dijital hikâyeler, okuma sürecinde öğrencilerin arka plan bilgilerini tamamlamada destekleyici bir rol üstlenmiştir. Ayrıca öğrencilerin ilgilerine hitap ettiği, onları derse karşı güdülediği de bulgular arasında yer almaktadır. Araştırma, teknolojiyi öğretim süreciyle ilişkilendirme bakımından Türkçe Dersi Öğretim Programı'nın (2018) yaklaşımına hizmet etmektedir.

Dört numaralı araştırmaya yönelik Tablo 3'teki bulgulara dikkat edildiğinde teknolojinin daha çok destekleyici ve kolaylaştırıcı yönden katkıda bulunduğu görülmektedir. Araştırmada ters yüz sınıf sistemi diye adlandırılan içerikle Türkçe öğretmen adaylarının yazma becerilerini geliştirmeye yönelik bir içerik geliştirilmiş ve bu içeriğin uygulama sürecine ilişkin bulgulara yer verilmiştir. Ters yüz sınıf sisteminin yazma becerisi üzerinde olumlu etkiye sahip olduğu ifade edilmiştir. Araştırmanın bulgularında ters yüz sınıf sisteminin Türkçe Dersi Öğretim Programı (2018) açısından yazma becerisine katkısının tam olarak anlaşılammamaktadır.

Sonuç ve Öneriler

Bu çalışma, Türkçe eğitiminde teknoloji kullanımı ile ilgili yapılan araştırmaları meta-sentez yöntemi ile ele alarak alanyazındaki eğilimi belirlemek amacıyla gerçekleştirilmiştir. 2017 yılının başından itibaren yöntem bölümünde adı geçen veri tabanlarında yapılan taramalarda toplam dört araştırmaya ulaşılmıştır. Sadece dört çalışmanın belirlenmiş olması Türkçe dersinde teknoloji kullanımı ile ilgili önemli bir eksiklik olduğunu göstermektedir. Bu açıdan da 2017 yılının başında uygulamaya koyulan Türkçe Dersi Öğretim Programı'na (2018) teknoloji kullanımı açısından hizmet eden nitel çalışmanın çok az olduğunu görülmektedir. Bulgular bölümünde ele alınan çalışmalara yönelik sonuç ve öneriler iç içe geçmiş şekilde bu bölümde sunulmuştur. Bu şekilde Türkçe dersinde teknoloji kullanımı ile ilgili var olan durum irdelenmiş ve ihtiyaç duyulan araştırmalarla ilgili sonuca ulaşılmıştır.

Türkçe dersinde teknoloji kullanımının neden gerçekleştirilemediğiyle ilgili olarak öğretmenlerin program ile ilgili eksiklikleri göze çarpmaktadır. Öğretmenlerin teknoloji kullanımı konusunda da önemli eksiklikleri olduğu belirtmeye çalışılmıştır. Bununla birlikte öğretmenlerin teknoloji kullanımıyla ilgili önerilerini içeren bulgularda materyal ihtiyaçları olduğu ifade edilmiştir. Bu durum öğretmenlerin amaç ve kazanımları yansıtmak koşuluyla içeriği zenginleştirme konusunda eksik kaldıklarını göstermektedir. Bu anlamda öğretim sürecinin farklılaştırılması açısından eksiklikler olduğu söylenebilir. Yapılan çalışmalarda teknoloji kullanımının önündeki engellerle ilgili sadece durum ortaya konulmuştur. Bu durumu çözmeye yönelik neler yapılması gerektiği ile ilgili uygulamaya dönük bir araştırmaya rastlanılmamıştır. Bu durum alanyazında sorunun ortada olduğunu ama çözümün bulunamadığını göstermektedir.

Araştırmanın bulgularından hareketle teknoloji kullanımının daha çok dijital bir içerikle sınırlı görüldüğü belirlenmiştir. İki numaralı çalışma, çizgi filmlerdeki kadın ve erkek eşitsizliği üzerinde durmaktadır. Araştırma, bu yönüyle önemli bulgular sunmaktadır; fakat bunlar araştırmacının metin

üzerinden yaptığı incelemelere dayanmaktadır. Bu yönüyle çizgi filmdeki söylemleri merkeze alan teorik bilgi sunmaktan öteye geçemediği düşünülmektedir. Bu yüzden de alanyazında ilgili çalışmayla ilişkili olarak dijital metinlerin içeriği ve bu içeriğin öğretim sürecinde kullanılması üzerine uygulamalı çalışmalara ihtiyaç duyulmaktadır. Bu ihtiyaçtan dolayı eleştirel okuryazarlık ve dijital okuryazarlık gibi becerilerin geliştirilmesinin amaç edildiği çalışmaların gerekli olduğu düşünülmektedir. Alanyazında böyle çalışmaların olmaması, Türkçe dersinde kullanılabilir olan dijital metinlerin pedagojik açıdan uygunluğuyla ilgili bir belirsizliğin oluşmasına yol açtığı söylenebilir.

Türkçe dersinde teknoloji kullanımıyla ilgili üç numaralı çalışma, dijital hikâyelerin öğrencilere bir eylem planı doğrultusunda sunulması ve dijital hikâyelerin öğretim sürecindeki olumlu ya da olumsuz yönlerine değinilmesi açısından önemli bulgulara sahiptir. Öte yandan araştırma, dijital hikâyeleri sadece okuma becerisiyle ilişkilendirerek ele almıştır. Oysaki dil becerileri birbiriyle ilişkilidir. Bu yüzden de dört temel dil becerisini bir arada ele alan teknoloji tabanlı çalışmalara ihtiyaç duyulmaktadır. Ayrıca üç numaralı çalışmada dijital hikâyeler, araştırmacı tarafından önceden oluşturulmuştur. Bunun yerine eylem araştırması sürecinde katılımcılar tarafından dijital içeriklerin oluşturulabildiği çalışmaların gerekli olduğu düşünülmektedir. Bu sayede katılımcılar sürece daha aktif olarak dâhil edilebilir ve Türkçe dersi teknolojiyle amaca uygun olarak ilişkilendirilebilir. Teknolojinin Türkçe dersinin amaçlarına uygun olarak ilişkilendirilmesiyle ilgili benzer bir durum da dört numaralı çalışmanın bulgularında göze çarpmaktadır. Teknoloji bu araştırmada destekleyici ve öğretmen adaylarının derse karşı motivasyonlarında önemli bir rol üstlenmiştir. Araştırma teknolojik ve pedagojik açıdan önemli bulgular sunmaktadır. Fakat öğretmen eğitimi açısından teknolojik, pedagojik ve alan bilgisinin doğrudan dersin amaçlarına hizmet edecek şekilde sunulduğu çalışmalara ihtiyaç duyulmaktadır. Bu yüzden de öğretmen adaylarının öğrenci rolünde olduğu bir ters yüz sınıf sistemi uygulamasından çok; öğretmen olarak etkin rol aldıkları uygulamaya dönük çalışmalara ihtiyaç duyulmaktadır. Bu sayede öğretmenlerin ya da öğretmen adaylarının, alan bilgilerini, teknolojiyle bütünleştirerek öğretim sürecinde aktif rol alabileceği düşünülmektedir.

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ANALYSIS OF TURKEY'S GLOBAL COMPETITIVENESS LEVEL

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Abstract: Competition is one of the most important concepts that define the century in which we are living in economic terms. Global computations are made for competition, which is also the case for many topics that are the concern of many states with the impact of globalization. The Global Competition Index, which is created with the data that are directly related with economy like the technological development, innovation, efficiency of economic stability, education, health, finance, effort and product sectors, is prepared in this context, and is an important source followed closely by countries. Although Turkey is among the first 20 economies of the world, it is in the 50-60 band according to the data of the Global Competition Index data. This study aims to compare the place of Turkey in the world over the factors that influence its competition potential in general, specifically by comparing it with developed countries. The study was designed in three main sections. In the introduction, the importance of competition in the current period is explained. In the first part, global indicators of competition are examined. In the second part of the competition level factors affecting Turkey were discussed. The last section made comparison acting on Turkey's ranking areas were revealed.

Keywords: Turkey, Competition, Global Competition Index

TÜRKİYE’NİN KÜRESEL REKABET DÜZEYİNİN ANALİZİ

Özet: Rekabet, içinde bulunduğumuz yüzyılı ekonomik açıdan tanımlayan en önemli kavramlar arasındadır. Küreselleşmenin de etkisiyle devletleri ilgilendiren birçok konu gibi rekabet için de küresel hesaplamalar yapılmaktadır. Ekonomik istikrar, eğitim, sağlık, finans, emek ve ürün piyasalarının etkinliği, teknolojik gelişmişlik ve inovasyon gibi ekonomiyi doğrudan ilgilendiren verilerle oluşturulan Küresel Rekabet Endeksi bu kapsamda hazırlanan ve ülkelerin yakından takip ettiği önemli bir kaynaktır. Türkiye dünyanın ilk yirmi ekonomisi arasında yer almasına rağmen dünya rekabet endeksinin verilerine göre 50-60 sıralarında yer almaktadır. Bu çalışma Türkiye'nin rekabet potansiyeline etki eden faktörler üzerinden genel olarak dünyadaki yerini, özelde endekste yer alan gelişmiş ülkeler ile karşılaştırma yaparak analiz etmeyi amaçlamaktadır. Çalışma üç ana bölümde kurgulanmıştır. Girişte rekabetin içinde bulunduğumuz dönemdeki önemi, birinci bölümde rekabetin küresel göstergeleri, ikinci bölümde Türkiye'nin rekabet düzeyine etki eden faktörler incelenmiştir. Son bölümde karşılaştırma yapılmış ve Türkiye'nin sıralamasına etki eden alanlar ortaya konmuştur.

Anahtar kelimeler: Türkiye, Rekabet, Global Rekabet Endeksi

Giriş

Küreselleşmeyle birlikte dünya ekonomisinin işleyişi ve örgütlenmesinde görmezden gelinemeyecek önemli reel ve yapısal değişimler yaşanmıştır. Küresel pazarların sayısının giderek artması, çokuluslu şirketlerin ağırlığının büyümeye devam etmesi, küresel düzeyde yönetim ve düzenleme probleminin

ortaya çıkması ve makroekonomik politikaların küreselleşmesi bunların başında gelmektedir. IMF ve Dünya Bankası gibi ulusüstü yapıların bu bağlamda uygun gördükleri neoliberal reçetelerle uygulamaya soktukları daha fazla piyasa, özelleştirme, liberalizasyon, deregülasyon ve emek piyasalarında esneklik gibi politikaların (Went, 2001: 24-27) ülkeleri dünya pazarında aktif olarak rekabet etmeye uygun hale getirmeyi amaçlamıştır. Henüz gerçekleşme ve kısa vadede gerçekleşme ihtimali zor görünse de kapitalizmin en büyük başarılarından biri olarak gösterilen rekabetin sosyal sınırlamalardan kurtarılması sonucunda piyasa mekanizması aracılığıyla dinamik, ilerleyen ve herkese fayda sağlayacak şekilde çalışabilecek toplumsal bir sistem kurulacağı varsayılır (Harvey, 2015: 139). Bu durum rekabetin fiziki, beşeri, doğal ve finansal kaynakları etkin tahsis ettiği inancına dayanmaktadır. Buna bağlı olarak özellikle içinde bulunduğumuz neoliberal dönemin asıl önemli yönü olan rekabet her düzeyde -birey, firma, bölge ve ulus düzeylerinde- tasavvur edilmektedir (George, 2009: 38).

Bu kapsamda ülkeler açısından önemli olan devletin sağlıklı bir kapitalist ekonomi için rekabet ortamını sağlamak ve sürdürmektir. Çalışmanın sorunsalı olan ülkeler arasındaki rekabet açısından ise devletin başlıca amacı uluslararası ticarete rekabetçi konuma erişmektir (Harvey, 2015: 140). Her ülke hem içsel hem de dışsal anlamda rekabeti önemsemekte ve politikalarını bu ekseninde kurgulamaktadır. Ülkeler arası rekabet yarışı çeşitli rekabet endekslerinin ortaya çıkmasını sağlamış ve bu bağlamda birçok gösterge geliştirilmiştir. Bu bağlamda endekslerde yer alan göstergeler politikalar üzerinde belirleyici olmaktadır.

Bu çalışmanın başlıca amacı endekslerde yer alan göstergeler-politikalar üzerinden Türkiye'nin küresel rekabet düzeyinin analizini yapmaktır. Çalışmada Dünya Ekonomik Forumu'nun Küresel Rekabet Raporlarının verileri kullanılmıştır. Üç bölümde kurgulanan çalışmanın ilk bölümünde raporların verilerini topladığı göstergeler ele alınmış, ikinci bölümde Türkiye'nin konumu incelenmiş ve son bölümde karşılaştırma yapılmıştır.

Rekabetin Göstergeleri

Rekabet edilebilirliği bir ekonominin/ülkenin üretkenlik düzeyini belirleyen kurumlar, politikalar ve faktörler kümesi olarak tanımlayan dünya rekabet endeksi, 12 ana göstergeden oluşmaktadır. Bunlar: kurumlar, altyapı, makroekonomik çevre, sağlık ve ilköğretim, yükseköğretim ve eğitim, mal piyasası verimliliği, işgücü piyasası verimliliği, finansal piyasa gelişimi, teknolojik hazırlık, pazar büyüklüğü, iş kapsamı ve inovasyondur. Kurumlar kategorisinde ülkelerin kurumsal ortamının kamu ve özel paydaşların davranış ve verimliliklerine bağlı olduğu varsayılır. Diğer taraftan bireylerin, firmaların ve hükümetlerin etkileşime girdiği yasal ve idari çerçevenin, ülkenin kamu kurumlarının kalitesini belirlediği ve rekabet gücü ve büyüme konusunda güçlü bir etkiye sahip olduğu düşünülür. Ekonominin etkin işleyişinin kapsamlı ve verimli altyapı ile ilişkilendirildiği kategoride, ülkelerin yüksek kaliteli yollar, demiryolları, limanlar ve hava taşımacılığı da dâhil olmak üzere etkili ulaştırma yolları, girişimcilerin mallarını ve hizmetlerini güvenli ve zamanında pazarlamasına bakılmaktadır. Ayrıca bu kategoride işletmeler ve fabrikaların engelsiz çalışabilmeleri açısından önemli olan elektrik kaynakları ile hızlı ve serbest bir bilgi akışına olanak tanıyan telekomünikasyon ağı da önemlidir. Makroekonomik ortam kategorisinde bir ülkenin üretkenliğini tek başına arttıramayacağı kabul edilmekle birlikte makroekonomik düzensizliğin neden olacağı zararlardan hareketle burada yakalanan istikrarın özelde işletmeler ve genelde rekabet açısından önemli olduğu kabul edilmektedir. Sağlık ve temel eğitim kategorisi genel olarak halk sağlığı ve halkın temel eğitim edinmesi açısından değil yine ekonomik verimlilik ve rekabet gücü bağlamında sağlıklı ve verimli işgücü açılarından önemli görülmektedir. Aksi

halde temel eğitimden yoksun işgücünün verimsiz olacağı ve sağlıklı olmayan işgücünün daha az üretken olacağı düşünülmektedir. Yükseköğretim de aynı nedenle önemli bir kategori olarak görülmektedir. Değer zincirini basit üretim süreçlerinin ötesine taşımak isteyen ekonomiler için kaliteli yükseköğretime önem vermeleri gerektiği belirtilmektedir. Ayrıca çalışanların becerisinin geliştirilmesi gerekliliğinden hareketle mesleki ve işbaşı eğitimler de bir gösterge olarak kabul edilmektedir. Diğer bir kategori olan verimli mal piyasalarına sahip ülkelerin arz ve talep koşullarına göre doğru ürün ve hizmet karışımını üretmek ve bu malların ekonomide en etkili şekilde işlem görmesini sağlamak için iyi bir konuma sahip olacağı varsayılmaktadır. İşgücü piyasasının verimliliği ve esnekliği kategorisinde önemli olan işçilerin ekonomide en etkin kullanılacak şekilde tahsis edilmelerini sağlamaktır. Bu nedenle işgücü piyasaları, işçileri bir ekonomik aktiviteden diğerine hızla ve düşük maliyetle değiştirme ve çok fazla sosyal bozulma olmaksızın ücret dalgalanmalarına izin verme esnekliğine sahip olmalıdır. Verimli işgücü piyasaları, çalışanlar için açık güçlü teşvikler sağlamalı ve işyerinde meritokrasiyi teşvik etmelidir. Ekonomilerin bankacılık sektöründen sağlanan krediler, iyi düzenlenmiş menkul kıymet borsaları, girişim sermayesi ve diğer finansal ürünler gibi kaynaklardan özel sektör yatırımları için sermaye temin edebilen gelişmiş finansal piyasalar gerektireceğinden hareketle finans sektörünün etkililiği önemsenmektedir. Tüm bu işlevleri yerine getirebilmek için bankacılık sektörünün güvenilir ve şeffaf olması ve finansal piyasaların ekonomideki yatırımcıları ve diğer aktörleri korumak için uygun düzenlemelere sahip olması gerekmektedir. Teknolojik hazırlık kategorisinde bir ekonomi sektörlerinin verimliliğini arttırmak için benimsenen teknolojilerin becerisi ölçülmektedir. Pazarın büyüklüğü kategorisi küreselleşmeyle birlikte uluslararası pazarların özellikle küçük ülkeler için iç pazarların yerini alması nedeniyle önemsenmektedir. İşlerin kapsamı kategorisinde ülkenin genel iş ağlarının kalitesi ve şirketlerin tek tek işlemlerinin ve stratejilerinin kalitesine bakılmaktadır. Son kategori inovasyona odaklanmaktadır. İnovasyon, özellikle bilginin sınırlarına yaklaştıkça ekonomiler için önemli görülmektedir. Ekonomilerde firmalar rekabet avantajını korumak ve daha yüksek katma değerli faaliyetlere doğru ilerlemek için en ileri ürünleri ve süreçleri tasarlamalı ve geliştirmelidir. Bu ilerleme, yenilikçi faaliyetlere elverişli ve kamu ile özel sektör tarafından desteklenen bir ortam gerektirir. Bu kapsamda özellikle, özel sektör tarafından araştırma ve geliştirmeye (Ar-Ge) yeterli yatırım yapıp yapılmadığı yeni teknolojileri inşa etmek için gerekli temel bilgileri üretebilen yüksek kaliteli bilimsel araştırma kurumlarının varlığı; üniversiteler ve sanayi arasındaki araştırma ve teknolojik gelişmelerdeki kapsamlı işbirliği ve fikri mülkiyetin korunması önem kazanmaktadır (Schwab, 2017: 317-319).

Türkiye'nin Küresel Rekabet Düzeyi

Uzun yıllardır hazırlanan küresel rekabetçilik eksenine göre Türkiye'nin sıralaması 2007-2008 arasında 53; 2008-2009 arasında 63; 2009-2010 arasında 61; 2010-2011 arasında 61; 2011-2012 arasında 59; 2012-2013 arasında 43; 2013-2014 arasında 44; 2014-2015 arasında 45; 2015-2016 arasında 51; 2016;2017 arasında 55 ve 2017-2018 arasında 53'tür. 2007 yılından önce de Türkiye hesaplamalara dahil edilmiş fakat bu dönemde endekse giren ülke sayısı yukarıdaki verilen yıllara nazaran düşük olduğundan buraya alınmamıştır (Cornelius & McArthur, 2002: 15; WEF, 2018; Lopez-Claros, 2006: xvii; Porter, 2008: 10; Schwab, 2009: 13; Schwab, 2010: 15; Schwab, 2011: 15; Schwab, 2013: 15; Schwab, 2014: 13; Schwab, 2015: 7; Schwab, 2016: 7; Schwab, 2017: 13).

Türkiye'nin rekabet düzeyi on iki gösterge üzerinden incelendiğinde en yüksek sıralamanın pazar büyüklüğünde olduğu görülmektedir. Genel olarak 14. sırada olan Türkiye'nin iç pazar büyüklüğü açısından sıralaması 13; dış pazar açısından 14; GSYİH da 13 ve ihracatta 101'dir. 137 ülke içinde



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Türkiye'nin 127. sırada olduğu işgücü piyasalarının verimliliği kategorisinde ise en düşük sıralamadır. Bu kategoride yer alan alt göstergeler açısından değerlendirildiğinde işgücü ve işveren arasındaki işbirliği açısından 118; ücret belirleme esnekliği açısından 51; işe alım ve son verme açısından 87; işsizlik maliyeti açısından 122; vergilendirmelerin işe teşviğe etkisi açısından 70; ücret ve verimlilik açısından 91; yönetime güven açısından 80; mevcut yetenekleri koruma kapasitesi açısından 83; yeni yetenekler çekme açısından 103 ve kadınların işgücüne katılım oranı açısından 123. sıradadır (Schwab, 2017: 293).

İşgücü piyasasının verimliliğinden sonra en düşük sıralamada olduğumuz kategoriler sırası ile 84. sıra ile sağlık ve temel eğitim; 80. sıralama ile finansal piyasaların gelişimi; 71. sıralama ile kurumlar ve 69. sıralama ile inovasyon kategorileridir. Sağlık ve temel eğitim kategorisinde ilköğretimin kalitesi sıralamaya olumsuz, HIV virüsü ve sıtmanın yaygınlığı olumlu etki etmektedir. Finansal piyasaların gelişimi kategorisinde bu hizmetlerin kullanılabilirliği, yerel sermaye piyasası yoluyla finansman ve kredilere erişim kolaylığı sıralamaya olumlu etki etmektedir. Buna karşın finansman gücü ve menkul kıymet borsalarının düzenlenmesi gibi göstergelerin etkisi olumsuzdur. Kurumlar açısından sıralamayı olumsuz etkileyen göstergeler terörün neden olduğu iş/işletme maliyetleri ve yargının bağımsızlığıdır. Buna karşın yatırımcıların korunması göstergesi sıralamaya olumlu etkide bulunmaktadır. İnovasyon kategorisinde inovasyonun kapasitesi ve bilimsel araştırma kurumlarının kalitesi göstergeleri, sıralamanın düşmesine neden olurken; patent, ileri teknolojilerin temini, bilim insanı ve mühendis sayısı ve üniversite-sanayi işbirliği göstergeleri sıralamaya olumlu etkide bulunmuştur (Schwab, 2017: 293).

Diğer kategorilerde Türkiye indekse giren ülkelerin yarısından daha iyi bir sıralamaya sahiptir. Ülkemizin iş kapsamı kategorisinde sıralaması 67'dir. Bu kategorinin alt göstergelerinden biri olan rekabet doğasının avantajı açısından sıralamamız 106'dır. Diğer alt göstergelerde sıralama 90-44 arasında yer almaktadır. 62. sırada olduğumuz teknolojik hazırlık kategorisinin alt göstergeleri olan son teknolojilerin bulunması, teknoloji transferi, internet kullanıcıları ve abonelikleri, mobil abonelikleri gibi alt göstergelerde göze çarpan bir yükseklik ya da düşüklük yoktur. 53. sıralamada olduğumuz altyapı kategorisinde sıralamamızı yükselten temel göstergeler yolların kalitesi, genel altyapı kalitesi, hava taşımacılığı ve hava taşımacılığı altyapısının kalitesidir. Yine 53. sırada olduğumuz mal piyasasının verimliliği kategorisinde sıralamaya olumlu etki eden göstergeler yerel rekabetin yoğunluğu, müşteri odaklılık derecesi, tekel karşıtı politikaların etkinliği ve işe başlama zamanıdır. Özellikle 9. sırada olduğumuz yerel rekabetin yoğunluğu göstergeleri 114. sırada olduğumuz ithalat ve 100. sırada olduğumuz yabancı mülkiyetin yaygınlığı göstergelerinin olumsuz etkisini kırmaktadır. Makroekonomik ortam kategorisinde sıralamamız 50'dir ve sıralamaya olumsuz etki eden gösterge 116. sırada olduğumuz enflasyondur. Son olarak yükseköğretim ve eğitim göstergesinde 48. sırada bulunan Türkiye, üçüncül eğitim kaydı açısından 2. sıradadır. Kategoriye olumlu etkide bulunan diğer bir gösterge 37. sırada olduğumuz ortaöğretim kayıt oranıdır. Matematik ve fen eğitiminin kalitesi, yönetim okullarının kalitesi, eğitim sisteminin kalitesi gibi diğer göstergelerin tamamı sıralamaya olumsuz etkide bulunmuştur (Schwab, 2017: 293).

Türkiye'nin Küresel Rekabet Düzeyinin Karşılaştırması

Küresel rekabet endeksinde ölçek 1-7 arasında değişmekte ve ülkeler almış oldukları skora göre sıralanmaktadır. Türkiye'nin 4.42 skorla 53. olduğu küresel rekabet endeksinde birinci olan ülke 5.86 skora sahip olan İsviçre'dir. İsviçre'yi sırası ile ABD (5.85), Singapur (5.71), Hollanda (5.66), Almanya

(5.65), Hong Kong (5.53), İsveç (5.52), İngiltere (5.51), Japonya (5.49) ve Finlandiya (5.49) takip etmektedir (Schwab, 2017: xi).

Türkiye içinde bulunduğu Avrupa ve Kuzey Amerika ülkeleri arasında 27. sırada yer almaktadır. Bu ülkelerden Slovak Cumhuriyeti, Macaristan, Kıbrıs, Romanya, Hırvatistan, Arnavutluk, Karadağ, Sırbistan, Yunanistan ve Bosna Hersek Türkiye'den sonra gelmektedir. Sayısı 17 olan Doğu Asya ve Pasifik ülkeleri arasında 13. sıradadır. 8 Avrasya ülkesi arasında 3. olan Türkiye'yi yalnızca Azerbaycan ve Rusya geçmiştir. 20 ülkeden oluşan Latin Amerika ve Karayip ülkeleri açısından 5. sıradadır. Bu ülkelerden yalnızca 33. sırada olan Şili Türkiye'ye sıralamada fark atmıştır. Kosta Rika (47), Panama (50) ve Meksika'nın (51) sıralaması Türkiye'ye yakındır. 14 ülkeden oluşan Orta Doğu ve Kuzey Afrika ülkeleri içinde 7. sırada yer almaktadır. Kuveyt'in sıralaması Türkiye'den hemen öncedir (52). İsrail 16. sırada ve Birleşik Arap Emirliği 17. sıradadır. Bunu Katar (25), Suudi Arabistan (30), ve Bahreyn (44) takip etmektedir. 6 Güney Asya ülkesinden yalnızca Hindistan Türkiye'nin önünde yer almaktadır. Son olarak 33 Sahra Altı Afrika ülkesi arasından da yalnızca Mortiyus sıralamada Türkiye'den daha iyi bir konumdadır (Schwab, 2017: xi).

Tablo 1. Ülkeler Arası Rekabet Gücünün Karşılaştırması

| Ülke | Yer Aldığı Grup | Sıralama | Skor |
|------------|-----------------------------|----------|------|
| İsviçre | Avrupa ve K. Amerika | 1 | 5.86 |
| Singapur | D. Asya ve Pasifik | 3 | 5.71 |
| İsrail | Orta Doğu ve G. Afrika | 16 | 5.31 |
| Şili | Latin Amerika ve Karayipler | 27 | 5.00 |
| Azerbaycan | Avrasya | 35 | 4.69 |
| Hindistan | Güney Asya | 40 | 4.59 |
| Mortiyus | Sahra Altı Afrika | 45 | 4.52 |
| Türkiye | Avrupa ve K. Amerika | 53 | 4.42 |

Kaynak: Schwab, 2017'den derlenmiştir.

Türkiye'nin sıralamasının kötü olduğu blok Avrupa ve Kuzey Amerika ile Doğu Asya ve Pasifik ülkelerinin olduğu gruplardır. Nitekim sıralamada ilk on beş ülke bu gruplar içinde yer almaktadır. Yukarıda yer alan kendi grubunun sıralamada en iyi ülkeleri (Tablo 1) ile ülkemizin karşılaştırması Türkiye'nin rekabet edilebilirliğine olumlu ve olumsuz katkı yapan göstergelerin daha iyi anlaşılmasını sağlayacaktır. Tablo 2 incelendiğinde kurumlar açısından Türkiye sıralamada en sonda yer almaktadır ve kendisine en yakın ülkenin sıralaması Hindistan'dır. Aradaki farkın çokluğu Türkiye'nin kurumlar göstergesinde iyi bir konumda olmadığını göstermektedir.

Altyapı göstergesinde biraz daha iyi bir sıralamada olan Türkiye Hindistan'ı geride bırakmıştır. Azerbaycan'a oldukça ve Mortiyus ve Şili'ye de görece yakın bir sıralamadır. Makroekonomik ortam açısından biraz daha iyi bir sıralama ile Hindistan, Mortiyus ve Azerbaycan'ı geride bırakmıştır. Ayrıca İsrail ve Şili'nin sıralamasından da 137 ülkenin endekste yer aldığı düşünüldüğünde fazla uzakta değildir. Sağlık ve temel eğitim konusunda oldukça düşük bir sıralamada olan Türkiye yalnızca Hindistan'ı geride bırakabilmiştir. Yükseköğretim kategorisinde Hindistan, Mortiyus ve Azerbaycan sıralamada geçilmiştir. Mal piyasası verimliliğinde yalnızca Hindistan'ı geçebilmiştir. İşgücü piyasalarının verimliliği kategorisinde en son sırada yer alan Türkiye kendisine en yakın ülke olan Hindistan'ın dahi oldukça gerisindedir. Finansal piyasaların gelişimi sıralamasında da en sonda yer alan ülkemizi Azerbaycan takip etmektedir ve her iki ülke diğer ülkelerle karşılaştırıldığında oldukça

geridedir. Teknolojik hazırlık konusunda Hindistan'ın oldukça ilerisinde olan Türkiye, Mortiyus ve Azerbaycan'ın sıralamasında da oldukça yakındır.

Pazar büyüklüğü açısından Hindistan'dan sonra ikinci olan Türkiye bu kategoride endekste ilklerde yer alan ülkelere fark attığı tek alan olmuştur. İş kapsamı açısından son sırada yer alan ülkemiz ile kendisine en yakın ülke olan Şili arasında 16 ülke yer almaktadır. Son olarak İnovasyon kategorisinde yine son sırada yer alan Türkiye Mortiyus'a yakın olmakla birlikte diğer ülkelerin farkı kısa sürede kapatamayacak kadar gerisindedir.

Tablo 2. Göstergeler Üzerinden Karşılaştırma

| Göstergeler | İsviçre | Singapur | İsrail | Şili | Azerbaycan | Hindistan | Mortiyus | Türkiye |
|-----------------------------|---------|----------|--------|------|------------|-----------|----------|---------|
| Kurumlar | 4 | 2 | 29 | 35 | 33 | 39 | 37 | 71 |
| Altyapı | 6 | 2 | 25 | 41 | 51 | 66 | 40 | 53 |
| Makroekonomik çevre | 3 | 18 | 39 | 36 | 65 | 80 | 67 | 50 |
| Sağlık ve temel eğitim | 2 | 3 | 27 | 66 | 74 | 91 | 49 | 84 |
| Yükseköğretim ve eğitim | 5 | 1 | 21 | 26 | 68 | 75 | 52 | 48 |
| Mal piyasası verimliliği | 6 | 1 | 30 | 39 | 31 | 56 | 27 | 53 |
| İşgücü piyasası verimliliği | 1 | 2 | 18 | 49 | 17 | 75 | 52 | 127 |
| Finansal piyasa gelişimi | 8 | 3 | 11 | 17 | 79 | 42 | 41 | 80 |
| Teknolojik hazırlık | 2 | 14 | 7 | 38 | 56 | 107 | 58 | 62 |
| Pazar büyüklüğü | 39 | 35 | 56 | 44 | 63 | 3 | 113 | 14 |
| İş kapsamı | 1 | 18 | 15 | 50 | 40 | 39 | 38 | 67 |
| İnovasyon | 1 | 9 | 3 | 52 | 33 | 29 | 63 | 69 |

Kaynak: Schwab, 2017'den derlenmiştir.

Sonuç

Bu çalışmada Türkiye'nin rekabet düzeyinin analizi yapılmaya çalışılmıştır. Öncelikle girişte rekabetin içinde bulunduğumuz dönem açısından önemi ortaya konulmuştur. İkinci olarak ülkelerin -kurumlar, altyapı, makroekonomik çevre, sağlık ve ilköğretim, yükseköğretim ve eğitim, mal piyasası verimliliği, işgücü piyasası verimliliği, finansal piyasaların gelişimi, teknolojik hazırlık, pazar büyüklüğü, iş/işletme kapsamı ve inovasyondan oluşan- on iki kategori ve 114 alt gösterge üzerinden rekabet güçlerini hesaplayan küresel rekabet endeksinin anılan göstergeleri tanımlanmıştır. Üçüncü bölümde Türkiye'nin kategoriler ve alt göstergeler açısından mevcut durumu incelenmiştir ve son bölümde endeksin sınıflandırdığı yedi grubun en iyi ülkeleri ile Türkiye anılan on iki kategori açısından karşılaştırılmıştır.

Sonuç olarak Türkiye'nin Pazar büyüklüğünün rekabet edilebilirliğe etki eden ve kendisini avantajlı bir konuma getiren kategori olduğu tespit edilmiştir. Makroekonomik ortam, altyapı, yükseköğretim ve eğitim ve mal piyasalarının verimliliği kategorisinde görece iyi durumda olan ülkemizin bu alanları etkin kullanması halinde sıralamada kendisine yakın olan ülkelerin önüne geçeceği düşünülmektedir. Diğer taraftan karşılaştırılan ülkelerin gerisinde kaldığımız kurumlar, sağlık ve temel eğitim, finansal piyasanın gelişimi, teknolojik hazırlık, işgücü piyasasının verimliliği, iş kapsamı ve inovasyon

alanlarının geliştirilmesi de sıralamaya etki edebileceği gibi mevcut sıralamanın korunması açısından da önemlidir.

Son olarak bugünkü rekabet düzeninin savunucularının temel iddialarının gerçekleşmediği ve refahın toplumsal tabana yayılmadığını belirtmek gerekir. Yaşanan gelişmeler, teknoloji ve kaynakların bir araya gelmesi tüm insanların giyinme, beslenme, barınma ve sağlık gibi temel ihtiyaçlarını karşılayabilecek koşulları oluştursa da dünya nüfusunun yarısından fazlası bu konularda ciddi problemlerle karşı karşıyadır (Down, 2013: 9). Dünyanın en zengin ve en fakir ülkesindeki kişi başına düşen gelir miktarı arasındaki fark yüzlerce kattır. OECD ülkelerinin en zengin ülkeleri ülkelerinde hane halkı geliri en fakir ülkelerle karşılaştırıldığında giderek artmaktadır (Bauman, 2017: 10-11). Serbest piyasalarda herkesin (birey-şirket-devlet) faydasını elde etmeye çalışmasının ortak faydayı sağlayacağı tezini çürüten bunun gibi birçok veri vardır. Ancak hala öngörülen rekabet düzeni halkın refahı söylemiyle meşrulaştırılmaya devam etmektedir.

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STRATEGIC ROAD MAP OF SUSTAINABLE GROWTH: INTEGRATED WITH STANDARD COSTING SYSTEM BALANCED SCORECARD (BSC) MODEL

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Abstract: The sustainability of a business defines how it plans to generate value for its stakeholders (shareholders, customers and society). Sustainability depends on the existence of a business's core core competence. The two main factors affecting the self-ability of enterprises are productivity and sustainability. Productivity leads to an increase in the overall productivity level, while sustainability brings about revenue opportunities and enriches customer value. In order to measure the sustainable ability of enterprises, the tangible and intangible asset values (assets) of the enterprises depend on how efficiently they are used. In this study, the co-operation of Standard Costing Method, which is an effective tool for cost control / reduction, and the Balance Score Card (BSC), is used. In the first part of the study, the conceptual / theoretical framework related to sustainability and the related issues are explained. In the second part, the need for standard costing in cost control is explained. In the third part, as a strategic planning and strategic appraisal instrument, the role of multi-dimensional performance appraisal model in Balance Score Card (BSC) performance measurement is shown. In the conclusion, in the framework of sustainable competition, a model proposal for providing the balance score card (BSC) association with the standard costing method as the sign stones of the growth roadmap is presented. It is foreseen that this model will enable more efficient, effective and efficient analysis of the operational performance. In addition, it is evaluated that it will contribute to meet the strategic oriented expectations. The study is presented in the theoretical framework and the conditions of realization in practice are left open to discussion.

Keywords: Sustainable Competitiveness, Cost Control, Standard Costing, Balanced Scorecard (BSC), Business Performance Measurement and Analysis

SÜRDÜRÜLEBİLİR BÜYÜMENİN STRATEJİK YOL HARİTASI: STANDART MALİYETLEME SİSTEMİ İLE BÜTÜNLEŞTİRİLMİŞ BALANCED SCORECARD (BSC) MODELİ

Özet: Bir işletmenin sürdürülebilirliği, paydaşlarına (hissedar, müşteri ve toplum) nasıl değer üretmeyi planladığını tanımlar. Sürdürülebilirlik, bir işletmenin sürdürülebilir temel yeteneğinin (öz yetenek) varlığına bağlıdır. İşletmelerin öz yeteneğini etkileyen iki temel faktör, üretkenlik ve sürdürülebilirliktir. Üretkenlik, genel verimlilik düzeyinde artışı, sürdürülebilirlik ise gelir fırsatlarını yakalamayı ve müşteri değerini zenginleştirmeyi beraberinde getirmektedir. İşletmelerin sürdürülebilir yeteneğini ölçmek için işletmelerin maddi ve maddi olmayan aktif değerlerini (varlıkların) ne kadar verimli kullanıldığına bağlıdır. Bu çalışmada, maliyet kontrolü /azaltımın da etkin bir araç olan Standart maliyetleme yöntemi ile performans değerlendirme aracı Balance Score Card (BSC)'in birlikteliği teorik olarak ele alınmıştır. Çalışmanın birinci bölümünde işletme açısından sürdürülebilirliğe ilişkin kavramsal / kuramsal çerçeve / gerekçeler ve bağlantılı konular açıklanmıştır. İkinci bölümünde maliyet kontrolünde standart maliyetleme duyulan gereksinim açıklanmıştır. Üçüncü bölümde, stratejik planlama ve stratejik değerlendirme enstrümanı olarak çok boyutlu performans değerlendirme modeli olarak



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Balance Score Card (BSC) performans ölçümünde rolü ortaya konulmuştur. Sonuç bölümünde sürdürülebilir rekabet çerçevesinde, büyümenin yol haritasının işaret taşıları olarak standart maliyetleme yöntemi ile Balance Score Card (BSC) birlikteliğini sağlamaya yönelik bir model önerisi ortaya konmuştur. Bu model, işletme performansının daha etkin, etkili ve verimli analizlerinin yapılabilmesine olanak sağlayacağı öngörülmektedir. Ayrıca stratejik odaklı beklentileri karşılamaya da katkı sağlayacağı değerlendirilmektedir. Çalışma teorik çerçevede ortaya konmuş, pratikte gerçekleştirme koşulları tartışmaya açık bırakılmıştır.

Anahtar Kelimeler: Sürdürülebilir Rekabet Gücü, Maliyet Kontrolü, Standart Maliyetleme, Blanced Score Card (BSC), İşletme Performans Ölçümü ve Analizi.

Giriş

Sanayi devrimi, yüzyıllar boyunca logaritmik olarak büyüyen enerji dönüşümünde yaşanan bir devrimdir. Bu süreç; üretim, ulaşım ve iletişim teknolojilerinde "yaratıcı yıkıcılık" diye adlandırılan değişim ve dönüşümleri beraberinde getirmiştir. Serbest piyasa ekonomik modelin ürün odaklıdan bilgi odaklıya evrilmesine neden olmuştur. Bilgi odaklı yapı yenilik (inovasyon) ve rekabetçi motifleri ile kopyalanması ve içselleştirilmesi zor olan teknolojik yeniliklerin ortaya çıkmasına/olgunlaşmasına neden olmuş ve eski dünyanın kurumlarıyla yeni dünyanın kurumları aynı oyun tahtasında katmanlı, karışık ve sürekli devinen bir etkileşim içine girmiştir. Teknolojik anlamda bu yakınsama farklı teknolojilerin işbirliği olarak karşımızda. Fakat yeni iş modelleri yalnız dijital dünyada karşımıza çıkmıyor; yeni ve özgün iş modellerinin altında yatan da yalnız teknolojide değil, her alanda yenilikleri takip etmek, birbirleriyle ilişkilendirerek yakınsamayı sağlamakta ve tüketiciye bir hizmet olarak sunabilmektedir. Kısaca, dünyanın doğrusal büyüyen dünyası, bugün üssel hızda artan teknolojinin etkilerini yaşamaktadır. Diğer bir deyişle sürdürülebilir rekabette değer katan enerjiye dönüşmüştür. İnançtan düşünceye, taklitten yaratıcılığa, görgüye dayalı düşünceden soyutlama yeteneğine, klasik tasarımdan etik ve ekolojik tasarıma "Küresel modanın 'yapmaya' ve 'ilerlemeye' yönelik tüketim odaklı ve manipüle edici söyleminden şeffaf, bilgilendirici ve tüketiciyi okuyup yorumlayan birey olarak konumlandırılan katılımcı yapılanmaya", "markadan kurumsal imaja" vb. çok daha etkin, verimli ve sonuç alıcı düzleme erişmiştir. Bu süreçte; yenilikçi (inovatif) ve rekabetçi motifler sürükleyici dominant paradigma olmuştur. Bu paradigma, karşılıklı-bağımlılık ilişkilerinin oluşturduğu dinamik ağlara dayalı, kurumsal yapıların "çözülme ve yeniden örülme sürecinde başat rol üstlenmiştir. Bu gelişmelerin kurum/kuruluşlar açısından doğru okunması, kaynakların ve değerler sistemleri etkin yönetilmesi için sürdürülebilirliğin kurum açısından ne anlama geldiğinin doğru bir şekilde tanımlanmasını "gerek şarttır". Kurumlar açısından sürdürülebilirlik deyince çevre (doğa), sosyal (insan), yönetim, etik ve finansal performansın yönetimidir. Bu bağlamda, işletmelerin sürdürülebilir yeteneğinin ölçülmesi diğer bir deyişle maddi ve maddi olmayan aktif değerlerini (varlıkların) ne kadar etkin, etkili ve verimli kullanıldığının belirlenmesi gerekir. Standart maliyetleme yöntemi, işletmelerde maliyetleri kontrol / azaltma, Balance Score Card (BSC) işletme performansının ölçümünde etkin bir araç niteliğindedir.

Çalışmanın birinci bölümünde işletme açısından sürdürülebilirliğe ilişkin kavramsal/kuramsal çerçeve/gerekçeler ve bağlantılı konular açıklanmıştır. İkinci bölümünde maliyet kontrolünde standart maliyetleme duyulan gereksinim açıklanmıştır. Üçüncü bölümde, stratejik planlama ve stratejik değerlendirme enstrümanı olarak çok boyutlu performans değerlendirme modeli Balance Score Card (BSC)



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Sürdürülebilirliğe İlişkin Kavramsal / Kuramsal Çerçeve (Gerekçeler ve Bağlantılı Konular)

Sürdürülebilirlik kavramı, doğanın düzeni, dengesi ve döngüsünü bozmadan, yeraltı ve yerüstü kaynaklarını, insan eliyle yapılan fiziki sermaye stokunu, insan kaynağını ve teknolojiyi gelecek kuşakların yararını da gözeterek değerlendirilmeyi içeriyor. Doğada sürdürülebilirlik "üstün akıl" ve "üstün güçten" çok "uyum yeteneği" ile direkt ilintili olduğu artık kabul edilen bir gerçek. Doğanın bu gerçeği kurum/kuruluşların yaşamda da geçerliliğini koruyor. Dünya genelindeki eğilimlerin yarattığı fırsat ve tehlikeleri göz önünde bulunduranlar, yeniliklere uyumu sağlayarak İşleyen kurumlar yaratanlar, reform sürecini canlı ve diri tutanlar, değişimleri gözetleyerek sapmaları zamanında düzelterek yoluna devam eden kuruluş ve kurumlar birikim yeteneklerini koruyabilmekte ve uzun dönemli geleceklerini güven altına alabilmektedirler. Bu arada etkin gözetim ve denetim mekanizmaları oluşturabilen, geribildirimleri tam zamanında yapabilen; senaryolara dayalı alternatif tepki biçimlerini hayata taşıyabilen; maliyetlerini kontrol altına alıp azaltabilenler, verimliliklerini artıranlar, rekabet gücümüzü üst basamaklara yükseliyor. Sürdürülebilirlik kavramı, çevreyi, sosyal ve ekonomik gelişmeleri dikkate alan, kesintisiz üretimin yapılmasını da güven altına alan kaynak yönetim anlamına da geliyor. İşletmeler açısından sürdürülebilir büyüme yaratabilmemiz için sürdürülebilir rekabet gücü yaratmak gerekiyor.

Standart Maliyet Kavram İçeriği ve İlintili Kavramlar

1988 yılında, Kaplan maliyetlerin ortaya çıkış nedenlerini analiz etti ve her sistemde ortaya çıkış nedenlerinin farklı olduğunu ortaya koydu (Rao and Bargerstock, 2018: 5). Maliyetlerin kontrolü içinde 1900'lü yılların başında Standart maliyetlendirme sistemi geliştirildi (Davis ve Davis, 2014: 345). Standart maliyet, işletmede olması zorunlu olan ve bilimsel esaslara göre belirlenen maliyetleri ifade etmektedir. Standart maliyetler objektiftir; belirli koşullarda ulaşılması gereken hedefleri gösterir. Ayrıca standart maliyetler, esnek bütçelemenin ve geri bildirim sisteminin temelini oluşturur. Tahmini maliyetleri, standart maliyetlerden ayıran en önemli özellik, subjektif ölçülere dayanmasıdır. Tahmini maliyetler, geçmiş maliyetlerin gelişim trendi, yöneticilerin deneyim ve tecrübelerine dayanarak gelecekteki beklentilere göre belirlenir (Büyükmirza, 2009: 606). Bu bağlamda tahmini maliyetler, yöneticilerin yargılarına açık olması nedeniyle subjektiftir; ve bilimsel esaslara dayanmadığından dolayı standart maliyetlerden farklılık arz ederler. Ancak tahmini ve standart maliyetlerin muhasebeleştirilmesi açısından bir farklılık söz konusu değildir. Hedef maliyetleme, ürün geliştirme gruplarının pazar için sadece uygun kalitede değil, aynı zamanda hedeflenen müşteri segmenti için uygun fiyatla ürün geliştirilmesine olanak sağlamaktadır (Elmacı, 2015: 129). Hedef maliyetlemede, standart maliyetleme ve tahmini maliyetleme gibi önceden saptanan bir maliyet olup, standart ve tahmini maliyetlerden farkı mamulün üretim sürecine alınmadan önce (tasarım aşamasında) mamulün piyasa fiyatı tespit edilerek, işletmede mamulün üretim süreci içerisindeki potansiyel maliyet azaltma alanlarının tespit edilerek, bu potansiyel maliyet azaltma alanlarının maliyet azaltma programı ve teknikleri çerçevesinde azaltılmasını öngörmektedir. Geleneksel yaklaşımda (maliyet +) satış fiyatı bağımlı değişken iken, hedef

maliyetlemede, hedef maliyet bağımlı deęiřkendir. Dięer bir deyiřle, geleneksel yaklařımda beklenen maliyetlere, beklenen kâr marjı eklenmek sureti ile hedef satıř fiyatı bulunurken, hedef maliyetlemede hedef fiyattan, hedef kar dūřtilerek hedef maliyet hesaplanmaktadır. Uygulamada, Direkt Hammadde ve Malzeme ile Direkt İřçilik Maliyetleri standart maliyetler aracılıęıyla kontrol edilirken, öteki maliyet unsurlarının tümü, genellikle bölümsel genel üretim giderleri bütçeleriyle (esnek bütçelerle) kontrol edilmektedir.

Standart Maliyet Sisteminin en temel yararı, iřletmenin rekabet gücünü arttırmasıdır. Rekabet gücünün iki temel bileřeni olan genel verimlilik düzeyi ve maliyet üstünlüęünde de standart maliyet sisteminin yararı yadsınamayacak kadar büyüktür. Bu bağlamda standart maliyet sisteminin yararlarını ařaęıdaki řekilde sıralamak mümkündür (Elmacı,1990: 46):

- i. Maliyet Kontrolü ve Maliyet Azaltımı: Standart maliyet sistemi, maliyetleri etkin kontrol etme aracıdır. Dönem sonunda fiili maliyetlerle karřılařtırılan standart maliyetler bu karřılařtırma sonucunda ortaya çıkan farklarla iřletmenin, bölümün ya da bir sürecin ne kadar etkin çalıřıp çalıřmadıęının maliyet olarak ortaya konmasını saęlar. Pozitif geliřmeler ($F < S$) maliyet tasarrufunun saęlandıęını, negatif geliřmeler ($F > S$) maliyet tasarrufunun yapılamadıęını gösterir. Bu hesaplama iřlemlerinde mutlak deęerler esas alınır. Yön belirlemeyi, (negatif ya da pozitif) fiili verilerin ya da standart verilerin büyüklüęü ya da küçüklüęü tayin etmektedir. Bu analizler sonucunda negatif (olumsuz) geliřmeleri, ilk önce nötr hale getirmek daha sonra pozitif (olumlu) hale getirmek, pozitif (olumlu) geliřmeleri de daha olumlu hale getirmek için gerekli stratejiler katılımcı yönetim anlayıřı çerçevesinde üst yönetimce belirlenir. Bu süreç dinamik hale getirilmek suretiyle ve maliyet azaltma programı çerçevesinde uygulamaya koyulmak suretiyle maliyetler kontrol altına alınarak azaltılır.
- ii. Standart Maliyetler, Planlama Çalıřmalarına Yardımcı Olur: Bütçelerin, tahmini veriler yerine bilimsel esaslara göre belirlenen standart maliyetlere dayandırılarak iřlerlik kazandırılması, iřletme geleceęinin daha ussal ve daha gerçekçi olarak belirlenmesini saęlar. Bu ise; iřletmenin güçlü ve zayıf yönlerinin daha gerçekçi verilere dayandırılmasına ve bugünden alınacak önlemlerin daha saęlıklı olmasına yardımcı olacaktır.
- iii. Standart Maliyetler, Karar Almada Yöneticilere Yardımcı Olur: Fiili maliyet sistemi uygulayan iřletmelerde, mamülün satıř fiyatının maliyetlere dayalı olarak belirlenmesinde çok büyük zorluklar bulunmaktadır. Örneęin, bazı maliyetlerin kesin tutarları ancak yılsonunda ya da faaliyet sonunda belli olmaktadır. Bu ise, üretilen mamülün dönem sonunu beklemeden pazarlanmasında büyük güçlüklerin ortaya çıkmasına neden olmaktadır. İřte bu sakıncanın ařılmasında standart maliyetler yönetime fiyatlandırma konusunda büyük destek saęlamaktadır. Dięer yandan, dönem içinde yapılacak her türlü maliyet analizlerinde (kapasite planlaması, mamül karlılık analizi, kar planlaması, mamül karmasının belirlenmesi vb.) büyük destek vermektedir. Bu bağlamda standart maliyetler, karar alma fonksiyonunda da önemli bir iřleve sahiptir.
- iv. Standart Maliyetler, Ayrıntılı Kayıt Tutmayı Önler: Standart maliyetler, ayrıntılı kayıtların tutulmasını azaltır. Örneęin; ilk madde ve malzeme stokları, direkt iřçilik süreleri standart verilerle (miktar ve tutar) deęerlendirildięinde, ilk madde ve malzeme stok kartlarında, çalıřma kartlarında, sadece miktarlar üzerinden tutulması yeterlidir.
- v. Standart Maliyetler, Çalıřanların Maliyet Konusunda Bilinçlenmesini ve Motive Olmasını Saęlar: Standart maliyetler personele üst yönetimce ulařılması gereken/hedeflenen maliyetleri göstermesi nedeniyle, personelin bu konuda daha duyarlı davranmasını ve hedeflenen bu maliyetlere ulařmak



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için verimlilik düzeyini artırma gerekliliğini gösterir. Ayrıca hedeflenen maliyetlere (standart maliyetlere) ulaşmak, işletmenin maliyetlerinin azalmasına, azalan maliyetler sonucunda işletmenin karının artmasına neden olacağı ve sonuçta bu pozitif gelişmenin ücretlere yansıtılacağı bilinmesi personelin dolaylı da olsa motive olmalarını da sağlayacaktır.

- vi. Standart Maliyet Sistemi, Üretim Yöntemlerinde ve Mamullerde Standartlaştırmayı Sağlar: Standart maliyetleme sistemi, mamullerin hem kendilerinin hem de kullanılacak ilk madde ve malzemenin analiz edilmesini ve standart hammadde ve malzeme miktarının belirlenmesini sağlamaktadır. Aynı şekilde, iş süreçlerinin analiz edilmek suretiyle standart sürelerin tespit edilmesini sağlayacağından bunun sonucunda üretilecek mamulün, üretim yöntemlerinin iş süreçlerinin standart hale getirilmesini zorunlu hale getirecektir. Bu işe, işletmenin ISO-9000 belgelerinin alınmasında kolaylık getirerek uluslararası ve küresel pazarlara açılımını sağlayacaktır.

Standart Maliyet Çeşitleri

Standart maliyetler, sabit (baz) standart maliyetler, kuramsal (ideal) standart maliyetler ve ulaşılabilir cari standart maliyetler olmak üzere genellikle üç ana gruba ayrılır (Üstün, 1998: 152; Elmacı, 2015: 129):

- i. Sabit (baz) standart maliyetler: Başlangıç koşullarına dayanılarak saptanan ve uzun yıllar süresince değiştirilmeyen maliyetlerdir. Bu standart maliyetlerin en önemli üstünlüğü, fiili maliyetlerin sürekli olarak değişmeyen belli standart maliyetlerle karşılaştırılmasını sağlamasını oluşturur. Böylece uzun dönemde, verimlilik düzeyinin gösterdiği eğilimler izlenebilir. Ancak, izlenen bu bilginin bir anlam ifade edebilmesi için, başlangıç koşullarının uzun dönem süresince değişmemesi gerekir. Oysa yıllar geçtikçe; girdi fiyatları, girdi türleri, üretim teknolojisi ve başka birçok etken büyük değişiklik gösterir. Bu nedenle, sabit standart maliyetler, ender olarak ve daha çok fiili maliyetler yerine, her dönem yeniden saptanan ya da gözden geçirilen (cari) standart maliyetlerin yıllar süresince gösterdiği eğilimlerin izlenmesini sağlayan birer indeks bazı biçiminde kullanılırlar. Fiyatlar ve üretim yöntemleri fazla bir değişiklik göstermediğinde, sabit standart maliyetler stok değerlemesinde kullanılabilirler. Oysa bu maliyetler, bütçeleme ve mamul stratejisi amaçlarıyla, daha az kullanılırlar. Bu maliyetlerin en önemli üstünlüklerinden birisini de, belirlenmelerinin öteki standart maliyetlere oranla ucuz olması ve bir kez belirlendikten sonra da, nadiren ayarlandıkları için, kullanımlarının ucuz olması oluşturur.
- ii. Kuramsal standart maliyetler: Herhangi bir verimsizlik ve aksaklığın bulunmadığı ideal koşullarda olması gereken en düşük maliyetleri gösterir. Mevcut en düşük fiyatlarla, en düşük miktarda hammadde ve işçiliğin, en etkin üretim yöntemlerinin kullanılması ve üretimde hiçbir aksaklığın oluşmaması ideal koşulları oluşturur. Üretim, ideal laboratuvar koşullarında hiçbir zaman yapılamayacağından, uygulamada fiili maliyetlerin ideal standart maliyetler düzeyinde tutulması, çoğu kez olanaksızdır. Bu nedenle ideal standart maliyetler, altına inilmesi olanaksız olan en düşük maliyet sınırını göstermenin ötesinde bir anlam taşımaz ve stokları değerlemede, bütçeleri hazırlamada ve mamul stratejisi geliştirmede bir ölçüt olarak kullanılmaz.
- iii. Ulaşılabilir cari standart maliyetler: Kuramsal standart maliyetler ile sabit standart maliyetlerin arasında kalır. Bunlar, mevcut ya da beklenen normal koşullar altında etkin çalışıldığında, olması gereken maliyetleri gösterir. Bu standart maliyetler, normal bozuk mamul maliyetlerini, makinelerin bozulması nedeniyle oluşan boş zaman maliyetini ve normal çalışma etkinliğinde önlenemeyen başka olaylara ilişkin maliyetleri de içerir. Bu maliyetlerin geliştirilmesi, pahalı olduğu gibi ayrıca,



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fazla çabayı da zorunlu kılar. Öteki standart maliyetlere oranla, en pahalı olmalarına karşın; stokları değerlemede, tahminlerde bulunmada ve yönetim muhasebesine ilişkin kararları almada en yararlı ve gerçekçi maliyetleri oluştururlar. Çünkü bunlar, mühendislik tahminlerine dayanırlar. Bu nedenle, uygulamada en yaygın karşılaşılan standart maliyetler, ulaşılabilir cari standart maliyetlerdir. Bu standart maliyetlerin, verimli bir çalışma ile ulaşılabilir düzeyde olması ve cari tutulması gerekir. Bu maliyetlerin cari tutulması, bunların günün koşullarına uygunluklarının sürekli biçimde sürdürülmesini ifade eder. Bu nedenle standart maliyetlerin, her yıl en azından bir kere gözden geçirilmesi ve varsa değişken koşullara uygun biçimde düzeltilmesi gerekir.

Dönem başında hedeflenen (tahmini/standart) veriler işletme yönetimi tarafından ya aynı sektörde faaliyet gösteren işletmelerin verilerin ortalaması ya da lider konumunda bulunan işletmelerin verileri baz alınabilir. Hedeflenen göstergeler işletme geçmiş verilerinin ortalamasını alarak belirlemesi mümkündür. Hem işletme içi hem de işletme dışı veriler birlikte göz önüne alınabilir. Dönem sonunda

Fiili verilerle önceden saptanan (tahmini/standart)verilerin karşılaştırılarak ortaya çıkan sapmalar (varyansların) analizi yapılır. Sapmaların tutarları, yönleri (olumlu/olumsuz) ,sebepler-sonuçları ile sorumluluk merkezleri ile bağlantıları ortaya konur. Ayrıca olumlu farkları daha olumlu,olumsuz farkları nötür/ya da daha olumlu hale getirecek öneri raporları üst yönetime sunulur. Üst yönetim bu önerilere katılması beklenir ancak katılıp katılmaması ihtiyaridir.

Fiili direkt hammadde ve malzeme maliyetinin bileşenleri aşağıda gösterildiği gibidir:

$$\text{Fiili Direkt Hammadde ve Malzeme Maliyeti} = \text{Fiili Miktar} \times \text{Fiili Fiyat}$$

Standart hammadde ve malzeme; üretilen mamul analiz edilerek (değer analizi, üretim prospektüleri, üretim reçeteleri, pareto analizi vb.) bir birim mamulün üretilmesi için gerekli (tolerans payları dikkate alınarak) hammadde malzeme miktarı tespit edilir. Tespit edilen bu miktar standart miktar olarak kabul edilir ya da aynı mamulü üreten işletmelerin verileri baz (standart) olarak kabul edilir. Direkt Hammadde ve Malzemenin birim standart fiyatı, bu hammadde ve malzemeyi sağlayan sunu kaynaklarının; (a) Fiyat iskontoları, (b) Kalite, (c) Süreklilik, (d) Zaman ve miktar gibi kriterler dikkate alınarak seçilen sunu kaynakların verdikleri ya da verecekleri fiyatların ortalamaları standart birim fiyat olarak kabul edilebilmektedir. Ya da aynı mamulü üreten işletmelerin birim direkt hammadde ve malzeme maliyetleri standart fiyat olarak kabul edilmektedir (Elmacı,2015:136).

Üretimde kullanılacak direkt hammadde ve malzemenin standart maliyetinin temel bileşenleri aşağıda gösterildiği gibidir:

$$\text{Standart Direkt Hammadde ve Malzeme Maliyeti} = \text{Standart Miktar} \times \text{Standart Fiyat}$$

Fiili direkt işçilik maliyetinin bileşenleri aşağıda gösterildiği gibidir (Elmacı, 2015: 137):

$$\text{Fiili Direkt İşçilik Maliyeti} = \text{Fiili Süre} \times \text{Fiili Ücret}$$

Standart süre, mamulün üretim süreci analiz edilmek suretiyle belirlenir. Mamulün hangi süreçlerden (esas üretim gider merkezlerinden) geçtiği ve bu bölümlerde bir mamulün ya da mamul parçasının ne kadar sürede üretilbileceği, metot mühendislik teknikleri içerisinde hareket-zaman etüdüleri, iş analizleri, iş örnekleme vb. yöntemlerle tolerans payları da (işletmenin yapısal özellikleri) dikkate alınarak tespit edilir. Örneğin üretim sürecinin uzunluğu, teknolojinin yeni olup olmaması, hammadde malzemenin kaliteli ya da kalitesiz oluşu, makinelerin üretime hazırlanma süresi, kaliteli ya da kalitesiz

iş gören, kişisel gereksinmelerin uzunluğu ya da kısalığı gibi. Ya da standart süre, aynı mamulü aynı süreçlerde üreten işletmelerin direkt işçilik süreleri standart süre olarak kabul edilebilmektedir. Standart ücret, zaman temeline dayanan ücret sistemlerinde saat başına ödenen ücret, (toplu iş sözleşmelerinde belirlenen saat ücreti) standart ücret olarak kabul edilmektedir. Parça başına (akord) ücret sistemi uygulayan işletmelerde, akord başına (parça, grup ya da para akordu) ödenen ücretler standart ücret olarak kabul edilmektedir. Standart ücret olarak aynı sektördeki ücret ortalamaları da esas alınabilmektedir.

Standart direkt işçilik maliyetlerinin bileşenleri aşağıda gösterildiği gibidir:

$$\text{Standart Direkt İşçilik Maliyeti} = \text{Standart Süre} \times \text{Standart Ücret}$$

Fiili genel üretim maliyetlerinin temel bileşenleri aşağıda gösterildiği gibidir (Elmacı, 2015: 151):

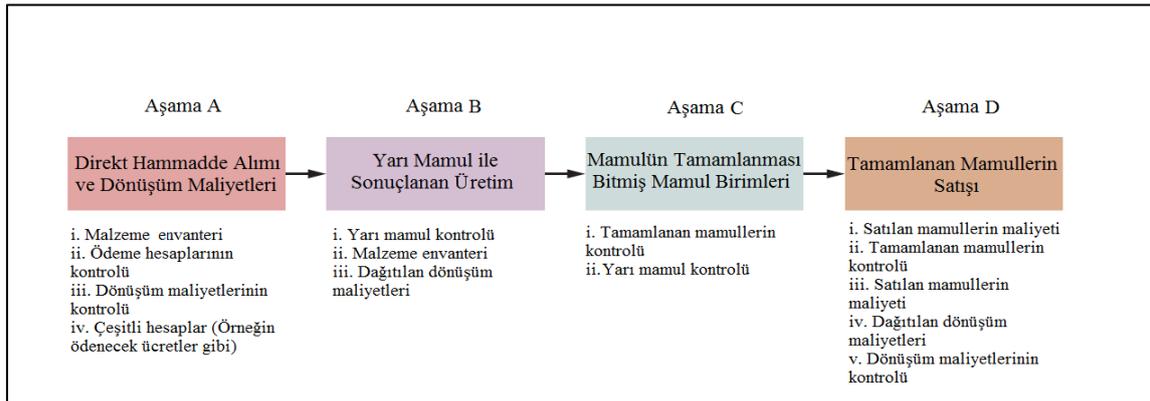
$$\text{Fiili Genel Üretim Maliyeti} = \text{Fiili Kapasite} \times \text{Fiili GÜGYO}$$

Standart Genel Üretim Maliyetlerinin temel bileşenleri aşağıda gösterildiği gibidir:

Standart maliyet sistemi içerisinde genel üretim maliyetlerinin kontrolü “Esnek Bütçeleme” aracılığı ile yapılmaktadır.

Tüm üretim sürecinde maliyet kontrolü -direkt hammadde malzeme, yarı mamul ve mamul bazında-genel olarak Şekil 1’de gösterildiği gibidir:

Şekil 1. Üretim Sürecinde Maliyetlerin Kontrolü



Kaynak: Horngren vd. (2012). Cost Accounting A Managerial Emphasis. Fourteenth Edition, s: 719.

Kurumsal Performansı Değerlendirmede Balanced Scorecard (BSC)

Kaynak tabanlı yaklaşım (resource - based view) işletmeleri benzersiz ve organize kaynakların birleşimi şeklinde tanımlamaktadır (Lopez, 2003: 125; Papatya, 2003: 30). ‘Kaynak’ kavramına işletmecilik yazınında çok geniş bir anlam yüklenmiş olup, kavram; şirketin etkinliğini, verimliliğini ve rekabet gücünü geliştirebilecek stratejiler oluşturmaya ve uygulamasına olanak sağlayan her çeşit unsuru kapsamaktadır (Ordaz, 2003: 95). Dolayısıyla işletmenin mal/hizmet üretmek için gerçekleştirdiği süreçlerde girdi olarak kullandığı her unsur bir kaynak olarak kabul edilmektedir. Kaynak tabanlı yaklaşım iki temel kavram üzerine inşa edilmiştir: varlık ve yetenek. (Papatya, 2003: 30) Varlıkları kullanabilme ve değer üretebilme kapasitesi ise işletmenin yeteneğini ifade etmektedir (Ülgen, 2004: 121; Ordaz, 2003: 95-103; Sanchez, 2005: 287). Bu yetenek, firmanın değer yaratmasına olanak verdiği

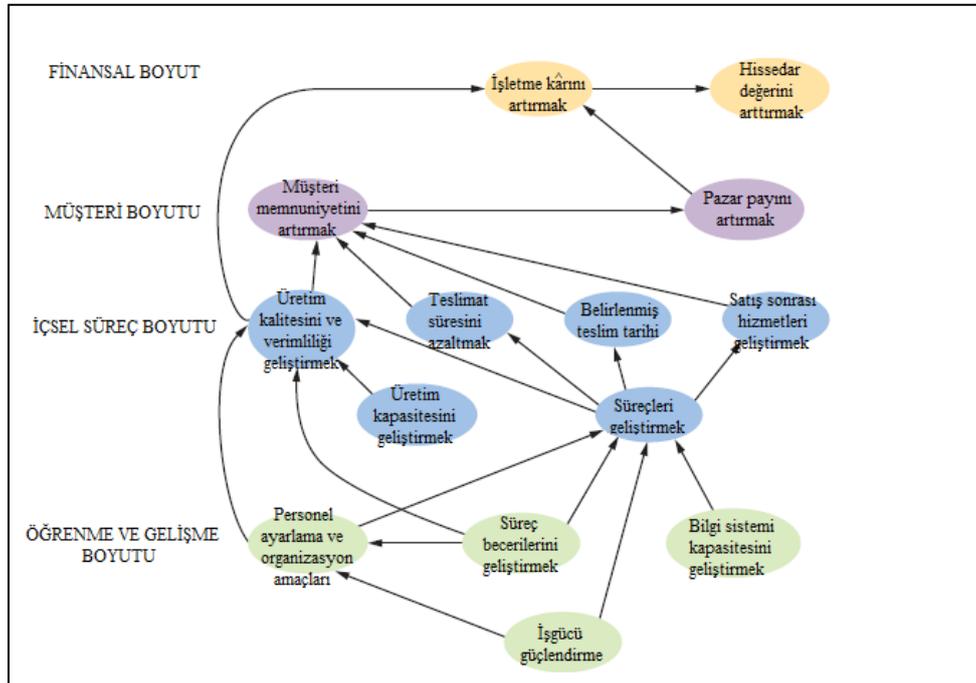
sürece firmaya sürdürülebilir rekabet avantajı kazandırabilir. Bunun için kaynakların değerli ve nadir olması, taklit edilmesinin çok zor olması ve sundukları avantajın başka kaynaklar tarafından ikame edilemeyecek olması gerekir (Barney ve Clark, 2007: 14).

Kurumsal dengeden söz edebilmek için işletmenin tüm faaliyetlerini bütünlük olarak ortaya koyabilecek ölçütlere gereksinim vardır (Elmacı vd., 2007: 97). Ölçütler; stratejik yönetimin belirlediği stratejilerle paralellik göstermelidir (Ağca ve Tunçer, 2006: 181). Özellikle değişimin algılanması ve yönetimin liderliğinde yapılan çalışmalar; stratejin anlaşılabilirliğini temin etmek için kavramların tanımlanması, organizasyonun stratejiye uygun hale getirilmesi, insanları güdüleme ile yönetme ve bunlarla ilgili alt unsurlar stratejik odaklı uygulama organizasyonu ile “Balance ScoreCard” modeli ve “Finansal Performans Değerleme” yöntemleri bir bütün halinde uyumlu hale getirilmelidir (Elmacı, 2017: 19). Performans ölçme ve değerlendirme modellerinde amaç işletme performansının değerlendirilmesi ise, konulacak hedefler ve değerlendirme kriterleri sektörün yapısına göre farklılıklar arz etmektedir. Bu nedenle modellerin oluşturulmasında sektöre dayalı hassasiyetlere dikkat edilmelidir. Maddi ve maddi olmayan aktif değerlerin (varlıkların) neden sonuç ilişkisinin ortaya konmasında “Balance Scorecard” ile işletmenin “Strateji Haritaları” önemli bir araçlardır (Elmacı, 2017: 20).

Standart Maliyet Yöntemi İle Bütünleştirilmiş Balanced Scorecard (BSC) Model Önerisi

Standart maliyet sistemi, maliyet kontrolü, planlama ve performans ölçmede etkin bir role sahiptir (Edmonds vd., 2011: 357; Ene, 2010: 58). Standart maliyet sistemi ile Balanced Score Card’ın entegrasyonu maliyet kontrolünü, karar almayı ve planlamada etkin sağlayacaktır. Balanced Scorecard(BSC)’in dört boyutu ve sebep-sonuç ilişkileri Şekil 2’de gösterildiği gibidir. Balanced Scorecard ile işletmedeki sorumluluk merkezleri arasında ki bağlantının çok iyi bir biçimde kurulması, standart maliyetleme sisteminde sorumluluk/kâr merkezleri açısından farkların/varyansların analizi Balanced ScoreCard’ın etkinliğini artıracaktır.

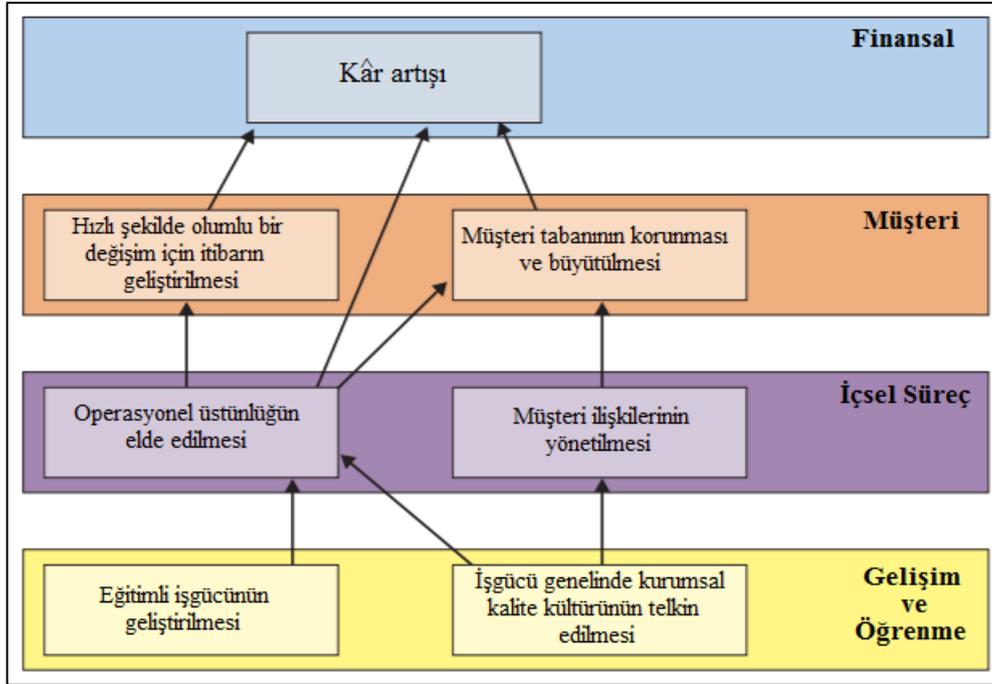
Şekil 2. BSC’ın Dört Boyutu ve Sebep – Sonuç İlişkileri



Kaynak: Horngren vd. (2012). Cost Accounting A Managerial Emphasis. Fourteenth Edition, s: 471.

Dengeli bir puan kartının tasarlanmasında ilk adım, Şekil 3'te gösterildiği gibi örgütün stratejik hedeflerine nasıl ulaşacağını ve nasıl değer yaratacağını açıkça gösteren bir strateji yol haritasının oluşturulması bu hareket planını parçasıdır ve bu plan çerçevesi içinde hedeflere ulaşmak için nasıl hareket edileceğinin deklere edilmesidir.

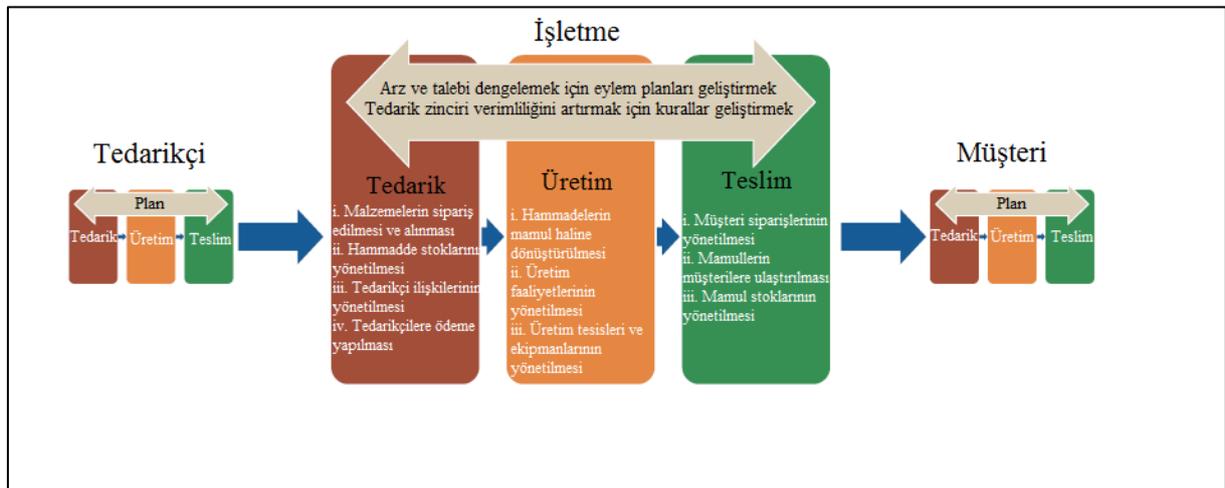
Şekil 3. Strateji Haritası Örneği



Kaynak: Davis ve Davis. (2014). Managerial Accounting. 2nd Edition, John Wiley & Sons, Inc., s: 596.

Dengeli bir puan kartının tasarlanmasında ikinci adım Şekil 4'te gösterildiği gibi bir tedarik zincirini işlemlerinin açıkça ortaya konmasını gerektirmektedir.

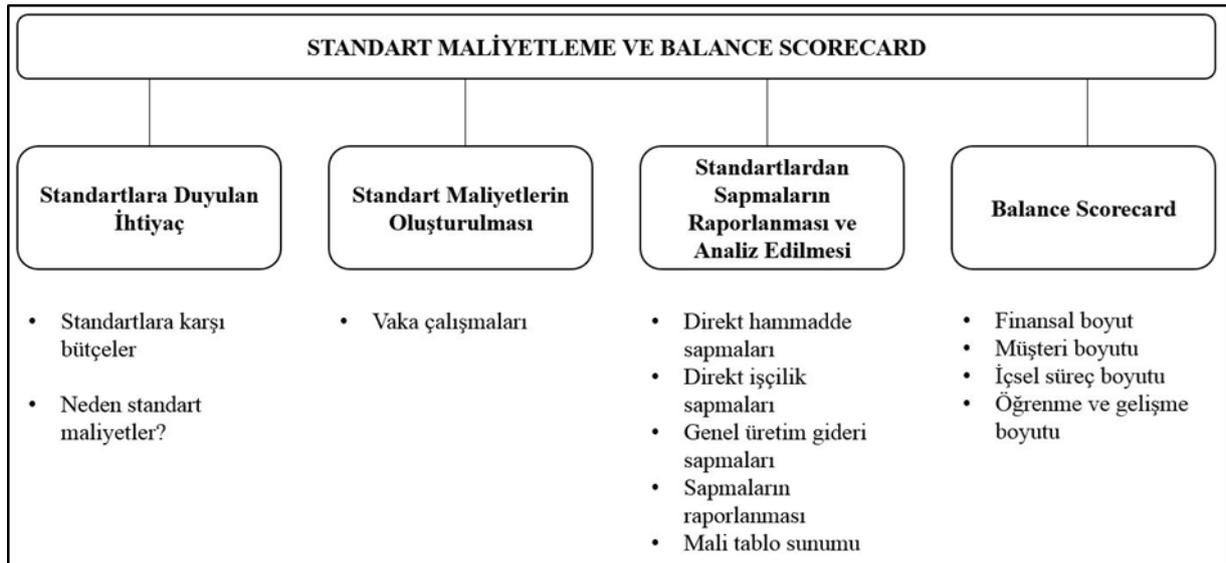
Şekil 4. Tipik Tedarik Zinciri İşlemleri



Kaynak: Davis ve Davis. (2014). Managerial Accounting. 2nd Edition, John Wiley & Sons, Inc., s: 17.

Bu anlamda BSC, klasikle kıyaslandığında daha uzun bir zamana odaklanan standart bir maliyetlendirme sistemidir. Balanced Scorecard (BSC) dört boyutundan; müşteriler ve iş süreçleri varlığı /aktif bir değere benzer olarak düşünülebilir. Finansal perspektif, işletme sermayesiyle ilişkili sonuçları gösterir. Bir anlamda kârdan dolayı öz kaynaklarda ki artışı ifade eder. Diğer bir deyişle, müşterilerin bakış açısı, tedarikçiler ve müşterilerle olan ilişkiler neticesinde net varlıklarda bir artışı gösterir. Yenilik ve büyüme perspektifi insan sermayesi ile ilişkili olup, içsel iş süreçlerin net varlıklarda bir artışı; öğrenme ve büyüme perspektifi insan sermayesinde bir artışı ifade etmektedir. . Bu dört perspektifden birincisi işletmenin finansal sonuçlarıyla ilgilidir, ikincisi işletme içindeki üretim süreciyle, diğer ikisi ise dış paydaşlarla (müşteriler, tedarikçiler, vb.) ilgilidir.

Şekil 5. Standart Maliyetleme ve Balance Scorecard



Kaynak: Harmon. (2010). Managerial Accounting Tools for Business Decision Making, Standard Cost and Balance Scorecard. Fifth Edition, http://www.mccc.edu/~horowitz/documents/Chapter11_001.pdf

Gider merkezlerinin maliyet standartları üst yönetimin ulaşmayı hedeflediği değerleri ifade etmektedir. Örneğin, fiili doğrudan malzeme maliyetleri daha yüksek maliyetler olması, bunun nedeni hammaddelerin yüksek fiyatı veya malzemelerin verimsiz kullanımı olabilir. Bunun sorumlusu farklı sorumluluk merkezleri (tedarik departmanı veya üretim). Örneğin, satın alma departmanı, düşük kaliteli hammaddeyi daha düşük bir maliyetle satın almaya karar verdiğini varsaydığımızda; bu kullanılan hammaddelerin miktarını artmasına neden olacaktır. BSC, maliyetler ve sorumluluk merkezleri arasında daha yakın nedensel bir ilişki kurulması, bu merkezler arasında işletmenin hedeflerine ulaşmasını sağlayacak koordinasyonu sağlayacaktır.

Sonuç

Standart maliyetleme yöntemi, işletmeler de maliyetleri kontrol/azaltımın Balance Score Card (BSC) işletme performans ölçümünde etkin bir araç niteliğindedir. Kurumsal dengeden söz edebilmek için işletmenin tüm faaliyetlerini bütünlük olarak ortaya koyabilecek ölçütlere gereksinim vardır. Balanced Scorecard (BSC) yönteminde; işletmenin hem iç dinamiklerini hem de birbirini tümleyen finansal, müşteri, içsel süreç ve öğrenme /gelişme olmak üzere dört boyutta ki sonuçları belirler. Gelecekle ilgili bugünden potansiyel maliyet azaltma alanlarının tespiti ve potansiyel kâr artırma alanların



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belirlenmesinde ve bugünden gerekli önlemlerin alınmasını sağlamada önemli bir araç. Balanced Scorecard (BSC) ile standart maliyetleme sisteminin birlikteliği maliyetler ve sorumluluk merkezleri arasında daha yakın nedensel bir ilişki kurması ve bu merkezler arasında koordinasyonu sağlaması işletmenin hedeflerine ulaşmada daha etkin sağlayacağı yadsınamaz bir gerçektir. Bu model stratejik amaçlar oluşturmada ve stratejik amaçları ulaşıp ulaşılmadığını ölçmede, kurumun güçlü zayıf, başarılı – başarısız yönlerini belirlemede önemli bir temel yapı taşlarından bir tanesidir. Bu model, olumsuz gelişmeleri nötr/pozitif hale getirmek, pozitif gelişmeleri de daha pozitif hale getirmek için gerekli öneriler ortaya konmasını, çıkan sonuçlar çerçevesinde durum tespiti yapılarak, özellikle üretim işletmelerinin sürdürülebilir büyümelerinin stratejik yol haritasının belirlenmesinde, gelecekte rekabet gücünü artıracak stratejilerin, yöntemlerin, geniyöntemlerin ve politikaların belirlenmesinde kritik bir kilometre taşıdır.

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POSSIBLE EFFECTS OF THE DEVELOPMENT AND USE OF ARTIFICIAL INTELLIGENCE INTENDED FOR JOURNALISM SECTOR

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Abstract: Nowadays, both the usage rate of information technologies and the equipments and communication systems within the scope of information technologies have taken development levels. In the last case reached in the process of the Third Industrial Revolution (Industry 3.0), 4th generation information technology tools and systems are widely used in all basic sectors. Within a short time, it is foreseen that the 5th generation information technology tools and systems will be used. 5. Generation of information technology tools and systems differ significantly from previous tools and systems. With the introduction of 5th generation information technology tools and systems, it is intensely discussed that a new industrial revolution will start, namely the process of the Fourth Industrial Revolution (Industry 4.0).

The tools and systems which are among the 5th generation information and communication technologies to be effective during the Industry 4.0 process; Tedir artificial intelligence a, "cloud computing system", "digital environment (Internet of Things)" and sistemi 3D printer z are prominent. In this study, inde artificial intelligence oloj, which is also called "logical analysis robot bir which is considered as one of the main tools of information technologies, has been chosen as the main subject. In this context, it is aimed to investigate the possible effects of developing artificial intelligence on journalism sector to journalism sector, which is fully operating using information technologies.

In this study, the concept of artificial intelligence is discussed and the predictions about its scope are analyzed. Then, the current situation regarding the level of usage of information technology in the journalism sector is examined. Then, fictions about the development and use of artificial intelligence for the journalism sector are discussed. Finally, the possible effects of the use of artificial intelligence in the journalism sector are analyzed. As the method of the study, theoretical examination (literature review) and editing methods are used.

Keywords: The Use of Artificial Intelligence in Journalism Sector, The Effects of Artificial Intelligence, Industry 4.0 and Journalism.

GAZETECİLİK SEKTÖRÜNE YÖNELİK YAPAY ZEKA GELİŞTİRİLMESİ VE KULLANILMASININ OLASI ETKİLERİ

Özet: Günümüzde bilişim teknolojilerinin hem kullanım oranı hem de bilişim teknolojileri kapsamındaki araç gereçler ile iletişim sistemlerinin gelişmişlik düzeyleri atmıştır. Üçüncü Sanayi Devrimi (Sanayi 3.0) sürecinde geline son durumda, temel sektörlerin tümünde artık 4. Nesil bilişim teknoloji araç ve sistemleri yaygın şekilde kullanılmaktadır. Kısa bir süre içinde 5. Nesil bilişim teknoloji araç ve sistemlerinin kullanılmaya başlanacağı öngörülmektedir. 5. Nesil bilişim teknoloji araç ve sistemleri daha önceki araç ve sistemlerden belirgin şekilde farklılık göstermektedir. 5. Nesil bilişim teknoloji araç ve sistemlerinin kullanılmaya başlanması ile yeni bir sanayi devriminin başlayacağı yani Dördüncü Sanayi Devrimi (Sanayi 4.0) sürecine geçileceği yoğun şekilde tartışılmaktadır.



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Sanayi 4.0 sürecinde etkin olacağı öngörülen 5. Nesil bilgi ve iletişim teknolojileri arasında yer alan araç ve sistemlerden; “yapay zeka”, “bulut bilişim sistemi”, “dijital çevre (nesnelerin interneti)” ve “3D yazıcı”nın ön plana çıktığı görülmektedir. Bu çalışmada, bilişim teknolojilerinin merkezinde olduğu ve temel araçlarından bir olarak kabul edilen, “mantıksal analiz robotu” olarak da isimlendirilen “yapay zeka” ana konu olarak seçilmiştir. Bu kapsamda, tamamen bilişim teknolojilerini kullanarak faaliyet gösterir duruma gelen, gazetecilik sektörüne yönelik yapay zeka geliştirilmesinin gazetecilik sektörüne olası etkilerini araştırmak amaçlanmıştır.

Çalışmada önce yapay zeka kavramı ele alınmakta ve kapsamına ilişkin öngörüler analiz edilmektedir. Sonra gazetecilik sektöründe bilişim teknolojinin kullanım düzeyine yönelik mevcut durum incelenmektedir. Daha sonra, gazetecilik sektörüne yönelik yapay zeka geliştirme ve kullanımına yönelik kurgular ele alınmaktadır. Son olarak da gazetecilik sektöründe yapay zeka kullanımının olası etkileri analiz edilmektedir. Çalışmanın yöntemi olarak da teorik inceleme (literatür taraması) ve kurgulama yöntemleri kullanılmaktadır.

Anahtar Kelimeler: *Gazetecilikte Yapay Zeka Kullanımı, Yapay Zekanın Etkileri, Sanayi 4.0 ve Gazetecilik.*

A MODEL PROPOSAL FOR THE ESTABLISHMENT OF AN EFFECTIVE STRATEGIC MANAGEMENT ACCOUNTING SYSTEM IN SUSTAINABILITY AND INTEGRATED REPORTING AND REALIZATION CONDITIONS

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Abstract: Sustainability is the resource management that ensures the continuous production by taking into account the environment and social and economic developments. Sustainability focuses on efficiency, proactively understanding risks and developing preventive approaches; It aims to use the limited resources effectively, effectively and efficiently by shaping the way of doing business, the perspective of all business resources from this perspective. The sustainability approach envisages the ability to produce permanent values. Sustainable competitiveness is the prerequisite for sustainable growth Sustainable competitiveness is defined as the ability of the customers to provide the products they produce in the face of alternatives and on a sustainable basis. The two main factors affecting the competitiveness of enterprises are productivity and sustainability. In this context, Strategic Management Accounting has a strategic position in the construction of the future in determining the visions of countries and enterprises both locally and globally in the asymmetric plane. The aim of this study is to establish a model that will increase the competence of Strategic Management Accounting in the preparation of integrated reports and to discuss the realization conditions of the model in the preparation of integrated reports in the perspective of integrated reporting with the aim of bringing standardization / integrated perspective in corporate sustainability reports. It is expected that the proposed model may be an effective application example for each enterprise in practice. On the other hand, it is considered that it will be critical for the values to be produced by the company. It is considered that this model will contribute to meeting the strategic expectations of the senior management with respect to efficiency and efficiency. The study is under development in the theoretical framework and it is thought to shed light on future research.

Keywords: Sustainability, Sustainable Competition, Sustainability Reports, Integrated Reporting, Strategic Management Accounting System

SÜRDÜRÜLEBİLİRLİK VE ENTEGRE RAPORLAMADA ETKİN BİR STRATEJİK YÖNETİM MUHASEBESİ SİSTEMİN KURULMASINA YÖNELİK BİR MODEL ÖNERİSİ VE GERÇEKLEŞTİRME KOŞULLARI

Özet: Sürdürülebilirlik, çevreyi, sosyal ve ekonomik gelişmeleri dikkate alarak kesintisiz üretimin yapılmasını da güvence altına alan kaynak yönetimidir. Sürdürülebilirlik verimliliğe odaklı, riskleri önceden tespit ederek önleyici yaklaşımlar geliştiren proaktif bir anlayışla; iş yapış biçimini, tüm işletme kaynaklarına bakış açısını bu perspektiften şekillendirerek, sınırlı kaynakları etkin, etkili ve verimli bir şekilde kullanımını hedeflemektedir. Sürdürülebilirlik yaklaşımı, içinde kalıcı değerler üretebilmeyi öngörmektedir. Sürdürülebilir büyümenin ön koşullu sürdürülebilir rekabet gücüdür. Sürdürülebilir rekabet gücü, müşterilerin işletmenin ürettiği ürünleri alternatifleri karşında tercih etmesini sürdürülebilir bazda sağlayabilme yeteneği olarak tanımlanmaktadır. İşletmelerin rekabet gücünü etkileyen iki temel faktör, üretkenlik ve sürdürülebilirliktir. Bu bağlamda Stratejik Yönetim Muhasebesi asimetrik düzlemde ülkelerin ve işletmelerin hem yerel hem de küresel bazda vizyonlarını

belirlenmesinde, geleceğinin inşasında stratejik bir konuma sahiptir. Bu çalışmada, kurumsal sürdürülebilirlik raporlarında standardizasyon / bütünleşik bir bakış açısı getirme amacı taşıyan “entegre raporlama” perspektifinde Entegre raporların hazırlanmasında Stratejik Yönetim Muhasebesinin rolü ve Entegre raporların hazırlanmasında Stratejik Yönetim Muhasebesinin yetkinliğini arttıracak bir modeli kurmayı ve modelin gerçekleştirme koşullarını tartışmayı hedeflemektedir. Önerilen modelin Pratikte her bir işletmenin özelinde etkin bir uygulama örneği olabileceği beklenmektedir. Diğer yandan işletme tarafından üretilecek değerler açısından da kritik öneme sahip olacağı değerlendirilmektedir. Bu modelin, üst yönetimin etkinlik ve verimlilik odaklı stratejik beklentilerinin karşılanmasında da katkı sağlayacağı değerlendirilmektedir. Çalışma teorik çerçevede araştırma geliştirme aşamasında olup, gelecekte yapılacak araştırmalara ışık tutacağı düşünülmektedir.

Anahtar Kelimeler: Sürdürülebilirlik, Sürdürülebilir Rekabet, Sürdürülebilirlik Raporları, Entegre Raporlama, Stratejik Yönetim Muhasebesi Sistemi

Giriş

Dünyanın kendi içinde daha birbiriyle bağlantılı hale geldiği ve iş dünyası içinde karmaşık ve dinamik özellikleri ağır bastığı sürece, işletme performansı mevcut ve geleceğine ilişkin daha “öğrenmeci” olma durumundadır. Gelecekte gerçekten diğerlerin önüne geçecek şirketler, kurumsal performanslarını ölçen gelecekte nasıl bir “değer” yaratacaklarını bugünden ortaya koyanlar olacaktır. Günümüzde çevresel, sosyal ve yönetsel risklerin ve belirsizliklerin kurumların sürdürülebilirliğini doğrudan etkilemesi nedeniyle, finansal tabloların kurumların performanslarına ilişkin ölçülme ve analizi, bütünü göstermekten yoksundur. Bu nedenle performans ölçülmesi tek boyutludan çok boyuta evrilmiştir. Çünkü, aynı olay örgüsü içinde birbirinden tecrit edilmiş parçalarının (finansal /finansal olmayan) anlık fotoğrafları üzerine odaklaşma eğilimi, en derin sorunların neden bir türlü çözülmediğinin yanıtıdır. Doğrusal sebep –sonuç zincirlerinden çok karşılıklı ilişkileri kavramak, anlık resimlerden çok değişim süreçlerini kavramak çok boyutlu performans ölçümünün önemli kilometre taşlarıdır. Özellikle kurum performansının ölçülmesinde finansal ve finansal olmayan göstergelerin kendi içlerinde ve karşılıklı dinamik etkileşimlerinin dikkate alınması parçaları görmekten bütünü görmemizi sağlayacak en önemli argümandır. Çünkü finansal raporların, sadece şirketlerin geçmişteki finansal durumu ve faaliyet sonuçları hakkında bilgi üretmeleri, işletmelerin gelecek yönelimli stratejik, taktik ve operasyonel kararların verilmesinde yetersiz kalmaktadır. Karar vericiler artık, geçmişe ait finansal verilerle birlikte geleceğe ışık tutacak hedeflere, stratejilere ve değer yaratmaya ilişkin bilgilere gereksinim duymaktadırlar. Bu perspektif de ortaya çıkan bu gereksinimi karşılamak için raporlamayı sistematik bir yaklaşımla, geleceğe dönük bütünleşik bir bakış açısıyla ele almak zorunlu hale gelmiştir. Bu bağlamda, tüm paydaşlara ulaşmayı hedefleyen entegre düşünce ve raporlama döngü paradigmasını karşılayan entegre raporlama enstrümanı ortaya çıkmıştır. Entegre Raporlama, entegre bir yönetim anlayışını gerekli kılmakta ve kurumların sürdürülebilirlik performans göstergelerinin (KPI) şirketin en üst düzeyinde takip edilip yönetilmesi zorunludur.

Entegre raporlama, örgütlerin toplumda oynadığı rolü ve uzun vade de değer yaratılmasına katkıda bulunan daha geniş ölçütleri daha iyi ifade etmek için oluşturulmuş bir konsepttir. Bu konseptin özünde, mali performansa ek olarak yaratılan/yaratılacak değer, çevreye, sosyal itibara, insan sermayesi becerilerine ve diğerlerine olan güven gibi tüm sürdürülebilirlik kritik faktörlerini dinamik ve karşılıklı ilişkilerini bütüncül olarak ele almakta ve temel yapı taşı oluşturulmaktadır (Eccles ve Krzus, 2010:85;

Mio, 2016: 4; Busco vd., 2013: 8). Entegre raporlama; bir kuruluşun zaman içinde sermaye öğeleri bağlamında bütünleştirerek hesap verebilirlik ve yönetilebilirlik öğelerini güçlendirmek ve bunların birbirlerine olan bağımlılıklarının anlaşılmasını sağlayarak gelecekte kısa, orta ve uzun vadede değer yaratma yeteneğini ortaya koyan bir yaklaşımdır. Bu sistem yaklaşımı perspektifinde kurumun nasıl değer yaratacağının ortaya konmasının yanı sıra eş zamanlı olarak kurumun karar verme ve harekete geçme unsurlarını destek vermektedir (SAICA, 2013: 31). Başka bir deyişle, entegre raporlama kuruluşun kısa, orta ve uzun vadede değer yaratma yeteneğine odaklanmakta ve bu sayede: i- stratejik odaklılık, ii-bilgiler arası bağlantı, iii-sermaye öğeleri ve bunlar arasındaki bağlantılara birleşik vurgu yaparak, kuruluş içinde entegre düşünce sisteminin önemini vurgulamaktadır. Bu yapısal özelliği ile kurumsal denge ve sürdürülebilirlik için Katalizör görev üstlenerek sinerjik bir etki yaratmaktadır.

Bugüne kadar entegre raporlama ile ilgili Uluslararası Entegre Raporlama Kurulunun (IIRC) dünya çapında yaptığı önemli çalışmalar Ülkemizde henüz istenen düzeyde yaygınlaşmamıştır. Türkiye’de pilot uygulama olarak iki şirkette entegre raporlama çalışmalarına başlanmış olmasına karşın, elde edilen değer yaratmaya yönelik verilerin stratejik kararlarda nasıl kullanılacağı konusunda tereddütler oluşmuştur. (Elmacı ve Sevim, 2017:19).

Entegre rapor, başta yatırımcılar ve kreditorler olmak üzere işletme dışı bilgi kullanıcıların şirketlerin faaliyetlerinin sürdürülebilirliği ve gelecekteki değer yaratma yetkinliklerinin nasıl arttırabilecekleri konusunda bir Kurumsal raporlama normu/standartı sağlamayı hedeflemektedir. Bu hedefe ulaşmak için: i. Geleceğe yönelme ve Stratejik odaklılık, ii. Bilgiler arası bağlantı, iii. Paydaşlarla ilişkiler, iv. Önemlilik, v. Kısa ve öz olma, vi. Güvenilirlik ve eksiksizlik, vii-. Tutarlılık ve karşılaştırılabilirlik ilkelerini temel alarak, kurumun stratejik katmanlarından elde edilecek verilerden etkinlik ve finansal fayda elde etmek öncelikli amaçtır. Bu veriler, performansla ilgili gerekli kararların en iyi şekilde verebilmesi ve ölçümlerin yapılabilmesi açısından da önem arz etmekte. Entegre raporlamada yer alan bilgiler, gerek performansı en iyi şekilde yönetebilmek gerekse optimize edebilmek için gerekli bilgi matrislerinin ve haritalarının oluşturulmasına ve dolayısıyla bilgi yönetim sisteminin işletmede kurulmasına ve işletilmesine olanak sağlar (Elmacı ve Sevim, 2017:20).Bu verilerin, anlamlı analizlerin yapılabilmesine olanak sağlaması, veriler arasındaki gizli desenleri, örüntüleri, enstanteleri gösterebiliyor olması, entegre düşüncenin kurumun tüm stratejik birimlerine ve faaliyetlerine nüfuz etmesini sağlayacaktır. Bu ayrıca, entegre raporun hazırlanması dahil olmak üzere iç ve dış raporlama ve bildirim süreçlerini destekleyen bilgi sistemlerinin daha iyi entegre edilmesini de sağlayacaktır. Kuruluşun stratejisi, yönetimi, performansı ve gelecekte beklenenlerinin kısa, orta ve uzun vadede nasıl değer yarattığının kısa ve öz bir sunumu” olarak tanımlanan entegre rapor, kuruluşların yatırımcılarına ve diğer paydaşlarına yarattıkları değeri daha iyi ortaya koyabilmek gereksiniminden doğmuştur. Finansal ve sürdürülebilirlik raporlarının birleştirilmesinin ötesine geçen entegre raporlama, bu bilgiler arasındaki bağlantıları kurarak, sunulan bilgilerin şirketin değer yaratma kapasitesine etkisini ortaya koymayı amaçlamaktadır. Böylelikle entegre rapor, başta yatırımcılar olmak üzere bir kuruluşun tüm paydaşlarına kuruluşa ilişkin bütüncül bir bakış açısı sunarak daha iyi kararlar almalarına yardımcı olmayı amaçlamaktadır. Başta yatırımcılar olmak üzere bir kuruluşun tüm paydaşlarına kuruluşa ilişkin bütüncül bir bakış açısı sunarak daha iyi kararlar almalarına yardımcı olmayı amaçlar. “Kuruluşun stratejisi, yönetimi, performansı ve gelecekte beklenenlerinin kısa, orta ve uzun vadede nasıl değer yarattığının kısa ve öz bir sunumu” olarak tanımlanan entegre rapor, kuruluşların yatırımcılarına ve diğer paydaşlarına yarattıkları değeri daha iyi anlatabilme gereksiniminden doğmuştur. Finansal ve sürdürülebilirlik raporlarının birleştirilmesinin ötesine geçen entegre raporlama, bu bilgiler arasındaki



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bağlantıları kurarak, sunulan bilgilerin şirketin değer yaratma kapasitesine etkisini ortaya koymayı amaçlamaktadır. Böylelikle entegre rapor, başta yatırımcılar olmak üzere bir kuruluşun tüm paydaşlarına kuruluşa ilişkin bütüncül bir bakış açısı sunarak daha iyi kararlar almalarına yardımcı olmayı amaçlamaktadır. (Aras ve Sarioğlu, 2015: 16).

Bu çalışmada, kurumsal raporlamanın gelişim sürecinde kurumsal sürdürülebilirlik raporlarında sistematik bir yaklaşım ve geleceğe yönelik olarak Standardizasyon / bütünleşik bir bakış açısı getirme amacı taşıyan “entegre raporlama” perspektifinde, Kurumsal sürdürülebilirlik ve stratejik yönetim çerçevesinde Entegre raporların, felsefesi, içeriği ve ilkeleri teorik bazda ele alınarak bu raporların hazırlanmasında Stratejik Yönetim Muhasebesinin rolü sorgulanmıştır. Bu bağlamda çalışma üç bölümden oluşturulmuştur. Çalışmanın birinci bölümünde entegre raporun tanımı, amacı, kapsamı ve düzenleyici kuruluşlar açıklanmıştır. İkinci bölümünde entegre raporlamaya duyulan gereksinim analizi ve raporlamanın sağlayacağı faydalar ve diğer raporlar ile ilişkisi açıklanmıştır. Üçüncü bölümde entegre raporlamanın teorik bileşenlerinin analizi yapılmıştır. Sonuç bölümünde entegre raporlamanın hazırlanmasında Stratejik Yönetim Muhasebesinin rolü ve bu raporların hazırlanmasında stratejik yönetim muhasebesinin yetkinliğini arttıracak bir modeli kurmayı ve gerçekleştirme koşullarını tartışmayı hedeflemektedir. Önerilen model pratikte işletme tarafından elde edilecek kazançlar açısından da kritik öneme sahip olacağı tahmin edilmektedir. Çalışma teorik çerçevede araştırma geliştirme aşamasında olup, gelecekte yapılacak araştırmalara ışık tutacağı düşünülmektedir.

Kurumsal Raporlamaya İlişkin Kavramsal / Kuramsal Çerçeve (Gerekçeler ve Bağlantılı Konular)

Sürdürülebilirlik kavramı, doğanın düzeni, dengesi ve döngüsünü bozmadan, yeraltı ve yerüstü kaynaklarını, insan eliyle yapılan fiziki sermaye stokunu, insan kaynağını ve teknolojiyi gelecek kuşakların yararını da gözeterek değerlendirilmeyi içeriyor. Ayrıca, sürdürülebilirlik kavramı, çevreyi, sosyal ve ekonomik gelişmeleri dikkate alan, kesintisiz üretimin yapılmasını da güven altına alan kaynak yönetim anlamına da geliyor. Sürdürülebilirlik kavramının kapsama alanı genişledikçe, sınırları çizilmemiş genel anlatımların netliğinden uzaklaşarak, soyutlanıyor ve ideolojiye dönüşme tehlikesi de taşıyor. Sürdürülebilirlik kavramı için geçerli olan fırsat ve tehlikeler "girişimci enerjisi" kavramı için de geçerli. İlk kez ekonomist Richard Cantillon'un dolaşıma sunduğu "girişimcilik enerjisi kavramı"na, Jean Babtiste Say ekonomik içerik kazandırmıştır. Schumpeter ise "yaratıcı yıkıcılık kuramı" çerçevesinde "yenilikçi girişimcilik" boyutunu eklemiştir (Bozkurt, 2014: 4).

İşletmeler kullanıcılar açısından iki tür rapor üretmektedir. Birincisi hem iç hem de dış paydaşların kullandıkları raporlar. Bu raporlar olarak kurumsal Raporla olarak adlandırılmaktadır. Kurumsal raporlar; işletmelerin iç ve dış paydaşlarına yasal olarak finansal / finansal olmayan faaliyetlerinin sonuçlarını şeffaf ve kaliteli sunmak zorunda oldukları raporlardır. Kurumsal raporlardan tüm paydaşlara mevcut ve geleceği ile ilgili etkin, etkili ve verimli bilgi üretmesi beklenir. İşletmelerin ikinci tür raporları ise iç paydaşlarına yönelik düzenledikleri raporlardır. Bu raporların yasal bir yaptırımı olmayıp, Üst yönetimin (karar vericilerin) planlama, kontrol ve karar verme fonksiyonlarını etkin bir şekilde yürütülmesinde lojistik destek sağlayan raporlardır.

Sosyal, çevresel ve diğer kurumsal bilgileri içermeyen, sadece geçmişteki faaliyetleriyle ilgili sonuçları içeren finansal raporları düzenleyen işletmeler hem iç hem de dış paydaşların(kullanıcıların) gelecekle ilgili bilgi gereksinimini yeterince karşılayamamaktadır. Bu ise her hâlükârda, gelecekte

karşılaşılabilecek riskleri bugünden görüp gerekli önlemleri alınmamasına dolayısıyla planlama kontrol ve karar alma fonksiyonlarının etkin bir biçimde yerine getirilmemesine neden olmaktadır. Diğer yandan işletme faaliyetleri ile ilgili finansal raporların en önemli handikapı finansal ve finansal olmayan verilerin dinamik olarak kendi aralarında ve karşılıklı olarak anlamlı ilişkileri analiz edilmesine olanak vermemesidir (Feng Gu, 2016: 18, Zeff, 2012: 2; Poroy Arsoy vd., 2014: 3).

Günümüzde şirketler kurumsal şeffaflık kavramı çerçevesinde daha güvenilir, finansal ve finansal olmayan bilgiler sunmak zorundadır. Kurumsal raporlamayla bağlantılı olarak bağımsız denetime tabi şirketler tarafından bağımsız bir denetim şirketi tarafından düzenlenmesi yasal olarak zorunlu olan bağımsız denetim raporu, şirketin kendisi tarafından hazırlanmadığı için kurumsal bir rapor olarak nitelendirilmemektedir. Yasal bir zorunluluk olan faaliyet raporu ise; şirketin, o yıla ait faaliyetlerinin akışı ile her yönüyle finansal durumunu, doğru, eksiksiz, gerçeğe uygun ve dürüst bir şekilde yansıtması beklenir. Bu raporda finansal durumun, finansal tablolara göre değerlendirilmesi şirketin gelişmesine ve karşılaşması olası riskleri tam olarak yansıtamaması nedeniyle kurumsal bir rapor olmadan uzaktır.

Kurumsal yönetim ilkelerini uygulayan işletmeler bu ilkelere ilişkin faaliyetlerini “Kurumsal Yönetim Raporu” ile açıklamaktadırlar. İşletmeler, kurumsal yönetim ilkeleri ile ilgili açıklamalara faaliyet raporlarında yer verdikleri gibi bunu ayrı bir rapor (Kurumsal Yönetim Raporu) halinde de sunabilmektedirler. Kurumsal yönetim ile ilgili sunulan bir diğer rapor ise şirketlerin derecelendirme şirketleri tarafından kurumsal yönetim ilkelerine uyum derecelendirmesi konusundadır. Derecelendirme şirketleri, söz konusu şirketleri kurumsal yönetimin dört temel ilkesine göre çeşitli kriterler çerçevesinde değerlendirmekte ve hem bu dört ilkeye not vermekte hem de bu notların ortalamasını alarak şirketin kurumsal yönetim notunu belirlemektedirler. Ortaya çıkan sonuçlar ise şirketler tarafından özet bir şekilde kurumsal yönetim derecelendirme raporu olarak yayımlanmaktadır (Cavlak ve Cebeci, 2018: 64).

Sürdürülebilirlik Raporları ve Entegre Raporlama

Sürdürülebilirlik Raporları

Sürdürülebilirlik raporlamasına duyulan gereksinim, genel olarak, küresel çapta bir kavram olan sürdürülebilir kalkınmanın işletme ölçeğine yansımaları olan kurumsal sürdürülebilirlik kavramının ortaya çıkardığı ekonomik, çevresel ve sosyal sorumlulukların işletme tarafından ne kadar benimsediği ile ilgili bilginin paydaşlar hatta işletmenin kendisi tarafından talep edilmesi ile ortaya çıkmıştır. Sürdürülebilirlik raporu şirket ve kurumların sürdürülebilirlik performansları ile ilgili bilgileri finansal raporlamaya benzer bir formatta paydaşları ve kamuoyu ile paylaşmasına olanak veren, ekonomik, çevresel, sosyal ve yönetim performanslarını yansıtan raporlardır. Sistemik bir sürdürülebilirlik raporlaması anlaşılır açıklamalar ve ölçütlerle karşılaştırılabilir veriler sağlar (Önce vd., 2015: 234).

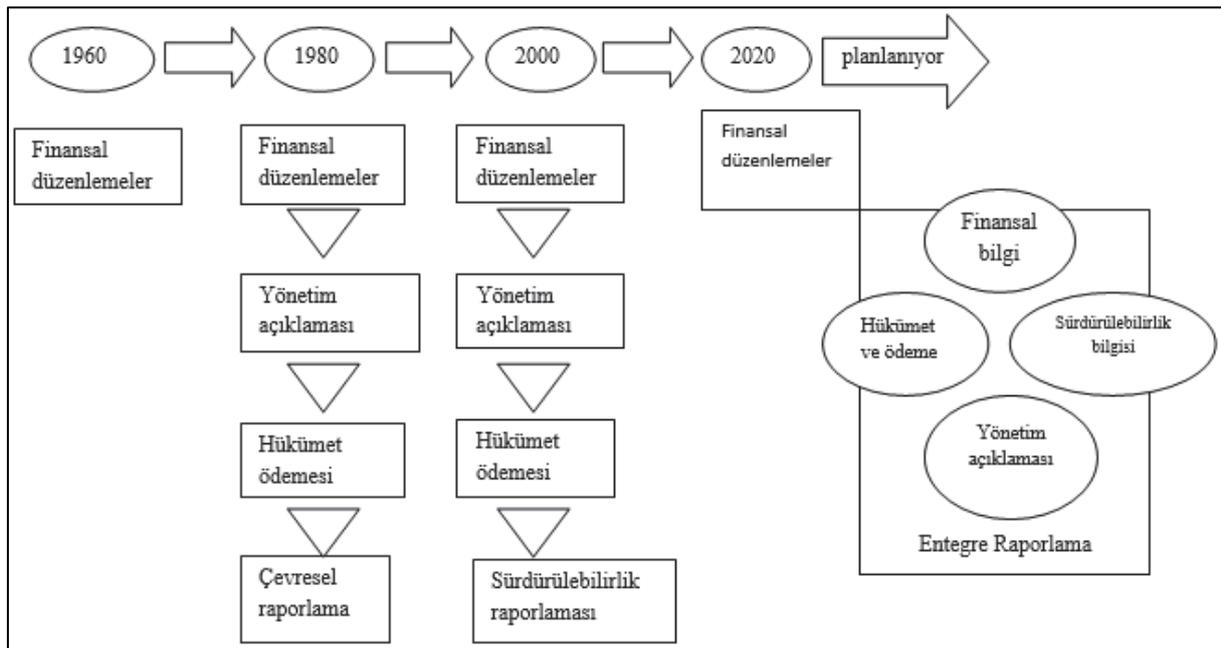
Sürdürülebilirlik, kurumsal sosyal sorumluluk, kurumsal sorumluluk ve üçlü sorumluluk gibi ekonomik, çevresel ve sosyal çevreye yapılan etkinin anlaşılması gerektiğini dolayısıyla bu boyutların raporlanması gerektiğini ifade eden birçok terim mevcuttur. Benzer anlamlara sahip olan bu terimlerin hiçbiri var olan sürdürülebilirlik raporlaması kavramını ifade edememiştir. Kurumlara rehberlik yaparak ve destek olarak sürdürülebilirlik raporlamasını bütün dünyada standart bir uygulama haline getirmek amacıyla hareket eden, bağımsız ve kar amacı gütmeyen bir küresel inisiyatif olan GRI (Global Reporting Initiative), sürdürülebilirlik raporlamasını ‘ekonomik, çevresel, sosyal ve yönetim performans

bilgilerinin açıklandığı bir rapor' olarak tanımlamıştır (www.globalreporting.org). Sürdürülebilirlik raporlaması rehberleri bütün dünyada yaygın olarak kullanılan Küresel Raporlama Girişimi'nin sürdürülebilirlik raporlaması tanımını kabul etmektedir (Ette, 2015: 63; Önce vd., 2015: 235).

Entegre Raporlama

“Bir kuruluşun stratejisi, yönetimi, performansı ve gelecek beklentilerinin kısa, orta ve uzun vadede nasıl değer yarattığının kısa ve öz bir sunumu” olarak tanımlanan entegre rapor, başta yatırımcılar olmak üzere bir kuruluşun tüm paydaşlarına bütüncül bir bakış açısı sunarak daha iyi planlama, kontrol ve karar almalarına yardımcı olmayı amaçlar. Bir başka açıdan ifade edilecek olursa; Sermaye piyasalarının dönüşüm ve sürdürülebilirliğini sağlama ve dünyada finansal istikrarı geliştirmeyi amaçlamaktadır.

Şekil 1. Entegre Raporlamanın Gelişim Süreci: Dünü ve Bugünü



Kaynak: Adapted from IIRC, Towards Integrated Reporting: Communicating Value in the 21st Century, September 2011, s: 5.

Entegre Raporlamanın Teorik Bileşenleri

Entegre raporlamanın teorik bileşenleri; değer, değer yaratma ve değer yaratma süreci, entegre raporun genel ilkeleri, entegre raporda yer alan bilgilerin niteliği ve entegre raporun içeriğinden oluşmaktadır. Entegre raporlamada değer; her kuruluşta farklı sermaye ögeleri kullanılarak, farklı zaman aralıklarında ve farklı paydaşlar için yaratılmaktadır (IIRC, 2013: 12). Entegre raporlama genel amaçlı bilgi açıklamadan ziyade bir şirketin nasıl değer yarattığına yönelik gücünü göstermeye yaramaktadır. Bugüne kadar kullanılan raporlar geleceğe yönelik olmadığı için değer yaratmaya ilişkin bilgilere de yer verilmemektedir. Kuruluşun yarattığı değeri belirlerken aşağıda yer alan maddelere dikkat edilmelidir (Aras ve Sarıoğlu, 2015: 52):

- Kuruluşun iş modelinin analizi
- Kuruluşun performans hedefleri

- Kuruluşun ne tür bir değer yaratmayı hedeflediği,
- Kuruluşun kim için ve nasıl değer yaratmayı amaçladığı
- Yönetiminin hedeflenen değer yaratılıp yaratılmadığına ilişkin değerlendirmesi
- Yönetimin, kullanılan sermaye öğelerinin iş modelini nasıl etkilediğinin değerlendirmesi
- Kuruluşun yenilikçilik gücü ve geleceğe bakışı
- Paydaş katılımı
- Kuruluşun dış çevre ile ilişkisi
- Finansal ve finansal olmayan belirleyicilerin değer yaratmaya olan etkisi
- Paydaşların yaratılan değere tepkileri

Entegre Raporlamaya Duyulan Gereksinimi Yaratan Eğilimler

Yapılan araştırmalar, finansal ve finansal olmayan raporlamayı entegre bir şekilde benimseyen şirketlerin, daha uzun vadeli ve kalıcı yatırımcı tabanına sahip olduklarını, sermaye maliyetlerini düşürdüklerini ve hisse senedi fiyatlarının yükseldiğini göstermiştir. Entegre raporlamaya duyulan gereksinimini yaratan eğilimler Tablo: 1’de gösterildiği gibidir. (Elmacı ve Sevim, 2017:19).

Tablo 1. Entegre Raporlamaya Duyulan Gereksinimi Yaratan Eğilimler

| 19. YY – 20. YY Ortaları | 20. YY Ortaları – 21. YY | Sonuç |
|--|--|--|
| Maddi duran varlıklar | Maddi olmayan duran varlıklar | - Finansal raporlama yetersiz kaldı - Ölçme, değerlendirme ve dereceleme kavramları değişti. |
| Sınırlı Üretim | Aşırı üretim | - İklim değişikliği - Kaynak kıtlığı |
| Bilgi teknolojilerinin yoğunluğu düşük. Teknoloji; üretim, pazarlama, bilgi işlem ve raporlamada kullanılıyor. | Bilgi teknolojileri aşırı yoğun, her alanda kullanımı yüksek | - Bilgi üretme, açıklama ve paylaşma yüksek |
| Cephe Savaşları | Savaş ve terörizm | - Düzensiz göç - Risk yönetimi - Finansal bilgiler dışındaki tüm boyutlar değerlendiriliyor. |
| Gelir-Sermaye ilişkisi kısıtlı ve ulusal düzeyde | Gelir-sermaye ilişkisi gelişkin ve küresel düzeyde | - Raporlamalar küresel hale geldi. |
| Kamu harcamaları kısıtlı ve borçlanma düşük. | Kamu harcamaları ve borçlanması yüksek | - Kamu sektörü muhasebesi gelişti. - Entegre raporlama önem kazandı. - Denetim ve raporlama değişti. |
| Ekonomik entegrasyonlar düşük | Ekonomik entegrasyonlar yoğun | - Yerel düzenlemeler uluslar ötesi entegrasyon temelli. |
| Mali suçlar yerel ve yoğun değil | Mali suçlar yerel ve yoğun | - Bağımsız denetimin önemi arttı - Bilgi teknolojilerinin kullanımı arttı. |

Kaynak: Adapted from IIRC, Towards Integrated Reporting: Communicating Value in the 21st Century, September 2011, <http://www.ey.com/Publication/vwLUAssets/EY-Integrated-reporting/%24File/EY-Integrated-reporting.pdf>

Entegre Raporlamanın Dünyada ve Türkiye’deki Mevcut Durumu

Dünya’da şu anda 4 binden fazla entegre rapor yayınlanmıştır. Yayınlanan raporların ne kadarının entegre edilerek sunulduğu tartışma konudur. Bu alanda çalışmalar devam etmektedir. Hükümetlerin

veya borsaların yaptırımları ile raporlamaya başlayan ve en fazla entegre raporlama yayınlayan ülkeler: Güney Afrika Cumhuriyeti, Hollanda, Brezilya ve Avustralya (Aras ve Sarıoğlu, 2015: 73).

Entegre raporlamanın Türkiye'deki gelişimi; Özel ve kamu sektöründe entegre raporlamanın önemini kavratmak ve farkındalık yaratmak için Uluslararası Entegre Raporlama Konseyi işbirliği ile Sürdürülebilir Kalkınma Derneği (SKD) ve Türkiye Kurumsal Yönetim Derneği (TKYD) tarafından Entegre Raporlama Platformu kurulmuştur (www.tkyd.org, 2016). Ardından TKYD'nin öncülüğünde Entegre Raporlama Türkiye Ağı (ERTA) kurulmuştur. Türkiye'nin ilk entegre raporu, kar amacı gütmeyen bir kuruluş olan Argüden Yönetişim Akademisi tarafından yayınlanmıştır. Finans sektöründe ilk entegre raporunu Türkiye Sınai Kalkınma Bankası halka açık şirketlerden Aslan Çimento ve Çimsa Türkiye'de ilk kez Entegre Faaliyet Raporu yayınlayan şirketler olmuştur. (Elmacı ve Sevim, 2017:19).

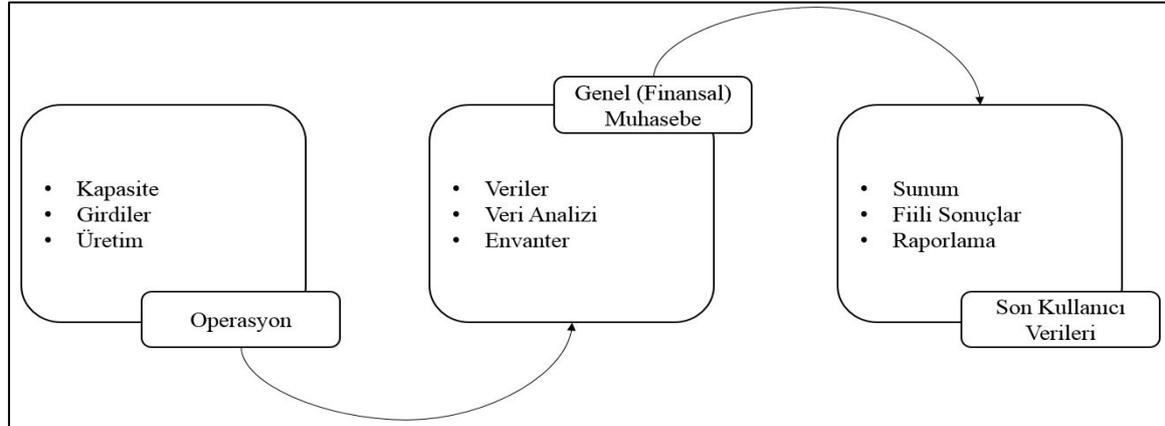
Uluslararası Entegre Raporlama Konseyi (The International Integrated Reporting Council, IIRC), entegre raporlarının hazırlanmasına öncülük eden, bu konuda bir çerçeve yayımlayan ve düzenleyici kurumlar, yatırımcılar, şirketler, standart belirleme otoriteleri, muhasebe uzmanları ve STK'lar tarafından 2010 yılında kurulmuş küresel bir koalisyondür. IIRC, etkin bir entegre raporun, entegre düşünmeyi ve geleneksel raporlardan daha geniş bakış açılı ve ileriye dönük bir karar alma mekanizması gerektirdiğini ifade etmekte ve bu çerçevede faaliyetlerini sürdürmektedir. Entegre rapor, kurumsal raporlamanın geldiği en ileri aşama olarak görülmele beraber uzun bir geçmişe sahip olmaması, diğer kurumsal raporlara göre içerdiği bilgilerin geniş bir alana yayılması, uluslararası boyutta kabul gören bir standardının olmaması ve benzeri sebeplerden dolayı halen birtakım zorluklarla karşı karşıya bulunmaktadır. Sürdürülebilirlik raporu ile entegre raporun amaçları farklı olsa da sürdürülebilirlik raporu entegre raporun özünde bulunan bir unsurdür (GRI, 2018:85). Türkiye'de entegre raporlama konusunda herhangi bir yasal düzenleme bulunmamaktadır. Entegre rapor, şirketler tarafından ihtiyari olarak sunulmaktadır.

Kurumsal Raporların Hazırlanmasında Stratejik Yönetim Muhasebesi

Finansal Muhasebe Standartları Kurulu (FASB) tarafından kuruluşundan (1973) 2009 yılına kadar -yani 40 yılı aşkın sürede- 147 standart/250'den fazla kural ve yönetmelik (standartlar ve güncellemeler) yayımlamıştır. Yapılan araştırmalara göre tüm bu muhasebe raporlama kuralları ve standartlarının sadece yüzde 12'si yatırımcılara fayda sağlamış. Bu eksikliğin bir nedeni şirketlerin patent, marka ve bilgi sistemleri ile değer yaratmalarına rağmen, bu maddi olmayan varlıklar muhasebe ve finansal raporlarda yer almaması. Bir başka sebep finansal raporlarda öznel yönetsel tahminlerin sayısının büyük oranda artmasıdır. Gerçekler, tahminler ve bazen manipülasyon alanından uzaklaşmasıdır. Genel (finansal) muhasebe veri döngüsü Şekil 2'de gösterildiği gibidir. Bu bağlamda, Genel (finansal) muhasebe yapısının kurumsal sürdürülebilirliğe bilgi sağlamada yetersiz kalması, hem işletme iç çevresi hem de dış (yakın / uzak) çevresinde ki faktörleri dinamik bir yapıda hem birbirleriyle hem de karşılıklı olarak etkileşimini göz önünde bulunduran stratejik yönetim muhasebesinin ön planda konumlanması gerekliliğini ortaya çıkarmıştır. Stratejik yönetim muhasebesi, işletmenin sürdürülebilir rekabet gücünü/performansını ölçmek, ortaklara karşı hesap verilebilirliği sağlamak ve üst yönetimin planlama, kontrol karar verme ve sürdürülebilirlik sürecine katkıda bulunacak bilgi üretmektir. Bu kapsamda stratejik yönetim muhasebesi, finansal fırsatlar ile ekonomik ve sosyal çevre içerisindeki yenilikler ile bağlantı kurarak, maliyet ve kaynak tasarrufu sağlayarak, sosyal ve çevresel risklerin yönetilmesine, tanımlanmasına ve değerlendirilmesinde stratejik öneme sahiptir. İşletmelerin sürdürülebilirliklerini koruyup, geliştirebilecek muhasebe sistemi stratejik yönetim muhasebesi

sistemidir. Stratejik yönetim muhasebesi, sürdürülebilirlik doğrultusunda örgütsel stratejilerin/ politikaların geliştirmesinde, bu politikaların uygulamaya konmasında üst yönetime lojistik destek sağlamaktadır. Bu nedenle stratejik yönetim muhasebesi, muhasebe bilgi sisteminin bir alt bilgi muhasebe sistemi olarak entegre raporların düzenlenmesinde kritik ve stratejik bir rol üstlenebilecek bir muhasebe sistemidir. Ayrıca bilgi muhasebe sistemi içerisinde önemli bir yere sahiptir.

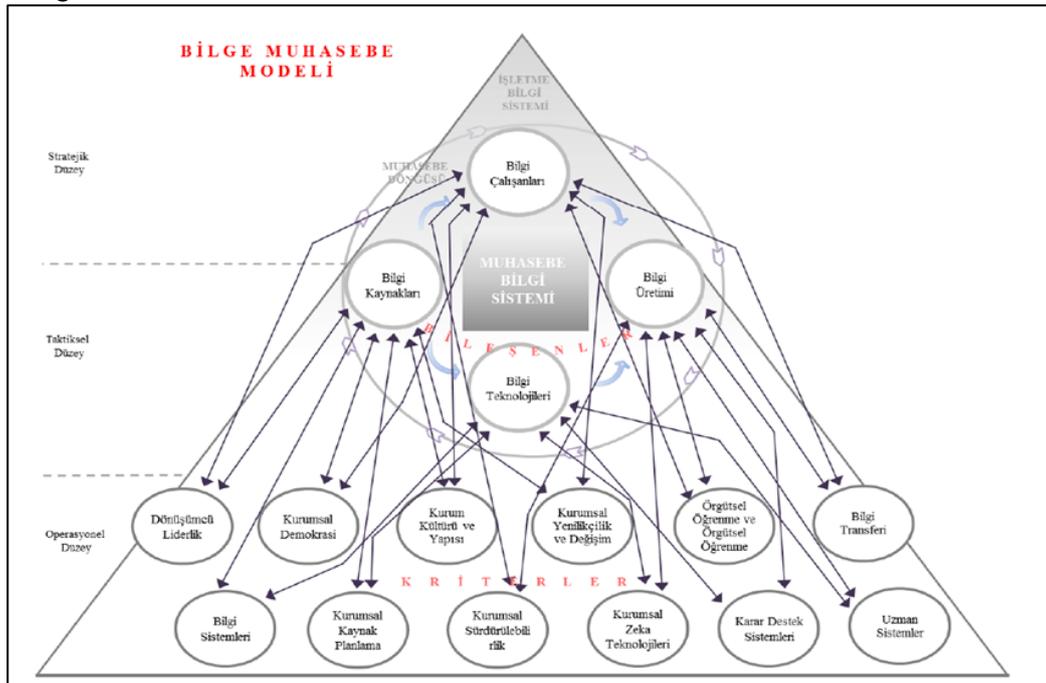
Şekil 2. Genel (Finansal) Muhasebe Veri Döngüsü



Kaynak: Smith, 2017, Integrated Financial Reporting & Management Accounting An Opportunity for Strategic Leadership, Journal of Business & Economic Policy, Vol: 4, No: 1, s: 3.

Stratejik yönetim muhasebesinin işletmelerde stratejik, taktiksel ve operasyonel düzeyde kurumsal katkısını Şekil 3'te ki bilgi muhasebe modeli ile göstermek mümkündür:

Şekil 3. Bilge Muhasebe Modeli



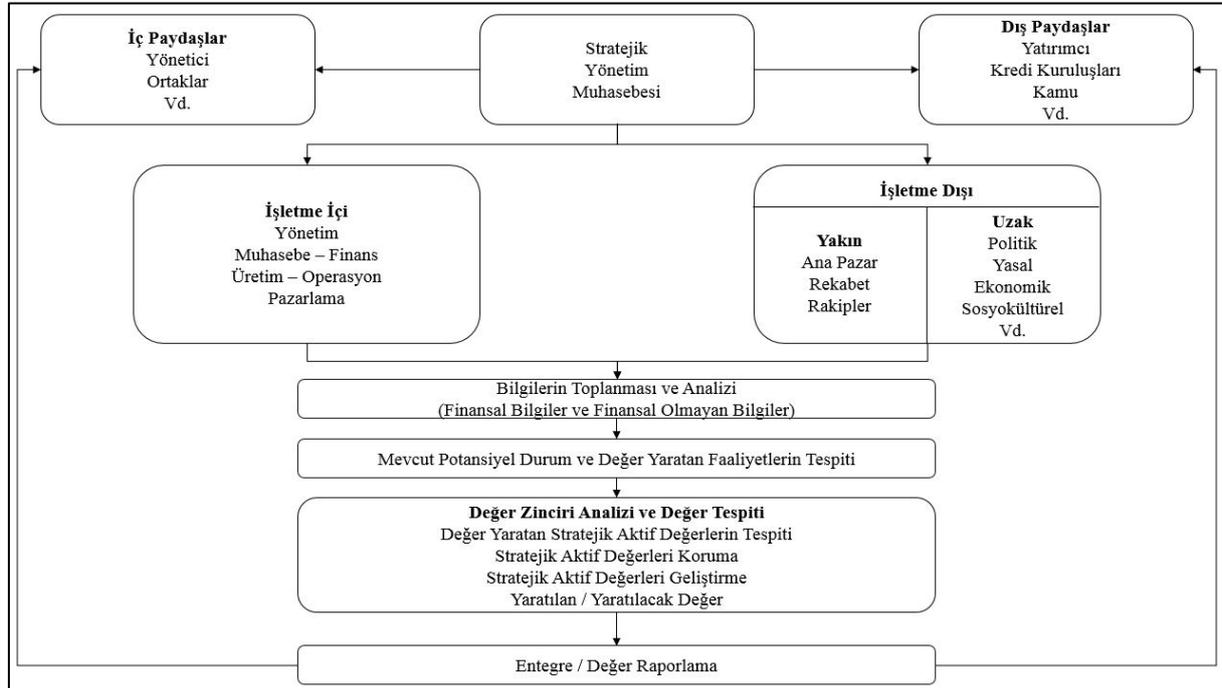
Kaynak: Alagöz ve Ortakarpuz, 2017, Kurumsal Bilgelik Bakış Açısıyla Bilgi Muhasebe Modeli, Sosyal Ekonomik Araştırmalar Dergisi, Cilt 17, 30. Yıl Özel Sayısı, s: 117.

Entegre Raporun Hazırlamada Etkin Stratejik Yönetim Muhasebesi Model Önerisi

Entegre raporlama, şirketlerin farklı operasyonel ve fonksiyonel üniteleri arasındaki ilişkiler ile kullanılan ve etki edilen maddi ve maddi olmayan sermayenin yanı sıra bu unsurların her birinin değer üretimindeki rolünün açıklanmasını öngörmektedir. (Uluslararası Entegre Raporlama Çerçevesi, <http://integratedreporting.org>; Gençoğlu ve Alp,2016:55). Entegre raporlama, işletmenin değer yaratma ve sürdürme yeteneğini açıklayan tutarlı bir bütün haline dönüştürür (Aydın, 2015: 67; Sanchez, vd., 2013: 5).

Bu bağlamda, Stratejik Yönetim Muhasebesi; işletme içi, işletme dışı finansal ve finansal olmayan verileri toplayan, sınıflayıp / tasnifleyip, depolayan, bu verilerin dinamik olarak karşılıklı devinimlerini analiz edip yorumlayarak “öz” bilgiler haline getirip üst yönetime planlama, karar alma, kontrol ve sürekli gelişmede lojistik destek sağlayan ilişkisel veri tabanlı muhasebe bilgi sistemidir. İşletmelerde kurumsal bilgi sistemi perspektifinde ve entegre raporlama hazırlanmasında etkin stratejik yönetim muhasebesi sistem modelini Şekil.4’te gösterildiği şekilde kurgulamak mümkündür.

Şekil 4. Entegre Raporlama Hazırlanmasında Stratejik Yönetim Muhasebesi Sistemi



Stratejik yönetim muhasebesi önerilen model çerçevesinde hem değer yaratma sürecinde hem de firma değeri oluşum sürecinde finansal ve finansal olmayan metriklerin belirlenmesinde etkin rol üstlenecek konumdadır.

Sonuç

Entegre raporlama kuruluşların, kendilerine özgü değer yaratma hikayelerini kurumun / kuruluşun kendi yapısal dokusuna uygun özgün bir formatta anlatma olanağı sunması diğer raporlardan farklılaşmasına neden olmaktadır. Entegre Raporlama kuruluşların gelecekte sürekli ilerlemenin bir düşünce-nesnesi olarak somut nasıl ve ne kadar değer yaratacaklarını tüm paydaşlara deklare etmesidir. Entegre

raporlama; kurum /kuruluşun bir yandan kurumsal irade sesleniş yeteneğini diğer yandan kolektif ruh/irade varlığını geliştirme çabalarının somut olarak ortaya konmasıdır. Bunun için de değerler açık ve net tanımlanması yapılması ve değer yaratma öğelerinin finansal ve finansal olmayan faktörlerin birlikte ve karşılıklı ilişkilerini dikkate alması gerekiyor. Kuruluş ufkunu genişletmenin temel felsefesi, sürdürülebilirliği iş yapma biçimi haline getirmesi belki de en önemli paradigma. Entegre raporlamanın arka planında entegre raporlamada kullanılacak veri setinin ve bilgilerin sağlanması, saklanması ve erişimine yönelik bir bilgi sisteminin oluşturulması raporlamanın başarısını etkileyen önemli bir süreçtir. Bu süreçte işletmede kurulacak etkin bir stratejik yönetim muhasebesi başarı ölçütlerinin geliştirilmesinde ve başarının (değerin) ölçülmesinde önemli rol üstlenebilecektir. Özellikle de finansal ve finansal olmayan metriklerin ortaya konmasında ve bu göstergelerin birlikte ve karşılıklı etkileşimlerinin değer yaratmadaki etkilerinin analiz edilip “öz” bilgi olarak raporlamada gerekli yetkinliğe sahiptir.

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THE PERCEPTIONS OF THE SCHOOL ADMINISTRATORS ABOUT THE IDEAL STUDENT PARENTS

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Abstract: This research, which aims to determine the perceptions of the school administrators about the ideal student guardian, is a qualitative study using a screening method. The study group consisted of 34 primary school administrators. During the data collection process, face-to-face interviews were conducted with the school administrators and told the managers: “How should you be an ideal parent? How would you like a parent? ” open-ended questions were asked. Participants' answers to the questions were analyzed by content analysis. The results of the analysis in the research are presented as tables in tables with their frequencies. The data obtained from the study were categorized according to the main themes of child-parent relationship, school-parent relationship, teacher-parent relationship and parental competence. As a result of the research, it was observed that the most frequent item in the child-parent relationship contact was “love the child”; the most frequently repeated item in the school-parent relationship contact was “follow school rules”; the most frequently repeated item in the teacher-parent relationship contact was “respect the teacher”; and the most frequently repeated item in the parent.

Keywords: School manager, ideal parent, family

OKUL YÖNETİCİLERİNİN İDEAL ÖĞRENCİ VELİSİ ALGILARI

Özet: Okul yöneticilerinin ideal öğrenci velisine ilişkin algılarını belirlemeyi amaçlayan bu araştırma, tarama yöntemi kullanılan nitel bir çalışmadır. Araştırmanın çalışma grubunu, 34 ilkokul okul yöneticisi oluşturmaktadır. Veri toplama sürecinde okul yöneticileriyle yüz yüze görüşme yapılmış ve yöneticilere “Sizce ideal bir veli nasıl olmalıdır? Nasıl bir veli isterdiniz?” şeklinde açık uçlu sorular sorulmuştur. Katılımcıların sorulara verdikleri cevaplar, içerik analiziyle çözümlenmiştir. Araştırmadaki analiz sonuçları maddeler halinde frekanslarıyla birlikte tablolar halinde sunulmuştur. Araştırmada elde edilen veriler çocuk-veli ilişkisi, okul-veli ilişkisi, öğretmen-veli ilişkisi ve ebeveyn yeterliliği ana temalarına göre kategorize edilmiştir. Araştırma sonucunda, yöneticiler tarafından ideal veli özelliği olarak çocuk-veli ilişkisi temasında en sık tekrarlanan maddenin “Çocuğunu sevmeli” maddesi olduğu; okul-veli ilişkisi temasında en sık tekrarlanan maddenin “Okul kurallarını benimsemeli ve kurallara uymalı” maddesi olduğu; öğretmen-veli ilişkisi temasında en sık tekrarlanan maddenin “Öğretmene saygılı olmalı” maddesi olduğu; veli yeterliliği temasında en sık tekrarlana maddenin ise “İyi bir insan olmalı” maddesi olduğu görülmüştür.

Anahtar Sözcükler: Okul yöneticisi, ideal veli, aile

Giriş

Eğitim sürecinin gerçekleştirildiği yer olan okullar, belirli bir sosyal, kültürel, ekonomik ve siyasi çevre içinde yer alır ve bu çevre ile karşılıklı etkileşim içinde varlıklarını sürdürürler. Okullar, okul dışı

çevreyi etkileyebildiği gibi söz konusu çevreden de etkilenmektedirler (Şişman, 2013). Okulların karşılıklı etkileşim içinde olduğu kurumların başında ailelerin yer aldığı söylenebilir. Günümüzde ailelerin, okulların yardımı olmaksızın çocuklarını yetiştiremeyecekleri gibi, okulların da, ailelerle işbirliği yapmaksızın öğrencilerini gerektiği şekilde yetiştiremeyecekleri bilinmektedir. Temelde esas olan öğrencinin nitelikli yetiştirilmesi ve hayata hazırlanması ise, çocuklarının başarısı için çaba harcayan ailelerin sürecin dışında tutulması düşünülemez (Gökçe, 2000). Toplumlarda her zaman çocuğun eğitiminden birinci derece aile sorumludur. Okul ve diğer kurumların bu konudaki işlevi aileden sonra gelir ve aileyi destekleyici, tamamlayıcı niteliktedir. Çünkü hiçbir kurum çocuğun büyüme çağında gereksinimi olan sevgiyi, güveni, morali, sıcak aile ortamını ona aile ocağı kadar veremez (Çelik, 2005).

Okulların amaçlarına ulaşabilmeleri için yönetici, öğretmen ve ailelerin işbirliği içinde olmaları gerekir. Bu işbirliği sürecinin sağlıklı bir şekilde gerçekleşebilmesi için hem ebeveynlerin hem öğretmenlerin hem de yöneticilerin yaşadıkları sorunlara ve beklentilerine önem verilmelidir. Öğretmenler, yöneticiler ve aileler birbirlerinin beklentilerinin farkında olmalı, birbirlerinin beklentilerini önemseyerek sağlıklı bireyler yetiştirilmesinde birbirleriyle sağlıklı bir iletişim içinde olmalıdırlar (Çelik, 2005). Eğitim örgütlerinin işlevlerini hedeflenen yönde gerçekleştirebilmeleri için, hizmet sundukları taraflarla etkileşim içinde bulunmaları zorunludur. Bu nedenle okul yöneticileri açısından, öğrenci velileriyle uygun ilişkilerin kurulup sürdürülmesi yönetsel bir gerekliliktir (Özbaş ve Badavan, 2009). Yapılan araştırmalarda, velinin eğitime ilgisizliği, ailelerin eğitime önem vermemesi, eğitimin gerekliliğine inanmaması, ailedeki huzursuzluklar, sosyo-ekonomik durumu, velinin öğrencinin derslerine yardımcı olamaması, velinin çocuğunu takip etmemesi, ailenin eğitimsizliği ve sağlıksız beslenme gibi durumların öğrenci başarısızlığına yol açtığı ortaya konmuştur (Babaoğlu, Çelik ve Nalbant, 2018).

Eğitim yönetiminin özel bir alana uygulanışı olan okul yönetiminde okul içi ve okul dışı bireylerin, okulun amaçlarına dönük olarak eyleme geçirilmesi önemlidir (Bursalıoğlu, 2000). Bu bağlamda, okul yöneticilerinin okuldaki önemli paydaşlardan biri olan velileri tanımaları ve velileri okulun amaçlarının gerçekleştirilmesi yönünde harekete geçirebilmeleri gerekir. Bu da okul yöneticilerinin ideal öğrenci velisini tanımalarını ya da bu anlamda kriterlerini belirlemelerini gerektirir. Nitelikli eğitim ve öğretim ortamları oluşturmak etkili bir okul yönetimine bağlıyken, etkili bir okul yönetimi de öğretmen, öğrenci ve velilerin katılımıyla sağlanabilir. Bu bakımdan öğrenci velisi, okulun amaçlarının gerçekleştirilmesi açısından yadsınamaz bir öneme sahiptir. Okul yöneticilerinin velilerle işbirliği yapabilmeleri, velilerden üst düzeyde yararlanabilmeleri, çatışmaları çözebilmeleri ve huzurlu bir eğitim öğretim ortamı oluşturabilmeleri için velilerini tanımaları ve velilere yönelik beklentilerini de velilerle paylaşmaları gerekir. Okul yöneticileri tarafından ideal veli özelliklerinin belirlenmesi, velilere yönelik eğitim çalışmalarında, okula ilişkin karar ve sorumluluk alma süreçlerinde velilerden destek alınmasında önemli işlevler görecektir.

Birçok araştırma sonuçları, öğrenci davranışlarının ve akademik başarılarının yönetici, öğretmen, öğrenci ve veli ilişkisinin niteliğinden etkilendiğini; öğretmenlerin kişilik özelliklerinin, okul yöneticilerinin yönetim yaklaşımlarının, öğrencilerin temel gereksinimlerinin ve velilerin profillerinin öğrenci başarısını etkilediğini göstermektedir (Çelebi ve Uğurlu, 2014). Öğrenci başarısı öğrenci velilerinin de çok önem verdiği bir husustur. Ailelerin çocukların okul başarısına daha olumlu katkıde bulunabilmeleri için ailenin çocuğuna karşı doğru ve yanlış yaklaşımlarının araştırmalarla belirlenmesi ve velileri bilinçlendirici çalışmalara ağırlık verilmesi öğrenci başarısını artırmaya katkı sağlayabilir.

Bu bağlamda bu araştırmanın amacı, öğrencilerin evlerinden sonra en fazla zaman geçirdikleri okulların yöneticilerinin bakış açısıyla ideal veli özelliklerini ortaya koymaktır.

Yöntem

Araştırma modeli

Bu araştırma nitel bir araştırma olup, tarama yöntemi kullanılmıştır. Geçmişte ya da halen var olan bir durumu olduğu gibi betimlemeyi amaçlayan tarama modelinde, araştırmaya konu olan olay, birey ya da nesne, kendi koşulları içinde ve olduğu gibi tanımlanmaya çalışılır (Karasar, 2016).

Çalışma Grubu

Araştırmanın çalışma grubunu, 2018-2019 öğretim yılında Ordu ili Altınordu ilçesindeki ilkokullarda görev yapan 34 okul yöneticisi oluşturmaktadır. Araştırma, bağımsız ilkokul yöneticileri ile ilkokul ve ortaokulun aynı binada bir müdüre bağlı olarak eğitim-öğretim faaliyetini sürdürdüğü okulların yöneticileriyle yürütülmüştür. Araştırmaya katılan yöneticilerin 5'i kadın, 29'u erkektir. Yöneticilerin mesleki kıdemlerinin 13-32 yıl arasında olduğu, yaşlarının 33-58 arasında olduğu ve yarıdan fazlasının eğitim fakültesi mezunu olduğu görülmüştür.

Verilerin Toplanması

Veri toplama sürecinde okul yöneticileriyle yüz yüze görüşme yapılmıştır. Araştırmada katılımcılara kişisel özellikleriyle birlikte, "Sizce ideal bir veli nasıl olmalıdır? Nasıl bir veli isterdiniz?" şeklinde açık uçlu sorular sorulmuştur. Açık uçlu sorular, katılımcıların düşünce, duygu, inanç ve eğilimlerini açıklamasına olanak tanıyan sorulardır (Ekiz, 2013). Görüşme soruları hazırlanırken amaca uygunluğuna, anlaşılabilir olmasına ve ihtiyacı karşılamasına dikkat edilmiştir. Konu uzmanı 2 öğretim üyesinin görüşleri alınarak oluşturulmuş olan görüşme taslağı, örnekleme yer almayan 2 yönetici üzerinde denenmiş, karşılaşılan sorunlar giderilmiştir. Yaklaşık 15'er dakika süren görüşmeler, yöneticilerin odalarında gerçekleştirilmiştir.

Verilerin Analizi

Katılımcıların sorulara verdikleri cevaplar, içerik analiziyle çözümlenmiştir. İçerik analizi, metinde geçen ifadeleri açık kurullarla kodlayarak daha az içerik kategorisinde özetleyen bir tekniktir (Weber, 1990). İçerik analizi, birbirine benzeyen verileri belli kavram ve temalar çerçevesinde bütünleştirerek, okuyucunun anlayabileceği şekilde düzenlemek ve yorumlamaktır (Yıldırım ve Şimşek, 2016). Yöneticilerin cevapları Y1, Y2, Y3, ... Y34 şeklinde içeriklerine göre kodlanmıştır. Kodlanan ifadelerin tekrar sıklığına göre frekanslar belirlenmiştir (Tavşancıl ve Aslan, 2001). Frekans analizi, birim ve öğelerin sayısal, yüzdesel ve oransal görülme sıklığını ortaya koyarken; kategorisel analiz, bir mesajın önce birimlere bölünmesi ve ardından da bu birimlerin, belirli ölçütlere göre temalar-kategoriler halinde gruplandırılmasını sağlar (Bilgin, 2014). Maddelerin daha iyi anlaşılabilmesi için yer yer görüşmelerden doğrudan alıntılar da yapılmıştır. Araştırmada elde edilen veriler, Babaoğlu, Çelik ve Nalbant (2018) tarafından yapılan çalışmada yer alan çocuk-veli ilişkisi, okul-veli ilişkisi, öğretmen-veli ilişkisi ve ebeveyn yeterliliği ana temalarına göre kategorize edilmiştir.

Bulgular

Araştırmada elde edilen bulgular *çocuk-veli ilişkisi*, *okul-veli ilişkisi*, *öğretmen-veli ilişkisi* ve *ebeveyn yeterliliği* temaları altında sıralanmıştır. Araştırma bulguları tablolar ve maddeler halinde sunulurken,

temalara ilişkin maddelerin daha iyi anlaşılabilmesi için katılımcı ifadelerine de yer verilmiştir. *Çocuk-veli ilişkisi* temasına ilişkin maddeler Tablo 1’de sunulmuştur.

Tablo 1. Çocuk-veli ilişkisi

| Sıra | Maddeler | Öğretmenler | f |
|---------------|--|------------------------------|------------|
| 1 | Çocuğunu sevmeli | 2,4,5,7,10,15,17,19,21,29,31 | 11 |
| 2 | Çocuğuna değer vermeli | 1,3,6,10,12,18,19,21,25,32 | 10 |
| 3 | Çocuğuyla ilgilenmeli | 1,7,10,14,15,18,20,24,34 | 9 |
| 4 | Çocuğuna iyi örnek olmalı | 2,4,5,9,14,18,23,30,33 | 9 |
| 5 | Çocuğunun ihtiyaçlarını karşılamalı | 3,6,12,14,16,20,21,34 | 8 |
| 6 | Çocuğuna İnanmalı | 1,4,7,10,14,21,30 | 7 |
| 7 | Çocuğuna güvenmeli | 3,8,9,12,20,22,29 | 7 |
| 8 | Çocuğuna doğruyu ve yanlış öğretmeli | 1,4,7,9,11,21,31 | 7 |
| 9 | Çocuğunu olduğu gibi kabul etmeli | 2,7,10,15,24,29,34 | 7 |
| 10 | Çocuğuna karşı hoşgörülü olmalı | 4,6,13,19,21,31 | 6 |
| 11 | Çocuğuna değerli olduğunu hissettirmeli | 3,6,9,12,23,33 | 6 |
| 12 | Çocuğuyla ilgili sorumluluklarını yerine getirmeli | 2,8,11,20,25 | 5 |
| 13 | Çocuğunun sorunlarıyla ilgilenmeli | 2,7,19,20,27 | 5 |
| 14 | Çocuğuyla arkadaş olabilmeli | 4,10,23,28 | 4 |
| 15 | Çocuğuna doğru alışkanlıklar edindirmeli | 1,8,12,30 | 4 |
| 16 | Çocuğuna iyi bir aile ortamı sağlamalı | 4,21,32,34 | 4 |
| 17 | Çocuğunu desteklemeli | 3,12,29 | 3 |
| 18 | Çocuğuyla iletişim içinde olmalı | 5,6,32 | 3 |
| 19 | Çocuğuyla birlikte vakit geçirmeli | 5,19 | 2 |
| 20 | Çocuğunu hayata hazırlamalı | 11,21 | 2 |
| Toplam | | | 119 |

Tablo 1 üzerinde yapılan incelemede, yöneticilerin *çocuk-veli ilişkisi* temasındaki ideal veliye ilişkin görüşlerinin 20 farklı maddede 119 kez tekrarlandığı görülmüştür. İdeal veli özelliği olarak en sık tekrarlanan madde “Çocuğunu sevmeli” maddesi olup bu maddeyi “Çocuğuna değer vermeli”, “Çocuğuyla ilgilenmeli”, “Çocuğuna iyi örnek olmalı” ve “Çocuğunun ihtiyaçlarını karşılamalı” maddeleri takip etmiştir. Bir yönetici, ideal bir velinin çocuğunu sevmesini, “Çocuk aileden sevgi görmezse içindeki boşluğu zararlı alışkanlıklarla doldurabilir” sözleriyle ifade etmiştir. Y2. İdeal bir velinin çocuğuyla ilgilenmesi bir yönetici tarafından, “Veli iyi ve kötü zamanda sürekli çocuğunun yanında olduğunu ona hissettirmelidir” sözleriyle ifade edilmiştir. Y23. İdeal velinin çocuğunun ihtiyaçlarının karşılanması gerektiğini belirten bir yönetici bu görüşünü, “Veli çocuğunun ihtiyaçlarını karşılamak için gerekirse kendi ihtiyaçlarından kısmalı, bazı özel zevklerini ertelemeli ya da terk etmelidir” sözleriyle ifade etmiştir. Y20.

Yöneticilerin ideal veliye ilişkin görüşlerinden oluşan ve tekrarlanma sıklığı açısından ikinci sırada yer alan *okul-veli ilişkisi* temasına ilişkin maddeler Tablo 2’de sunulmuştur.

Tablo 2. Okul-veli ilişkisi

| Sıra | Maddeler | Öğretmenler | f |
|---------------|--|--------------------------------------|-----------|
| 1 | Okul kurallarına uymalı | 1,3,5,7,9,10,14,17,19,21,25,29,30,34 | 14 |
| 2 | Okulun ihtiyaçlarına duyarlı olmalı | 3,5,7,9,10,11,13,16,19,21,26,18,30 | 13 |
| 3 | Okula maddi destek sağlamalı | 2,4,5,8,11,12,14,18,20,22,24,28,30 | 13 |
| 4 | Okulu sık sık ziyaret etmeli | 3,4,7,9,11,16,19,21,24,27,30,4 | 12 |
| 5 | Okul yöneticileriyle iletişim içinde olmalı | 5,7,9,10,14,17,19,24,27,30,32 | 11 |
| 6 | Okuldaki kurul, komisyon ve birliklere katılmalı | 1,4,8,11,14,16,18,21,23,26 | 10 |
| 7 | Okulun tanıtımında aktif rol almalı | 2,5,8,9,21,25,26,28,30 | 8 |
| 8 | Okulda yapılan sosyal faaliyetlere katılmalı | 3,6,9,10,13,15,18,20 | 8 |
| Toplam | | | 89 |

Tablo 2 üzerinde yapılan incelemede, yöneticilerin, *okul-veli ilişkisi* temasındaki ideal veliye ilişkin görüşlerinin 8 maddede 89 kez tekrarlandığı görülmüştür. İdeal veli özelliği olarak en sık tekrarlanan madde “Okul kurallarına uymalı” maddesi olup bu maddeyi “Okulun ihtiyaçlarına duyarlı olmalı”, “Okula maddi destek sağlamalı” maddeleri takip etmiştir. Bir yönetici, ideal bir velinin okulun kurallarını benimsemesini ve kurallara uymasını, “Okul resmi bir kurumdur ve veli okulda resmi bir devlet kurumunda davranılması gerektiği gibi davranmalıdır.” sözleriyle ifade etmiştir. Y29. Bir yönetici, ideal bir velinin okula maddi destek sağlamasını, “Okulların çok büyük bütçeleri ve gelirleri olmadığından çocuğunun daha iyi bir ortamda eğitim alabilmesi için velinin okula maddi destek sağlaması gerekir.” sözleriyle ifade etmiştir. Y21

Yöneticilerin ideal veliye ilişkin görüşlerinden oluşan ve tekrarlanma sıklığı açısından üçüncü sırada yer alan *öğretmen-veli ilişkisi* temasına ilişkin maddeler Tablo 3’te sunulmuştur.

Tablo 3. Öğretmen-veli ilişkisi

| Sıra | Maddeler | Öğretmenler | f |
|---------------|---|-------------------------------|-----------|
| 1 | Öğretmene saygılı olmalı | 2,4,6,10,15,19,21,23,24,31,34 | 11 |
| 2 | Öğretmene değer vermeli | 1,3,6,8,10,12,15,17,22,30, | 10 |
| 3 | Öğretmene destek olmalı | 4,6,8,10,11,20,24,32,33 | 9 |
| 4 | Öğretmene güven duymalı | 1,7,11,13,19,20,29,33 | 8 |
| 5 | Öğretmenle işbirliği yapmalı | 4,7,14,16,18,25,30 | 7 |
| 6 | Öğretmenin emeğini takdir etmeli | 9,13,17,20,24,32,34 | 7 |
| 7 | Öğretmenlerden gereksiz istekleri olmamalı | 1,8,10,13,16,26 | 6 |
| 8 | Öğretmenle iletişim içinde olmalı | 3,6,9,17,21,28 | 6 |
| 9 | Öğretmeni tanımalı | 4,9,11,20,32 | 5 |
| 10 | Öğretmene müdahale etmemeli | 1,6,12,21,30 | 5 |
| 11 | Çocuğu hakkında öğretmeni bilgilendirmeli | 3,9,15,27 | 4 |
| 12 | Tüm sorumluluğu öğretmene bırakmamalı | 8,10,29 | 3 |
| 13 | Öğretmenin taleplerin yerine getirmeli | 5,32 | 2 |
| 14 | Öğretmenin görüş ve önerilerini önemsemeli | 18,21 | 2 |
| 15 | Çocuğuyla ilgili kararlarında öğretmene danışmalı | 34 | 1 |
| Toplam | | | 86 |

Tablo 3 üzerinde yapılan incelemede, yöneticilerin *öğretmen-veli ilişkisi* temasındaki ideal veliye ilişkin görüşlerinin 15 maddede 86 kez tekrarlandığı görülmüştür. İdeal veli özelliği olarak en sık tekrarlanan madde “Öğretmene saygılı olmalı” maddesi olup bu maddeyi “Öğretmene değer vermeli”, “Öğretmene destek olmalı”, “Öğretmene güven duymalı” ve “Öğretmenle işbirliği yapmalı” maddeleri takip etmiştir. Bir yönetici, ideal bir velinin öğretmene saygılı olmasını, “Veli öğretmen saygı duyarsa çocuk da öğretmene saygı duyar” sözleriyle ifade etmiştir. Y24. Bir yönetici, ideal bir velinin öğretmene destek olmasını, “Velinin öğretmene destek olması, öğretmenin işine karışması anlamına gelmez” sözleriyle ifade etmiştir. Y10. Bir yönetici, ideal velinin öğretmen güven duymasını “Veli, çocuğunu gönül rahatlığıyla öğretmene emanet edebilmelidir.” şeklinde açıklamıştır.

Yöneticilerin ideal veliye ilişkin görüşlerinden oluşan ve tekrarlanma sıklığı açısından dördüncü sırada yer alan *ebeveyn yeterliliği* temasına ilişkin maddeler Tablo 4’te sunulmuştur.

Tablo 4. Ebeveyn yeterliliği

| Sıra | Maddeler | Öğretmenler | f |
|---------------|-------------------------------|--------------------------|-----------|
| 1 | İyi bir insan olmalı | 2,4,10,15,17,20,23,31,34 | 9 |
| 2 | Eğitime önem vermeli | 1,7,12,19,21,24,30,32 | 8 |
| 3 | Bilinçli olmalı | 3,8,10,20,23,24,33,34 | 8 |
| 4 | İletişime açık olmalı | 1,5,17,12,24,29,32 | 7 |
| 5 | Çözüm odaklı olmalı | 4,7,11,20,22,25,33 | 7 |
| 6 | Sabırlı olmalı | 5,6,8,27,30,32 | 6 |
| 7 | Kendini geliştirmeli | 9,12,23,29,34, | 5 |
| 8 | Cömert olmalı | 2,7,24,33 | 4 |
| 9 | Kararlı olmalı | 12,18,21,31 | 4 |
| 10 | Yardıms sever olmalı | 11,23,33 | 3 |
| 11 | Önerilerini açık ifade etmeli | 10,26,34 | 3 |
| 12 | Doğru davranışlar sergilemeli | 21,29 | 2 |
| 13 | Kendisiyle barışık olmalı | 1,34 | 2 |
| 14 | Eleştiriye açık olmalı | 9,19 | 2 |
| 15 | Kendisini tanımalı | 32 | 1 |
| 16 | Çevresini tanımalı | 21 | 1 |
| Toplam | | | 72 |

Tablo 4 üzerinde yapılan incelemede, yöneticilerin, *veli yeterliliği* temasındaki ideal veliye ilişkin görüşlerinin 16 maddede 72 kez tekrarlandığı görülmüştür. İdeal veli özelliği olarak en sık tekrarlanan madde “İyi bir insan olmalı” maddesi olup bu maddeyi “Eğitime önem vermeli”, “Bilinçli olmalı”, “İletişime açık olmalı” ve “Çözüm odaklı olmalı” maddeleri takip etmiştir. Bir yönetici, ideal bir velinin iyi bir insan olmasını, “Veli sevecen, saygılı, kurallara uyan bir insan olmalıdır” sözleriyle ifade etmiştir. Y31. Bir yönetici, ideal bir velinin eğitime önem vermesini, “Eğitim her şeyin başıdır.” şeklinde ifade etmiştir. Y25. İdeal velinin çözüm odaklı olması gerektiğini belirten bir yönetici bu görüşünü şu sözlerle ifade etmiştir: “Veli okul yöneticilerine köstek değil destek olmalıdır.” Y21.

Sonuç, Tartışma ve Öneriler

Bu araştırmada okul yöneticilerinin ideal veliye ilişkin algıları dört temada toplanmıştır. İdeal veliye ilişkin bu temaların frekans yoğunluğu yüksekten düşüğe doğru sırayla *çocuk-veli ilişkisi*, *okul-veli ilişkisi*, *öğretmen-veli ilişkisi* ve *ebeveyn yeterliliği* şeklindedir. Araştırmada, okul yöneticilerinin ideal veliye ilişkin algıları ve beklentileri bir bütün olarak ele alındığında; yöneticilerin çocuk-veli ilişkisi temasındaki ideal veliye ilişkin görüşlerinin 20 maddede 119 kez tekrarlandığı, okul-veli ilişkisi temasındaki ideal veliye ilişkin görüşlerinin 8 maddede 89 kez, öğretmen-veli ilişkisi temasındaki ideal veliye ilişkin görüşlerinin 15 maddede 86 kez, veli yeterliliği temasındaki ideal veliye ilişkin görüşlerinin ise 16 maddede 72 kez tekrarlandığı görülmüştür.

Yöneticiler tarafından ideal veli özelliği olarak *çocuk-veli ilişkisi* temasında en sık tekrarlanan maddenin “Çocuğunu sevmeli” maddesi olduğu; *okul-veli ilişkisi* temasında en sık tekrarlanan maddenin “Okul kurallarına uymalı” maddesi olduğu; *öğretmen-veli ilişkisi* temasında en sık tekrarlanan maddenin “Öğretmene saygılı olmalı” maddesi olduğu; *veli yeterliliği* temasında en sık tekrarlanan maddenin ise “İyi bir insan olmalı” maddesi olduğu görülmüştür.

Okul yöneticileri, velilerden çocuklarını sevmelerini, çocuklarına değer vermelerini, çocuklarıyla ilgilenmelerini, çocuklarına iyi örnek olmalarını, çocuklarının ihtiyaçlarını gidermelerini, çocuklarını desteklemelerini, çocuklarına karşı anlayışlı ve hoşgörülü olmalarını, sorumluluklarını yerine getirmelerini, çocuklarıyla iletişim halinde olmalarını ve çocuklarının sorunlarıyla ilgilenmelerini



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sıklıkla ifade etmişlerdir. Yöneticiler ayrıca velilerin çocuklarıyla arkadaş olmalarını, çocuklarını hayata hazırlamalarını, çocuklarını tanımalarını, çocuklarını anlamalarını, onlara inanıp güvenmelerini, doğru alışkanlıklar kazandırmalarını beklemektedirler. Okul yöneticilerinin çocuk-veli ilişkisine yönelik görüşlerinin sıklık oranının fazla olmasının, velilerin çocuklarına yönelik yetersiz ve yanlış ilgilerinden, sorumluluklarını yerine getirememelerinden, anne-babalık rollerini gereği gibi oynayamamalarından kaynaklandığı söylenebilir. Bu araştırmada ulaşılan bulgular, Sadık ve Doğanay (2008) tarafından yapılan ve velilerin çocuklarına sevgi ve ilgi göstermesi gerektiğine vurgu yapan araştırmayla da desteklenmektedir. Özgan ve Aygün (2010) tarafından yapılan çalışmada ise yönetici ve öğretmenlerin velilerin ilgisizliğinden şikâyetçi oldukları ortaya çıkmıştır. Akbaba-Altun (2009) tarafından yapılan çalışmada da başarısızlık nedenleri arasında ilk sırada veli ilgisizliği yer almıştır. Yapıcı ve Yapıcı (2003) tarafından yapılan araştırmada, velilerin çocuklarına karşı ilgisiz olmaları, çocuklarına nasıl davranacakları konusunda bilinçsiz olmaları önemli sorunlar olarak belirlenmiştir.

Bu araştırmada öne çıkan yönetici beklentilerinden ikincisi okul-veli ilişkisiyle ilgilidir. Okul yöneticileri velilerden okul kurallarına uymalarını, okulun ihtiyaçlarına duyarlı olmalarını, okula maddi destek sağlamalarını, okulu ziyaret etmelerini, okuldaki kurul, komisyon ve birliklere gönüllü katılmalarını, okulun tanıtımında aktif rol almalarını, okulda yapılan sosyal faaliyetlere katılmalarını beklemektedirler. Yöneticilerin velilerden okula maddi destek olmalarını talep etmelerinin altında, özellikle ilkokulların herhangi bir bakanlık bütçelerinin olmamasının ve okulların giderlerini karşılayacak oranda gelirlerinin olmamasının yattığı söylenebilir. Ayrıca okullarda yöneticilere ve öğretmenlere yönelik şiddet olaylarındaki artışların da yöneticilerin velilerden okulların kurallarını benimsemeleri ve kurallara uymaları, anlayışlı sabırlı ve iletişime açık olmaları talebinde bulunmalarına neden olduğu söylenebilir. Bayar (2016), ailelerin okula karşı tutumlarının olumlu olması ve okuldaki etkinliklere katılmasının hem öğrenci başarısını artacağını, hem de öğretmen yöneticileri olumlu etkileyeceğini vurgulamaktadır. Ergen ve İnce (2017) öğretmenlerin okul çalışmalarıyla ilgili olarak velilerden destek almaya ihtiyaç duyduklarını belirtmişlerdir. Özbaş ve Badavan (2009) tarafından yapılan çalışmada ise velilerin, sosyal etkinlikler ve öğrenci kişilik hizmetleri konularında okul yöneticilerinin kendileriyle etkili iletişim sağlanmadıklarını belirttikleri tespit edilmiştir. Gökçe (2000) yaptığı araştırmada, okul yöneticileri ile öğretmenlerin ve velilerin karşılıklı iletişim sağlanması gerektiği konusunda tam bir görüş birliği içerisinde olduklarını belirtmiştir.

Bu araştırmada öne çıkan yönetici beklentilerinden üçüncüsü öğretmen-veli ilişkisiyle ilgilidir. Yöneticiler, ideal velilerden öğretmene saygılı olmalarını, öğretmene değer vermelerini, öğretmene destek olmalarını, öğretmene güven duymalarını, öğretmenle işbirliği içinde olmalarını, öğretmene müdahale etmemelerini beklemektedirler. Öğretmen-veli ilişkilerinin bu derece önemle vurgulanmasının nedeni, bazı velilerin kendi çocuklarına daha çok yarar sağlayacağı düşüncesiyle öğretmene neyi nasıl yapması gerektiği konusunda müdahalede bulunarak öğretmenlerin mesleki uzmanlıklarına ve kişiliklerine saygısız davranmaları olabilir. Ebeveynlerin öğretmenlere ve okulun işleyişine yersiz müdahalede bulunmak yerine okulla ve öğretmenle işbirliği halinde olmaları, öğretmene ve çocuğa bilinçli, duyarlı, pozitif yaklaşım göstermeleri, okuldaki eğitim öğretimi destekleyen tutum içinde olmaları daha sonuç alıcı bir davranış olarak değerlendirilebilir. Babaoğlu, Çelik ve Nalbant (2018) tarafından yapılan çalışmada, görüşlerine başvuru alan öğretmenler, velilerden öğretmenle işbirliği yapmasını, öğretmene saygılı olmasını, öğretmene müdahale etmemesini, öğretmene destek olmasını ve öğretmene güvenmesini bekledikleri tespit edilmişti. Özgan ve Aydın

(2010) tarafından yapılan çalışmada öğretmenler, velilerin okula yalnızca sorun olduğunda geldiklerini, okula ve kendilerine yeterince destek olmadıklarını ifade etmişlerdir.

Bu araştırmada öne çıkan yönetici beklentilerinden dördüncüsü veli yeterliliğiyle ilgilidir. Yöneticiler, ideal velilerden iyi bir insan olmalarını, eğitime önem vermelerini, bilinçli olmalarını, iletişime açık olmalarını, çözüm odaklı olmalarını, sabırlı olmalarını, kendilerini geliştirmelerini, cömert, kararlı, yardımsever, kendisiyle barışık, eleştiriye açık olmalarını, kendilerini ve çevrelerini tanımalarını beklemektedirler. Özbaş ve Badavan (2009) tarafından yapılan çalışmada, velilerin okullarla etkili iletişim kuramadıkları ve bu durumun çocuğun eğitimine aile katılımını sağlayacak yönetsel süreçlerin beklentilere uygun bir düzeyde gerçekleştirilmesini engellediği sonucuna ulaşılmıştır. Kebeci (2006) ise yaptığı araştırmada okul-aile birliklerinin daha etkili olabilmeleri için eğitim düzeyi yüksek, işinin bilincinde olan velilerden faydalanılması gerektiği sonucuna ulaşmıştır.

Araştırma sonuçlarına dayalı olarak aşağıdaki öneriler geliştirilmiştir. Ailelere çocuk eğitimi ve etkili iletişim konularında seminer, konferans ve anne-baba eğitim faaliyetleri düzenlenmelidir. Okullarda gerçekleştirilen veli toplantıları daha işlevsel hale getirilmelidir. Yönetici ve öğretmenler tarafından daha sık ve sonuç alıcı aile ziyaretleri gerçekleştirilmelidir. Yönetici, öğretmen, öğrenci ve velilerin birlikte katılabilecekleri sosyal etkinlikler düzenlenmelidir. Velilerin okula karşı önyargılarının yok edilmesi için etkili tanıtım çalışmaları yapılmalı ve velilerin okulu daha fazla ziyaret etmeleri sağlanarak okulların veliler için para isteyen ve masraf çıkaran kurumlar olduğu algısı yıkılmalıdır. Ailelerin çocuklarının okul yaşantılarına ilişkin ihtiyaçlarını saptayıcı analizler yapılmalı ve analiz sonuçlarına göre de onlara çocuklarına yardımcı olma yeterlikleri kazandırıcı eğitim programları düzenlenmelidir.

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CITY BRANDING AND THE CASE OF ISPARTA

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Abstract: Today, not only products, but also services, people, countries, cities are branded. Branding for cities is a global requirement. Cities all over the world are competing in every field with other cities in order to become a brand. In this sense, branding will provide the city to economic and cultural strengthening and attractiveness. The aim of this study is to analyze the perceptions and opinions of local people and various institutions and organizations on the branding of the city of Isparta. Semi-structured interview technique was used in this study in order to determine the qualifications of Isparta for being a branded city. The research data were collected by visiting the public areas and by visiting various institutions and organizations. A total of 400 participants were interviewed face to face and research questions were asked. The findings of the study indicate that Isparta, which is on its way to become a brand city, has a rich potential in terms of tourism, is a city which maintains its traditions and its popularity is increasing in tourism but its promotion activities are insufficient. The results of the study showed that the city has important resources in terms of branding and these resources should be evaluated.

Keywords: Branding, City Branding, Isparta

KENT MARKALAŞMASI VE ISPARTA ÖRNEĞİ

Özet: Günümüzde sadece ürünler değil, hizmetler, kişiler, ülkeler gibi kentler de markalaşmaktadır. Kentler için markalaşma, küresel bir gereklilik olarak karşımıza çıkmaktadır. Dünyanın her tarafında kentler markalaşmaya uygun konuma gelmek için, benzer nitelikteki diğer kentlerle her alanda rekabet içerisinde. Bu anlamda markalaşma, kentin ekonomik ve kültürel açıdan güçlenmesini ve çekicilik kazanmasını sağlayacaktır. Bu çalışmanın amacı, Isparta kentinin markalaşması konusunda, yerel halkın, çeşitli kurum ve kuruluşların algılarını ve görüşlerini incelemektir. Isparta'nın markalaşmış bir kent olabilmesi için sahip olması veya öne çıkarılması gereken niteliklerinin tespit edilmesi amacıyla çalışmada yarı yapılandırılmış görüşme tekniği kullanılmıştır. Araştırma verileri halkın yoğun olarak görüldüğü alanlarda ve çeşitli kurum ve kuruluşlar ziyaret edilerek toplanmıştır. 400 katılımcı ile yüz yüze görüşme yapılarak araştırma soruları yöneltilmiştir. Çalışmadan elde edilen bulgular, marka kent olma yolunda ilerleyen Isparta'nın turizm açısından zengin bir potansiyeli olduğunu, gelenek ve göreneklerine bağlı bir şehir olduğunu, turizmde popülerliğinin artmakta olduğunu ancak tanıtım faaliyetlerinin yetersiz olduğunu göstermiştir. Çalışmadan elde edilen sonuçlar, kentin markalaşma açısından önemli kaynaklara sahip olduğunu ve bu kaynakların değerlendirilmesi gerektiğini göstermiştir.

Anahtar kelimeler: Markalaşma, Kent Markalaşması, Isparta

Giriş

Hızla artan rekabet ortamı, kentlerin de markalaşma sürecine girmesine yol açmıştır. Bu süreçte aynı ülke içindeki şehirler bile birbirleriyle yarışmakta ve rekabet avantajı elde etmenin yollarını aramaktadır. Bu arayış içinde bir kenti diğerlerinin önüne geçirecek özellik ise kentin markalaşması olarak karşımıza

çıkılmaktadır. Bir çok şehir bu yönde önemli mesafeler kat etmiştir. Kentler, ticaret, turizm, eğitim ve yatırım gibi alanlarda daha fazla pay elde ederek markalaşmaya doğru hızla yol almaktadır.

Bu çalışmanın amacı, Isparta kentinin turizmde markalaşması yolunda, kamu sektörü, özel sektör, sivil toplum kuruluşları, kentle ilgili çalışmalar yapan çeşitli kurum ve kuruluşların, yerel yönetim ve şehir halkının algılarını ve görüşlerini incelemektir. Isparta'nın marka kent olabilmesi için sahip olması veya öne çıkarılması gereken niteliklerinin tespit edilmesi amacıyla bir saha çalışması yapılmıştır. Araştırma Isparta kentini kapsamaktadır. Çalışmada yarı yapılandırılmış görüşme tekniği kullanılarak 400 katılımcı ile görüşülmüştür.

Bu çalışma, göller bölgesinin önemli bir şehri olan Isparta'nın, yerel halk ve kentteki çeşitli kurum ve kuruluşlar tarafından marka bir kent olarak algılanıp algılanmadığının tespit edilmesi ve görüşlerinin ortaya koyulması açısından önem taşımaktadır. Ayrıca kent markalaşmasının öneminin anlaşılması açısından da faydalı olacaktır. Elde edilen bulgular kent markalaşması sürecinde Isparta'daki değerlerin neler olduğu ve bu değerlerin ne kadar değerlendirildiği, güçlendirilmesi gereken alanlarının anlaşılmasında yardımcı olabilecektir.

Marka Kavramı ve Kent Markalaşması

Marka kelimesi eski İskandinav dilinde “yakmak” anlamına gelen *brandr* kelimesinden gelmektedir. Markalama, ilk olarak insanların çiftlikteki hayvanlarını sıcak bir demirle damgalamalarıyla başlamıştır (Clifton, 2003: 13). Coomber'a göre ise (2002: 18) markalaşmanın ve marka sözcüğünün kökleri, Vikinglere kadar uzanmaktadır. Vikinglerde gemi yapımcılarının teknelere damga basarak kendi markalarını bu şekilde belirttiği düşünülmektedir. Markanın bu şekilde kullanılması, bugün kullanılan markaları ortaya çıkarmıştır.

Marka kavramı ürün odaklı, hizmet odaklı, ülke ve kent odaklı olmak üzere farklı şekillerde tanımlanmıştır. Marka kelimesinin Türk Dil Kurumu sözlüğünde yer alan anlamı; Bir mal, hizmet veya kurum tanıtmaya ve benzer mal, hizmet ya da kurumlardan ayırmaya yarayan tescil edilmiş özel ad, kısaltma veya işaret şeklindedir (www.tdk.gov.tr). Yaygın olarak başvuru yapılan Amerikan Pazarlama Birliği'nin (AMA) yaptığı tanımda marka; Bir satıcının malını veya hizmetini diğer satıcılardan farklı olarak tanımlayan isim, terim, tasarım, sembol veya diğer tüm özelliklerdir (<https://www.ama.org/resources/Pages/Dictionary.aspx?dLetter=B>). Tanıma göre bir marka yaratmada önemli nokta, ürünü tanımlayan ve benzerlerinden ayıran bir isim, logo, sembol, paket tasarımı veya diğer karakteristik özelliklerini seçmektir.

Marka kavramını tanımlamanın oldukça karmaşık olduğunu belirten Zyman ve Brott'a (2003: 39) göre marka, bir ürünün işlevsel ve duygusal yararlarından, özelliklerinden, simgeler ve sembollerinden oluşan bir demettir. Marka, bir ürünün, müşterilerinin beğenisine, isteğine ve ihtiyaçlarına cevap verecek bağlantısıdır. Marka kurumun ürünleri için bir kimlik sunar, tüketiciler tarafından kolayca fark edilmeyi sağlayan bir sembol işlevi görür, tüketici tercihlerini yönlendirir ve kolaylaştırır, kurumun ürünlerini diğerlerinden farklılaştırır (Craig ve Douglas, 2000: 275). Marka, bir ürünün veya hizmetin kökenini belirten, ürün ve hizmeti rakiplerden ayıran bir işaret veya işaretler kümesidir (Kapferer, 2008: 10).

Kent bir yerleşim birimi olduğundan dolayı yer markalama içinde değerlendirilmektedir. Kavaratzis ve Ashworth (2005:508), yer markalamasının, ürün markalamasının yerlere uygulanması olduğunu belirtmektedir. Bu yönden bakıldığında, yer markalamasının temelini ürün-hizmet markalamadan aldığı

anlaşılmaktadır. Kent markalaşması, pozitif imaj oluşturma yoluyla bir yeri tanımlamak ve ayırt etmek için marka öğelerinin tutarlı bir karışımına dayanır. Kent markalaşması, benzer özellikteki iki ya da daha fazla doğal ve kültürel çekim öğesini bir araya getirerek bir yerin boyutunu yeniden tanımlamaktır (Cai, 2002:734).

Kent markalaşması, en yalın tanımıyla, ürün markalaşma stratejilerinin kent üzerinde gerçekleştirilmesidir. Kente ekonomik, sosyal ve kültürel değerler eklemek adına marka stratejisi ve marka iletişiminden elde ettiklerini kentin gelişimine uygulayan, yeni bir alandır. Kentin güçlü ve olumlu yönlerini ve kentin niteliklerini hedeflenen kitlelere ulaştıran, bütünsel ve kapsamlı bir süreçtir (İçyer, 2010: 68).

Kent Markalaşmasının Önemi

Kent markalaşması çalışmaları, ilk olarak şehrin cazibesinin artırılması, tarihi, kültürel ve turistik açıdan tanıtılması, yöresel ürünlerinin tanıtılması çalışmalarını kapsamaktadır. Tüm bu çalışmalarla birlikte kentin yaşam standardı da değiştirilmekte, kentsel gelişim açısından programlar yapılmakta, tanıtım ve olumlu marka imajı oluşturma çalışmaları ile birlikte kentin görünüşü de olumlu yönde değişmeye başlamaktadır. Markalaşma çalışmaları, şehrin ekonomik yönden canlandırılması, şehir sakinlerine ek ekonomik faydalar sağlaması ve yaşam kalitesinin artırılması açısından önemlidir. Kentin markalaşması ile birlikte yatırım imkânlarının artması, yeni kurumların açılması, var olan işletmelerin gelişmesi iş imkânlarını da arttırmakta ve markalaşmanın önemini yansıtmaktadır (Akçi ve Uluşık, 2016:356).

Kent markalaşmasının önemi ve markalaşma ile ilgili girişimlere değinen Kavaratzis, vd., (2015:4), kent markalaşmasıyla ilgili bazı görüşler bildirmiştir. Kent markalaşması, bölge gelişimi için stratejik bir kılavuzluk sağlar. Kent markalaşması, bölgenin gelişimi için bir vizyon sağlar ve bu vizyona ulaşmada yardımcı olacak çeşitli önlemlerin planlanmasını içerir. Yer markalama paydaşların işbirliği için bir temel oluşturmaktadır. Bu mantık yer markalamayı, paydaşlar için ortak bir amaç belirlemek ve bu amaca ulaşmaya yönelik birlikte çalışmak için 'ortak zemin' sunan bir mantıktır. Kent markalaşması, yerle ilgili problemlere pratik/işlevsel çözümler önerir. Bu işlevsel görüş, bir yer markasının özel ve zaman alan konuların çözülebilmesi için uygun şartlar sunmaktadır. Bu işlevsel problemlere; planlı bir gelişme/yenilenme projesi için yatırımlar nasıl çekilebileceği, bölgedeki turistik kaynaklardan nasıl yararlanılacağı, ya da yeni gelişen bir yerin verimliliği nasıl artırılacağı gibi örnekler verilebilir. Diğer bir görüş ise; kent markalaşması, yerlerin pozitif yararlarını arttırmasına yardımcı olur. Bu görüş, yer markalaşmasının o yeri kullanan her bir kişi için (şehir sakinleri, ziyaretçiler, yatırımcılar gibi) farklı farklı önemli olduğunu savunur.

Kent Markalaşması İle İlgili Temel Kavramlar

1.Marka imajı ve Kent imajı

İmaj kavramı kent imajı, kurum imajı marka imajı gibi farklı alanlarda kullanılmaktadır. Marka imajı, tüketicilerin bir marka ile ilgili genel algıları ve duygularını ifade etmektedir (Zhang, 2015: 58). Marka imajı, tüketicilerin marka algıları ve çağrışımlarından dolayı ortaya çıkmaktadır (Tuominen, 1999: 76). Bir kentin imajı, insanların o kent ile ilgili kanı, fikir ve izlenimlerinin tümünü kapsamaktadır. İmaj, bir yer ile ilgili çok sayıda bilgi ve çağrışımın sadeleşmiş halidir. Kent imajı, zihnimizin o yere ait onlarca veri arasından, temel biliyi ön plana çıkarma sürecinin bir ürünü olarak ortaya çıkmaktadır. İmaj, basit



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bir kanıdan daha çok şey ifade eder. İmaj, o yere ait kanıların bütünüdür (İlgüner ve Asplund, 2011:265).

2. Marka Kimliği ve kent kimliği

Marka kimliği bir marka için yön, amaç ve anlam tayin etmektedir. Marka kimliği bir markanın stratejik planı için önemlidir ve marka öz varlığının kalbi ve ruhu olan dört boyuttan biridir. Marka kimliği, fonksiyonel, duygusal ya da kişisel faydalar içeren bir değer yaratarak müşteri ile marka arasında bir bağ kurmaya yardımcı olmalıdır (Aaker, 1996:68).

Kent kimliğinin oluşması zaman gerektiren bir süreçtir. Kentin tarihi, kültürü, mimarisi, yerel halkın yaşayışı, gelenek ve göreneklere gibi nitelikleri kente şekil vermektedir. Kentin kimliği o kentin ruhu anlamına gelmektedir (Memik, 2016: 25). Kent kimliği oluşum aşamasında birbiriyle ilişkili üç ana faktör rol oynamaktadır. Bunlar, kentin fiziki varlıkları (doğal çevre, kültürel miras vb.), kentin yaşam kalitesine yönelik memnuniyet derecesi, kentin kimliğine ilişkin söylemler olarak karşımıza çıkmaktadır (Tekeli, 2008: 15).

Logo, kentin marka kimliğinin oluşmasını sağlayan marka unsurlarından biridir. Logo, marka adının veya temsil ettiği şirketin "grafik görünümü" dür. Bir logo firmanın mesajını ifade etmezse, boşa harcanmış bir çaba olacaktır. İyi bir logo hem grafik hem de işlevsel görevleri yerine getirmelidir (Kotler vd., 2006:98). Tanıtım araçlarından biri olan logoların tasarlanması acele etmeden, uzmanlardan yardım alarak yapılmalıdır. İletilmek istenen mesajlarla örtüşür, kaliteli, kent markasına değer katacak ve yıllar sonra hatırlanacak kalıcı logolar tasarlanmalıdır. Bu amaçla, kentin kimliği niteliğindeki logo ve amblemlerde hangi değerlerin öne çıkarılacağı belirlenmelidir. Logoların uzun süre değiştirilmemesi ve kent sembolü olarak kullanılması gerekmektedir. Kent logosu olarak akılda kalmayan, güzel görünmeyen, kentle ilgili çağrışım yaptırmayan logoların kullanılması maliyet ve zaman kaybına neden olacaktır. Logonun kolay anlaşılır, dikkat çekici ve kaliteli olması bilinirliğini ve güvenilirliğini arttıracaktır (Yenipınar ve Yıldırım, 2016:43). Bu açıdan bakıldığında logolar, kolaylıkla tanınabilir ve kentle ilişkilendirilebilir olmalıdır ve başka bir ürün ve hizmeti çağrıştırmamalıdır.

Kent kimliğinin oluşmasından önemli olan diğer bir unsur da slogandır. Marka sloganı, marka yaratmada eşsiz ve farklı bir rol oynamaktadır. Kolayca tanınabilir ve unutulmaz bir deyim olup çoğu zaman bir marka adına eşlik eder. Bir sloganın asıl amacı, marka ismi ve logosu ile yansıtılmak istenen marka imajını desteklemektir (Kotler vd., 2006:101). Genel olarak kent markalaşmasında karşılaşılan zorluklardan biri, kenti rakiplerinden farklılaştıran ve her şeyi kapsayan bir mesaj bulmaktır (Roll, 2015: 76). Kentler ve turistik ürünler, tüketim mallarından ve diğer hizmet türlerinden çok fazla boyutludur. Markalaşma aşamasında, meşgul tüketicilerin zihnine ulaşmak için kısa mesajlar oluşturulmalıdır. Bu mesajlar, bir kentin farklı doğal kaynaklarını, turistik mekânlarını, kültürünü, aktivitelerini, imkanlarını kapsayan bir slogan geliştirilerek etkili bir şekilde vurgulanabilir (Pike, 2005: 258). Las Vegas'ın "Vegas'ta olan Vegas'ta kalır" sloganı etkili ve hatırlanabilir bir slogan için güzel bir örnektir. Las Vegas potansiyel ziyaretçilerine eğlence imkanı sağlayacağı sözü vermektedir. Dolayısıyla bu sloganla verdiği sözü güçlendirmiştir (Knapp, 2008:157). Bir kentin sloganı da kentin sunabileceği değerleri yansıtan, kentin vermek istediği mesajı akılda kalıcı bir şekilde ileten bir slogan olmalıdır.

3. Marka kişiliği ve kent marka kişiliği

Marka kişiliği, bir marka ile bağdaştırılan insani özelliklerin bir birleşimi olarak tanımlanabilir. Bu yüzden marka kişiliği, cinsiyet, yaş, sosyoekonomik durum gibi özelliklerin yanı sıra sıcakkanlı, ilgili

ve duygusal gibi kişilik özelliklerini de içermektedir (Aaker, 1996:141). Marka kent olma sürecinde başlangıç olarak kente bir kişilik kazandırmaya çalışılır. Başka bir ifadeyle öncelikli amaç kente bir kimlik ve kişilik kazandırmaktır. Herhangi bir ürünün markalaşması sürecinde kullanılan marka kişiliği strateji, yöntem ve tekniklerin benzerleri kentler içinde kullanılması ile kentin markalaşması sağlanır (Işık ve Erdem, 2015: 19).

4. Marka sadakati ve kent marka sadakati

Marka sadakati, bir markaya değer katmada önemli bir kriterdir, çünkü sadık müşterilerin belli bir satış ve kar akışı yaratması beklenir. Ayrıca marka sadakatının pazarlama maliyetlerini azaltmada da büyük katkısı vardır. Mevcut müşterileri korumak, yeni müşteri çekmekten daha az maliyetlidir. Halihazırdaki müşterilerin sadakati, rakipler karşısında önemli bir bariyer gibidir, çünkü müşterileri bağlı oldukları markaları değiştirmeye ikna etmek oldukça güç bir iştir (Aaker, 1996:21). Kentlerin turizmde başarıya ulaşabilmesinin en önemli koşullarından biri de turistlerin kente yönelik sadakat davranışlarının oluşmasıdır. Bu açıdan kent marka sadakati, turistlerin kenti tekrar ziyaret etmeleri, çevrelerine tavsiye etmeleri ve daha fazla harcama yapmaları açısından önemli bir yere sahiptir (Benli, 2014: 30).

5. Marka Konumlandırma ve Kent Marka Konumu

Farklı stratejiler kullanılsa da, marka konumlandırmadaki temel amaç, tüketicinin mantıksal ve duygusal yanlarını cezbederek hem akla hem de kalbe hitap etmektir. Marka konumlandırması, ulaşmak ve etkilemek istenen hedef kitle için dikkat çekici ve kayda değer olmalıdır. Konumlandırmada, rakip markalardan farklı olan yönler ön plana çıkarılmalıdır. Konumlandırmadaki en önemli nokta, insanları bilgilendirmek ve rakiplerden farklı olduğunuz konusunda ikna etmektir. Tüm farklılıklar açık ve net şekilde belirtilmelidir (Temporal, 2011: 64).

Marka kent olma sürecinde kent bir marka olarak insanların zihinlerine yerleştirilmeye çalışılır. Kentin rakip kentlerden farkları, üstünlük ve avantajlarına vurgu yapılır. Turistlerin neden rakip kentleri değil de bu kenti tercih etmeleri gerektiği, neden rakip kentlerin ürünlerini değil de bu kentin ürünlerini seçmesi gerektiği, yatırımcıların yatırım yapmak için neden bu kenti tercih etmeleri gerektiği gibi soruların cevabı verilir (Işık ve Erdem, 2015: 32).

Isparta Kenti

Akdeniz Bölgesi'nin Antalya bölümündeki Göller Bölgesi'nde yer alan Isparta, doğudan Konya, güneyden Antalya, batıdan Burdur, kuzeyden ise Afyonkarahisar illeri ile çevrilidir. Isparta coğrafi konumu itibarıyla Akdeniz kıyıları ile İç Anadolu, Marmara ve Ege bölgeleri arasında önemli bir geçit noktasında bulunmaktadır (Turgut, 2000:63). Isparta Göller Bölgesi'nde yer aldığı için, il sınırları içinde birden fazla göle ev sahipliği yapmaktadır. Eğirdir, Kovada ve Gölcük Gölü Isparta sınırları içindedir ve Beyşehir ve Burdur göllerinin bir kısmı da il sınırları içinde kalmaktadır (Akdemir, 2008:7). Isparta ili ve ilçeleri, turizmin bütün yıla yayılabileceği ve alternatif turizm seçeneklerine ev sahipliği yapan bir şehirdir. Kent merkezi ve çevresi, kayak, yüzme, doğa yürüyüşleri, yamaç paraşütü, dağcılık, mağara turizmi, avcılık, kamp-karavan turizmi, binicilik, bisiklet, sörf, kuş gözlemciliği, foto safari gibi çok çeşitli bir turizm potansiyeline sahiptir. Son dönemlerde turizm talebi klasik deniz, kum, güneş turizminden kültür turizmine doğru kaymaya başlamıştır. Bu bakımdan değerlendirildiğinde kültür ve doğa turizmi yönünden oldukça zengin olan Isparta kenti de artan turizm hareketleri içinde yerini almaya başlamıştır.

Araştırma Yöntemi

Araştırma nitel araştırma yöntemlerinden yarı yapılandırılmış görüşme tekniği ile gerçekleştirilmiştir. Araştırmanın amacına yönelik literatür taraması yapılarak, yarı yapılandırılmış görüşme soruları hazırlanmıştır. Araştırma verileri, araştırmaya gönüllü olarak katılan 400 kişiden 26 Mart 2018 ve 8 Nisan 2018 tarihleri arasında araştırmacı tarafından toplanmıştır.

Araştırmadan Elde Edilen Bulgular

Marka Kent Unsurlarına yönelik bulgular

1.Marka şehir Kimliği

Tablo 1. “Isparta'nın logosu marka şehir olmak için uygun mudur?” sorusuna verilen cevapların dağılımı

| Isparta'nın logosu marka şehir olmak için uygun mudur? | N | % |
|--|-----|-------|
| Uygundur | 269 | 67,3 |
| Uygun değildir | 131 | 32,8 |
| Toplam | 400 | 100,0 |

Isparta'nın marka şehir kimliğinin belirlenmesi için “Isparta'nın logosu marka şehir olmak için uygun mudur?” sorusuna katılımcıların % 67,3'ü Isparta'nın logosunun uygun olduğunu, % 32,8'i ise logonun uygun olmadığını belirtmişlerdir. Isparta için kullanılan logolar renkli çıktısı alınarak katılımcılara gösterilmiştir. Logoyu uygun bulan ve birbirini tekrar etmeyen yorumların bazıları katılımcı numarası ile verilmiştir. Katılımcı 1 “*Logolarda gül olması uygun ama yetersizdir*”, Katılımcı 80 “*Gül olduğu için uygun ama tasarımı kötü*”, katılımcı 135 “*şehre özgü gülle bağdaşmış bir logo*”, katılımcı 138 “*Uygundur, logodaki gül Isparta'yı simgelemektedir*”, katılımcı 139 “*Isparta'nın gülünü ve gülcülüğünü temsil ediyor*”, katılımcı 172 “*gül Isparta için en önemli simgedir, logoda yer almalıdır, ancak logo geliştirilmelidir*” şeklinde fikirlerini belirtmişlerdir. Logoyu uygun bulan katılımcıların yorumlarında logoda bulunan gülün uygun olduğu, gülün Isparta'yı yansıtan en önemli öge olduğu ancak, logonun tasarımının uygun olmadığı sonucu ortaya çıkmıştır.

Logoyu uygun bulmayan, birbirini tekrar etmeyen yorumların bazılarına katılımcı numarası verilerek çalışmada yer verilmiştir. Katılımcı 5 “*logo yetersiz, yeniden tasarlanmalı*”, katılımcı 10 “*logoya kiraz ve elma gibi ürünlerde eklenebilir*”, katılımcı 66 “*Isparta'da tarihi ve turistik çok fazla yer var, onlarda logoya eklenmelidir*”, katılımcı 94 “*logonun sadece gül alanında kısıtlanmaması gerektiğini düşünüyorum*”, katılımcı 97 “*çok sade, biraz daha göze hitap eden ve Isparta'nın zenginliklerini ifade eden bir logo olabilir*”, 121 “*çok basit bir logo, Isparta'ya yakışmıyor*”, katılımcı 388 “*gülü, Davraz'ı ve Eğirdir Gölü'nü de barındıran yeni bir profesyonel logo tasarımı yapılmalıdır*”, katılımcı 393 “*grafik tasarımı daha başarılı bir logo olmalıdır. Mevcut logolar Isparta'nın tanıtımı için uygun değildir*” şeklinde katılımcılar fikirlerini belirtmişlerdir. Logoyu uygun bulmayan katılımcıların yorumlarında, logodaki gülün tek başına yetersiz olduğu, Isparta'nın logoda yer almaya değer başka değerlerinin de olduğu, logonun tasarımının basit ve yetersiz olduğu sonucuna ulaşılmıştır. Bu değerlendirmeler ışığında logonun işin uzmanı kişiler tarafından yeniden tasarlanması gerektiği ve gül ögesinin ön planda olduğu, başka değerlerinde eklenerek Isparta'yı etkili bir şekilde yansıtacak yeni bir logo geliştirilmesi gerektiği ortaya çıkmıştır.

Tablo 2. “Sizce Isparta logosu içinde neler yer almalıdır?” sorusuna verilen cevapların dağılımı

| Sizce Isparta logosu içinde neler yer almalıdır? | N | % |
|--|-----|------|
| Isparta Gülü | 357 | 89,3 |
| Lavanta | 177 | 44,3 |
| Isparta Halısı | 176 | 44,0 |
| Davraz Kayak Merkezi | 199 | 49,8 |
| Yalvaç Pisidia Antiocheia Antik Kenti | 116 | 29,0 |
| Eğirdir Gölü | 266 | 66,5 |
| Kiraz | 113 | 28,2 |
| Elma | 126 | 31,5 |
| Yazılı Kanyon | 99 | 24,8 |
| Diğer | 4 | 1,0 |

Birden fazla seçenek işaretlenmiş olup katılımcı sayısı üzerinden yüzde alınmıştır.

Katılımcılara logonun yeniden tasarlanması durumunda “Sizce Isparta logosu içinde neler yer almalıdır?” sorusu yöneltilmiştir. Sorunun devamında isterlerse birden fazla seçenek işaretleyebilecekleri belirtilmiştir. Analizler yapılırken katılımcı sayısı üzerinden yüzde alınmıştır. Katılımcıların %89,3’ü Isparta logosu içinde Isparta gülü yer almalıdır seçeneğini işaretlemiştir. Katılımcıların %44,32’ü lavanta, %44’ü Isparta halısı, %49,8’i Davraz Kayak Merkezi, %29’u Yalvaç Pisidia Antiocheia Antik Kenti, %66,5’i Eğirdir Gölü, %28,2’si kiraz, %31,5’i elma, %24,8’i Yazılı Kanyon, %1’i diğer seçeneğini işaretlemiştir. Isparta gülü %89,3’lük bir yüzde ile logoda yer alması açısından en çok tercih edilen seçenek olmuştur.

Tablo 3. “Isparta’nın logosundaki renkler uygun mudur?” sorusuna verilen cevapların dağılımı

| Isparta’nın logosundaki renkler uygun mudur? | N | % |
|--|-----|-------|
| Uygundur | 278 | 69,5 |
| Uygun değildir | 122 | 30,5 |
| Toplam | 400 | 100,0 |

Katılımcılara “Isparta’nın logosundaki renkler uygun mudur?” sorusu yöneltilmiştir. Katılımcıların % 69,5’i Isparta’nın mevcut logosundaki renklerin uygun olduğunu belirtmiştir. % 30,5’i ise logodaki renklerin uygun olmadığını belirtmiştir. Katılımcıların büyük bir kısmı renklerin uygun olduğunu ancak logoya eklemeler yapılırsa mevcut renklerin yetersiz olacağını belirtmiştir.

Tablo 4. “Sizce, Isparta logosu içinde mutlaka yer alması gereken renkler nelerdir?” sorusuna verilen cevapların dağılımı

| Sizce, Isparta logosu içinde mutlaka yer alması gereken renkler nelerdir? | N | % |
|---|-----|------|
| Pembe | 287 | 71,8 |
| Yeşil | 241 | 60,3 |
| Beyaz | 124 | 31,0 |
| Mor | 100 | 25,0 |
| Mavi | 170 | 42,5 |
| Kırmızı | 112 | 28,0 |
| Sarı | 28 | 7,0 |
| Diğer | 19 | 4,8 |

Isparta logosunun yeniden tasarlanması durumunda içinde mutlaka bulunması gereken renklerin belirlenmesi amacıyla katılımcılara “Sizce, Isparta logosu içinde mutlaka yer alması gereken renkler

nelerdir?” sorusu yöneltmiştir. Katılımcıların % 71,8’i pembe, % 60,3’ü yeşil, % 31’i beyaz, % 25’i mor, % 42,5’i mavi, % 28’i kırmızı, % 7’si sarı ve % 4,8’i diğer renkleri seçmişlerdir.

Tablo 5. “Sizce Isparta'nın sloganı marka şehir olmak için uygun mudur?” sorusuna verilen cevapların dağılımı

| Sizce Isparta'nın sloganı marka şehir olmak için uygun mudur? | N | % |
|---|-----|-------|
| Uygundur | 279 | 69,8 |
| Uygun değildir | 121 | 30,3 |
| Toplam | 400 | 100,0 |

Katılımcılardan Isparta'nın sloganının marka şehir olmak için uygun olup olmadığını değerlendirmeleri istenmiştir. Isparta için kullanılan *Isparta Türkiye'nin Gül bahçesi* ve *Güller Diyarı Isparta* sloganları çıktısı alınarak katılımcılara gösterilmiştir. Katılımcıların % 69,8’i sloganın marka şehir olmak için uygun olduğunu, % 30,3’ü ise uygun olmadığını belirtmiştir.

2. Marka kişiliği

Tablo 6. “Isparta bir insan olsaydı aşağıdaki özelliklerden hangisine sahip olurdu?” sorusuna verilen cevapların dağılımı

| Isparta bir insan olsaydı aşağıdaki özelliklerden hangisine sahip olurdu? | N | % |
|---|-----|------|
| Gerçekçi | 137 | 34,3 |
| Neşeli | 100 | 25,0 |
| Hayalperest | 30 | 7,5 |
| Zeki | 104 | 26,0 |
| Cazibeli | 81 | 20,3 |
| Dürüst | 116 | 29,0 |
| Cesur | 63 | 15,8 |
| Güncel | 36 | 9,0 |
| Başarılı | 97 | 24,3 |
| Sportif | 36 | 9,0 |
| Yararlı | 64 | 16,0 |
| Esprili | 20 | 5,0 |
| Güvenilir | 151 | 37,8 |
| Üst sınıf | 22 | 5,5 |
| Sağlam | 72 | 18,0 |
| Diğer | 61 | 15,3 |

Katılımcılara Isparta'nın marka kişiliğini belirlemek amacıyla “Isparta bir insan olsaydı aşağıdaki özelliklerden hangisine sahip olurdu?” sorusu yöneltmiştir. Katılımcıların % 34,3’ü gerçekçi, % 25’i neşeli, % 7,5’i hayalperest, % 26’sı zeki, % 20,3’ü cazibeli, % 29’u dürüst, % 15,8’i cesur, % 9’u sportif, % 16’sı yararlı, % 5’i esprili, % 37,8’i güvenilir, % 5,5’i üst sınıf, % 18’i sağlam olurdu demiştir. Katılımcıların % 15,3’ü ise diğer seçeneğini işaretlemiştir. Araştırmadan elde edilen verilere göre Isparta kentinin marka kişiliği % 37,8 ile güvenilir, % 34,3 ile gerçekçi, % 29 ile dürüst olarak ortaya çıkmıştır.

3. Marka Konumlandırma

Tablo 7. Katılımcıların “Sizce turizmde marka kent olmak için Isparta hangi turizm türlerini geliştirmeye odaklanmalıdır?” sorusuna verdikleri cevapların dağılımı

| Sizce turizmde marka kent olmak için Isparta hangi turizm türlerini geliştirmeye odaklanmalıdır? | N | % |
|--|---|---|
|--|---|---|



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| | | |
|------------------------------------|-----|------|
| Agro Turizm (gül, lavanta turları) | 290 | 72,9 |
| Göl turizmi | 289 | 72,6 |
| Kültür turizmi | 130 | 32,7 |
| Kış (kayak) turizmi | 291 | 73,1 |
| Yayla turizmi | 111 | 27,9 |
| Mağara turizmi | 82 | 20,6 |
| İnanç turizmi | 78 | 19,6 |
| Kongre Turizmi | 46 | 11,6 |
| Kuş Gözlemciliği | 42 | 10,6 |
| Endemik Bitki Gözlemciliği | 33 | 8,3 |
| Foto Safari | 51 | 12,8 |
| Trekking (Doğa Yürüyüşü) | 114 | 28,6 |
| Absailing (Kaya Tırmanışı) | 38 | 9,5 |
| Yüzme | 46 | 11,6 |
| Sağlık turizmi | 64 | 16,1 |

Katılımcıların “Sizce turizmde marka kent olmak için Isparta hangi turizm türlerini geliştirmeye odaklanmalıdır?” sorusuna verdikleri cevapların dağılımında ise % 72,9 ile agro turizm (gül, lavanta turları) ve % 72,6 ile göl turizmi birbirine çok yakın oranlarla seçildiği görülmektedir. % 32,7 ile kültür turizmi, % 73,1 ile kış (kayak) turizmi, % 27,9 ile yayla turizmi, % 20,6 ile mağara turizmi, % 19,6 ile inanç turizmi, % 11,6 ile kongre turizmi, % 10,6 ile kuş gözlemciliği, % 8,3 ile endemik bitki gözlemciliği, % 12,8 ile foto safari, % 28,6 ile trekking (doğa yürüyüşü), % 9,5 ile absailing (kaya tırmanışı), % 11,6 ile yüzme, % 16,1 ile sağlık turizmi seçenekleri seçilmiştir. Veriler değerlendirildiğinde Isparta'nın turizmde marka olması için kış (kayak) turizmi, agro turizm ve göl turizmine öncelik vermesi ve bu alanda girişimlerde bulunması gerektiği ortaya çıkmıştır.

Tablo 8. “Isparta denince aklınıza gelen ilk üç kelimeyi yazınız?” sorusuna verilen cevapların dağılımı

| Isparta denince aklınıza gelen ilk üç kelimeyi yazınız? | N | % |
|---|-----|------|
| Isparta Gülü | 345 | 86,3 |
| Lavanta | 74 | 18,5 |
| Isparta Halısı | 137 | 34,3 |
| Davraz Kayak Merkezi | 69 | 17,3 |
| Yalvaç Pisidia Antiocheia Antik Kenti | 5 | 1,3 |
| Göller | 113 | 28,2 |
| Kiraz | 24 | 6,0 |
| Elma | 59 | 14,8 |
| Yazılı Kanyon | 5 | 1,3 |
| Süleyman Demirel Üniversitesi | 33 | 8,3 |
| Öğrenci | 56 | 14,0 |
| Asker | 51 | 12,8 |
| Apart | 11 | 2,8 |
| Gül ürünleri | 12 | 3,0 |
| Süleyman Demirel | 35 | 8,8 |
| Diğer | 78 | 19,5 |

Katılımcılar birden fazla seçenek işaretlemiştir.

Katılımcılardan Isparta denince akıllarına gelen ilk üç kelimeyi yazmaları istenmiştir. % 86,3 ile Isparta Gülü, % 18,5 ile lavanta, % 34,3 ile Isparta halısı, % 17,3 ile Davraz Kayak Merkezi, % 1,3 ile Yalvaç Pisidia Antiocheia Antik Kenti, % 28,2 ile göller, % 6 ile kiraz, % 14,8 ile elma, % 1,3 ile Yazılı Kanyon, % 8,3 ile Süleyman Demirel Üniversitesi, % 14 ile öğrenci, % 12,8 ile asker, % 2,8 ile apart, % 3 ile gül

ürünleri, % 8,8 ile Süleyman Demirel yazılmıştır. % 19,5 oranında yazılanlar diğer kategorisinde birleştirilmiştir. Verilen cevaplar ışığında Isparta kelimesini duyunca katılımcıların büyük çoğunluğunun (% 86,3) aklına ilk gelen şeyin *Isparta Gülü* olduğu tespit edilmiştir.

4.Şehir İmajı

Tablo 9. “Medyada Isparta ile ilgili tanıtım bilgilerine rastlıyor musunuz?” sorusunun cevaplarının dağılımı

| Medyada Isparta ile ilgili tanıtım bilgilerine rastlıyor musunuz? | N | % |
|---|-----|-------|
| Evet | 88 | 22,0 |
| Hayır | 312 | 78,0 |
| Toplam | 400 | 100,0 |

Isparta'nın şehir imajının belirlenmesi amacıyla katılımcılara “Medyada Isparta ile ilgili tanıtım bilgilerine rastlıyor musunuz?” sorusu yöneltilmiştir. Analizlerin daha iyi yapılabilmesi için verilen cevaplar “evet”, “hayır” şeklinde kategorize edilmiştir. Ankete katılanların % 22'si evet, % 78'i hayır cevabı vermiştir. Medya 'da Isparta ile ilgili tanıtım bilgilerine rastlayıp rastlamadıklarını, rastlıyorlarsa nerelerde gördüklerini açıklamaları istenmiştir.

Medyada Isparta ile ilgili tanıtım bilgilerine rastlayan ve açıklama yapan katılımcılardan bazıları katılımcı numarası ile birlikte verilmiştir. Katılımcı 14 “*bazen gülle ilgili tanıtımlara rastlıyorum*”, katılımcı 29 “*Isparta'nın yerel medyası Kanal 32'de rastlıyorum*”, katılımcı 43 “*lavanta ile ilgili tanıtımlara rastladım ama Isparta'nın genel tanıtımını görmedim*”, katılımcı 48 “*tarım kanallarında gördüm*”, katılımcı 88 “*gül ve lavanta dönemlerinde rastlıyorum*”, katılımcı 94 “*yerel medyada görüyorum, ulusal medyada rastlamadım*”, katılımcı 98 “*Isparta'da yaşamadığımız sürelerde tanıtımına rastlamıyorduk*”, katılımcı 274 “*sosyal medyada görüyorum*”, şeklinde rastladıkları yerleri belirtmişlerdir.

Medyada Isparta ile ilgili tanıtım bilgilerine rastlamadığını belirten katılımcıların cevapları “*hayır, rastlamadım*”, “*yerel kanallar dışında görmedim*”, “*hiç rastlamadım*”, biçiminde bir yığılma göstermektedir. Veriler değerlendirildiğinde hayır cevabının oranının yüksek olduğu (%78) görülmüştür. Bu oran medyada Isparta ile ilgili tanıtım bilgilerinin yetersiz olduğunu göstermektedir.

Tablo 10. “Isparta'nın tanıtım faaliyetleri sizce yeterli midir?” Sorusuna verilen cevapların dağılımı

| Isparta'nın tanıtım faaliyetleri sizce yeterli midir? | N | % |
|---|-----|-------|
| Evet | 43 | 10,8 |
| Hayır | 357 | 89,3 |
| Toplam | 400 | 100,0 |

Katılımcılara Isparta'nın şehir imajını belirlemek amacıyla “Isparta'nın tanıtım faaliyetleri sizce yeterli midir?” sorusu yöneltilmiştir. Analizlerin daha iyi yapılabilmesi ve karşılaştırma yapılabilmesi için verilen cevaplar “evet”, “hayır” şeklinde kategorize edilmiştir. “Isparta'nın tanıtım faaliyetleri sizce yeterli midir?” sorusuna 43 kişi (% 10,8) evet cevabını vermiştir. 357 kişi (% 89,3) kişi ise hayır cevabını vermiştir.

Katılımcılardan Isparta'nın tanıtım faaliyetlerini yeterli bulup bulmadığını açıklamaları istenmiştir. Tanıtım faaliyetlerinin yeterli olduğunu düşünen 43 kişi “*evet, yeterlidir*”, “*yerel kanallar tanıtım yapmaktadır*” cevabı vererek % 10,8 oranında düşük bir yüzde dilimi ile karşımıza çıkmaktadır.

Isparta'nın tanıtım faaliyetlerinin yeterli olmadığını belirten katılımcıların bazıları, katılımcı numarası ile birlikte verilmiştir. Katılımcı 19 “*mevcut tanıtımlar yeterli değildir, artırılmalıdır*”, katılımcı 21 “*kültürel ve doğal güzelliklerinin tanıtımı daha iyi yapılmalıdır*”, katılımcı 48 “*tanıtım için Isparta Valiliği ve Isparta Belediyesi'nin birlikte çalışma yapması gerekmektedir*”, katılımcı 90 “*sosyal medyada, fuarlarda daha etkin tanıtım yapılmalıdır*”, katılımcı 322 “*ulusal ve uluslararası medyada tanıtım yapılmalıdır*”, katılımcı 392 “*kış ve yaz turizmi için etkin tanıtımı yapılmalı, kışın Davraz Kayak Merkezine, yazın Eğirdir Gölüne, gül ve ve lavanta bahçelerine turlar düzenlenmeli, ayrıca yöresel yemeklerde tattırılarak tanıtılmalıdır*”, şeklinde görüşlerini bildirmişlerdir. Veriler Isparta'nın tanıtım faaliyetlerinin yeterli olmadığını, tanıtım faaliyetlerinin artırılması gerektiğini göstermektedir.

Tablo 11. “Sizce Isparta dışarıdan gelenek ve göreneklerine bağlı bir şehir olarak mı görülüyor?” Sorusuna verilen cevapların dağılımı

| Sizce Isparta dışarıdan gelenek ve göreneklerine bağlı bir şehir olarak mı görülüyor? | N | % |
|---|-----|-------|
| Evet | 242 | 60,5 |
| Hayır | 158 | 39,5 |
| Toplam | 400 | 100,0 |

Çalışmada katılımcılara “Sizce Isparta dışarıdan gelenek ve göreneklerine bağlı bir şehir olarak mı görülüyor?” sorusu sorulmuş ve görüşlerini belirtmeleri istenmiştir. Katılımcıların % 60,5'i Isparta'nın dışarıdan gelenek ve göreneklerine bağlı bir şehir olarak görüldüğünü, % 39,5'i ise gelenek ve göreneklerine bağlı olmadığını belirtmiştir. Katılımcıların büyük çoğunluğunun (% 60,5) evet cevabı vermesi Isparta'nın gelenek ve göreneklerine bağlı bir şehir olduğunu göstermekte ve kentin mevcut geleneklerini devam ettirdiği anlaşılmaktadır.

“Isparta dışarıdan gelenek ve göreneklerine bağlı bir şehir olarak mı görülüyor?” sorusuna verilen cevapların bazıları katılımcı numarası ile birlikte verilmiştir. Katılımcı 6 “*giyim tarzları ve konuşmalarından gelenek ve göreneklerine bağlı olduğu görülmektedir*”, katılımcı 29 “*bağlı görünüyor, Akdeniz, Ege ve İç Anadolu kültürünün harmanı olduğu bir yerdir*”, katılımcı 48 “*şehir merkezi kopmaya başlamış ama ilçeler geleneklerine daha bağlı görünmektedir*”, katılımcı 136 “*köy düğünlerinde gelenek ve görenekler devam ettiriliyor*”, katılımcı 385 “*kültürümüze bağlıyız, Yörük şölenleri yapılmaktadır*”, katılımcı 391 “*Türkiye'nin her yerinden asker ve öğrenci geldiği için eski gelenek ve görenekler hissedilmemektedir*” şeklinde katılımcılar görüşlerini belirtmişlerdir.

Tablo 12. “Sizce Isparta turizm açısından zengin bir potansiyele sahip midir?” sorusuna verilen cevapların dağılımı

| Sizce Isparta turizm açısından zengin bir potansiyele sahip midir? | N | % |
|--|-----|-------|
| Evet | 267 | 66,8 |
| Hayır | 133 | 33,3 |
| Toplam | 400 | 100,0 |

Katılımcılara Isparta'nın turizm açısından zengin bir potansiyeli olup olmadığını tespit etmek amacıyla “Sizce Isparta turizm açısından zengin bir potansiyele sahip midir?” sorusu yöneltilmiş ve düşüncelerini açıklamaları istenmiştir. Katılımcıların % 66,8'i Isparta'nın turizm açısından zengin bir potansiyeli olduğunu, % 33,3'ü ise turizm açısından bir potansiyeli olmadığını belirtmiştir. Katılımcıların büyük

çoğunluğunun (% 66,8) evet cevabı vermesi Isparta'nın turizm açısından zengin bir potansiyeli olduğunu ve bu potansiyelin değerlendirilmesi gerektiğini göstermektedir.

Katılımcıların bazılarının açıklamalarına katılımcı numarası verilerek yer verilmiştir. Katılımcı 17 “Eğirdir gölü ve diğer göllerin turizm potansiyeli vardır”, katılımcı 26 “doğası, tarihi ve kültürel değerleri turizm potansiyeline sahiptir”, katılımcı 29 “Davraz Kayak Merkezi, Eğirdir gölü, agro turizm, eko turizm potansiyeli vardır”, katılımcı 70 “turizmin gelişmesi için yeterli potansiyeli vardır”, katılımcı 71 “kültür ve inanç turizmi başta olmak üzere, gül, lavanta, göller, doğa yürüyüşü açısından her türlü zenginliğe sahiptir”, katılımcı 90 “alternatif turizm için potansiyeli vardır”, katılımcı 158 “potansiyel var ama bu potansiyel yeni fark edilmeye başladı”, katılımcı 189 “Isparta'nın turizm açısından potansiyeli yüksek ancak turizmin gelişmesi için nelere öncelik verilmesi gerektiği dikkatli seçilmelidir”, katılımcı 333 “turizm açısından potansiyeli var, konumu da çok uygun, ama değerlendirilmiyor”, katılımcı 384 “aynı gün içinde Davraz Kayak Merkezinde kayak yapıp Eğirdir gölünde tekne turu düzenlenebilir, antik kentler ziyaret edilebilir”, katılımcı 388 “sağlık turizmi için Kızıldağ, kayak için Davraz Dağı, inanç turizmi için Yalvaç Pisidia Antiocheia Antik Kenti gibi potansiyelleri var”, katılımcı 391 “Yalvaç Pisidia Antiocheia Antik Kenti Hristiyanlar için hac merkezi haline getirilebilir, ayrıca Davraz kış turizmi için çekici bir yer, buralar geliştirilmelidir”, şeklinde katılımcılar görüşlerini bildirmişlerdir.

Tablo 13. “Isparta'nın turizmde popülerliği artmakta mıdır?” sorusuna verilen cevapların dağılımı

| Isparta'nın turizmde popülerliği artmakta mıdır? | N | % |
|--|-----|-------|
| Evet | 201 | 50,2 |
| Hayır | 199 | 49,8 |
| Toplam | 400 | 100,0 |

Katılımcılara Isparta'nın turizmde popülerliğinin artıp artmadığını ölçmek amacıyla “Isparta'nın turizmde popülerliği artmakta mıdır?” sorusu sorulmuş ve açıklama yapmaları istenmiştir. Katılımcıların % 50,2'si Isparta'nın turizmde popülerliği artmaktadır demiştir. Katılımcıların % 49,8'i ise Isparta'nın turizmde popülerliği artmamaktadır demiştir. Cevapların oranlarının birbirine çok yakın olduğu görülmektedir.

Katılımcıların bazılarının görüşlerine katılımcı numaraları ile birlikte yer verilmiştir. Birbirine yakın cevaplar elenerek farklı olan cevaplara yer verilmiştir. Katılımcı 1 “evet atmaktadır, bu amaçla daha fazla çaba olduğu görülmektedir”, katılımcı 2 “yavaş yavaş ilerleme sağlanmaktadır”, katılımcı 6 “gül bahçeleri ve Davraz Kayak Merkezi ile birlikte artmaktadır”, katılımcı 10 “gül ve lavanta turları bir artış sağladı”, katılımcı 12 “şu anda yavaş artmaktadır, yeterli tanıtım olursa daha hızlı artacaktır”, katılımcı 13 “Süleyman Demirel Üniversitesi ve Davraz Kayak Merkezi sayesinde artmaktadır”, katılımcı 21 “yerel yönetim ve turizm işletmeleri tarafından yeterli çalışma yapılırsa artacaktır”, katılımcı 90 “lavanta bahçelerine düzenlenen turlar Isparta'ya gelen turist sayısını arttırmaktadır”, katılımcı 111 “yeni yatırımlarla birlikte artacaktır”, katılımcı 274 “yavaş yavaş seyahat acenteleri programlarına almaya başladı”, katılımcı 384 “gül bahçeleri için yurt dışından bile turist gelmeye başladı”, katılımcı 391 “eskiye göre artış görülmektedir” şeklinde katılımcılar görüşlerini belirtmişlerdir.

Sonuç

Çalışmada markalaşmaya açık olan Isparta kentindeki şehir halkının, kent yönetiminde yer alan kamu kuruluşlarının, özel sektör kuruluşlarının, şehrin marka olması ile ilgili algılarını ve görüşlerini ortaya koymak amaçlanmıştır. Kentler, kültürel olarak cazibe merkezi haline gelmek, büyümek ve kalkınmak, ekonomik olarak canlanmak ve diğer şehirlerle rekabette öne çıkmak için markalaşmaya çalışmaktadır. Markalaşmanın yararlarını fark eden kentler, çeşitli avantajlar elde etmek için markalaşmanın tüm unsurlarını kullanmaktadır. Bu sebeple şehir halkının ve kent yönetiminde yer alan kamu kuruluşları, yerel yönetimler, ticaret odaları, kalkınma ajansları, meslek odaları, üniversiteler ve sivil toplum kuruluşlarının algı ve görüşleri kentin markalaşması için önem arz etmektedir.

Çalışma verilerinde Isparta'nın tanıtımının yeterli olmadığı, ulusal ve uluslararası tanıtımına öncelik verilmesi gerektiği görülmüştür. Bu durumda tanıtım faaliyetlerine ağırlık verilmeli ve tanıtma ve pazarlamaya ayrılan kaynaklar artırılmalıdır. Isparta'nın gelenek ve göreneklerine bağlı bir şehir olduğu, kültürel değerlerinin korunmakta olduğu, örf ve adetlerin yaşatılmakta olduğu görülmüştür. Isparta'nın turizm açısından zengin bir potansiyeli olup olmadığını belirlemek amacıyla yöneltilen soruya katılımcıların büyük çoğunluğunun (% 66,8) evet cevabı vermesi Isparta'nın turizm açısından zengin bir potansiyeli olduğunu ve bu potansiyelin değerlendirilmesi gerektiğini göstermektedir. Isparta'nın turizmde popülerliğinin artıp artmadığını belirlemek amacıyla sorulan soruya katılımcıların % 50,2'si evet, % 49,8'i hayır cevabı vermiştir. Cevapların oranlarının birbirine çok yakın olduğu görülmektedir. Bu verilere göre Isparta'nın turizmde popülerliğinin artmakta olduğu ancak artışın yavaş ve az olduğu sonucu ortaya çıkmıştır.

Isparta'nın halen bir takım eksiklikleri olmasına rağmen, turistleri cezbetmeye başlayan bir kent olduğu göz önüne alınırsa, bu çalışmada yapılan önerilerin dikkate alınması ve yeni alternatif projelerin uygulanması ile, Türkiye'nin en çok rağbet gören şehirlerini, turist sayısı ve turizm gelirleri bakımından kısa sürede yakalayacağı görülmektedir. Isparta'nın iç kısımlarında kalan yaylaların ve köylerin değerlendirilerek, gerekli alt ve üstyapının oluşturulup, bu alanlarda faaliyet gösterecek birimlerin, Isparta turizmde daha etkin biçimde rol alması sağlanmalıdır. Kentte turizm alanında yapılacak yeni projeler, bölgede yaşayan yerel halk, esnaf ve turistlerin de fikirleri alınarak yapılmalıdır. Isparta'ya özgü gelenek görenek ve yemeklerin tanıtılması gerekmektedir. Şehir halkının markalaşma çalışmaları konusunda bilgilendirilmesi, şehre gelen yabancılara ve şehrin yapısına karşı daha özenli davranması gerekmektedir.

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EVALUATION OF PRESCHOOL MENUS IN USKUDAR

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Abstract

Objective: This study was carried out in order to evaluate the menus of formal preschool in Uskudar District of Istanbul Province Directorate of National Education.

Method: The study included five formal preschool in Uskudar, but four schools were included in the study because a school's menu was not published on the website. In order to evaluate the menus, each kindergarten includes a one-month (20-day) menu of food and beverages; energy and nutrient requirements of children were calculated. In addition, menus were evaluated according to food group content. The contents of energy and macro nutrients were calculated with the Nutrition Information System (BEBIS) software.

Results: When the menus of the preschools were evaluated according to the distributions of energy from the macronutrients, it was determined that the energy coming from the oil was above the reference range in all schools (42%, 40%, 41%, 37% respectively) and the energy coming from sucrose were above the reference range in two schools (17%, 14%). In addition, when the contents of the menu were evaluated according to the food groups, the cereal group was adequate and high; however, milk group, meat group, fruit and vegetable group were found to be insufficient.

Conclusion: To gain the right eating habits in preschool children is very important for the sustainability of growth and development. Therefore, the menus given to children in preschool, where they spend a significant part of their days, should be prepared in accordance with adequate and balanced nutrition principles. As a result of the study, it was determined that the menus in preschool were not suitable for adequate and balanced nutrition principles. It is recommended that the menus are prepared under the control of dietitians and be trained authorized persons in the preparation of menus in the preschool.

Keywords: Preschool, preschool children, menu planning, dietitian

ÜSKÜDAR İLÇESİ ANAOKULU MENÜLERİNİN DEĞERLENDİRİLMESİ

Özet

Amaç: Bu çalışma, İstanbul ili Milli Eğitim Müdürlüğü'ne bağlı Üsküdar İlçesi'ndeki resmi anaokullarındaki menülerin değerlendirilmesi amacı ile yürütülmüştür.

Yöntem: Çalışmaya Üsküdar ilçesindeki beş resmi ana okulu dahil edilmiş ancak bir okulun menüsü internet sitesinde yayınlanmamış olduğu için çalışmaya dört anaokulu dahil edilmiştir. Menülerin değerlendirilmesi amacıyla her anaokulunda bir aylık (20 gün) uygulanan menülerdeki yiyecek-içeceklerin; çocukların enerji ve besin ögesi gereksinmelerini karşılama oranları hesaplanmıştır. Ayrıca menüler besin grubu içeriklerine göre değerlendirilmiştir. Enerji ve makro besin ögesi içerikleri Beslenme Bilgi Sistemi (BEBİS) yazılımı ile hesaplanmıştır.

Bulgular: Çalışmadaki anaokullarının menüleri enerjinin makro besin öğelerinden gelen dağılımlarına göre değerlendirildiğinde, yağdan gelen enerjinin tüm okullarda (sırasıyla % 42, %40, %41, %37) ve

sükrozdan gelen enerjinin de (%17, %14) iki okulda referans aralığın üzerinde olduğu belirlenmiştir. Ayrıca menü içerikleri besin gruplarına göre değerlendirildiğinde tahıl grubunun yeterli düzeyde olduğu ve yüksek; ancak süt grubu, et grubu, meyve ve sebze grubunun yetersiz düzeyde bulunduğu saptanmıştır.

Sonuç: Okul öncesi dönemde çocuklara doğru beslenme alışkanlıklarının kazandırılması, büyüme ve gelişmelerinin sürdürülebilmesi için oldukça önemlidir. Bu yüzden günlerinin önemli bir kısmını geçirdikleri anaokullarında çocuklara verilen menülerin yeterli ve dengeli beslenme ilkelerine uygun olarak hazırlanması gereklidir. Çalışma sonucunda anaokullarında öğrencilere sunulan menülerin yeterli ve dengeli beslenme ilkelerine uygun olmadığı belirlenmiştir. Menülerin diyetisyenler kontrolünde hazırlanması ve anaokullarındaki yetkili kişilerin menü hazırlama konusunda eğitilmesi önerilmektedir.

Anahtar Kelimeler: Anaokulu, okul öncesi çocuk, menü planlama, diyetisyen

Giriş

Okul öncesi dönem büyüme ve gelişmenin devam ettiği bir dönemdir. Büyüme, gelişme, sağlığın korunması ve iyileştirilmesi için en önemli öğelerden bir tanesi beslenmedir. Okul öncesi dönemde artan gereksinimlerin sağlanabilmesi için yeterli ve dengeli beslenmenin sağlanması oldukça önemlidir. 3-6 yaş arası kapsayan okul öncesi dönem, kişiliğin oluşumu, şekillenmesi, temel bilgi, beceri ve alışkanlıkların kazanılması ve geliştirilmesinde ileri yıllara olan etkisi nedeni ile yaşamın en kritik dönemlerinden biridir (Karaağaoğlu ve Samur, 2015). Bu dönemde çocuklara yaşamlarının ileri dönemlerini etkileyecek doğru beslenme alışkanlıklarının kazandırılması fiziksel, ruhsal, sosyal ve bilişsel yönden gelişmelerini destekler (Türkmen ve ark., 2016).

Okul öncesi çocukların büyüme hızları bebeklik dönemine göre düşük olmasına rağmen fiziksel aktiviteleri artar ve büyüme gelişim devam eder, gerekli olan besin ihtiyaçlarının yeterli miktarda karşılanması gerekir. Bu dönemlerde, enerji veya besin ögesi tüketimindeki yetersizlik veya aşırılık, çocukluk döneminde veya ileriki dönemlerde, akut veya kronik sağlık sorunlarının görülmesine neden olan olabilir. Ayrıca yaşamın erken dönemlerinde karşılaşılan mikrobeyin ögesi yetersizlikleri, bilişsel olarak geriye dönüşü mümkün olmayan hasarlara yol açabilir. Normal büyüme ve gelişimi olan çocukların immün sistemleri de güçlü olacağı için daha az hasta olur veya hastalıkları daha çabuk iyileşir. (Yılmaz ve Karaağaoğlu, 2017)

Günümüzde okul öncesi eğitim alan çocukların sayısı gün geçtikçe artmaktadır ve bu dönemdeki çocuklara okullarda servis edilen besinler beslenme davranışı gelişimini etkiler. Bu sebepten okullarda çocuklara sunulan menülerin doğru beslenme alışkanlığı kazandıracak ve çocukların ihtiyaçlarını karşılayacak şekilde olması gerekmektedir. Bu çalışma İstanbul Üsküdar ilçesi resmi anaokullarının menülerinin değerlendirilmesi amacıyla yürütülmüştür.

Yöntem

Araştırma, İstanbul İl Milli Eğitim Müdürlüğüne bağlı, Üsküdar İlçesinde bulunan beş resmi anaokulundan aylık yemek menülerine ulaşılabilen dört anaokulunda gerçekleştirilmiştir. Bu anaokullarının menüleri M1, M2, M3 ve M4 olarak isimlendirilmiştir.

Her anaokulunun bir aylık (20 gün) menüleri incelenmiştir. Menülerde yer alan yiyecek-içeceklerin; içerdikleri enerji, makro besin öğeleri ve sükroz içerikleri hesaplanmıştır. Yiyecek-içeceklerin enerji

besin ögesi içeriklerinin hesaplanmasında Beslenme Bilgi Sistemi (BEBİS) yazılımı kullanılmıştır. Elde edilen verilerin okul öncesi yaş grubu için Türkiye'ye özgü beslenme rehberinde önerilen miktarları karşılama oranları değerlendirilmiştir.

Bulgular

Anaokullarında uygulanan aylık menülerde yer alan besinler dört besin grubuna göre, günlük alınması önerilen miktarları karşılama oranları hesaplanarak Tablo 1'de verilmiştir.

Tablo1. Menülerin günlük alınması önerilen besin grubu miktarları karşılama oranları

| Besin Grupları | Günlük Alınması Önerilen Miktar (g) | M1 | | M2 | | M3 | | M4 | |
|----------------------|-------------------------------------|----------------------------------|----------------------|----------------------------------|----------------------|----------------------------------|----------------------|----------------------------------|----------------------|
| | | Okulda Verilen Toplam Miktar (g) | Karşılanma oranı (%) | Okulda Verilen Toplam Miktar (g) | Karşılanma oranı (%) | Okulda Verilen Toplam Miktar (g) | Karşılanma oranı (%) | Okulda Verilen Toplam Miktar (g) | Karşılanma oranı (%) |
| Süt grubu | 600 | 200 | 33.3 | 185 | 30.8 | 130 | 21.6 | 220 | 36.6 |
| Et grubu | 120 | 40 | 33.3 | 51 | 42.5 | 51 | 42.5 | 56 | 46.6 |
| Ekmek ve tahıl grubu | 150 | 120 | 80 | 172 | 114.6 | 176 | 117.3 | 175 | 116.6 |
| Sebze-Meyve grubu | 300 | 90 | 30 | 45 | 15 | 103 | 34.3 | 43 | 14.3 |

Tablo 2' de ise anaokullarındaki menülerin içerdiği günlük enerji miktarı ve makro besin öğelerinin oranı yüzde olarak verilmiştir.

Tablo 2. Menülerin günlük enerji ve makro besin ögesi miktarları

| | Karbonhidrat (%) | Protein (%) | Yağ (%) | Enerji (kcal) |
|----|------------------|-------------|---------|---------------|
| M1 | 45 | 13 | 42 | 917 |
| M2 | 49 | 11 | 40 | 920 |
| M3 | 46 | 13 | 41 | 906 |
| M4 | 50 | 13 | 37 | 858 |

Öğrencilere sunulan menülerdeki günlük enerjinin şekerli besinlerden karşılanma durumları incelendiğinde; M1'in %4, M2'nin %7, M3'ün %17 ve M4'ün %14 oranında olduğu saptanmıştır.

Sonuç ve Öneriler

Çalışma sonuçlarımıza göre; tüm okulların menülerinde çocuklar için günlük önerilen besin grubu gereksinmesinin %50'den fazlasını sadece ekmek ve tahıl grubunun karşıladığı, diğer besin gruplarının ise %50'den az oranda karşıladığı belirlenmiştir. Okul öncesi dönemde besin gruplarının ve besin öğelerinin yeterli düzeyde karşılanması kadar enerjinin dengeli bir şekilde alınması da önemlidir. Menülerdeki enerjiyi oluşturan makro besin öğelerinin dağılımı incelendiğinde enerjinin büyük çoğunluğunun yağdan karşılandığı saptanmıştır. Türkiye Beslenme Rehberi'ne (2015) göre okul öncesi çocukların günlük enerji alımları %45-60'ı karbonhidratlardan, %5-20'si proteinlerden, %20-35'i yağlardan gelecek şekilde olmalıdır. Bu çalışmada yağdan gelen enerji miktarlarının günlük alınması gerek düzeylerin üzerinde olduğu, diğerlerinin ise istenilen düzeyde olduğu belirlenmiştir. Enerjinin sükrözden gelen oranının %10'dan az olmalıdır. Menülerin şeker ve şekerli besinlerden gelen sükröz içerikleri incelendiğinde ise iki okul menüsünde (M3, M4) kabul edilen düzeyin üzerinde olduğu tespit edilmiştir. Anaokullarında sunulan menülerin yetersiz ve dengesiz olduğu görülmüştür. Bu durum



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çocukların gelişimini olumsuz etkileyip ileriki yıllarda kronik hastalık oluşum riskini arttırabilir. Menülerin iyi planlanması çocuklar için yarar sağlamanın yanı sıra okullar için de satın alma sürecinin düzgün ve kolay şekilde gerçekleştirilmesi, maliyet ve zaman kontrolü gibi pek çok yararı bulunmaktadır (Karaağaoğlu ve Samur, 2015). Okul menülerinin diyetisyenler kontrolünde hazırlanması, okullarda menü hazırlamayla ilgili yetkililere eğitimler verilmesi mevcut durumun düzeltilmesi için faydalı olacaktır.

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INVESTIGATION OF SEXUAL TRAINING TO CHILDREN WITH PARENT PERSPECTIVE

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Abstract: Sexual development begins before birth and continues until the end of life. In this process of development, parents should be informed about when, how and by whom the sexual knowledge should be given to their children. The awareness of families about this subject and the fact that sexual education is given consciously is of great importance in terms of having a healthy sex life without any problems in the later stages of children. For this reason, this study was conducted to reveal the perspective of parents who have children in school period towards sexual education. 100 parents with children were enrolled in the study. A questionnaire was created by the researchers to collect the data. The data obtained were evaluated according to frequency distributions. According to the results of the study; it was revealed that sexual education should be given by parents and that sexual education should be started between 3-6 years of age. Another result is that parents benefit from books on sexual education. These results revealed the importance of parents' education.

Keywords: Sexual education, school period, parents

ÇOCUKLARIN CİNSEL EĞİTİMİNE YÖNELİK EBEVEYNLERİN BAKIŞ AÇILARININ İNCELENMESİ

Özet: Cinsel gelişim doğum öncesinde başlar ve yaşamın sonuna kadar devam eder. Bu gelişim sürecinde ebeveynler cinsel bilginin çocuklarına ne zaman, nasıl ve kim tarafından verilmesi gerektiği konusunda bilgi sahibi olmaları gerekmektedir. Bu konu hakkında ailelerin bilgi sahibi olması ve cinsel eğitimin bilinçli olarak verilmesi çocukların ileri dönemlerinde problem yaşamadan sağlıklı cinsel yaşamlarının olması açısından büyük önem taşımaktadır. Bu nedenle bu araştırma okul döneminde çocukları olan ebeveynlerin cinsel eğitime yönelik bakış açısını ortaya çıkarmak amacıyla yapılmıştır. Çalışmaya okul döneminde çocuğu olan 100 ebeveyn katılmıştır. Verileri toplamak için araştırmacılar tarafından oluşturulan soru formu oluşturulmuştur. Elde edilen veriler frekans dağılımlarına göre değerlendirilmiştir. Çalışma sonucuna göre; cinsel eğitimin ebeveynler tarafından verilmesi gerektiği, cinsel eğitime 3-6 yaş aralığında başlanması gerektiği ortaya çıkmıştır. Bir diğer sonuç ise ebeveynlerin cinsel eğitim konusunda kitaplardan yararlandıklarıdır. Bu sonuçlar ebeveynlerin eğitiminin önemini ortaya çıkarmıştır.

Anahtar Kelimeler: Cinsel eğitim, okul dönemi, ebeveyn

Giriş

İnsan yaşamının bir parçası olan cinsellik, yaşam boyu süren bir gelişimdir. Çocuğun cinsellikle ilgili bilinçli olarak üç yaş civarında bebeğin nasıl doğduđu, nereden geldiđi hakkında sorular sormaya başlarlar. 5-6 yaşa kadar artan ilgi genellikle okul çağında azalır. Sağlıklı cinsel kimlik geliştiren çocuk

yakın çevresinde bulunan bireylerle özdeşleştirerek ileri dönemlerde üreme sağlığı yerinde birey olurlar. Bu nedenle ergenliğe girmeden önce cinsel eğitimin verilmesi önemlidir (Bulut, 1998). Cinsel eğitim bireyin fiziksel, duygusal ve cinsel gelişimini anlaması, olumlu benlik kavramı geliştirmesi, cinselliğe ilişkin değerler yargıları geliştirmesine destek olur (Bayhan ve Artan, 2004). Bu önemli gelişim sürecinde anne babaların en çok merak ettiği konulardan biri; cinsel bilginin çocuklarına ne zaman, nasıl ve kim tarafından verilmesi gerektiği, uygun tutum ve davranışları sergilemeleri, yaşa göre eğitim verilmesi konularında yetersiz hissettikleri (Ceylan ve Çetin, 2015; MEB,2018) görülmektedir. Bu konu hakkında ailelerin bilgi sahibi olması ve cinsel eğitimin bilinçli olarak verilmesi büyük önem taşımaktadır. Cinsel eğitimin verilmesi konusunda ebeveynlerin, çocuklarının sordukları soruları cevaplarken nelere dikkat etmeleri gerektiği. Bu çalışma ile okul döneminde çocuğu bulunan ebeveynlerin cinsel eğitime yönelik bilgilerini belirlemek amacı ile planlanmıştır.

Örneklem

Çalışma grubunu, kolay ulaşılabilir örnekleme yöntemiyle kendilerine ulaşılan ve çalışmaya katılmaya gönüllü olan, İstanbul il merkezinde yaşayan 100 ebeveyn oluşturmaktadır.

Veri Toplama Araçları

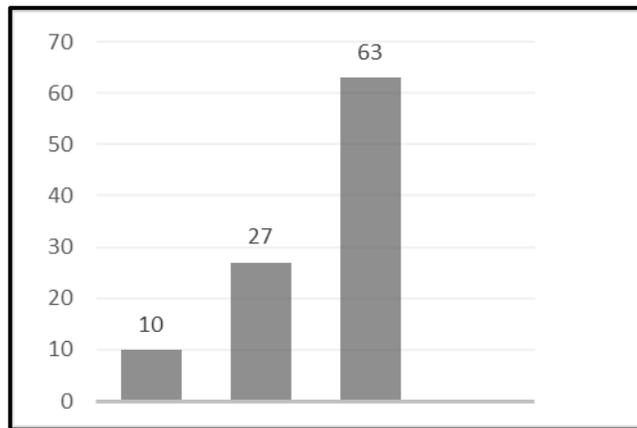
Araştırmanın verileri, araştırmacılar tarafından geliştirilen "Cinsel Eğitime Ebeveyn Yaklaşımı Soru Formu" aracılığı ile toplanmıştır. İlgili alan yazın taranarak oluşturulan soru formu uzman görüşüne sunulmuş ve uzmanların görüşleri doğrultusunda düzenlemeler yapılmıştır. Soruların anlaşılabilirliğini değerlendirmek için pilot uygulama yapılmış ve anlaşılmayan sorularda gerekli düzeltmeler yapılarak sorulara son şekli verilmiştir.

Verilerin Toplanması ve Analizi

Verilerin toplanmasında gönüllü olarak çalışmaya katılmak isteyen ebeveynlere anket formları verilerek doldurmaları istenmiştir. Elde edilen veriler frekans dağılımlarına göre değerlendirilmiştir.

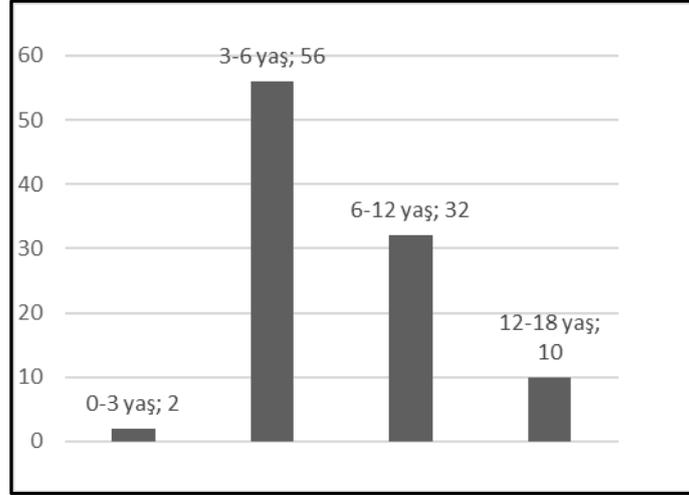
Bulgular

Elde edilen veriler doğrultusunda aşağıdaki bulgulara erişilmiştir



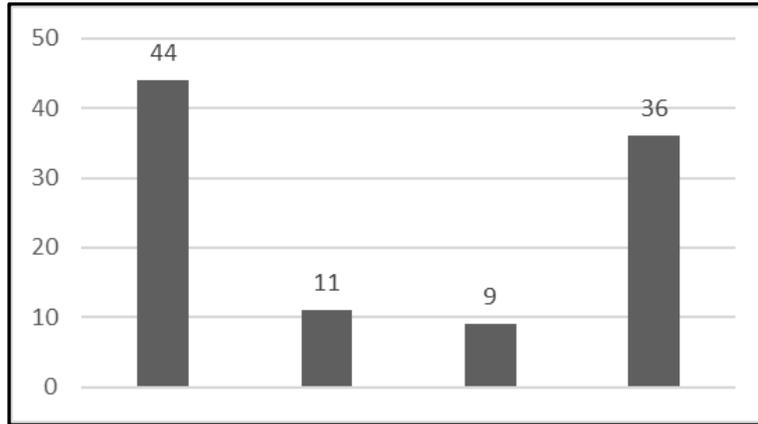
Şekil 1. Ebeveynlerin cinsel eğitimi tanımları

Ebeveynlerin %63 ü cinselliğe ilişkin toplumsal norm ve değerler hakkında bilgi edinme, %27 lik kısım ise kendi bedenini sosyal, duyuşal ve fiziksel açıdan tanıma cevabını verirken %10 luk kısım ise cinsel ilişkiyi vurgulayan bir eğitim cevabını vermiştir.



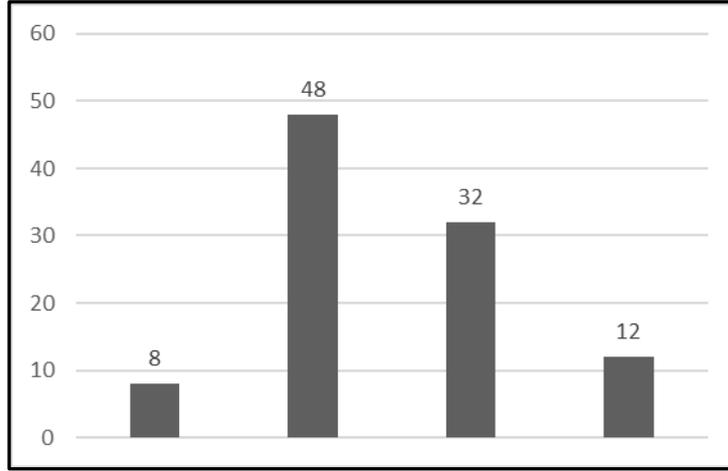
Şekil 2. Ebeveynlere göre çocuklara cinsel eğitimin verilme yaşı

Ebeveynlerin %2 si 0-3 yaş , %56 sı 3-6 yaş, %32 si 6-12 cevabını verirken %10 u ise 12-18 cevabını vermiştir.



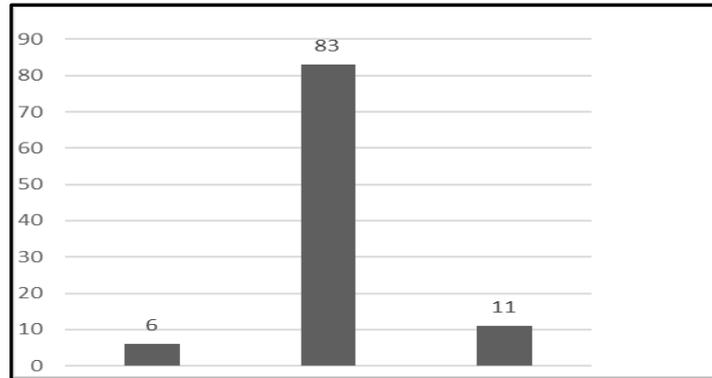
Şekil 3. Cinsel eğitimi vermesi gereken kişi

Araştırmaya katılan ebeveynlerin % 44 ü anne-baba cevabını verirken, % 36 sı ise anne baba öğretmen ve psikologların hepsinin vermesi gerektiğini belirtmiştir. Ayrıca, %11 i öğretmenler cevabını verirken %9 u ise psikolojik danışmanlar cevabını vermiştir.



Şekil 4. Ebeveynlerin çocuklara cinsel eğitim vermek için yaralandığı kaynaklar

Ebeveynlerden %8 i diğer ebeveynlerden cevabını vermiştir. % 32 si eğitici kitaplar, % 12si ise kitle iletişim araçları cevabını vermiştir. En fazla %48 oranla psikolojik danışmanlardan cevabı almıştır.



Şekil 5. Çocukların cinsellik ile ilgili sorularına ebeveynlerin verdikleri tepkiler

Elde edilen veriler incelendiğinde, ebeveynlerin %83'ü "uygun bir şekilde açıklama yaparım" cevabını vermiştir. Ayrıca %6 sı "kızırım bir daha bu konu hakkında konuşmamasını söylerim" derken %11'si "cevap vermem konuyu geçiştirmeye çalışırım" şeklinde cevap verdiği görülmüştür.

Tartışma ve Sonuç

Okul dönemi çocuğa sahip ebeveynlerin cinsel eğitime yönelik bakış açılarının incelenmesi amacıyla bu çalışma yapılmıştır. Tuğrul ve Artan (2001) yaptıkları çalışmada cinsel eğitimin ilkökul ve ortaokul dönemlerinde verilmesini gerektiği sonucunu bulmuşlardır. Bu çalışmada ise ebeveynlerden elde edilen veriler çocukların 3-6 yaş aralığında verilmesi gerektiği sonucu ortaya çıkmaktadır. Bunun nedeninin, çevresel uyaranların artması sonucu çocukların cinsellikle ilgili meraklarının ve sorularının daha erken yaşta ortaya çıkması olduğu düşünülmektedir. Bununla beraber son yıllarda cinsel eğitime verilen önemin arttığı ve ebeveynlerin daha çok konu ile ilgili bilgi sahibi oldukları düşünülmektedir. Ayrıca cinsel eğitime yönelik eğitimlerin, eğitsel kitapların artması ebeveynlerin bu konuda bilgi sahibi olmalarını sağladığı düşünülmektedir. Benzer bir çalışmada Eliküçük ve Sönmez (2011) yaptığı çalışmada anneler, çocuğun cinsel eğitimine 5 -6 yaşta başlanması ve aile tarafından verilmesi

gerektiğini belirttiğini bulmuşlardır. Bir diğer çalışmada ebeveynlerin çocuklara cinsel eğitimin verilmesi gereken yaş ve nedenleri ile ilgili görüşleri verilmiştir. Ebeveynlerin 9'u 3-6 yaş arası, 4'ü 1-2 yaş arası, 1'i çocuk doğduğu andan itibaren, 1'i ise 7 yaş itibarıyla cinsel eğitimin verilmesi gerektiğini belirtmiştir (Ceylan ve Çetin, 2015).

Ebeveynlere cinsel eğitim kavramına verdikleri cevaplar incelendiğinde araştırmaya katılan ebeveynlerin cinselliğe ilişkin toplumsal norm ve değerler hakkında bilgi edinme derken, kendi bedenini tanıma, cinsel ilişkiyi vurgulamıştır. Cinsel eğitim kavramını Ceylan ve Çetin (2015) 'in çalışmasında incelemiş ve araştırmalarına katılan ebeveynlerin cinsel eğitimin cinsiyet farklılıkları ve bu konuda farkındalık kazandırma, vücudu tanıma, çocuğun merak ettiği sorulara cevap verebilme, cinsel istismardan korunabilme, cinsel kimlik kazanımı, üreme, cinsellik, oyuncak seçimi olduğu yönünde görüş belirtmişlerdir. Bu iki çalışma karşılaştırıldığında, okul öncesi dönemde ebeveynler cinsiyet farklılıkları, kimlik kazanımı olarak cinsel eğitimi görürken, okul döneminde toplumsal norm ve değerlere yönelik cinsel eğitim öncelik kazandığı görülmektedir.

Çocuklara cinsel eğitim kim tarafından verilmesi gerektiğine ilişkin ebeveyn görüşleri incelendiğinde, çoğunluğu anne ve babaların vermesi gerektiğini belirtmişlerdir. Okul öncesi döneme yönelik yapılan benzer bir çalışmada cinsel eğitimin kız çocuğa annesi, erkek çocuğa babası tarafından verilmesi gerektiğini belirtmiştir. Bu sonuç ebeveynlerin sahip oldukları çocukların yaş grupları farklı olsa da cinsel eğitimin ailede verilmesi gerektiği görüşü açısından ortak bir sonuç içermektedir.

Çocukların sağlıklı bir cinsel eğitim alabilmelerinde en önemli sorumluluk ebeveynler ve öğretmenlere aittir. Cinsel eğitimin, çocuğun yaşına ve verilmek istenene uygun olmaması korku, utanma, çekingenlik, toplumsal cinsiyet kalıpyargıları gibi olumsuz özelliklerin gelişmesine neden olabilir (Deniz ve Gözütok, 2017). Küçük yaşlarda başlayan cinselliğe yönelik sorulara ilk ebeveynler cevap vermektedir. Bu nedenle ebeveynlerin çocuğun yaşına ve gelişim özelliklerine göre cinsel eğitim vermeli, uygun tutum ve davranışları sergilemelidir. Ayrıca ebeveynler olumlu model olmalı, ihtiyacı olduğu konularda eğitim almalı, cinsel eğitimin vücut kısımlarının adları, fonksiyonları, korunması ve üreme bilgilerinin yanı sıra cinselliğe karşı algıları ve tutumlarına (Çalışandemir, Bencik ve Artan, 2008) yönelik eğitimlerinin, çalışmaların yapılması çocukların cinsel gelişiminin olumlu yönde olmasına etkindir.

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THE DETERMINATION OF SATISFACTION LEVELS OF STUDENTS IN UNIVERSITY DINING SERVICES: SÜLEYMAN DEMİREL UNIVERSITY EXAMPLE

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Abstract: Technological developments in recent years and era conditions which is fast life, bulk of individuals outside home prepared at feeding points food and bevareage with nutrition result of the concept of collective nutrition system. The collective nutrition system is now an integral part of life. Universities are one of the institutions with the highest number of mass catering services. Various areas in society mass nutrition organizations like university refectory services can be exaple for this. After the necessary tenders, collective nutrition enterprises can offer food and beverage service for academic, administrative and students at reasonable prices. The aim of this research is to determine the satisfaction levels of students from the collective refectory service provided in the university refectory. For this reason, it is aimed to investigate the relationship between food, dining hall atmosphere, service, price factors and their satisfaction with the dining hall. The universe of this study is the faculty within the body of Süleyman Demirel University undergraduate and form the associate degree university students studying. In the study which is a quantitative research, the questionnaire method was used as data collection technique. Within the scope of the research, Süleyman Demirel University in the 2017-2018 academic year a questionnaire was applied to 400 students studying at associate degree and bachelor degree at Süleyman Demirel University. 22 questionnaires were not taken into consideration due to incorrect and incomplete filling. A total of 378 questionnaires were analyzed. Reliability, factor, correlation and regression analysis were performed on the data obtained.

Keywords: Customer Satisfaction, Mass Catering Services, University Students

ÖĞRENCİLERİN ÜNİVERSİTE YEMEKHANESİ HİZMETLERİNDEN MEMNUNİYET DÜZEYLERİNİN BELİRLENMESİ: SÜLEYMAN DEMİREL ÜNİVERSİTESİ ÖRNEĞİ

Öz: Son yıllarda teknolojik gelişmeler ve çağın şartlarından olan hızlı yaşam, bireylerin ev dışında toplu beslenme noktalarında hazırlanmış yiyecek ve içecekler ile beslenmesi sonucunu doğurarak toplu beslenme sistemi kavramını ortaya çıkarmıştır. Toplu beslenme sistemi artık yaşamın ayrılmaz bir parçası olmuştur. Üniversiteler de toplu yemek hizmetinin en fazla olduğu kurumlardandır. Toplumda çeşitli alanlarda karşımıza çıkan toplu beslenme kuruluşlarının bir örneği üniversite yemekhane hizmetleri olarak ifade edilebilir. Gerekli ihalelerden sonra toplu beslenme işletmeleri akademik, idari ve öğrencilere yönelik yiyecek ve içecek hizmetini uygun fiyatlar ile sunabilmektedir. Bu araştırmanın amacı üniversite yemekhanelerinde verilen toplu yemekhane hizmetinden öğrencilerin memnuniyet

düzeylerini belirlemektir. Bu nedenle üniversitede okuyan öğrencilerin yemek, yemekhane atmosferi, hizmet, fiyat faktörleri ile onların yemekhaneden memnuniyetleri ilişkisini ve bu faktörlerin onların memnuniyetlerini ne düzeyde etkilediği araştırmaktır. Bu çalışmanın evrenini Süleyman Demirel Üniversitesi bünyesinde yer alan fakülte ve yüksekokullarda lisans ve ön lisans düzeyinde eğitim gören üniversite öğrencileri oluşturmaktadır. Nicel bir araştırma olan çalışmada, veri toplama tekniği olarak anket yöntemi kullanılmıştır. Araştırma kapsamında, 2017-2018 akademik yılında Süleyman Demirel Üniversitesi bünyesinde ön lisans ve lisans düzeyinde öğrenim gören 400 öğrenciye anket uygulaması gerçekleştirilmiştir. Hatalı ve eksik doldurulmasından dolayı 22 anket formu değerlendirmeye alınmamış, toplam 378 anket formu üzerinden analizler gerçekleştirilmiştir. Elde edilen verilere, güvenilirlik, faktör, korelasyon ve regresyon analizleri yapılmıştır.

Anahtar Kelimeler: Müşteri Memnuniyeti, Yemekhane, Üniversite Öğrencileri,

1. Giriş

Tüm canlılar gibi insanların yaşam faaliyetlerini sürdürebilmelerinde önemli etkenlerden birisi beslenmedir. Yaşam fonksiyonlarının yerine getirilmesi için günlük gerekli besin öğelerinin yiyecek ve içecek ile vücuda alınması gerekmektedir (Sezgin ve Özkaya, 2014: 124). Beslenme, canlının sadece acıktığı anda o açlık duygusunun giderilmesi veya nefsinin istediği yiyecek ve içeceklerin tüketimi değildir. Sağlıklı bir yaşam için, büyüme, gelişme ve çeşitli fonksiyonları sorunsuz yerine getirmesi için canlının yaşına, cinsiyetine ve fiziksel durumuna göre gerekli besinleri tüketmesi gerekmektedir (Yanık ve Yılmaz, 2011:127). Yetersiz beslenmenin sonuçları arasında hastalık risklerinin artması, çalışma hayatında olan kişiler için iş veriminin düşmesi gibi etkiler oluşabilmektedir (Hill, vd., 2011: 233). Sağlık uzmanları, sağlıksız yeme davranışlarını engellemeyi amaçlayan çeşitli politikaların uygulanmasına gün geçtikçe daha fazla önem vermektedir (Wang, vd., 2018: 2). Son yıllarda teknolojinin gelişmesiyle ve endüstrileşme ile birlikte toplumlar ev dışı beslenmeye yönelmektedir. Zamanın hızlı ve yoğun geçmesi gibi çeşitli sebeplerden dolayı toplu yemek hizmeti sunan catering firmaları gibi yiyecek içecek işletmelerine son derece ilgi artmaktadır (Bilgin ve Erkan, 2008: 267). Toplu beslenme son yıllarda toplumda yer alan bireylerin refah düzeyinin artması, ekonomik ve sosyal yönden gelişmesiyle birlikte hizmet sektörleri arasında gelişim göstermektedir (Ersin ve Beyhan, 2001: 19). Günümüzde gelişmiş ülkelerde yaşayan nüfusun %70'i en az bir öğünü ev dışında tükettiği görülmektedir (Kaya, Sevinç, vd. akt., 2015: 2 ; Bilici, 2008). Toplumun her alanında sürekli değişim ve ilerleme kaydedilmesi hizmet sektörünün bir kolu olan toplu yemek hizmeti veren işletmelerinde birçok çeşitli yenilikler ile karşı karşıya getirmektedir. Hizmet sektöründe yer alan pazarda rakip firmalara karşı süreklilik arz etmek için işletmeler yenilikleri ve teknolojinin olanaklarını yakından takip etmelidir. Yeniliklere ve gelişmelere uygun hizmet vermesi karlılık konusunda olumlu etkilere sebep olabilir. Toplu beslenme hizmeti veren işletmeler ile yakından ilişkisi olan Catering firmaları yiyecek ve içecek isteğinin belirli bir kurum ve kuruluşlarca karşılanması olarak ifade edilebilmektedir (Topal, 2007: 2). Sethi (2008) yapılan bir araştırmada toplu yemek hizmetlerinin sanayileşme ve global çağ ile birlikte fabrikalarda, okullarda, kişi sayısının fazla olduğu işletmelerde yer alan personeli beslemek için hız kazandığına değinmiştir (Yarış ve Aykol akt., 2017: 438, Sethi, 2008). Avrupa'da alternatif beslenme yöntemi olarak beslenme zincirlerine artan ilgi bulunmaktadır. Kurumsal müşteriler arasında, yani okullar, anaokulları, hastaneler, yaşlı bakımı ve askeri garnizonlar ve hapisaneler için yiyecek sağlayan catering hizmetlerine ilgi giderek artmaktadır (Nuutila, vd., 2018). Özel veya devlet üniversitelerinde yiyecek ve içecek hizmetleri genellikle ihalelerden sonra üniversiteye mantıklı gelen

teklifi veren işletme ile sözleşme yapılarak ticari işletmeler kendi personeli ile yiyecek ve içecek hizmetini yerine getirmektedir. Üniversitede yer alan yemekhane hizmetleri akademik, idari ve öğrencilere yönelik yeme- içme ihtiyacını karşıladığı için hassas bir olgu olarak üniversitelerin önem verdiği kuruluşlar olabilmektedir. Araştırmanın amacı Süleyman Demirel Üniversitesi (SDÜ) Doğu ve Batı yemekhanesinden faydalanan bireylerin memnuniyet düzeylerinin farklı etkenlere göre etkisini ölçmektir. Üniversitelerin kapasitesine göre yemekhane düzeni, çalışan sayısı, servis şekilleri, konumlandırması farklılık gösterebilmektedir. Memnuniyet düzeyinin belirlenmesine etki eden faktörlerden; müşteri memnuniyeti, yiyecek ve içecekler ile ilgili memnuniyet, işgörenler ile ilgili memnuniyet, hizmet alanının atmosferi ile ilgili memnuniyet, yemekhanenin hizmeti ile ilgili memnuniyet, fiyat ile ilgili memnuniyet ve menüleri ile ilgili memnuniyet çalışmanın alt amaçlarını kapsamaktadır.

2. Müşteri Memnuniyeti

Müşteri, ticari kurum veya kuruluşların arz-talep dengesine yönelik üretimini gerçekleştirerek hizmetini yaptığı olgulardan, dolaylı veya doğrudan etkilenen kişilerdir (Eroğlu, 2005: 8). İşletmeler için firmaların sürdürülebilirliği açısından hizmet sağladıkları müşterilerin memnuniyeti önemlidir. İşletmeler açısından müşteri memnuniyetini başarmak, bununla ilgili AR-GE çalışmaları yapmak örgüt olarak işletmenin başarı ve gelişim sağlamasına kolaylaştırıcı olabilmektedir (Yağcı ve Duman, 2006: 219). Müşteri memnuniyeti, kişilerin ticarete yer alan etkileşimlerine paralel olarak paranın tarihi kadar eski bir geçmişe dayanmaktadır (Banar ve Ekergil, 2010: 40). Müşteri memnuniyeti, yöneticilerin karşılaştığı en kritik konuların arasında yer almaktadır (Michna, 2018: 93). Müşterilerin memnun edilmesi, çalışan personelin moral, motivasyonu, memnuniyeti ile yakından ilişkili olabilmektedir. Kurum ve kuruluş yöneticilerinin dikkat etmesi gereken belki de en önemli etkenlerden birisi çalışan personelin mutluluğudur (Ceylan, 1997: 27). Müşterilerin işletmelere karşı memnuniyeti arttıkça ağızdan ağıza veya kulaktan kulağa pazarlama işletmelere olumlu katkılar sağlayabilmektedir (Burucuoğlu, 2011: 15). Memnuniyetin artırılması, kurum ve kuruluşların ürünlerini tanıtmasına olanak tanıyabilir ve yeni ürünlerin geliştirilmesi için tüketici tercihleri bilgisi kullanılabilir (Wan, vd., 2018: 1). Müşteri memnuniyeti, modern pazarlama düşüncesinde anahtar kavramdır (Yi ve Natarajan, 2018: 1) Müşteri memnuniyeti sadece ürün kalitesi ile ilgi olmayabilir. Hizmet sektörü açısından işletmenin atmosferi, sunulan hizmetin fiyatı, çalışan personel, menü ile ilgili çeşitli etkenler memnuniyeti belirleyen etkenler olarak ifade edilebilir. İşgörenlerin hizmet sağladığı örgüt içinde ve dışında görev ve sorumluluğundan duyduğu tatmin müşteri-misafir memnuniyetini etkileyen temel etkenler arasında yer alabilmektedir (Naktiyok ve Küçük, 2003: 228). Hizmet sektörünün bir kolu olan yiyecek içecek işletmeleri uzun soluklu bir çalışma temposunu içinde barındırdığı gibi ara elemanlar için ücret ve sosyal haklar bakımından pek iç açıcı olamayabilir (Üngören, vd., 2010: 2925). Misafir veya müşteri ile işletme arasında köprü görevi gören iş görenlerin verimli bir şekilde çalışarak kaliteli hizmet sağlaması açısından hizmet ortamının işgören ihtiyaç ve beklentilerini karşılaması gerekmektedir (Ünalın, vd., 2006: 2). Yiyecek içecek işletmelerinin de içerisinde yer aldığı hizmet sektörü başarıya ulaşmak, kar mekanizmasında süreklilik arz etmek için işletme çalışanlarının katkılarına ihtiyaç duyabilmektedir. İşgörenlerin hizmet verdikleri örgüte bağlı olmaları, yapılan işten tatmin olmaları sektör içerisinde farklılık yaratılmasını sağlayabilmektedir (Ekiyor ve Karagöl, 2016: 17). Hizmet; değişken, görünmeyen, kayıt altına alınamaz nitelikte, diğer somut ürünlerden farklı olarak ortaya sunulan bir yapıttır. Bu farklılıklar, hizmet ürününün tanımlanmasını çeşitlendirebilmektedir. (Banar ve Ekergil, 2010). Hizmet sektörünün bir dalı olan yiyecek içecek sektöründe hizmet; hazırlanan yemeklerin ve

İçeceklerin sunulmasını ifade etmektedir. Güzel hazırlanan bir yemeği güzel bir servis taçlandırabilir. Aynı şekilde iyi bir servis yemeği lezzetli bir hale getirebilir. Hizmeti veren işgörenin rahat bir ortamda faaliyet göstermesi kaliteli bir örgüt işleyişini ifade edebilir (Çelik, 2012: 32). Kişilerin farklı destinasyon bölgelerinde buldukları faaliyetlerde konaklama ve yiyecek içecek bölümlerinden verimli bir hizmetin sağlanması, destinasyon bölgelerine veya işletmelerin karlılık konusunda süreklilik sağlaması açısından önemli olabilmektedir. Hizmet süresince müşteri aldığı hizmetin kalitesini değerlendirmekte ve hizmet sonunda bu değerlendirmelere dayalı olarak bir genel memnuniyet yargısına sahip olmaktadır (Duman ve Öztürk, 2005: 11).

Yönetici pozisyonunda olan görevliler dekor, ses seviyesi, sıcaklık, hijyen, koku, aydınlatma, renk ve müzik olmak üzere hizmet verilecek ortamın atmosferine katkıda bulunan bu faktörleri, müşteriye servis yapılmadan önce yemek deneyimi beklentisi oluşturmaya yardımcı olması için tercih edilebilmektedir. Herhangi biri ile ilgili bir problem müşteriyi veya misafiri rahatsız edebilmekte ve onların restoranda geçirdikleri sürenin kışalmasına neden olabilmektedir. Bu olumsuz durum işletme açısından ekonomik açıdan zarar olarak ifade edilebilir (Ünal, vd., 2014: 25). Yiyecek içecek işletmelerinin bir dalı olan toplu beslenme faaliyeti sunan üniversite yemekhaneleri binlerce öğrenci, akademik ve idari personele yiyecek ve içecek servisini uygun menü içerikleri ile hazırlaması gerekmektedir. Genele hitap etmesinden dolayı hazırlanan ürünler insan sağlığını olumsuz yönde etkilemeyecek şekilde menü içerikleri hazırlandıktan sonra detaylı içeriği sosyal veya sanal ortamlardan duyurulmaktadır. Besin grupları dikkate alınarak hazırlanması dengeli beslenme açısından önem arz etmektedir. Yapılan bir araştırmada; Emir vd. (2010) çalışmalarında Antalya’da faaliyet gösteren üç yıldızlı otel işletmelerinde konaklayan müşterilerin, sunulan hizmetlere ilişkin memnuniyet düzeylerini belirlemeyi amaçlamışlardır. 20 adet üç yıldızlı otel işletmesinde konaklayan toplam 450 müşteriye anket formu uygulamışlardır. Çalışma neticesinde, menülerde müşterilerin milliyetlerinin dikkate alındığı, menülerin vejetaryen ve diyet yiyecek-İçecekleri içerdiğinden dolayı müşteri memnuniyetinin en yüksek düzeyde gerçekleştiği vurgulanmıştır. Yiyecek-İçecek işletmelerinde sunulan yiyeceklerin istenilen nitelikte ve zamanında sunulması, istenilen ısıda olmasına özellikle dikkat edilmelidir. Aksi takdirde müşteriler tarafından işletmenin imajı olumsuz etkilenir (Sökmen, 2008: 302). Toplu yemek hizmetleri yiyecek ihtiyacının karşılanmasına fayda sağlamak amacı ile müşterilere hizmet sağlamaktadır. Toplu yemek hizmetleri sunan işletmelerin sürekliliği açısından müşteri memnuniyeti önem arz etmektedir. Müşterilere sunulan yiyecek – içecekler müşteri memnuniyeti ve sonraki tercihlerini etkileyen müşteri yemek deneyimi temel unsurlarından kabul edilmektedir (Yarış ve Aykol, 2017: 439). Üniversite yemekhanelerinde self servis, tabldot veya ala carte olarak yiyecek ve içecek hizmeti sağlanmaktadır. Hazırlanan ürünlerin sıcak veya soğuk kriterlerine uygun servis edilmesi gerekmektedir. Olumsuz durumlar ile karşılaşıldığı takdirde önceden alınmış olan tedbirler uygulanmalı. Yiyecek ve içecekler kalori değerleri, besin grupları açısından genele hitap edecek şekilde hazırlanmalı. Günümüz tüketicisi her zaman daha iyi bir alışveriş yapmayı, daha iyi hizmeti daha düşük fiyata almayı ister. Her ne kadar alışveriş yaptıkları yerin dışında başka bir işletmeyi aramıyor görünseler bile ara sırada olsa karşılıklarına çıkan fırsatları kendi ilkeleri doğrultusunda kaçırmayı da pek istemezler (Gülçubuk, 2008: 16). Toplu beslenme hizmeti veren işletmeler sayıca fazla kitlelere hitap ettiği için genellikle uygun fiyat stratejisi belirlemektedir. Süleyman Demirel Üniversitesi Merkez Mutfağı yarı özel bir kurum olarak beslenme hizmeti sunmaktadır. Haftalık veya günlük ücretler önceden belirlenmiştir. Önceden yemekhane yemek hizmeti dolmuş yapılması yemekhane hizmetinden faydalanacak kişi sayısını bilinmesi sağladığından yemekhane çalışanlarının işini kolaylaştırmaktadır (Whiteside, vd., 2018: 235). Yiyecek üretiminin

sayısının bilinmemesi durumunda, yemek üretiminin fazla olması yemek servisinde aşırı gıda atığını ortaya çıkabilmektedir (Birisci, McGarvey, 2017: 3). Akademik, idari veya öğrenci ayrı fiyattan toplu beslenme faaliyetinden faydalanabilmektedir. Cao, vd. tarafından (2004) yılında gerçekleştirilen araştırma, fiyatlandırma ile fiyat memnuniyeti arasındaki ilişkiyi incelemektedir. Fiyat verileri ile müşteri memnuniyetine etki eden ifadeler ile karşılaştırılmıştır. Müşterilerin uzun süre düşük fiyatlardan memnun kalmadıkları araştırma sonuçlarında vurgulanarak ifade edilmiştir.

3. Araştırma Yöntemi

Bu çalışmada nicel araştırma yöntemi seçilmiştir. Bu çalışmada Öğrencilerin yemekhane hizmetlerinden memnuniyeti düzeyini ölçmek için Çelik tarafından Parasuraman, Zeithaml ve Berry'den aktardığı hizmet kalitesi ölçüm kriterleri (SERVQUAL) göz önünde tutularak geliştirilmiştir (Çelik, 2012: 40). Ölçekteki ifadeler açık ve anlaşılır bir şekilde kısaltılarak Türkiye'deki yükseköğretim şartları göz önünde bulundurularak uyarlanmıştır. Çalışmada kullanılan anket formu altı bölümden oluşmaktadır. Birinci bölümde, öğrencilerin demografik özelliklerine ilişkin bilgiler yer almaktadır. İkinci bölümde öğrencilerin yemek memnuniyetini belirlemeye yönelik ifadeler, anket formunun üçüncü bölümünde öğrencilerin yemekhane atmosferi hakkındaki düşüncelerini ölçmeye yönelik ifadeler, dördüncü bölümde öğrencilerin yemekhane hizmetinden memnuniyetini ölçmeye yönelik ifadeler, beşinci bölümde yemekhane fiyatının değerlendirilmesi ile ilgili ifadeler, son bölümde ise yemekhane memnuniyetini ölçmek amacı ile maddeler yer almaktadır. Verilerinin toplanmasında beşli likert tipi anketten yararlanılmıştır. En yüksek olumlu tutum bu çalışmanın skalasında 5, en düşük olumsuz tutum ise 1 kabul edilmiştir. Ankette toplamda 46 tane soru yer almaktadır.

Süleyman Demirel Üniversitesi'nde eğitim-öğretim gören öğrenciler; "Doğu yerleşkesi", "Batı yerleşkesi" ve "Ala Carte Restoran" olmak üzere üç farklı yemekhanede verilen yemek hizmetinden faydalanmaktadır. Bir öğünde çıkan yemek Ala Carte restoran hariç tüm yemekhanelerde aynıdır. Sadece miktarlarında ve yemeğin sunulduğu araç gereçlerde farklılık söz konusudur. Araştırma, Süleyman Demirel Üniversitesi sınırları kapsamında gerçekleştirilmiştir. Süleyman Demirel Üniversitesi merkez kampüste bulunmayan (ilçelerdeki meslek yüksekokulları öğrencileri) evrenin dışında bırakılmıştır. Anket Şubat 2018 tarihinde uygulanmıştır. Çalışmada, ana kütleyi oluşturan birey sayısının fazla olması, zaman ve maliyet gibi kısıtlılıklar göz önünde bulundurularak örnekleme yapılmıştır. Örneklem hacmi, kolayda örnekleme yaklaşımı ile % 95 güven düzeyinde, \pm % 5 yanılma payı ile 332 kişi olarak belirlenmiştir. Hatalı ve eksik doldurulabileceği ihtimaline karşı toplam 400 adet anket formu öğrencilere dağıtılmış, gerekli doldurmaların yapılması istenmiştir. Örneklem hacmi, % 95 güven aralığında, \pm % 5 yanılma payı ile analiz sonuçlarının mümkün olduğunca gerçekleri yansıtması için tüm anket kâğıtları tek tek incelenmiş ve 378 anketin değerlendirilmesine karar verilmiştir. Eksik veya doğruluğundan şüphe edilen anketler ayıklanmıştır.

Anketten elde edilen veriler ışığında, servis hizmet kalitesi kapsamında, hizmet sunulan mekânın atmosferi, yiyecek- içecek memnuniyeti, yiyecek-içeceklerin fiyat memnuniyeti, müşteri memnuniyeti göz önünde tutulmuştur. Araştırmada veriler güvenilirlik analizi, faktör analizi, korelasyon analizine tabi tutulmuştur. Anketten elde edilen veriler bilimsel analiz programı yardımıyla bilgisayar ortamında değerlendirilmiştir. Verileri değerlendirmede tanımlayıcı istatistiksel değerler kullanılmıştır. Çalışmada kullanılan istatistiksel testlerin anlamlılık düzeyleri için 0,05 anlamlılık düzeyi kabul edilmiştir. Bu çalışmaya yönelik güvenilirlik çözümlemesi (reliability analysis) yapılmış ve güvenilirlik katsayısı ($\alpha=0,887$) olarak tespit edilmiştir. Araştırmanın temel amacı olan, öğrencilerin üniversite yemekhanesi

hizmetlerinden memnuniyet düzeylerinin belirlenmesine yönelik istatistiksel olarak anlamlı farklılıkların olup olmadığını tespit etmek amacıyla, aşağıda verilen araştırma hipotezleri oluşturulmuştur:

H₁: Sunulan yemek öğrencilerin üniversite yemekhanesinden memnuniyet düzeylerini etkiler.

H₂: Yemekhane atmosferi öğrencilerin üniversite yemekhanesinden memnuniyet düzeylerini etkiler.

H₃: Yemekhane hizmeti öğrencilerin üniversite yemekhanesinden memnuniyet düzeylerini etkiler.

H₄: Yemeğin fiyatı öğrencilerin üniversite yemekhanesinden memnuniyet düzeylerini etkiler

4. Bulgular

Araştırma kapsamına dâhil edilen üniversite öğrencilerinin sosyo-demografik özellikleri şu şekilde özetlenebilir. Toplam 378 öğrencilerin; %59'ı (223 kişi) kadın, %41'i (155 kişi) erkek; eğitim düzeyi; %22'si (83 kişi) önlisans; %78'i (295 kişi) lisans, yemekhane kullanım sıklığı; %61,6 (233 kişi) 1-2 gün aralığında, %31 (117 kişi) haftada üç dört gün, %7,4 (28 kişi) tüm hafta; Süleyman Demirel Üniversitesi'nde bulunma süresi; %54,8 (207 kişi) 1-2 yıl aralığında, %26,2 (99 kişi) 3-4 yıl aralığında, %18,8 (71 kişi) 5-6 yıl aralığında, %3 (1 kişi) 6 yıl ve üzeri olarak işlenen veriler arasındadır. Araştırmanın güvenilirlik ve geçerlik testleri açısından bir dizi analiz gerçekleştirilmiştir. Tablo 1'de demografik veriler yer almaktadır. Öncelikle verilere genel olarak uygulanan analizler ile faktör gruplarına yönelik yapılan analizler Cronbach's Alpha değerlerinin yüksek düzeyde gerçekleştiğini ifade etmek mümkündür. Genel olarak yapısal geçerliliğin sağlanması ve güvenilirlik kat sayılarının yüksek düzeyde gerçekleşmesi araştırmada diğer analizlere geçilebileceğini ortaya koymaktadır. Yapılan faktör analizi sonucuna göre beş (5) faktör grubu oluşmuştur. Yemek memnuniyetine ilişkin yedi (7) grup olarak ifade edilirken, atmosfer memnuniyetini ifade eden on (10) grup, yemekhane hizmet memnuniyetine ilişkin beş (5), yemekhane fiyat memnuniyetine ilişkin dört (4), memnuniyet değişkeni olarak üç (3) grup işlenen veriler arasındadır.

Tablo 1. Öğrencilerin Demografik Özellikleri

| | | F | % | | f | % | |
|---------------|-----------|--------|-----|---|-----------------|---------|------|
| Cinsiyet | Erkek | 155 | 41 | Yemekhane Kullanım Sıklığınız | 1-2 gün | 223 | 61,6 |
| | Kadın | 223 | 59 | | Haftada 3-4 gün | 117 | 31 |
| | | | | | Tüm hafta | 28 | 7,4 |
| Eğitim Durumu | Ön lisans | 83 | 22 | Süleyman Demirel Üniversitesinde Kaçınıcı Yılıınız? | 1-2 Yıl | 207 | 54,8 |
| | | Lisans | 295 | | 78 | 3-4 Yıl | 99 |
| | | | | | 5-6 Yıl | 71 | 18,8 |
| | | | | | 6 ve üzeri | 1 | ,3 |

Tablo 2. Faktör analizi özeti (Memnuniyet düzeyi)

| Faktör Grupları | Değişken sayısı | α | p | Özdeğer | AFY | Ort. | SS |
|---|-----------------|----------|------|---------|--------|------|-----|
| Yemek Memnuniyeti | 7 | ,80 | .000 | 3.177 | 58,888 | 3,35 | ,66 |
| Atmosfer Memnuniyeti | 10 | ,80 | .000 | 3.210 | 45,847 | 3,20 | ,55 |
| Hizmet Memnuniyeti | 5 | ,76 | .000 | 2.356 | 56,029 | 3,25 | ,60 |
| Fiyat Memnuniyeti | 4 | ,70 | .000 | 1.672 | 73,108 | 3,41 | ,77 |
| Genel Memnuniyet | 3 | ,70 | .000 | 1.926 | 64,198 | 3,34 | ,94 |
| Genel $\alpha=0,887$; KMO Ölçümü= $0,856$; Bartlett's Test of Sphericity= $4389,488$; $p<.01$; TFY=59,03; | | | | | | | |

Tabo 3. Faktör analizi

| | Faktör Yüklere | Özdeğer | Açıklanan Varyans (%) | KMO | Bartlett's Küresellik Testi $X^2 (p)$ | Cronbach Alpha Değeri (%) |
|--|----------------|---------|-----------------------|------|---------------------------------------|---------------------------|
| YEMEK MEMNUNİYETİ | | 3.177 | 58,888 | ,828 | 680,553 (0,000) | ,802 |
| Y4 Yemekhanede sunulan yemekler lezzetlidir. | 0.742 | | | | | |
| Y2 Yemekhanede kullanılan malzemeler kalitelidir. | 0.698 | | | | | |
| Y3 Yemeklerin sunumu zengindir. | 0.668 | | | | | |
| Y7 Yemeklerde kullanılan malzemeler tazedir. | 0.664 | | | | | |
| Y5 Bir günlük menüdeki yemekler birbirleriyle uyumludur. | 0.629 | | | | | |
| Y1 Yemeklerin porsiyonları yeterlidir. | 0.569 | | | | | |
| Y8 Yemekhane menüsünde öğrenciler tarafından sevilen yemeklere daha fazla yer verilir. | 0.538 | | | | | |
| ATMOSFER MEMNUNİYETİ | | 3.210 | 45,847 | ,773 | 1090,311 (0,000) | ,760 |
| A8 Yemekhanede yer alan ekipmanlar beni güvende hissettirir. | 0.724 | | | | | |
| A5 Yemekhane genel olarak temizdir. | 0.695 | | | | | |
| A6 Servis personelinin giyimi hijyen kurallarına uygundur. | 0.675 | | | | | |
| Yemekhanede kullanılan sandalyeler rahattır. | 0.659 | | | | | |
| A7 Yemekhanenin dekorasyonu ve dizaynı iç açıdır. | 0.657 | | | | | |
| A11 Yemekhanenin aydınlatması yeterlidir | 0.597 | | | | | |
| A13 Yemekhane hesap dolum noktası bunaltıcıdır. | 0.787 | | | | | |
| A14 Yemekhane girişindeki kalabalık öğrenciler beni rahatsız eder. | 0.761 | | | | | |
| A 12 Yemekhane alanı küçüktür. | 0.653 | | | | | |
| A2 Yemekhanede bazı zamanlarda oluşan ağır kokular beni rahatsız eder. | 0.506 | | | | | |
| HİZMET MEMNUNİYETİ | | 2.356 | 56,029 | ,772 | 315,555 (0,000) | ,618 |
| H4 Yemekhanede yer alan ekipmanların temizliği sürekli sağlanır. | 0.735 | | | | | |
| H5 Yemekhanede yemek servisi zamanında yapılır. | 0.690 | | | | | |
| H1 Yemekhanede sunumda kullanılacak ekipman servise uygun seçilir. | 0.660 | | | | | |
| H9 Yemekhanede her zaman müşterilere servisi aksatmadan sunacak yeterli personel bulunur. | 0.635 | | | | | |
| H2 Çalışanlar genellikle oluşan sıkıntılar da yardım etmeye veya çözüm bulmaya çalışmaktadır. | 0.616 | | | | | |
| FİYAT MEMNUNİYETİ | | 1.672 | 73,108 | ,482 | 228,811 (0,000) | ,291 |
| F1 Yemekhane ücreti öğrenci için uygundur. | 0.865 | | | | | |
| F2 Yemekhane diğer yiyecek içecek işletmelerinin (kantinler, tashafe, vb.) fiyatlarına göre daha uygundur. | 0.873 | | | | | |
| F3 Yemekhane günlük kullanım ücreti pahalıdır. | 0.741 | | | | | |
| F4 Yemekhane hizmetinden faydalanmak için nakit ücret ödenmemesi sıkıntı oluşturmaktadır. | 0.796 | | | | | |
| MEMNUNİYET | | 1.926 | 64,198 | ,612 | 261,600 (0,000) | ,708 |
| M1 Alternatifler arasında seçim yapmak zorunda kalsam, yemekhaneyi kullanmak isterim. | 0.877 | | | | | |
| M2 Arkadaşlarıma yemekhanede yemek yemeği öneririm. | 0.820 | | | | | |
| M3 Dışarıdan gelen misafirlerimi de okul yemekhanesinde ağırlarım. | 0.696 | | | | | |

Faktör Çıkarma Yöntemi: Temel Bileşenler Analizi; **Döndürme Yöntemi:** Varimax Ölçek Değerleri: 1: Kesinlikle Katılıyorum; 2: Katılıyorum; 3: Kararsızım; 4: Katılıyorum; 5: Kesinlikle Katılıyorum

Faktör analizi neticesinde elde edilen faktörlerin güvenilirlik, ortalama ve standart sapma düzeyleri Tablo 3’de verilmiştir. Cronbach Alfa güvenilirlik analizi sonuçlarına göre; tüm faktörlerin güvenilir düzeyde olduğu tespit edilmiştir. Faktörlerin ortalama ve standart sapmaları incelendiğinde; öğrencilerin fiyat memnuniyetinin yüksek olduğu ($=3,41$), yemek, hizmet, memnuniyet, bununla birlikte atmosfer memnuniyetlerinin nispeten düşük olduğu ($=3,20$) söylenebilir. Bu sınırlılığa rağmen, elde edilen sonuçların literatüre, yemek hizmetini yüklenici firmaya ve bu firmanın çalışanlarına, yöneticilerine önemli ipuçları sağlayacağı düşünülmektedir. İkinci aşamada Likert türü sorulardan oluşan değişkenlerden elde edilen bulguları değerlendirmek için çıkarımsal istatistik bazında verilere öncelikle güvenilirlik testi uygulanmıştır. Test sonucunda verilerin genel güvenilirlik oranı (Cronbach alpha) $\alpha=0,887$ olarak saptanmıştır. Analiz sonuçları itibariyle 4 grupta yer alan değişkenlere ilişkin faktör yükleri, özdeğer, açıklanan varyans (değişkenlerin genel yapısı açıklama) oranı ve faktör güvenilirlik düzeyine ilişkin bulgularda tablo1’de yer almaktadır. Daha sonraki aşamada verilere faktör analizi uygulanmıştır. Faktör analizinde Kaiser-Meyer-Olkin örneklem değeri 0.856; Barlett Testi sonucu 4389,488 değeri ve $p<0.001$ düzeyinde gerçekleşmiştir. Verilere uygulanan Temel Bileşenler Analizinde, Varimax döndürme seçeneği kullanılmış ve özdeğerleri (Eigenvalue) 1’in üzerinde olan veriler değerlendirmeye alınmıştır. Faktör analizinde çalışmanın daha belirgin bir şekilde ortaya konulmasına da dikkat edilmiştir. Bu nedenle faktör yükleme oranları %40’dan az olan değişkenler, konunun daha belirgin ortaya konması amacıyla değerlendirme dışında tutulmuşlardır. Bununla birlikte, faktör analizinde oluşan gruplarda faktör yükü %40’ın altında bulunan ifade olmamıştır. Bu veriler ışığında değişkenler üç faktör altında, toplam farkı (varyansı) %59,03 düzeyinde açıkladığı saptanmıştır. Elde edilen veriler kabul edilebilir bir değer olarak görülmektedir. Sosyal bilimler alanında yapılan çalışmalarda KMO değerinin 0,50’den büyük olmasının, örneklem büyüklüğünün analizi için yeterli olduğu kabul edilmektedir (Gürbüz ve Şahin: 2017: 319). Faktör yük değeri 0,50’nin altında veya binişik olan 6,9,10,11,13,14,15,16,17,22,25,28,29,30. maddeler ölçekten çıkarılmıştır. Memnuniyet düzeylerinin belirlenmesine yönelik ölçeğin, faktör analizi için öz değeri (eigenvalue) 1’den büyük faktörlerin değerlendirilmesine, değişkenlerin faktör içerisindeki ağırlığını gösteren faktör yüklerinin yüksek olmasına ve aynı değişken için faktör yüklerinin birbirine yakın olmamasına dikkat edilmiştir.

Tablo 4. Korelasyon Analizi

| Bağımlı Değişkenler | Bağımsız Değişkenler | | | |
|---------------------|----------------------|----------------------|--------------------|-------------------|
| | Yemek Memnuniyeti | Atmosfer Memnuniyeti | Hizmet Memnuniyeti | Fiyat Memnuniyeti |
| Genel Memnuniyet | .41* | .41* | .38* | .34* |

****P<0.01(Pearson Korelasyon, çift yönlü)**

Korelasyon analiz sonuçları itibariyle yemek memnuniyeti ($r=.41$; $p<.01$), atmosfer memnuniyeti ($r=.41$; $p<.01$), hizmet memnuniyeti ($r=.38$; $p<.01$), fiyat memnuniyetinin ($r=.34$; $p<.01$) genel memnuniyet ile pozitif ve doğrusal yönlü, anlamlı ve orta düzeyde bir ilişkisinin olduğu görülmektedir. Bununla birlikte, her bir değişkene ilişkin memnuniyet karşılaştırmasının yapılması önem taşımaktadır.

Tablo 5. Regresyon Analizi

| Değişkenler | B | St. hata | □ | t | p |
|----------------------|-------|----------|------|--------|------|
| Yemek Memnuniyeti | 2,381 | ,115 | ,413 | 20,753 | ,000 |
| Atmosfer Memnuniyeti | 2,378 | ,096 | ,418 | 24,834 | ,000 |
| Hizmet Memnuniyeti | 2,424 | ,106 | ,386 | 22,900 | ,000 |
| Fiyat Memnuniyeti | 2,457 | ,139 | ,346 | 17,731 | ,000 |

Çalışmada yemekhane memnuniyet faktörleri ile genel müşteri memnuniyet faktörlerinin öğrencilerin memnuniyetine etkisini belirlemek amacıyla regresyon analizi yapılmıştır. Tablo.5’de yer alan regresyon analizi sonuçlarına göre tüm değişkenlerin yemekhane memnuniyetine etkisinin olduğu ortaya çıkmıştır. Diğer bir deyişle öğrencilerin yemekhane memnuniyetine yemek memnuniyeti (t=20.753 ve p< .01), atmosfer memnuniyeti (t=24.834 ve p< .01), hizmet memnuniyeti (t=22.900 ve p< .01) ve fiyat memnuniyeti (t=17,731 ve p<.01) faktörleri etkilidir.

Tablo 6. Hipotezlere İlişkin Test Sonuçları

| Hipotezler | t | p | Sonuç |
|--|--------|------|--------------|
| H ₁ Sunulan yemek öğrencilerin üniversite yemekhanesinden memnuniyet düzeylerini etkiler. | 20,753 | ,000 | Desteklendi. |
| H ₂ Yemekhane atmosferi öğrencilerin üniversite yemekhanesinden memnuniyet düzeylerini etkiler. | 24,834 | ,000 | Desteklendi. |
| H ₃ Yemekhane hizmeti öğrencilerin üniversite yemekhanesinden memnuniyet düzeylerini etkiler. | 22,900 | ,000 | Desteklendi. |
| H ₄ Yemeğin fiyatı öğrencilerin üniversite yemekhanesinden memnuniyet düzeylerini etkiler. | 17,731 | ,000 | Desteklendi. |

Araştırmada ulaşılan bulgular oluşturulan hipotezlerin de değerlendirilmesine olanak sağlamaktadır. Tablo 6’da görüldüğü gibi farklı boyutta oluşturulan hipotezlerin sonuçları yer almaktadır. Öğrencilerin yemekhane memnuniyetine ilişkin tutumlarını belirlemek için oluşturulan hipotezlerin desteklediği görülmektedir.

5. Sonuç ve Öneriler

Son yıllarda, yeme-içme ihtiyaçlarını evleri dışında karşılayan birey sayısı giderek artış göstermiştir. Bununla beraber toplu beslenme hizmetleri sunan işletmelerin sayısı hızla artmaktadır. Toplumda çeşitli alanlarda karşımıza çıkan toplu beslenme kuruluşlarının bir örneği üniversite yemekhane hizmetleri olarak ifade edilebilir. Gerekli ihalelerden sonra toplu beslenme işletmeleri akademik, idari ve öğrencilere yönelik yiyecek ve içecek hizmetini uygun fiyatlar ile sunabilmektedir. Bazı zamanlar evde yemek yapmaya ayıracak zamanı ve imkânları kısıtlı olan üniversite öğrencileri günlük veya haftalık yemekhane dolum hakkını kullanarak yemekhane hizmetinden faydalanabilmektedir. Araştırma kapsamında bazı memnuniyetsizlik durumları işlenen veriler arasındadır. Yemekhane yemek memnuniyetini incelemek için yöneltilen maddeler arasında yemeklerin porsiyonlarının yeterli olmadığı düşüncesi olumsuz katılımlar arasında yer almaktadır. Yemekhane atmosferine yönelik memnuniyetin belirlenmesine yönelik ifadeler arasında, yemekhane girişinin kalabalık olması memnuniyetsizlik olarak farklı bir veridir. Yemekhane hizmetinin memnuniyetini ölçmeye yönelik ifadeler arasında,

yemekhaneye giriş yapmak için uzun süre beklenmesi hususunda memnuniyetsizlik duyulduğu işlenen bir başka veridir. Yemekhanenin ücretleri sadece kredi kartı veya banka kartı ile gerçekleştirilmesi öğrenciler arasında memnuniyetsizlik oluşturan bir durumdur. Yemekhane hizmetinden faydalanmak için nakit ücret ödenmemesi öğrenciler açısından sıkıntı oluşturduğu ifade edilmektedir. Yürütülen araştırma verileri arasında en yüksek memnuniyet yemek memnuniyeti ve fiyat memnuniyetinde elde edilmiştir. Araştırma sonuçları açısından yemekhanenin atmosferine yetkili kişilerce önem verilmesi gerekmektedir. Nakit ücretin geçerli olmaması ve yemekhane dolmuş istasyonlarında yaşanan sıkıntılardan dolayı günlük veya haftalık tüketim sayısı azalabilir. Dolmuş istasyonlarının yer aldığı bölüm ile ilgili memnuniyeti artırıcı çalışmalar yapılabilir. Süleyman Demirel Üniversitesi'nin haftalık veya günlük olarak öğrencilere sunduğu yemek hizmetinden genel olarak memnun olduğu ifade edilebilir. Sunulan yemek hizmetine yönelik uygulanan fiyattan genel olarak memnuniyet işlenen veriler arasındadır. Fiyatın uygunluğu ve yemek hizmetinden memnuniyetten dolayı yemekhaneyi diğer işletmelere karşı tercih edecekleri öğrencilerin memnun olduğu farklı bir ifadedir. Toplu beslenme hizmeti sunan işletmeler geri dönüşleri olumlu veya olumsuz dikkate alması gerekmektedir. Beklenti ve isteklerini sistemli olarak takip ederek beklenti ve isteklere uygun hizmet anlayışını takip etmeli, düzenli denetimler eşliğinde kontrol sağlayarak belirlenen eksikliklerin giderilmesi ve hizmet kalitesini her zaman daha iyiye taşımaya çalışmalı, üniversitede yer alan yiyecek içecek işletmeleri için daimi ve zorunlu müşteri olan öğrencilerin beslenme gereksinimlerinin ve kısıtlı bütçelerinin dikkate alınarak genele hitap edecek fiyat uygulamasını takip etmeleri gerekmektedir. İnsan sağlığı açısından risk taşımayan hijyen ve sanitasyon kurallarının gerektiği sürekli hatırlatılmalı gerekirse eğitimler ile desteklenmelidir. Yemekhanede çalışan öğrenci veya personele insan ilişkileri, servis kuralları ile ilgili eğitimler verilmesi önerilmektedir.

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A NEW APPROACH TO RURAL DEVELOPMENT AND REGIONAL PLANNING

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Abstract: *Rural areas are low-density settlement units, in which agricultural production is intense thanks to their social, economic and structured environments, and which are dependent to cities in service purchase. They are under the impact of urban areas as a requirement of economic and cultural dynamics. On the other hand, they feed urban areas as agricultural production centres. However, today, population of rural areas is decreasing gradually. Decrease in population increase dependence on foreign sources by affecting production quantities. Movement from rural areas to cities does not only affect agricultural production negatively, but also urban areas. This movement causes individuals to suffer culture shock and to have difficulty in adapting to the city, as well as formation of urban decline areas. Rings of problem, which are related with each other by the impact of domino effect, make impact on several areas from economic growth of countries to level of welfare. In this context, importance of rural development increases gradually, and thus, we may solve many urban and rural problems.*

Various policies and approaches are implemented in different periods for rural development. Although periodical differences are shaped by internal dynamics in the case of our country, they are affected from approaches that occur at a global scale as well. Policies related with rural development are assessed in regional plans of regional scale and in 5-year development plans. Also, The plan, which has the largest scope and impact area and which is situated at the highest level, is regional plans according to the planning hierarchy of our country. In this context, the objective of the study is to discuss new approaches related with rural development within the framework of regional planning, and thus, to make suggestions for sustainable results. New approaches that are directed towards rural development shall be analysed at international level, and approaches that are reviewed at national level shall be assessed from a critical perspective.

Keywords: *Rural Development, New Approaches, Regional Planning*

YENİ KIRSAL KALKINMA YAKLAŞIMLARI VE BÖLGE PLANLAMA

Özet: *Kırsal alanlar, sosyal, ekonomik ve yapılı çevreleriyle tarımsal üretimin yoğun olduğu, hizmet alımında kentlere bağımlı olan düşük yoğunluklu yerleşim birimleridir. Ekonomik ve kültürel dinamikleri gereği kentsel alanların etkisi altındadır. Diğer taraftan da tarımsal bir üretim merkezi olarak kentsel alanları beslemektedir. Ancak günümüzde kırsal alanların nüfusları giderek azalmaktadır. Nüfusun azalması üretim miktarlarını da etkileyerek dışa bağımlılığı arttırmaktadır. Kırsal alandan kentlere doğru hareketlilik sadece tarımsal üretimi değil kentsel alanları da olumsuz etkilemektedir. Bu hareketlilik bireylerin kültürel şoka uğramalarına, kente uyum sağlamada zorluk yaşamalarına; mekânsal boyutta da çöküntü alanların oluşmasına neden olmaktadır. Domino etkisiyle birbirine bağlı sorun halkaları, ülkelerin ekonomik büyümesinden refah düzeyine kadar pek çok alanda etki yaratmaktadır. Bu bağlamda kırsal kalkınmanın önemi giderek artarak pek çok kentsel ve kırsal sorunun çözümü mümkün hale gelmektedir.*



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Kırsal kalkınmaya yönelik farklı dönemlerde farklı politika ve yaklaşımlar uygulanmıştır. Dönemsel farklılaşmalar ülkemiz için kendi iç dinamiklerine göre şekillense de küresel ölçekte meydana gelen yaklaşımlardan da etkilenmiştir. Kırsal kalkınmaya ilişkin politikalar bölgesel ölçekteki bölge planlarında ve 5 yıllık kalkınma planlarında ele alınmaktadır. Ayrıca ülkemizin planlama hiyerarşisine göre kapsamı ve etki alanı en geniş olan ve en üst kademede bulunan plan bölge planlarıdır. Bu kapsamda çalışmanın amacı kırsal kalkınmaya ilişkin yeni yaklaşımları bölge planlama çerçevesinde tartışarak sürdürülebilir sonuçlar için önerilerde bulunmaktadır. Kırsal kalkınmaya yönelik yeni yaklaşımlar uluslararası düzeyde irdelenerek ülkesel boyutta ele alınan yaklaşımlara eleştirel bakış açısıyla değerlendirilecektir.

Anahtar Kelimeler: Kırsal Kalkınma, Yeni Yaklaşımlar, Bölge Planlama

Giriş

“Kırsal, kırsal alan” tanımı yapılırken çok farklı yapı ve fonksiyonlar, sosyo-ekonomik ve sosyo-kültürel açıdan farklı değişkenler esas alınmaktadır (Akın ve Yıldız, 2005). Espon (2006) kentsel ve kırsal alanın tanımını nüfus büyüklüğü, arazi kullanımı ve ekonomik etkinlik ölçütlerine göre yapmaktadır. Ekonomik Kalkınma ve İşbirliği Örgütü (OECD) tarafından geliştirilen ve Avrupa Birliği (AB) tarafından da kullanılan kırsal alan tanımı en yaygın kullanılan tanımdır. Bölge tipolojilerinin belirlenmesinde de kullanılan bu tanıma göre, idari sınırlar itibarıyla nüfus yoğunluğu km² başına 150 kişiden az olan yerler kırsal alan olarak kabul edilmektedir (Tarım ve Köy İşleri Bakanlığı, 2009). Mevzuatta ise kır tanımı, “Nüfusu 2000’den az olan yerleşmeler köy, nüfusu 2000 ile 20 000 arasında olan yerleşmeler kasaba, 20.000’in üzerinde olan yerleşmeler şehir” olarak tanımlanmaktadır (442 Sayılı Köy Kanunu (RG: 07.04.1924, 68) . Bu ve benzeri tanımlarda kırsalın temel özelliğinin ekonomide tarımın ağırlığı ve düşük nüfus sayısı ya da yoğunluğu olduğunda bir uzlaş/görüş birliği olduğu görülmektedir.

Devlet Planlama Teşkilatı’nın (DPT) yapığı tanımlamada; yaşam biçimi ve ekonomik aktivitelerinin doğal üretim kaynaklarıyla gerçekleştiği, ekonomik- toplumsal- kültürel gelişme süreci, görece olarak kentlere oranla daha yavaş ilerlediği, buna bağlı olarak teknolojik gelişmenin yaşama ve üretime, görece olarak gecikmeli yansıdığı, yaşam biçimi ve tüketimin geleneksel yöntemlerle yapıldığı, insan ilişkilerinin yüz yüze iletişime gerçekleştiği, kendine özgü sosyolojik ve ekonomik faaliyetleri olan bir alanı ifade etmektedir (DPT,2000). 1988 yılında yayınlanan “Kırsal Toplumun Geleceği” adlı Komisyon belgesi kırsal alanları: (1) Entegre kırsal alanlar, (2) Orta derece kırsal alanlar ve (3) Tam (remote) kırsal alanlar: şeklinde sınıflandırmıştır (Nazlı, 2015).

Kırsal kalkınma ise; kırsal alanların sürdürülebilir olarak varlığını idame edebilmesi, ekonomik, kültürel ve sosyal imkânların daha yaşanabilir düzeyde sağlanabileceği, refah düzeyi daha yüksek bir yaşam için geliştirilen strateji ve yaklaşımlar olarak tanımlanır (Yenigül ve Kuntay, 2005). Kırsal alanlar sosyolojik ve ekonomik faaliyetleri gereği tarımsal üretimin odağında yer almakla birlikte sahip olduğu coğrafi özellikleri, ekolojik ve kültürel değerleriyle kentleri besleyen ve kente kaynak sağlayıcı durumundadır. Bu sadece tarımsal üretim olarak değil kentsel kullanımların bir uzantısı ve kente kaynak sağlayıcı olarak, maden-mineral ocaklarına, enerji ve ulaşım hatlarına farklı şiddette kent kaynaklı baskılara/ gelişmelere maruz kalmaktadır. Ploeg vd (2000) kırsal alanların sorunları ve bu sorun odaklarına getirilecek evrensel düzeyde kabul görmüş yaklaşımların uygulanması olarak bir tanım getirmektedir.

DPT’ye göre kırsal kalkınma; *Ekonomik, toplumsal ve kültürel boyutları bulunan bir süreçtir.*

- *Evensel ölçütler, eşitlik ve denge (adalet) ilkeleri ile geliştirilmiş kırsal yaşam düzeyidir.*
- *Kırsal toplumun ülke gelişmişliği ve refahından, yerinde kalkınarak pay almasıdır.*
- *Kırsal emeğin üretken olduğu ve haklarını aldığı bir istihdam biçimidir.*
- *Kaynaklara daha iyi ulaşım, refah ve gelirin dengeli paylaşılmasıyla geliştirilen yaşam düzeyidir.*
- *Kırsal alanda yoksulluğun ve kötü beslenmenin yok edilmesidir.*
- *Kırsal toplum yaşamının modernizasyonudur.*
- *Kent/kır ayrışımının azaltılmasıdır.*
- *Kırsal sayılan ortamların ekonomik kalkınmasıdır.*

birbirini tümleyen bu tanımlamalardır (DPT,2000).

Kırsal kalkınma yaklaşımları 1950'lerde ortaya çıkmaya başlamakla birlikte zamanla teknolojik ve sosyo-ekonomik faktörler ile şekillenmiştir. Kalkınma yaklaşımı doğrudan iktisadi gelişmelere bağlı olarak 1960'larda "modernizasyon", 1970'lerde "devlet müdahaleleri", 1980'lerde "serbest pazar" ve 1990'larda "katılım ve yetkilendirme" ile ön plana çıkmıştır (Giray vd, 2004).

Kırsal Kalkınma Yaklaşımları

Kırsal kalkınma yaklaşımları dönemin politik ve teknolojik gelişmelerine paralel olarak değişmektedir. Dönemsel farklılaşmalar ülkelerin iç dinamiklerinden çok uluslararası ölçekte gelişen olaylardan etkilenmektedir. Ellis ve Biggs (2001), 1950'lerden 2000'lere kadar onar yıllık dönemlerde gelişen kırsal kalkınma yaklaşımlarını değerlendirmiştir (Tablo 1). Tablo 1'deki dönemsel farklılaşmalara bakıldığında önceki ve sonraki dönemlerin birbirlerini etkiledikleri, bazı fikirlerin etkilerinin uzun yıllar devam ettiğini görülmektedir. Kırsal kalkınmaya sadece ekonomik gelişme olarak bakılması yanlış bir tutumdur. Ekonomiyle birlikte sosyal ve kültürel gelişme ile hizmet alanlarına erişim sağladığında kırsal kalkınma mümkün olacaktır. Bu bağlamda devletin daha etkin rol alması, piyasa ve pazar desteğiyle çok yönlü kalkınmayı desteklemesi gerekmektedir. Tablo 1'deki yaklaşımlar etkilerini devam eden on beş yıllık periyotta da sürdürdükleri görülmektedir.

Süreç içerisinde gelişen farklı kalkınma yaklaşımlarına bakıldığında, Richards'a (1985) göre teknolojik bilgi altyapısının kırsal kalkınmaya yönelik sorunların çözümünde kullanılması, bu konuda coğrafi bilgi sistemlerinin bir araç olarak kabul edilmesi, Chambers ve arkadaşlarına göre (1989,1994), tarımsal üretimde yeşil devrim ile tekli üretimden çoklu üretime geçişe yönelik tartışmaların yapılması gerekmektedir. Katılımcı stratejik yaklaşımların kırsal kalkınma bağlamında da kullanılması, çok aktörlü bilgilendirme ve değerlendirme toplantılarıyla gelişimin sağlanması farklı bir yaklaşım önerisidir. Kırsal kalkınmanın sadece tarımsal üretim ile mümkün olamayacağı, ekonominin yanında sosyal kalkınmanın da insan odaklı yaklaşımlar ile gerçekleşebileceği, (Long ve Long, 1992), bu yaklaşımların kadın erkek üzerinde farklı etki yaratacağından cinsiyet kavramının da tartışmalara dahil olması gerektiği bir diğer kırsal kalkınma yaklaşımıdır (Korten, 1980).

Ekonomik ve tarımsal kalkınma teorileri geçtiğimiz yarım yüzyıl boyunca kırsal kalkınma yaklaşımlarını ve politikalarını derinden etkilemiştir. Tablo 2' de dönemsel olarak:

- (a) Toplum gelişmesinden (1950'ler) küçük çiftlik büyümesine yapılan vurguya (1960);
- (b) Entegre kırsal kalkınma (1970'ler) içinde küçük çiftlik büyümesinin devam etmesi;
- (c) Devlet yönetimindeki kırsal kalkınmadan (1970'ler) piyasa liberalizasyonuna (1980'ler);
- (d) Süreç, katılım, yetkilendirme ve aktör yaklaşımları (1980 ve 1990'lar);



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- (e) Sürdürülebilir geçim kaynaklarının entegre bir çerçeve olarak ortaya çıkması (1990'lar);
(f) yoksulluğun azaltılması strateji belgelerinde (2000'ler) kırsal kalkınmanın yaygınlaştırılması (Ellis ve Biggs, 2001) şeklinde özetlenmektedir.

Tablo. 1. Kırsal Kalkınma Fikirlerinin Tarihsel Gelişim Süreci (Ellis ve Biggs, 2001)

| 1950'lar | 1960'lar | 1970'ler | 1980'ler | 1990'lar | 2000'ler |
|--|--|---|--|--|---|
| Modernleşme Çift ekonomi modeli Geri tarım modeli Toplumsal kalkınması Tembel köylüler | Dönüşüm yaklaşımı Teknoloji transferi Mekanizasyon Tarımsal yayım Tarımın büyümedeki rolü Yeşil devrim (başlangıç) Rasyonel köylüler | Büyümeyle yeniden bölüşüm Temel ihtiyaçlar Entegre kırsal kalkınma Devlet tarım politikaları Devlet tarafından sağlanan krediler Kentlere yönelik pozitif ayrımcılık Yeni yaklaşım teşvikleri Yeşil devrim (devam) Kırsal büyüme ağları | Yapısal düzenlemeler Serbest Pazar piyasaları Fiyat haklarının alınması Devletin geri çekilmesi Sivil toplum kuruluşlarının gelişmesi Hızlı kırsal kalkınma Tarımsal işletme sistem araştırmaları Gıda güvenliği ve açlık analizi Kırsal kalkınmanın bir ürün değil süreç olması Kalkınmada kadının rolü Fakirliğin hafifletilmesi | Mikro kredi Katılımcı kırsal değerlendirme İnsan odaklı kırsal kalkınma Paydaş analizi Kırsal güvenlik netleri Toplumsal cinsiyet ve kalkınma Çevre ve sürdürülebilirlik Fakirliğin azaltılması | Sürdürülebilir geçim İyi yönetim Yerinden yönetim Katılımın eleştirilmesi Geniş sektörel yaklaşım Sosyal koruma ve fakirliğin ortadan kaldırılması |



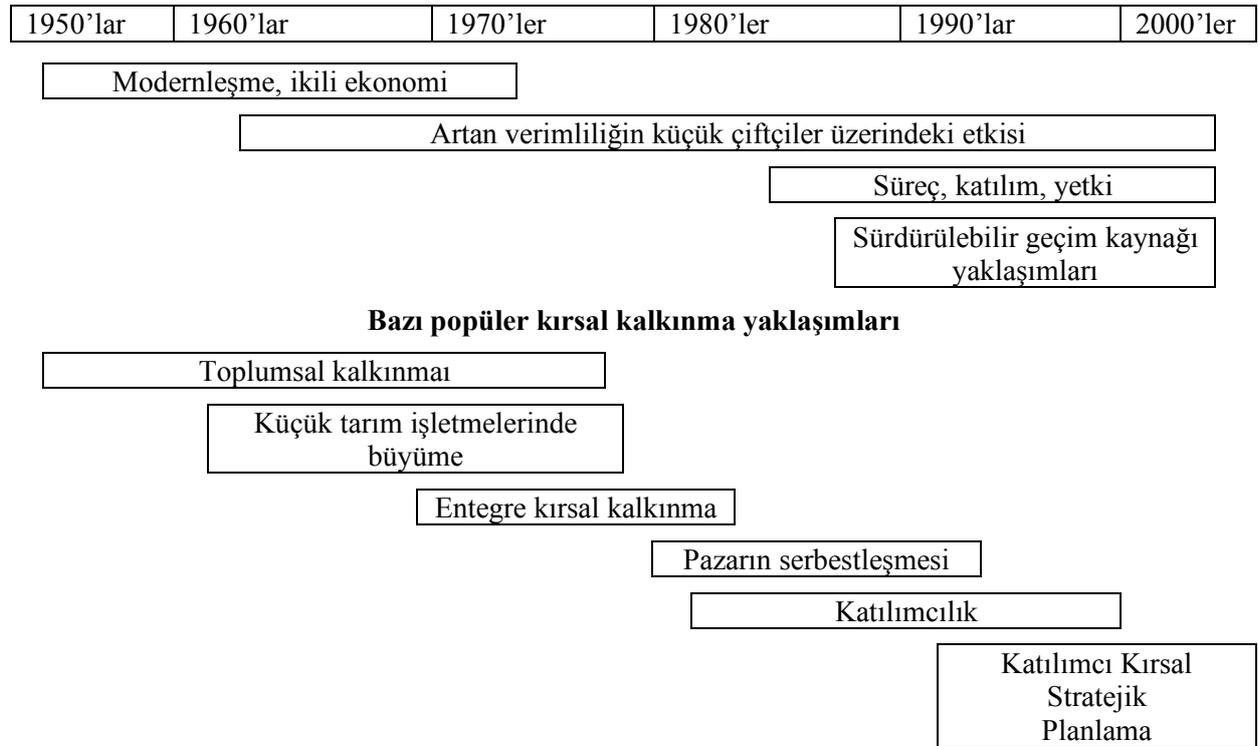
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Kırsal kalkınmanın sürdürülebilirliği kentsel alan ile olan etkileşimle doğru orantılıdır. Kırsal alanlar ihtiyaç duydukları pek çok ekonomik, sosyal ve kültürel gereksinimlerini kentsel alanlardan karşıladıklarından iki alan arasında etkileşimin güçlü olması gerekmektedir. Bu bağlamda Epstein (2001), kırsal ve kentsel bütünleşik kalkınma yaklaşımlarının daha sürdürülebilir ve dengeli olduğunda, mekânsal gelişmenin daha sağlıklı olabileceğini ifade etmektedir.

Tablo 2. Kırsal Kalkınmada Etkin ve Birbirini İzleyen Anahtar Terimler (Ellis ve Biggs, 2001)



Avrupa Birliği (AB) ve Kırsal Kalkınma

Avrupa Birliği'nin kırsal kalkınmaya yönelik politika düzeyinde yaklaşımları her dönem gündemde olup tarım politikalarının tamamlayıcısı olarak kabul edilmektedir (Yenigül ve Kuntay, 2005). Farklı dönemlerde yapılmış plan ve rapor çalışmalarında kırsal kalkınma politikaları belirlenmiştir. Tarım sektöründeki verim düşüklüğünün ve üretim eksikliğinin önüne geçilmesi amacıyla Topluluğun Ortak Tarım Politikalarının oluşturulması için 30 Haziran 1960 tarihinde Ortak Tarım Politikalarının oluşturulması kararı alınmıştır (Anonim 2007). Avrupa Birliği'nin yapmış olduğu bazı kırsal kalkınma çalışmaları aşağıdaki verilmiştir.

1968 Mansholt Planı: plan, Tarım Programı (1980 Agricultural Program) yada Gaichel Grubu Raporu (Report of the Gaichel Group) olarak da bilinir. Raporda, geri kalmış bölgelerdeki çiftçilerin hayat standartlarını yükseltmek amacıyla işletmelerin modernizasyonu, tarım nüfusunun azaltılması, tarımda çalışanların mesleki yeterliliklerinin ve bilgi birikimlerinin yükseltilmesi hedeflenmiştir. Kırsaldan giden nüfusun sosyal ve ekonomik refahı için gerekli bilgi alt yapısı oluşturularak kentlere entegrasyonu kararlaştırılmıştır (Kilit, 2012).

1987 Avrupa Tek Senedi: parasal politika, sosyal politika, ekonomik ve sosyal bağıllık, araştırma ve teknolojik gelişim, çevre, dış politika alanında işbirliği sağlanarak kırsal alanda üretilen ürünlerin pazarlanması öngörülmüştür.

1988 Kırsal Toplumun Geleceği: Kırsal alanlar sadece coğrafi bir alanı temsil etmeyip ekonomik ve sosyal çok boyutlu aktivitelerin olduğu bir alandır. Kırsal alanların sadece içinde barındırdığı nüfusa iş ve hayat veren alanlar olmadığı, bunun yanında toplumun tüm kesimlerine hitap eden, ekolojik dengenin kurulduğu çok fonksiyonlu alanlar olduğu vurgulanmıştır (Güder 2003).

Raporda kırsal kalkınma için:

- 1) Ekonomik ve sosyal bütünleşmenin sağlanması,
- 2) Tarım tekrar düzenlenirken kırsal ekonominin bir bütün olarak ele alınması,
- 3) Çevrenin ve doğal kaynakların korunması, gerekliliği üzerinde durulmuştur.

Maastricht Anlaşması (1992): anlaşmada ekonomik ve sosyal bütünlüğü sağlamaya yönelik hedefler ile ilgili olarak 130. maddesinde “kırsal bölgeler de dâhil olmak üzere” ibaresi eklenerek, kırsal kalkınmaya yasal dayanak oluşturulmuştur (Akın 2003).

Cork Deklarasyonu: 1996 yılında düzenlenen kırsal kalkınma konulu konferans, kırsal kalkınmaya yönelik şu hususlar üzerinde durmuştur:

- 1) Kırsal alanlarda sürdürülebilir bir kalkınmanın sağlanması amacıyla yöresel kapasitenin teşviki
- 2) Sürdürülebilir kırsal kalkınma programlarının birbirleriyle koordine edilmesi
- 3) Politika uygulamalarının ve karar mekanizmasının yerinden bir yönetimle yapılması
- 4) Kırsal alanlarda katılımcı yaklaşımları artırma (Anonim 2000; akt, Kolukırcık, 2010).

AB kırsal kalkınma politikasını üç farklı endişe yönlendirmektedir.

- (1) Tarım sektörünü yeniden yapılandırma ihtiyacı,
- (2) Bölgesel gelişme politikası ile birlikte ekonomik ve sosyal bütünleşmenin artırılması gereği ve,
- (3) Ortak tarım politikaları (OTP) çevresel hassasiyetleri enjekte etme fikri.

Bu endişeler çerçevesinde oluşturulan kırsal kalkınma politikasının ilkeleri ise:

- (1) Tarımın çok fonksiyonluluğu,
- (2) Kırsal ekonomilere çok sektörlü ve entegre yaklaşım geliştirilmesi: yeni gelir kaynakları yaratılması, istihdam sağlanması ve kırsal mirasın korunması,
- (3) Kırsal kalkınma için yöneltilen yardımlarda esneklik: Ademi merkezîyetçi, yerinden yönetim ve bölgesel, yerel yetkililerle danışma ve ortaklık,
- (4) Şeffaflık. Programların hazırlanmasında ve yönetilmesinde şeffaflık, mevzuata kolay ulaşım ve basitlik şeklindedir (Güder, 2003).

Yenigül ve Kuntay’a (2005) göre AB’nin son dönemlerde ortaya koyduğu yaklaşımlar kırsal alanlar ile kent arasında güçlü bir ilişki kurmak üzerinedir. Bu kapsamda küreselleşmenin kırsal alan üzerindeki üretim, finans, ticaret ve pazar gibi sistemleri üzerindeki öneme vurgu yaparak, kent-kır ilişkileri bakımından bölgesel gelişme konularına, dengeli nüfus dağılımına öncelik verilmesi gerekmektedir.

Türkiye’de Kırsal Kalkınma

Ülkemizde kırsal kalkınma yaklaşımları coğrafi yapı, topoğrafya, nüfus, belirli alt yapı eksiklikleri gibi nedenlerden dolayı ilk yıllarda istenilen düzeyde başarı elde edilememiştir. Kamu eliyle oluşturulan kırsal politikaların uygulanması için taşra teşkilatlanması oluşturulmuştur. Plansız dönem (1960 öncesi) ve planlı dönem (1960 sonrası) olarak iki bölümde kırsal kalkınma yaklaşımları ele alınmaktadır.

Plansız dönemde: sosyal ve ekonomik kalkınma için belirli bir program olmaması, ilk yıllarda kırdan kente göç yoğun olmadığından bu dönemdeki yaklaşımlarda sadece tarıma odaklanılmış ve tarımın önemi bu dönemde özellikle vurgulanmıştır. Cumhuriyetin ilk yıllarında kırsal nüfusun daha fazlalığı bu yaklaşımı destekler nitelikte olsa da küresel ölçekte meydana gelen ekonomik olaylar ülkemizi de derinden etkilemiştir. Köy Kanunu, Birinci İktisat Kongresi ve Birinci Köy Kongresi ile kırsal kesimin kalkındırılması yönünde adımlar atılmıştır (Kolukırmık, 2010). Özellikle ‘köy enstitüleri’ bugün devam etmese de çok boyutlu kırsal kalkınma için önemli adım olmuştur.

Planlı Dönem: 1963 yılından itibaren kırsalı da kapsayacak şekilde beş yıllık kalkınma planları oluşturulmuştur. Birinci ve ikinci beş yıllık kalkınma planlarında kırsal nüfusun teşkilatlanarak kamu ile işbirliğine girmesi, sunulan hizmetlere ortak olarak toplumsal kalkınma hedeflenmiştir (Ekim, 2006). Üçüncü beş yıllık kalkınma planında (1973–1977) kümelenmiş köylerin hizmetlerin sunumunda “Merkez Köy” yaklaşımı benimsenmiştir (Örnek 2007). Bu dönemden itibaren kırsal kalkınma proje yaklaşımları benimsenerek kırsal alanda sosyal, ekonomik ve kültürel alt yapı olanakları iyileştirilerek, kentle güçlü bağlantının sağlanması ve istihdam olanaklarının oluşturulması kararlaştırılmıştır.

Türkiye’nin AB’ye üye olma süreciyle benimsenen yaklaşımlarda değişikliklere gidilmiştir. 2000 yılından sonra IPARD (Instrument for Pre-Accession Assistance-IPA) programı çerçevesinde politikalar geliştirilmiştir (Furat, 2013). IPARD, Avrupa Birliği’nin Ortak Tarım Politikası, Kırsal Kalkınma Politikası ve ilgili politikalarının uygulanması ve yönetimi için uyum hazırlıklarını ve bu kapsamda politika geliştirilmesini desteklemeyi amaçlamaktadır. Günümüzde benimsenen yaklaşımların Avrupa Birliğinde uygulanma biçimiyle, Türkiye’deki uygulanma biçimi arasında farklılıklar olduğunun belirtilmesi gerekmektedir (Furat, 2013).

Son dönem itibarıyla, Türkiye’de mevcut ve ileriye dönük olarak belirlenen Tarım ve Kırsal Kalkınma politikaları ise ;

- 1) Ön Ulusal Kalkınma Planı (2004–2006)
- 2) Tarım Strateji Belgesi (2006–2010)
- 3) Dokuzuncu Kalkınma Planı (2006–2013)
- 4) Uzun Vadeli Gelisme Stratejisi (2001–2023), şeklindedir.

Yeni Yaklaşımlar ve Bölge Planlama

Bölge planlama bir süreç olarak, bir veya daha fazla bölgenin gelişmesi ve bölgeler arası eşitsizliğin azaltılması için sosyal, ekonomik ve fiziki faaliyetlerin önceliklendirilerek seçilmesi, sistematik olarak programlanması ve kaynak tahsis edilerek uygulanması olarak tanımlanmaktadır (Köroğlu, 2012). Bölge planlarında politika ve stratejiler geliştirilerek ilgili bölgenin ekonomik, sosyal ve çevre konularında bütünleşmiş kararlar üretilir.

Keleş’e (2014) göre bölge planları

- 1) Geri kalmış bölgeler için hazırlanan planlar,
- 2) Anakent planları,
- 3) Kaynakları zengin bölgeler için hazırlanan planlar,
- 4) Özel bölgeler için hazırlanan planlar, olmak üzere dört amaç doğrultusunda hazırlanmaktadır.

Yukarıda belirtildiği gibi ülkemizde bölge planlamanın tarihi de planlı ve plansız dönem olarak ikiye ayrılır. Ülkemiz planlama sistematığında en üst kademe de bölge planları yer alır. Planlı dönemde beş yıllık kalkınma planları önemli yer tutar. 2000'li yıllardan sonrası ülkemiz planlama sistemi açısından bazı değişikliklerin olduğu dönemdir. Özdemir (2017), küreselleşme ile bölgeler ve yerleşimler birer rekabet birimi haline gelerek yeni yaklaşım tartışmalarını gündeme getirmiştir. Ülkemizin AB aday üye olmasıyla sosyo-ekonomik göstergeler kullanılarak üç farklı düzeyde bölgeler oluşturulmuştur. Böylece kalkınma planları için önemli bir kurum olan Devlet Planlama Teşkilatı yerine Kalkınma Ajansları kurulmuştur. Böylece kırsala bakış açısı da değişmiştir. Bölgenin kalkınmasında kırsalın katkısının önemine vurgu yapılarak yeni yaklaşımların (Tablo3) kırsal alanda da uygulanması üzerinde durulmaya başlanmıştır.

Tablo 3. Yeni Bölge Planlama yaklaşımı ve içeriği (Yaşar ve Morova, 2010; Akt, Özdemir 2017)

| Yaklaşımı | İçeriği |
|------------------------------------|--|
| Stratejik | Mevcut durum analizi |
| Yenilikçi | Katılımcılık yöntemleri |
| Sosyal bir süreç | Vizyonun tanımlanması |
| Katılımcı | Amaç, hedef ve stratejilerin tanımlanması |
| Yukarıdan aşağı ve aşağıdan yukarı | Mekânsal gelişim şeması |
| | İzleme ve değerlendirme için performans göstergelerinin belirtilmesi |
| | Bütçe |
| | Eylem planları |

Bölge planlarındaki ve kırsal kalkınmadaki yeni yaklaşımlar sadece politika-strateji eksenine sınırlanmamış yönetim odaklı yaklaşımları zorunlu kılmıştır (Ortiz-Guerrero, 2013). Kırsalın sosyal, beşeri ve politik önemi gereği kimlikleştirerek çok işlevli yönetimi de bir gereklilik olmuştur.

Tarımsal üretimin dışında, yeni yaklaşımlarla ekonomik büyüme turizm, imalat, bilgi ve altyapı gibi çeşitli sektörlerle de mümkün olabilecektir (Tablo4, Karakayacı,2018). Kırsal alanlar rekabet içerisinde olmayarak bütünleşik bölgesel kalkınma ile sürdürülebilir sonuçlar elde edilebilecektir.

Tablo 4. Yeni kırsal paradigmaları (OECD, 2006)

| | Eski yaklaşım | Yeni yaklaşım |
|------------------|--|---|
| Amaç | Eşitliği sağlamak, çiftlik geliri, çiftliklerin rekabet edebilirliği | Kırsal alanların rekabet edebilirliği, yerel varlığın değerlendirilmesi, kullanılmayan kaynaklardan fayda sağlama |
| Ana hedef sektör | Tarım | Kırsal ekonomilerin çeşitlendirilmesi: kırsal turizm, imalat sanayi, bilgi ve iletişim teknolojileri endüstrisi vb. |
| Temel araçlar | Teşvikler | Yatırımlar |
| Aktörler | Ulusal yönetimler, çiftçiler | Yönetimin her düzeyi: Uluslar üstü, ulusal, bölgesel ve yerel, yerel paydaşlar (kamu, özel ve sivil toplum kuruluşları) |

Kırsal kalkınmaya yönelik yeni yaklaşımları Giray vd. (2004) üç grupta ele almıştır. Bunlar:

1) Dünya Bankası (DB) Yeni Kırsal Kalkınma Stratejisi (2003): Yeni Kırsal Kalkınma Stratejisi adı altında yoksulluğun azaltılmasını hedeflenmiştir. Stratejide, kırsal alanlarda yaşayanların asgari düzeyde kentsel alanlarda yaşayanlar gibi hizmet alması, herkesim için eşit ekonomik fırsatların oluşturulması, ekonomik, sosyal, kültürel, çevresel ve teknolojik değişikliklere adapte olabilen bir yaşam mekanı oluşturulmasına yönelik kararlar alınmıştır. DB'na göre sürdürülebilir kalkınma için çok disiplinli, çoğulcu ve toplumsal katılımcı yaklaşımlar gerekmektedir.

2. Dünya Sürdürülebilir Kalkınma Zirvesi (2003) Ve WEHAB (water, energy, health, agriculture, biodiversity): Su, enerji, sağlık, tarım ve biyoçeşitlilik ile ilgili beş bileşenin entegrasyonu sürdürülebilir kalkınma ve çevre ile dost teknolojiler ile tarımsal verimliliğin artırılması için gereklidir.

3. AB Kırsal Kalkınma Yaklaşımları: AB için yeni kırsal kalkınma politikası ile Ortak Tarım Politikası (OTP) önemli iki eşittir. AB Kırsal kalkınma önlemlerinin uygulanmasında (1) Programlama, (2) Ortaklık, (3) Yerinden yönetim, (4) İzleme ve değerlendirme yöntemleri kullanılmaktadır. AB'nin kırsal kalkınma için: tarımın çok fonksiyonluluğu, Kırsal ekonomilere çok sektörlü ve entegre yaklaşım, yerinden yönetim ve bölgesel, yerel yetkililerle danışma ve ortaklık, şeffaflık önemli politik yaklaşımlarıdır.

Sonuç

Bölge planları kapsamı itibariyle geniş alanlarda kararlar üretir. Kırsal alanı da içine alan bir plan olarak nüfus, arazi kullanım, tarımsal faaliyetler, ekonomik sektörler, sosyal kültürel ve beşeri alt yapı gibi mekânsal ve mekânsal olmayan politik kararlar içerir. Karakayacı (2018) bölge planlama ve kırsal alan ilişkisini kurumsal, ekonomik, sektörel olarak yüksek işbirliğinin sağlanması, kırsal odaklı rakabettten çok potansiyellerin değerlendirildiği, yere özgü sosyo-iktisadi ve sosyo-kültürel ağırlıkların yeni kurumsal çerçevede ele alındığı yaklaşımlar yeni kırsal kalkınma için gereklidir.

Ülkemizdeki yeni kırsal yaklaşımları AB uyum süreci ve uygulanan politikalara göre şekillenmektedir. Yeniğül ve Kuntay'a (2005) göre kırsal kalkınmada kentsel alanlar ile olan işbirliği mekânsal gelişme için önemlidir. Bu kapsamda kır-kent ilişkisinin entegre ulaşım ve iletişim alt yapısı kurularak, doğal miras öğeleri korunarak, tarımsal yeniden yapılandırma ile ekonomik çeşitlilik sağlanarak mümkün olabilecektir.

Bu çalışma ile kırsal kalkınmaya yönelik yaklaşımlar ele alınmıştır. eski yaklaşımlarla birlikte güncel yaklaşımlarda tartışılmıştır. Kırsal kalkınmanın ele alındığı en iyi ölçek olarak bölge planlaması ile ilişkisi kurularak bu ölçege ilişkin önerilerde geliştirilmiştir.

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AGRICULTURAL ECONOMICS, POLITICS AND PLANNING RELATION

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Abstract: Agricultural sector plays a very big role in economic development and growth of countries, societies and particularly those, who live in rural area. Today, increasing globalization and market facilities increased the importance of this sector, and policies and actions that are developed towards agriculture for sustainability of rural and urban life gained importance. Our country has a very suitable location, in terms of geographical location and climate conditions, for realization of agricultural activities. However, rapid urbanization and immigration of those living in rural areas to cities caused agricultural production activities to regress. This situation has also increased the pressure of development made by urban development areas on agricultural lands. Although it seems that economic and politic development of agricultural sector is only related with rural area, it is an issue that is related with urban areas as well. It shall be become significant by establishing a correlation between multi-dimensional aspect of the agricultural sector, agricultural economics, agricultural policies and planning discipline. In this context, the objective of the present study is to discuss the economy and policies of agricultural sector within the scope of planning discipline, as well as planning level of various scales.

Planning hierarchy is established by including levels from regional planning to application plans. Plans are produced based on upper scale plan decisions and in the direction of same vision. Most suitable plan level, in which agricultural sector is assessed in consideration of its multi-dimensional aspect, is the regional plan. In addition to policies, actions and strategies, areal decisions and decisions related with the production method are produced in relation with the agricultural sector. Regional plans that are supported by analysis and synthesis studies may become successful by production of suitable land use decisions. It shall not be sufficient to discuss production methods used in agriculture, marketing facilities and its relations with other sectors only within the scope of regional planning. In the study, spatial dimension of agriculture shall also be assessed by addressing its relations with subscale master plans.

Keywords: Agriculture, Economy, Policy, Planning, Regional Planning, Hierarchy

TARIM EKONOMİSİ, POLİTİKALARI ve PLANLAMA İLİŞKİSİ

Özet: Ülkelerin, toplumların ve özellikle kırsal alanlarda yaşayanların ekonomik gelişmesinde ve büyümesinde tarım sektörünün önemi büyüktür. Günümüzde artan küreselleşme ve pazar olanakları bu sektörün önemini artırmış, kırsal ve kentsel yaşamın sürdürülebilirliği için tarıma yönelik geliştirilen politika ve eylemler önem kazanmıştır. Ülkemiz tarımsal faaliyetlerin gerçekleştirilebilmesi bakımından coğrafya ve iklimsel olarak oldukça uygun konumdadır. Ancak hızlı kentleşme, kırsal alanlarda yaşayanların kentlere göç etmesi tarımsal üretim faaliyetlerinin gerilemesine neden olmuştur. Bu durum aynı zamanda kentsel gelişme alanlarının tarım arazi üzerindeki gelişme baskısını da artırmıştır. Her ne kadar tarım sektörünün ekonomik ve politik gelişimi sadece kırsal alanları ilgilendiriyormuş gibi olsa da kentsel alanları da ilgilendiren bir konudur. Tarım sektörünün çok boyutuyla ekonomisi ve politikaları planlama disipliniyle ilişkilendirilerek ele alındığında anlamlı olacaktır. Bu bağlamda



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çalışmanın amacı tarım sektörünün ekonomisini ve politikalarını planlama disiplini ve farklı ölçeklerdeki planlama kademesi içerisinde tartışmaktadır.

Planlama hiyerarşisi bölgesel planlamadan uygulama planlarına kadar kademeleri olarak oluşturulmaktadır. Planlar, üst ölçek plan kararlarına bağlı ve aynı vizyon doğrultusunda üretilmektedir. Tarım sektörünün çok boyutuyla ele alındığı en uygun plan kademesi bölge planıdır. Politika, eylem ve stratejilerle tarım sektörüne ilişkin alansal ve üretim biçimine ilişkin kararlar üretilmektedir. Analiz ve sentez çalışmalarıyla desteklenen bölge planlarının başarısı uygun arazi kullanım kararı üretilmesiyle mümkün olmaktadır. Tarımın üretim biçiminden pazarlama olanakları ve diğer sektörlerle olan ilişkilerinin sadece bölge planlama kapsamında tartışılması yeterli olmayacaktır. Çalışmada alt ölçekli nazım planlarla olan ilişkilerine de değinilerek tarımın mekânsal boyutu da ele alınacaktır.

Anahtar Kelimeler: Tarım, Ekonomi, Politika, Planlama, Bölge Planlama, Hiyerarşi

Giriş

Tarım sektörü kırsal alanlar için ekonominin motor sektörü olarak kabul edilmektedir. Bu kabul yanlış olmamakla birlikte kentsel alanlar içinde tarım sektörü son derece önem taşımaktadır. Bu bağlamda ülkeler sadece kırsal kalkınma için değil sürdürülebilir gelişme için tarımı desteklemektedir (Memiş, 2004). Dünyadaki ilk köklü politikalar tarım üzerine olup gıda güvenliği ve ekonomik büyüme ülkelerin önemli hedefleri arasında olmuştur. Ülkemizde 1923'te yapılan İzmir İktisat Kongresi, tarım sektörü ve tarım politikalarının gelişimiyle ilgili önemli bir başlangıç olarak kabul edilmektedir (Ağca, 2010).

Ülkelerin tarımsal politikaya verdikleri önem küresel ölçekte tarım politikalarını yönlendirmede önemlidir. Bu bağlamda ABD ve AB dünya tarım politikalarını yönlendirmede öncü konumdadır (Gaytancıoğlu, 2009). Türkiye'de de küresel ekonomik değişimlere bağlı olarak değişen ekonomi, tarım ve kırsal kalkınma politikaları uygulanmıştır (Oral, 2006).

Uygulanan tarım politikaları ülkelerin gelişmişlik düzeylerine göre farklılıklar gösterdiği gibi siyasi tercihlere göre de farklılaşabilir. Bu farklılaşmalar farklı dönemlerde farklı yaklaşımları beraberinde getirmiştir (Tablo 1). Tarım politikaları amaçları, kullanılan araçlar, uygulanış biçimlerine göre çeşitlilik gösterebilir. Ören'e (1994)'e göre bu farklılaşmalar:

- 1) Pazar fiyatı desteğiyle üreticinin gelirinin artırılması,
- 2) Doğal afet durumlarında doğrudan gelir desteğinin sağlanması,
- 3) Üreticinin üretim masraflarını azaltmaya yönelik destek programları,
- 4) Uzun dönemli tarımsal yapı düzenlemelerini hayata geçirmek, olarak tanımlanmıştır.

Devlet Planlama Teşkilatı'na göre tarımın yapısal sorunları:

- 1) Tarımsal işletmelerin küçük ve parçalı olması,
- 2) Tarımsal eğitim ve yayım hizmetleri ile işbirliği konusundaki yetersizlikler,
- 3) Kalite ve standartlara uyum konusunda güçlükler,
- 4) Tarım-sanayi entegrasyonu ve pazarlama faaliyetlerinde etkinlik sorunları,
- 5) Sermaye ve mali kaynak yetersizlikleri,
- 6) Üretimin doğal koşullara bağımlılığı ve verim düşüklüğü, şeklindedir (DPT, 2000).

Her ne kadar tarım sektörünün ekonomik ve politik gelişimi sadece kırsal alanları ilgilendiriyormuş gibi olsa da kentsel alanları da ilgilendiren bir konudur. Tarım sektörünün çok boyutuyla ekonomisi ve politikaları planlama disipliniyle ilişkilendirilerek ele alındığında anlamlı olacaktır. Bu bağlamda çalışmanın amacı tarım sektörünün ekonomisini ve politikalarını planlama disiplini ve farklı ölçeklerdeki planlama kademesi içerisinde tartışmak olarak belirlenmiştir.

Tarım Ekonomisi ve Politikaları

Tarım politikası, tarımsal faaliyetlerin sosyo-ekonomik getirilerini belirli bir amaç doğrultusunda istenen hedeflere ulaşmak için izlenen genel ekonominin bir parçası ve devlet müdahaleli tüm süreç olarak tanımlanabilir (Şahinöz, 2010).

Ülkemizdeki tarım politikaları beş yıllık kalkınma kararları doğrultusunda ekonomiye girdi olacak şekilde oluşturulmuştur. Bu kalkınma planları doğrultusunda farklı dönemlerdeki kırsal kalkınma ve tarım politikalarındaki değişimler Tablo 1'den izlenmektedir. Birinci Beş Yıllık Kalkınma Planında (1963-1967), kırsal alanlar için sağlanacak hizmetlerde etkinlik ve verimlilik için kırsal yerleşme yapısında yeni bir düzenleme yapılmasını önerilmiştir. İkinci Beş Yıllık Kalkınma Planında (1968-1972) ise kırsal kalkınma için tarımda çalışan nüfusun tarım dışı sektörlerle aktarılması hedeflenmiş; Toprak ve Tarım Reformu Ön Tedbirler Kanunu kabul edilmiştir; ancak uygulanamamıştır. İlk kez bu plan döneminde köykent ve tarım kent gibi kırsal yerleşme önerileri geliştirilmiştir (Çelik, 2005). 1940-1960 arasındaki dönemde tarımsal ürünler pazar aracı olarak ekonomik kalkınma da önemli rol oynamıştır. 1960'lardan 1980'lere ise, yerel ve bölgesel gelişme odağında, tarım dışı sektörel gelişmeye, sosyal ve ekonomik ilişkiler kurmaya önem verilmeye başlanmıştır (Furat, 2013).

Üçüncü Beş Yıllık Kalkınma Planında (1974-1978), merkez köy yaklaşımı ve Toprak ve Tarım Reformunun yapılmasına; Dördüncü Beş Yıllık Kalkınma Planında (1979-1983) etkili bir toprak reformu, kooperatifleşme ve köykentler aracılığı ile yeni bir yerleşim düzeninin oluşturulmasına, Planla, Kalkınmada Öncelikli Yörelere kavramı getirilerek, bölge planlarının geliştirilmesine; Beşinci Beş Yıllık Kalkınma Planında (1985- 1989) miras hukukunda yeni düzenlemeler yapılarak tarım topraklarının mülkiyetinden kaynaklanan sorunların çözümlenmesi, tarımsal işletmelerin miras vb yollarla küçülmesinin önlenmesine; Altıncı Beş Yıllık Kalkınma Planında (1990-1994), Kırsal Alan Planlama yaklaşımı çerçevesinde hizmetlerin ve tarıma dayalı sanayi yatırımlarının merkez köy ve kasabalara yönlendirilmesi, kırsal alanda, tarım dışı ekonomik faaliyet kollarının desteklenmesine; Yedinci Beş Yıllık Kalkınma Planında (1996-2000) tarım arazilerinin tarım dışı amaçlarla kullanımının önlenmesi, bölgeler arası dengesizliklerin azaltılması için bölgesel gelişme projeleri hazırlanmasına; Sekizinci Beş Yıllık Kalkınma Planında (2001-2005) bölgesel gelişme hedef ve politikaları, AB Bölgesel politikalarına uyum sağlanması kırsal nüfusun gelirinin artırılmasına yönelik kararlar alınmıştır (Çelik, 2005).

Kalkınma planlarında geçen Tarım Kentleri Yaklaşımı; birkaç köyün özelliklerine göre bir birim oluşturacak şekilde hizmet ve olanak yönünden bir araya getirilerek köylerin merkezindeki köyün tarım kenti yapılması düşünülmüştür. H. Haperin'e göre köylerin sürdürülebilir politikalarla tarım ve sanayi entegrasyonu sağlanabilir. Böylece kente göç önlenerek tarım dışı alanlarda da istihdam sağlanmış olunur (Haperin, H. 1965).

Tarım ekonomisi, tarımsal faaliyetler sonucunda ortaya çıkan hâsıla, tarımsal çıktı, dış ticaret, istihdam ve diğer sektörlerle girdi temini gibi katma değerler ile ölçülür (Doğan vd, 2015). Ekonomik kalkınma

sürecinde tarım sektörü ile sanayi sektörü arasında sıkı bir ilişki ve etkileşim mevcuttur. Gelişmiş ülkelerde tarım sektörüne önce ağırlık verilerek sonra bu sektörden elde edilen kaynak birikimleri ile sanayileşmeye hız verilmiştir. Bu kapsamda Fransa, İngiltere, Rusya ve Japonya gibi ülkeler büyük ölçüde tarım sektöründen elde edilen kaynaklarla sanayileşme finansmanını sağlamıştır (Tuna, 1993).

Tablo 1. Türkiye’de tarım ve kırsal kalkınma politikalarının tarihsel değişimi (Furat, 2013)

| Zaman Dönemi (1923-1963) | Kırsal Alanların Sektörel Yönetimi: (1923-1963) |
|-------------------------------|---|
| | 1923-1929: Ulus inşası ve Liberalizm: Politikalar, tarımsal üretimin, makineleşmesi ve büyük arazi sahiplerine girdilerin krediyle verilmesiyle sermayeleşmesi için oluşturuldu. 1923: Ziraat Bankasının, tarımsal üreticilere traktör ithal edebilmesi için kanun çıkarılması 1935-1948: Toprak Reformu Dönemi 1948-1963: Tarımsal Reform Politikaları Dönemi |
| Kırsal Strateji | Tarımsal Kalkınmayla Kırsal kalkınma |
| Kırsal Strateji Mekanizmaları | Arazi reformu ve Tarım reformu |
| Zaman Dönemi: (1963- 80) | Bölgesel / Bütünleşmiş Kırsal Alan Yönetimi |
| Kırsal Strateji | Çok Sektörlü, Bölgesel / Bütünleşmiş kırsal kalkınma politikası |
| Kırsal Strateji Mekanizmaları | Toplum (Community) Kalkınması: • Merkezköy (centre village)• Köyent (village town) • Bütünleşmiş Kırsal Kalkınma projeleri |
| Zaman Dönemi: (1980-) | Kırsal Alan Yönetimi (1980-) 1989-1994: Yapısal Uyum politikalarının krizi ve Ekonomik Serbestleşme 1994- 2002: IMF'nin Yapısal Uyum Politikalarıyla Neoliberal Ekonomik Pol. 2003-2012: AB'liğine giriş süreciyle IPARD (Avrupa Birliğine giriş öncesi kırsal kalkınma programı) |
| Kırsal Strateji | • Yerelleştirme: Kırsal kalkınmaya bölgesel yaklaşım (sosyal hizmet sağlarken ve tabandan tavana projelerde) |
| Zaman Dönemi: (1980-) | Kırsal Alan Yönetimi (1980-) ARIP (Tarımsal Reform Uygulama Projesi) 2001-2007: DB'sı tarafından desteklenen Ekonomik faaliyetler: Yatırım desteği ve tarımsal yatırım desteği (doğrudan gelir desteği sistemi) ÇATAK: Tarımsal alanların çevresel amaçlarla korunması (2005-2008) AB'liği destekli Doğu Anadolu Kalkınma programı (2004-2007) |

Avrupa Birliğine uyum sürecinde kırsal kalkınma ve tarım politikalarının şekillenmesinde bazı yaklaşımlar önemli olmuştur. AB'nin kırsal kalkınma politikaları tarımın çok fonksiyonlu olması, kırsal ekonomiye çok sektörlü ve entegre yaklaşım, kırsal alanda yerinden yönetim (ademi merkezizetçilik) şeklinde tanımlanmaktadır (Csaki, C. ve Lerman, Z., 2002).

AB üyeliğine aday ülkeler için de SAPARD (Special Accession Programme for Agriculture and Rural Development-tarım ve kırsal kalkınma için özel katılım programı) isimli katılım öncesi bir program oluşturulmuştur. Buna göre Türkiye'nin öncelik vereceği kırsal kalkınma tedbirleri: Kırsal alt yapının iyileştirilmesi, arazilerin toplulaştırılması ve optimum işletme büyüklüğü dikkate alınarak yeniden parsellenmesi, doğal kaynakların korunması, toprak ve su kaynaklarının yönetimi, üretici örgütlenmelerinin sağlanması, tarım dışı gelir getirici faaliyetlerin çeşitlendirilmesi ve tarım sanayi entegrasyonu yolu ile tarımda çalışan nüfusun azaltılması ve el sanatları faaliyetlerinin artırılması, tarımsal işletmelerde yatırımın sağlanması, çevreye uyumlu tarımsal üretimin (organik tarım, iyi tarım teknikleri ile üretim) geliştirilmesi, tarımsal ürünlerin pazarlanması için gereken organizasyonlarının geliştirilmesi, olarak belirlenmiştir (Çelik, 2005).

Tarım Politikası ve Planlama İlişkisi

Planlama, gelecek için uygun hedef ve politikaların belirlendiği, bu hedef ve politikalar doğrultusunda oluşacak yeni durum ve değişkenleri dikkate alarak, ölçekler arasında sürekli geri beslemelerle dinamizm kazanan uzun erimli bir eylem sürecidir. Planlama sürecinin; farklı soyutluk düzeyleri dikkate alınarak somut verilerle sınanması ve eğer gerekiyorsa yeniden gözden geçirilmesi ve planlamada farklı mekânsal düzey ve ölçekli kararların birbirini yönlendirme ve denetlemesini mümkün kılacak bir kademelenme ve birlikteliğin olması gerekmektedir.

14 Haziran 2014 gün ve 29030 sayılı Resmî Gazetede çıkartılan Mekânsal Planlar Yapım Yönetmeliği'nde (MPYY) "tarım" a aşağıda özetlenen kısımlarda değinilmiştir.

1) Çevre Düzeni Planlarına Dair Esaslar (Madde 19) d) Tarihi, kültürel yapı ile orman alanları, tarım arazileri, su kaynakları ve kıyı gibi doğal yapı ve peyzajın korunması ve geliştirilmesi,

2) İmar Planlarına Dair Esaslar (Madde 22) – (2) Eşik analizinde; topografik, jeolojik-jeoteknik, hidrojeolojik yapı özellikleri ile arazi kullanımı, tarım ve orman alanları, içme suyu havzaları, sit ve diğer koruma alanları, hassas alanlar, kıyı, altyapı, doğal ve fiziki veriler ile afet tehlikeleri analiz edilerek bir arada değerlendirilir,

3) Nazım imar planı (Madde 23) (6) Nazım imar planlarının hazırlanması sürecinde, planlama alanı sınırları kapsamında aşağıda genel başlıklar halinde belirtilen konularda ilgili kurum ve kuruluşlardan veriler elde edilir; bu veriler kapsamında analiz, etüt ve araştırmalar yapılır: f) Toprak niteliği ve tarımsal arazi kullanımı. p) Sektörel yapı (tarım, sanayi, hizmet, ulaşım, enerji, maden, konut vb.). t) Tarımsal sulama alanları.

MPYY'ye göre Mekânsal planlar kapsadıkları alan ve amaçları açısından Mekânsal Strateji Planları, Çevre Düzeni Planları ve İmar Planları olarak hazırlanır. Buna göre planlama kademeleri, üst kademededen alt kademeye doğru sırasıyla; Mekânsal Strateji Planı, Çevre Düzeni Planı, Nazım İmar Planı ve Uygulama İmar Planından oluşur. Çalışma kapsamında planlama kademelenmesine göre ilgili planlarda tarım politikaları ve ekonomisi tartışılacaktır.

İlk olarak Mekânsal Strateji Planı'nın tanım ve içeriğine bakılacak olursa: MPYY'ye göre "Ülke kalkınma politikaları ve bölgesel gelişme stratejilerini mekânsal düzeyde ilişkilendiren, bölge planlarının ekonomik ve sosyal potansiyel, hedef ve stratejileri ile ulaşım ilişkileri ve fiziksel eşiklerini de dikkate alarak değerlendiren, yer altı ve yer üstü kaynakların ekonomiye kazandırılmasına, doğal, tarihi ve kültürel değerlerin korunmasına ve geliştirilmesine, yerleşmeler, ulaşım sistemi ile kentsel, sosyal ve teknik altyapının yönlendirilmesine dair mekânsal stratejileri belirleyen, sektörlerle ilişkin mekânsal politika ve stratejiler arasında ilişkiyi kuran, 1/250.000, 1/500.000 veya daha üst ölçek haritalar üzerinde şematik ve grafik dil kullanılarak hazırlanan, ülke bütününde ve gerekli görülen bölgelerde yapılabilen, sektörel ve tematik paftalar ve raporu ile bütün olan planı" ifade etmektedir. Tanımdan da anlaşılacağı üzere en genel politikaların belirlendiği ölçek olarak ön plana çıkmaktadır. Önceki bölümlerde değerlendirilen kırsal kalkınma yaklaşımları ve tarım politikaları bu ölçekteki plan çerçevesinde değerlendirilebilir. Bölgesel dinamiklerin ve çevre bölgelerin birbirleri ile olan ilişkilerinin tartışıldığı bu ölçekte sektörler bağlamda gelişme eğilimleri belirlenmektedir. Bu eğilimlere göre tarım sektörü önemli bir girdi olmaktadır. Kırsal dokunun karakterize edilmesinden üretilen ürün desenine, sanayiye girdi olarak pazar katma değerine kadar tarıma yönelik çok faktörler bu ölçekte

tartışılmaktadır. Bölgesel olarak tarım politikalarının belirlendiği ilk adım olarak son derece önemli bir plan kademesidir.

İkinci olarak Çevre Düzeni Planı'nın (ÇDP) tanım ve içeriğine bakılacak olursa: MPYY'ye göre "*Varsa mekânsal strateji planlarının hedef ve strateji kararlarına uygun olarak orman, akarsu, göl ve tarım arazileri gibi temel coğrafi verilerin gösterildiği, kentsel ve kırsal yerleşim, gelişme alanları, sanayi, tarım, turizm, ulaşım, enerji gibi sektörlerle ilişkin genel arazi kullanım kararlarını belirleyen, yerleşme ve sektörler arasında ilişkiler ile koruma-kullanma dengesini sağlayan 1/50.000 veya 1/100.000 ölçekteki haritalar üzerinde ölçeğine uygun gösterim kullanılarak bölge, havza veya il düzeyinde hazırlanabilen, plan notları ve raporuyla bir bütün olarak yapılan plan*" olarak ifade edilmektedir. Bu kademe planda: Yeni gelişmeler ve bölgesel dinamiklerin dikkate alınmalı, mekânsal kararları etkileyecek nitelikteki bölge planı, strateji planı ve belgesi, sektörel yatırım kararlar dikkate alınmalı, Sürdürülebilir kalkınma amacına uygun olarak ekolojik ve ekonomik kararların bir arada değerlendirilmeli, tarihi, kültürel yapı ile orman alanları, tarım arazileri, su kaynakları ve kıyı gibi doğal yapı ve peyzajın korunmalı ve geliştirilmeli, doğal yapının, ekolojik dengenin ve ekosistemin sürekliliğinin korunması amacıyla arazi kullanım bütünlüğü sağlanmalı ve imar planlarına esas olacak şematik ve grafik dil kullanılarak arazi kullanım kararları ile koruma ve gelişme sağlanmalıdır. Çalışma içeriğinde bölge planları da ÇDP kapsamında değerlendirilmiştir. Karakayacı (20018) bölge planlama ile kırsal arasındaki ilişkiyi nüfus, altyapı-ulaşım, ekonomik sektörler, sosyal ve kültürel konular gibi birçok işlevsel yapılar ile geniş mekânlar yerleşimler arasında politik, sosyal ve ekonomik gelişmeyi hedefleyen bir yaklaşım olarak değerlendirir. Bu kapsamda kırsal alanlar birer doğal üretim kaynaklarıdır ve bir takım baskılara maruz kalmaktadır. Mekânsal stratejik plandan farklı olarak tarımın potansiyellerin değerlendirilmesinin yanında kentsel alanlardan dolayı karşılaşılan sorunlar da bu ölçekte tartışılmaya başlanmaktadır. Bir veya birkaç il düzeyinde ele alınan bölge planları ve ÇDP bölgesel yaklaşımların, politikaların ve stratejilerin belirlendiği bir kademe olarak tarımın ekonomik sektör olarak ve arazi kullanım olarak tartışılmaktadır. Politika düzeyinden mekân düzeyinde kararlar üretilmektedir. Bölgesel problem ve potansiyeller, bölge, alt bölge, kent bölge kavramları tartışılarak tarım politikalarının mekânsal kararları üretilmektedir.

Üçüncü olarak Nazım İmar Planı'nın (NİPP) tanım ve içeriğine bakılacak olursa: MPYY'ye göre "*Mevcut ise çevre düzeni planının genel ilke, hedef ve kararlarına uygun olarak, arazi parçalarının genel kullanım biçimlerini, başlıca bölge tiplerini, bölgelerin gelecekteki nüfus yoğunluklarını, çeşitli kentsel ve kırsal yerleşme alanlarının gelişme yön ve büyüklükleri ile ilkelerini, kentsel, sosyal ve teknik altyapı alanlarını, ulaşım sistemlerini göstermek ve uygulama imar planlarının hazırlanmasına esas olmak üzere, varsa kadastral durumu işlenmiş olarak 1/5.000 ölçekte, büyükşehir belediyelerinde 1/5000 ile 1/25.000 arasındaki her ölçekte, onaylı halihazır haritalar üzerine, plan notları ve ayrıntılı raporuyla bir bütün olarak hazırlanan planı*" olarak ifade edilmektedir. Kentsel tarımın ele alınabileceği bir plan kademesi olarak tarım ve tarımsal üretime yönelik yaklaşımların, tarımsal alanların korunması yönünde sınırlılıkların olduğu bir plan kademesidir (Yenigül, 2016). Bu yaklaşım ile kentlerin beslenmesi, gıdaya erişimi, gıda temini, gıda üretimi ve atık bertarafı gibi konuların yerel yönetimlerin çalışma konuları arasında önemli bir yer tuttuğu da görülmektedir. Bu kapsamda tarım ve kent bir arada değerlendirilebileceği bir plan kademesidir. Kentsel alanlarda tarımsal üretimi sürdürülebilir kılmayı amaçlayan kentsel tarım uygulamalarıyla kentlerde ekonomik, sosyal ve çevresel açıdan olumlu sonuçlar elde edilmesi beklenmektedir (Yenigül, 2016).

Sonuç

Ülkelerin, toplumların ve özellikle kırsal alanlarda yaşayanların ekonomik gelişmesinde önemli bir sektör olan tarımın kırsal ve kentsel yaşamın sürdürülebilirliği için politika ve eylemlerin oluşturulması önem kazanmıştır. Hızlı kentleşme, kırsal alanlarda yaşayanların kentlere göç etmesi tarımsal üretim faaliyetlerinin gerilemesine neden olmuştur. Her ne kadar tarım sektörünün ekonomik ve politik gelişimi sadece kırsal alanları ilgilendiriyormuş gibi olsa da kentsel alanları da ilgilendiren bir konudur. Bu bağlamda tarım sektörünün ekonomisi ve politikaları planlama disiplini ve farklı ölçeklerdeki planlama kademesi çerçevesinde tartışılmıştır.

Çok boyutuyla ele alınan tarım sektörü politika, eylem ve stratejileri; alansal ve üretim biçimleri planlama disiplini ile ilişkilendirilmelidir. Farklı plan kademelerinde farklı mekânsal boyutta ele alınan tarım politikaları ve ekonomisi ölçek ve kademe ilişkisi kurulduğunda sürdürülebilir kalkınma gerçekleştirilmiş olunacaktır.

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Abstract: Each nation has fields of expertise. For instance, Romans were expert in medicine, Greeks were in calculation and fortune-telling, Persians were in morality and desire ediciation, Chinese were in the industry and production, and Arabs were expert in the matter of genealogy. The truth is that what makes an ignorant arab valuable and well-known is his-her forefather. When his-her ancestor was asked to an arab who knows his pedigree very well, he immediately began to count like one , two , three, four ... and count more blood relationship ancestors. Ones who were master in this field would particularly informed his genealogy till Adnan and Kahtan.

As the origin of the North Arabs, the Prophet Mohammed was a descendant of the Prophet Ismail who is the eldest son of the Prophet Ibrahim. He was the one of them who knew his own genealogy like the other arabs. He continuously announced his lineage till 21th ancestor who is Adnan. It was cared by race scholars the genealogical term which was informed by the Prophet Mohammed and it was emphasized that Muslims should properly know their descendants. The great genealogist, Ibn Hazm, reported that it is "farz-ı ayin" to know the prophet's family and if there are any people who has any doubts about this matter, she or he commits sin. Even he said that if you did not know the prophet's family, you would be infidel. Other wises declared the value of this science and this science was essential to learn. Since it is so major to know the prophet's ancestors, his ancestors will be briefly mentioned in our report.

Keyword: Adnân, Kahtân, Ancestor.

HZ. PEYGAMBER'İN ATALARI

Özet: Her milletin uzman olduğu ihtisas alanları vardır. İslâm'dan önce Romalılar tıpta, Yunanlılar mantık ve hikmette, Hintliler falcılık ve hesapta, Farslılar nefis terbiyesi ve ahlakta, Çinliler sanayi ve üretimde, Araplar ise nesep alanında uzmandı. İşin doğrusu cahiliye Arabını değerli ve bilindik kılan meşhur olan atasıydı. Soylerden anlayan bir Araba nesebi sorulduğunda hemen saymaya başlardı. Bir, iki, üç, dört... ve daha fazla göbek atalarını sayardı. Hatta bu işte uzman olanlar Adnân veya Kahtân'a kadar olan soyunu tek tek bildirdiler.

Köken itibariyle Kuzey Araplardan olan Hz. Peygamber, Hz. İbrâhim'in büyük oğlu Hz. İsmâil'in zürriyetinden gelmekteydi. O da diğer Araplar gibi kendi soyunu bilenlerdendi. 21. Atası olan Adnân'a kadar soyunu kesintisiz bildirdi. Hz. Peygamber'in bildirdiği bu nesep halkası nesep âlimlerince önemsendi ve onun soyunun Müslümanlar tarafından bilinmesi gerektiği savunuldu. Büyük nesep âlimi İbn Hazm, Hz. Peygamber'in soyunu bilmenin farz-ı ayin olduğunu bildirdi ve bu soyda şüphesi olan kişilerin küfre gireceğini söyledi. Hatta Hz. Peygamber'in nesebini bilmeyenin kâfir olacağını belirtti. Diğer âlimler ise bu ilmin kıymetini ve onu öğrenmenin zarurî olduğunu bildirdiler. Hz. Peygamber'in atalarını bilmek bu kadar önemli olduğundan bildirimizde onun ataları kısaca anlatılacaktır.

Anahtar Kelimeler: Adnân, Kahtân, Ata.

Giriş

Kendi soyunu Adnân'a kadar sayan Hz. Peygamber (sas) şöyle bir tavsiyede bulundu: *“Akrabalık haklarını yerine getirebilecek kadar soyunuzu öğreniniz. Çünkü akrabalar ile iyi ilişkiler yakınlar arasında sevgiye, malın artmasına, ömrün uzamasına ve rabbın rızasına sebeptir.”* (İbn Abdilberr, 1985: 11). Hz. Peygamber'in nesepe konusunda böyle bir girişimde bulunması sahâbenin gözünden kaçmadı. Aralarında nesepten anlayanlar, Kureyş kabilesinin soyunu öğrenmekte daha hassas davrandılar. Sahâbe içerisinde Kureyş soyunu en iyi bilen Hz. Ebû Bekir'di (Sem'ânî, *Ensâb*, I, 5). Hz. Ebu Bekir'den sonra Cübeyr b. Mut'im, Ebû Cehm b. Huzeyfe el-Adevî ve Âkîl b. Ebû Talîb ensâb ilmine vukufiyetleriyle bilinirlerdi. Hz. Ömer, Hz. Osman ve Hz. Ali neseplerden haberdar olan kimselerdi (Beyhakî, *Lübâb*, I, 196). Onların ilk aktardığı soy, Hz. Peygamber'in şerif soyuydu.

Hz. Peygamber'in soyuna verilen ehemmiyetten dolayı nesepe kitapları onun soyunu anlatmakla işe başladılar. Nesepe kitapları gibi tabakat kitapları da Kureyş'i ve Kureyş içerisindeki Haşimoğullarını merkeze alarak işe başladılar. Bir dönem sonra sadece onun soyu olan Kureyş kabilesine dair kitaplar yazıldı. Kureyş kabilesi üzerine hazırlanan Müerric b. Amr es-Sedûsî (ö. 195/810-11)'nin *“Kitâb-ü Hazf min Nesebi Kureyş”*i günümüze ulaşan spesifik nesepe kitaplarının ilkidir. Sedûsî'nin başlattığı bu yolu takip eden nesepe uzmanları Kureyş kabilesi özelinde birçok kitap telif ettiler.

1. Adnân'dan Önceki Ataları

Hz. Peygamber, Hz. İbrahim'in oğlu Hz. İsmâil'in soyundan gelmektedir. Hz. İsmâil, annesi Hâcer ile birlikte Mekke'ye yerleştikten bir müddet sonra civarda bulunan ve Kâhtaniler'in kolu olan Cürhüm kabilesinden bir kızla evlendi. Bu evlilikle Hz. Peygamber'in kıyamete kadar devam edecek olan nesebinin temeli de atılmış oldu. Nitekim Hz. Peygamber, Hz. İsmâil'in neslinden geldiğini şöyle bildirir: *“Allah Teala, İsmâil Oğullarından Kinâne Oğullarını, Kinâne Oğullarından da Kureyş'i, Kureyş'ten de Benî Haşîm'i, Benî Haşîm'den de beni seçti.”* (Müslim, Fezâil, 1). Hz. Peygamber'in nesebinin Hz. İsmâil'e dayandığı noktasında herhangi bir şüphe bulunmamaktadır. Ancak Hz. İsmâil'den torunu Adnan'a kadar olan nesiller hakkında sıhhatli bilgiler bulunmamaktadır.

Nesepe âlimleri ve tarihçiler Hz. İsmâil ile Adnan arasında kaç nesil veya kaç ata geçtiği konusunda araştırmalar yaparak farklı görüşlere ulaştılar. Bu ikisi arasında kırk, otuz, yirmi, onbeş, ondört, yedi ve dört ata olduğunu söyleyenler oldu (Hizmetli, s. 194). Ancak Hafız İbn Kesîr'in de belirttiği gibi bu rivayetler arasında en revaçta olanı kırk rakamıdır (Kesîr, II, 317). Bazı âlimler ise bu ataların bilinemeyeceğini ısrarla savundular. Meşhur tarihçi Urve b. Zübeyr *“Adnan ile İsmâil arasında kimlerin geçtiğini bilen kimseye rastlamadık.”* (Kesîr, II, 318) diyerek konuyu kapatma cihetine gitti. Aynı şekilde müellif İbnü'l-Esîr'de bu konuda: *“Adnan ile İsmâil Arasında kimisi dört baba zikrederken kimisi kırk baba zikreder. Onların isimlerindeki ayrılık ise sayılarındaki ihtilaftan daha çoktur. Durum böyle olunca bu konuya hiç girmedim. Bazıları da bu konuda hadis ileri sürerler, ancak bunlar sahih değildir.”* diyerek bu konuya dahil olmadı (İbnü'l-Esîr, II, 24). O halde bu konuda ilmi bir tavır takınmak zordur. Dolayısıyla bu aradaki ataların bilinmesi için çabalar beyhudedir.

2. Adnân'dan Sonraki Soylar

Hz. Peygamber'in 21. atası Adnan'dan itibaren soyuna dair net bilgilere ulaşırız. Her birisi yaşamış, evlenmiş, nesli çoğalmış ve gerçek bir hayat hikayesi bulunan atalardır. Tarih sayfaları onların ortaya koydukları hayatlarla doludur. Fakat kaynaklarda bazılarının hayatları en ince ayrıntısına kadar

işlenirken, bazılarında birkaç cümleyle bahsedilir. Bu durum onların zaman içerisinde kazandıkları şeref ve üstünlükle doğru orantılıdır. Bizzat kendisinin bildirdiği ataları ise sırasıyla şöyledir:

21- Adnân: Hz. Peygamber'in 21. göbek atası olan Adnan'ın babası Üded, annesi ise Belhâ binti Yar'ub'tur. Bütün kaynaklar Adnan'ın Hz. İbrahim'in oğlu İsmâil'in soyundan geldiği konusunda birleşmekte, ancak hayatı hakkında fazla bilgi bulunmamaktadır (İbn Hazm, s. 7). Onun Hz. İbrahim'e ve ondan da Hz. Âdem'e kadar uzanan nesebine dair çok farklı rivayetler vardır (Fayda, I, 391-392). Tarihçilerin belirttiği üzere Arapların atası olan Adnanîlerin ismi Adnan'dan gelmektedir. O, Kuzey Arapların efsanevi atasıdır (Nüveyrî, II, 307). İbnü'l-Kelbî onun beş çocuğu olduğunu söyler. Bunlar Mead, Dîs, Übey, el-Ay ve Udeyn'dir. Son üç oğulun nesli devam etmedi. Dîs'ten Akk kabilesi çoğaldı (İbnü'l-Kelbî, I,18). Adnan dönemindeki en büyük hadise, Kudüs'ün tahrip edilmesi ve burada bulunan Yahudiler Medine'ye hicret etmeleridir.

20- Mead: Yaşadığı dönem Babil kralı Buhtunâsır'ın Arabistan'ı istilası sırasına denk gelir. Habercilerin bildirdiğine göre, Buhtunâsır Mead b. Adnân zamanında Araplara savaş açmıştı. On iki yaşlarında kaçırılan Mead, Harran'da yaşadı. Babasının vefatı ile tekrar Mekke'ye geldi. Cahiliye döneminde Adnân'dan, iki şiir hariç, çok fazla bahsedilmemesine rağmen Mead'a gelince durum değişir. Mead ismi cahiliye şiirinde çok defa zikredilir. Anlaşılan Mead'ın şöhreti Adnân'dan daha fazlaydı (en-Nas, I, 97). Arap nesev âlimleri Mead'ın çocukları hakkında ihtilafa düştüler. Kaynakların ittifak ettiği ve herkesçe bilinen çocukları Nizâr, İyâd ve Kanes'tir (İbn Hazm, s. 9).

19- Nizâr: Adnânî kabilelerin çoğunluğu Mead'ın oğlu Nizâr'ın soyundan gelirler. Çok şöhretli birisiydi. Künyesi Ebû İyâd'dır. Nesev âlimleri Nizâr'a dört çocuk nispet ederler. Bunlar Mudar, İyâd, Rebiâ, Enmâr'dır (İbnü'l-Kelbî, I, 19).

18- Mudar: Hz. Peygamber'den nakledilen hadislerle göre Mudar Hz. İbrahim'in getirdiği Hanîf dini üzereydi. Hz. Peygamber'e nispet ettikleri hadiste o: "*Mudar ve Rebîa'ya küfretmeyin. Onlar Müslüman olmuşlardı.*" demiştir (Belâzurî, I, 31). Kardeşi Rebîa ile anlaşarak Mead ve kollarını Mekke'den çıkararak Mudar, Harem civarına yerleşti. Mekke'nin yeni sakinlerinden oldu. Mudar'ın İlyâs ve Kays Aylân adında iki oğlu oldu. Her ikisinin annesi er-Rebâb bint Hayde b. Mead b. Adnân'dır (İbnü'l-Kelbî, I, 20).

17- İlyâs: İlyâs b. Mudar'ın mensup olduğu kitle Hindif ismiyle de bilinir. İlyâs, Leyla bint Hulvân el-Kudâa ile evlenmişti. Leyla'nın lakabı Hindif'ti. Hindif'in şöhreti kocası İlyâs'tan daha fazla olduğundan İlyâs'ın isminin önüne geçti. İlyâs'ın Hindif'ten olan üç oğlu Amr (Müdrîke), Âmir (Tabiha) ve Umeyr (Kam'a)'dir. (İbnü'l-Kelbî, I, 21; İbn Kuteybe, s. 64).

16- Müdrîke: Adı Amr, künyesi Ebû Hüzeyl'dir. Ona Müdrîke lakabı verilmesine gelince, bir gece İlyas'ın develeri kaybolunca oğlu Amr onları aramaya çıktı ve bulup getirdiğinden Müdrîke (Geri getiren/Kurtaran) lakabını aldı (Belâzurî, I, 33).

15- Hüzeyme: Künyesi Ebû Es'ad'tır.

14- Kinâne: el-Hûn b. Hüzeyme ve Esed b. Hüzeyme'nin kardeşidir. Benî Kinâne'nin atası olan bu kişinin künyesi Ebû Nadr'dır.

13- en-Nadr: Künyesi Ebû Yahlud'dur. Gerçek adı Kays olmasına rağmen oğlu Yahlud'un adı ile künyelenmiştir. Ona Nadr denmesinin nedeni, güzelliğiyle alakalıdır. Mâlik, Yehlud, es-Salt (o öldü) ve

Huzâa adında dört çocuğu olduğu rivayet edilir. İbn Haldûn, Nadr b. Kinâne'nin Kureyş olduğu görüşündedir (İbn Haldûn, II, 376).

12- Mâlik: Künyesi Ebû'l-Hâris'tir.

11- Fihri: Künyesi Ebû Gâlib'tir. Lakabına Kureyş dendiği için kendisinden sonra gelenler bu isimle anıldı.

10- Gâlib: Künyesi Ebû Teym'dir.

9- Lüeyy: Künyesi Ebû Ka'b'tır.

8- Ka'b: Künyesi Ebû Husays'tır. Ka'b'ın Araplar arasında büyük bir değeri vardı. Bu sebeple onun ölümünü Fil Yılı'na kadar tarih başlangıcı kabul edildi. Hac günlerinde halka hutbe okurdu. Peygamber (sas)'in geleceğini haber veren hutbesi ise çok meşhurdur (İbnü'l-Esîr, II, 17-24).

7- Mürre: Künyesi Ebû Yakaza'dır. Mürre'nin annesi ise Şeybân b. Muhârib b. Fihri'nin kızıdır.

6- Kilâb: Künyesi Ebu Zühre olan Kilâb hakkında bilgiler sınırlıdır. Ticaretle meşgul olduğu bilinmektedir.

5- Kusay: Gerçek adı Zeyd olan Kusay'ın künyesi Ebû'l-Muğire'dir (İbnü'l-Esîr, II, 12). Kabilesinden uzak yerde büyümesi sebebiyle Kusay lakabını aldı. Babası Kilâb, muhtemelen Filistin'e yapacağı ticarî bir iş gezisi nedeniyle evden ayrıldıktan sonra yolda uğradığı Kudâa kabilesinden bir kızla evlendi ve bu evlilikten Kusay dünyaya geldi (Hamidullah, s. 35). Babasının vefatından sonra Kusay Mekke'ye geldi. O sıralarda Mekke yönetiminde Huzâa kabilesi liderliği söz konusu idi. Kusay, Huzâa kabilesinin liderinin kızıyla evlenerek nüfuzu arttırdı. Sonraki dönemde anne tarafının da desteği ile Huzâalılar Mekke yönetiminden uzaklaştırarak yönetimi ele geçirdi.

Mekke'nin teşkilatlanması, yeniden yapılanması ve sosyal alanlarda bir takım yeniliklerin zuhuru açısından Kusay önemli bir isimdir. Mekke tarihi üzerinde yaptığı yenilik ve değişimlerden dolayı Hz. İsmâil'den sonra Kusay'a ikinci kurucu ünvanı verilir. Nitekim o şehrin büyüklerinin Mekke sorunlarını konuşabilecekleri meclis niteliğindeki Daru'n-Nedve (görüşme evi)'yi inşa ettirdi. Yine Mekke'de çadır tipi evler yerine taştan evler yapılmasına öncülük etmesi sebebiyle de Mekke imarı açısından önemli bir reformist idi (Hamidullah, s. 36).

4- Abdümenâf: Asıl adı Muğire olan Abdümenâf'ın künyesi Ebû Abdi Şems'tir. O doğduktan sonra annesinin onu ibadet amaçlı Menâf ismindeki putun yanına götürmesi sebebi ile de Abdümenâf lakabını aldı (İbnü'l-Esîr, II, 12). Ticaretle meşgul olan Abdümenâf aynı zamanda "Sidare" yani dış ilişkilerden de sorumlu idi. Bu sebepledir ki Abdümenâf başka devletlerle önemli ilişkiler kurdu. Bizans, İran ve Habeşistan gibi dönemin büyük devletleri ile ticari anlaşmalara imza atarak Mekke ticaretinin dışa açılmasını ve bir yönüyle uluslar arası ticaretin gelişmesini sağladı.

3- Hâşim: Hz. Peygamber'in büyük dedesi olan Hâşim'in asıl adı Amr, künyesi ise Ebû Nadlah'tır (İbnü'l-Esîr, II, 10; Hizmetli, 195). O'na Hâşim (kıran, ufaltan) lakabı verildi. Çünkü o kıtlığın hüküm sürdüğü bir dönemde ekmeçleri ufaltarak tirit aşını yapıp halka ikram etmişti (İbnü'l-Esîr, II, 10).

Ticaret ile meşgul olan Hâşim, bir Suriye ticareti esnasında Medine'de bulunan Neccar oğullarının kızı olan Selmâ b. Âmir ile evlendi. Hâşim bir ticaret seyahati için gittiği Şam (Gazze)'da vefat

etti ve buraya defnedildi. Vefat ettiği sırada yirmi veya yirmi beş yaşında olduğu rivayet edilir (İbnü'l-Esîr, II, 11).

2- Abdulmuttalib: Babası Kureyş kabilesine mensup Hâşim, annesi ise Selmâ binti Amr b. Zeyd olup Hazrec Kabilesi'nin Neccâroğulları kolundan idi. Abdulmuttalib (Muttalib'in kölesi)'in gerçek adı kır saçlı manasına gelen Şeybe,⁹² künyesi ise Ebû'l Hâris'tir (İbnü'l-Esîr, II, 5). O, oldukça uzun boylu, kumral tenli ve hoş sakallı biri olarak anlatılır (Hamidullah, s. 36). Abdulmuttalib lakabını amcası Muttalib'ten aldığı söylenir. Rivayete göre o anne ocağı olan Medine'de doğdu ve sekiz yaşına kadar burada kaldı. Babası Hâşim'in vefatından sonra Medine'deki yeğenini Mekke'ye getirmek üzere yola çıkan Muttalib, yeğeni Şeybe'yi terekesine bindirdi. Bu durumu gören Mekkeliler “ *Muttalib yeni bir köle getirdi.*” dediler. Bu hadiseden sonra Şeybe'ye Muttalib'in kölesi manasına gelen bu isim verildi (Sarıçam, s. 57).

Ka'be'deki zemzem kuyusunu kazmak istediğinde Kureyş'in tepkisine maruz kalan Abdülmuttalib (İbnü'l-Esîr, II, 1; Sarıçam, s. 58), rabbine dua ederek kendisini koruyacak on çocuğu olduğu takdirde birisini kurban olarak keseceğini ahdedti. On tane oğlu olduğunda⁹³ adağını gerçekleştirmek üzere on oğlundan birini seçmek için dönemin popüleritesi olan fal oklarına müracaat etti. Oklar her defasında en küçük kardeş olan Abdullah'ı işaret etti. Rivayete göre Abdülmuttalib bu olay üzerine Abdullah'ın elinden tutup onunla İsâf ve Naile'nin bulunduğu yere doğru ilerlemeye koyuldu. Kureyşliler bütün kurbanlıklarını bu iki putun yanında keserlerdi. Kureyşliler, sohbet meclislerinden dağılıp ona: “*Ne yapmak istiyorsun?*” diye sorunca O: “*Bunu kesmek istiyorum*” dedi. Kureyşlilerle, diğer çocukları hep bir ağızdan: “*Allah'a yemin ederiz, bu konuda sana çıkar bir yol gösterilmedikçe, sen onu kesmeyeceksin. Çünkü eğer böyle bir şey yapacak olursan, aramızdan çocuğunu kesmeye kalkışanlar, türeyip gideceklerdir.*” dediler. Muğire b. Abdullah b. Amr b. Mahzûm ona: “*Allah'a yemin ederim bu konuda sana bir çıkar yol gösterilmedikçe, sen de onu kesmeyeceksin. İsterse onu bu ölümden kurtarman, tüm mallarımızı feda etmemizi gerektirsin.*” derken diğer taraftan Kureyşlilerle şöyle diyorlardı: “*Yapma şunu. Hicr'de bulunan bir kâhine var. Onun yanına git. Ona durumu sor. Sana onu kes, diyecek olursa kesersin, senin için çıkar yol gösterirse kabul edersin.*”

Abdulmuttalib yanına birkaç kişi alarak kahine gitti. Duruma vakıf olan kadın: “*Memleketinize dönün ve bir tarafa on deve koyarak, develerle adamınız arasında kura çekin. Eğer kur'a adamınıza çıkarsa, o zaman rabbinizi razı edinceye kadar onar onar develerin sayısını artırın. Develere çıkacak olursa, o develeri kesin. O zaman rabbiniz de razı olmuş olur, adamınız da kurtulmuş olur.*” teklifinde bulundu (İbnü'l-Esîr, II, 2-3). Netice de “Arrâfe” (Hamidullah, s. 37) ismindeki bu kahin kadının tavsiyesini yapmak üzere tekrar oklara müracaat ettiler. Bu sefer okların bir ucunda Abdullah bir ucunda ise on deve vardı. Kur'a Abdullah'a çıktıkça onar deve eklendi. Ta ki yüz deve olunca oklar artık Abdullah'ı göstermedi. Böylece yüz deve karşılığında kurtarılan bir zat oldu.

⁹² Ona doğduğu zaman saçların beyaz olmasından dolayı bu ismin verildiği söylenir. O saçlarının beyaz olmasından rahatsız olmuş olacak ki ileriki dönemlerde Yemen'e gittiği esnada orada gördüğü beyaz saçları boyamam amaçlı saç kınasını Mekke'ye getirerek bu konuda öncülük etti. Bu hususta bkz. Hamidullah, s. 37.

⁹³ Abdulmuttalib'in on oğlu ile gerçekleşen bu hadise bazı tarihçiler tarafından şüpheli kabul edilmektedir. Çünkü rivayette bahsedilen on oğlundan biri olan Hz. Abbas Abdullah'ın vefatından sonra yani Hz. Peygamber'in doğumundan iki ay önce doğdu. Hal böyle olunca on oğlundan biri eksik olduğu için hadise sıkıntılı görülmektedir. Ancak kanaatimizce Abdullah babasının en küçük oğlu olmamasına rağmen hadisenin gerçekleştiği anda en küçük olduğu ve Abdulmuttalib'in ondan fazla erkek çocuğu olduğu yönündedir. Nitekim O'nun “İki kurbanlığın oğlu” hadisi de bunu doğrulamaktadır. Bu hususta bkz. Topaloğlu, I, 76.



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Kâbe'yi yıkağa gelen Ebrehe ordusuyla ilk müzakereyi yapması hasebiyle Fil Hadisesinde rolü büyüktür. Abdülmuttalib Hz. Peygamber'in doğumundan sekiz yıl gibi kısa bir süre sonra vefat etti. Rivayete göre Abdülmuttalib, yüz yirmi yaşındayken öldü (İbnü'l-Esîr, II, 10). Vefatına müteakip şehirde bulunan halk tarafından sevilmesi hasebiyle Mekke çarşısı günlerce kapalı kaldı (Hamidullah, s. 37).

Abdülmuttalib'in bilinen on oğlunun ismi şöyledir: Haris, Zübeyr, Hamza, Abbas, Ebû Talib (Abdu Menaf), Dırâr, Muğavvem, Ebu Leheb (Abdulüzza), Ğaydâk, Sümmîye'dir. Kızları ise Safiye, Berre, Atike'dir (İbnü'l-Kelbî, I,7).

1- Abdullah: Abdülmuttalib'in en küçük oğludur. Künyesi Ebû Kusem olduğu gibi oğlundan dolayı ona Ebû Muhammed veya Ebû Ahmed diyenlerde vardır (İbnü'l-Esîr, II, 1). Babası Abdülmuttalib'in adağına matuf olan Abdullah yüz deve karşılığında kurtuldu. Ölümünden kurtulan Abdullah Zühre oğullarından Vehb'in kızı Amine ile evlendi (İbnü'l-Esîr, II, 3-4). Abdülmuttalib'in oğlu Abdullah hakkında kaynaklarda fazlaca bir bilgi yoktur (Hamidullah, s. 38). Tercih edilen rivayete göre ticaret maksadıyla yaptığı Şam (Gazze) seyahati dönüşünde hastalandı ve Medine'de (Yesrib), babasının dayıları olan Adî b. Neccâr oğulları yanında bir ay kadar hasta yattıktan sonra vefat etti. Orada Nâbiğa (Zürkânîve diğer bazı tarihçilere göre Tâbia) adlı birine ait evin avlusuna defnedildi. Mescid-i Nebevi'nin Ebû Bekir kapısı hizasında, yaklaşık 500 metre uzaklıkta bulunan ve kendisine ait olduğu kabul edilen kabir, mescidin 1976 yılında genişletilmesi sırasında yıkıldı (Topaloğlu, s.76).

Abdullah'ın vefat tarihi hakkında farklı rakam ve iddialar vardır. O vefat ettiği zaman Hz. Peygamber'in dünyaya geldiği ve daha ileri gidenler 7, 18 ve 28 aylık bir çocuk olduğunu iddia ederler (el-Hâlebî, I, 49-50). Ancak genel görüşe göre Hz. Peygamber dünyaya gelmeden vefat ettiği şeklindeki görüştür.

Sonuç

Her Müslümanın bilmesi gerekli olan Hz. Peygamber'in soyunda hiçbir ihtilaf bulunmamaktadır. Ataları kesintisiz bir şekilde Adnân'a kadar ulaşırlar. Kuzey Arapların atası sayılan Adnân şöhretiyle yarımadanın kaderi üzerinde büyük etkiye sahiptir. Ondan türeyen Kuzey Arapları diye adlandırılan Araplar çoğaldı. Bu soydan büyük kabileler ve batınlar türemiştir. Cahiliye döneminin sosyal, siyasi, kültürel ve ekonomik hayatında söz sahibi olan bu kabileler büyük bir devlet kuramasalar da yarımada üzerinde ciddi etkiye sahiplerdi.

Şerif ve üstün kabul edilen Hz. Peygamber'in soyunda Menâf gibi put isimleriyle lakaplandırılan ataların olduğunu görmekteyiz. Henüz İslâm dininin ortaya çıkmadığı dönemde yaygın inanç olan putperestliğe meyillerin olması normaldir. Onların sahip olduğu inanç Hz. Peygamber'in davasına ve peygamberliğine zarar vermez.

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ISTANBUL

VIRTUE OF THE MUHÂJİR AND ANSÂR

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Abstract: Religion, homeland, flag, and ideal are sacred as long as the people who pays sacrifices. For the sake of sufferings, spilled blood, and labors never got to waste, but on the contrary, they are always worthy. Especially, the sacrifices that were made in the name of religion are cared about both the worshippers and Allah. The people who gave away their lifes, donated their properties, left their land by sacrificing in the religion of Islam had significant stations and have always been praised. The people who leaded an issue in that time had been written their name in the category of firsts (El- Evail) on the pages of Islam history. One of these first is the group of muhajir and Ansârs

In the hardship days of Meccca period, the muslims who paid the price for just faith and to have their religion freely, and the muslims who had to leave their homes, families, and lands, got the name of the emigrant. Because they are the first of people who bore the difficulties in the name of their religion and so , they achieved the position that nobody could reach in Islam. The people devodely welcomed and hosted nicely in their homes the emigrants who immigrated to Medina were honored with the name of Ansâr. Ansâr made so much sacrifices that they had the rank of ensar which means much helper. Moreover, this rank was given by the owner of the religion who is Allah. Immigrants and Ansâr will be mentioned who made sacrifices in the name of Islam in this notification.

Keywords: Ansâr, Muhajir, Brotherhood

MUHÂCİR VE ENSÂRIN FAZİLETİ

Özet: Din, vatan, bayrak ve ülkü gibi mukaddesatlar, uğurlarında bedel ödeyenler olduğu müddetçe kutsaldırlar. Bunlar adına çekilen çile, akıtılan kan ve harcanan emek hiçbir zaman boşa gitmez, aksine her zaman kıymet arz eder. Özellikle din adına yapılan fedakârlıklar hem dinin sahibi hem de kullar nazarında önemsenir. İslâm dininde fedakârlık yaparak canını, malını ve toprağını terk edenler dinde önemli makamlar elde etmiş ve her daim övülmüştür. Bir meselede öncülük edenler ise adlarını İslâm tarihinin sayfalarındaki ilkler (el-Evâil) kategorisine yazdırmıştır. Bu ilklerden birisi de muhâcir ve ensâr grubudur.

Mekke döneminin zorlu günlerinde iman ederek bedel ödeyen, dinini yaşamak adına evini, ailesini ve topraklarını terk etmek zorunda kalan Müslümanlar muhâcir payesini aldılar. Onlar din adına zorluklara katlananların ilki olmaları sebebiyle İslâm dininde kimsenin ulaşamayacağı makamı elde ettiler. Muhâcirlerin Medîne'ye hicretiyle gönüllerinin ve evlerinin kapısını onlara açarak her türlü fedakârlığa gözünü kırpmadan koşanlar ise ensâr ünvanıyla şereflendirildiler. Onlar fedakârlıkta o kadar ötelere gitmişlerdi ki çok yardım eden manasında ensâr rütbesini aldılar. Üstelik bu rütbeyi onlara bizzat dinin sahibi olan Allah (cc) vermişti. İşte bu tebliğde İslâm dini adına fedakârlıklarıyla söz edilen muhâcir ve ensârdan bahsedilecektir.

Anahtar Sözcükler: Muhâcir, Ensâr, Kardeşlik.

Giriş

İnsanlık tarihinin ayrılmaz kaderinden birisi göçtür. Her bir göçün olumlu ve olumsuz sonuçlar husule getirdiği bir gerçektir. Dünyevî nimetleri elde etmek için yapılan göçler kimi zaman büyük olaylara sebebiyet verirken kimi zaman hüsrarla bitmiştir. Allah adına yapılan göçler ise genelde ibret ve gönüllere sürur veren sonlarla nihayete ermiştir. Mesela firavunun şerrinden kaçan Hz. Mûsâ ve taraftarları Kızıldeniz’i yarararak hem ilahî mucizeye hem de kurtuluşa ermişlerdir (İbn Kesîr, I, 414). Aynı şekilde Peygamberler arasında en çok dolaşan Hz. İbrahim, Ur kentinden Harrân’a gittiğinde nemrutun ateşinin serinliğiyle, Mısır’a gittiğinde firavunun aciziyetiyle, Mekke’ye gittiğinde Ka’be’yle mükâfatlandırılmıştır (İbn Sa’d, I, 30-33).

Peygamberlerin göçlerinden öyle anlaşılıyor ki, Allah yolunda çekilen sıkıntı arttıkça elde edilen mükâfatlar da aynı oranda çoğalıyor. Bu göçlerin son halkası olan Hz. Peygamber ve ashâbının göçü, bu uğurda çekilen sıkıntı ve aşılacak zorluk adedince kıymet arz eder. Aslında İslâmî dönemde Medîne’ye hicretten önce Habeşistan’a iki göç tertip edilmişti (Diyarbakri, I, 228;). Fakat Hz. Peygamber her ikisine de iştirak etmediğinden onlar son yapılan hicret kadar kıymet arz etmemiştir. Bu son göç dalgasına bizzat Peygamber iştirak ettiğinden, müşriklerin hakkında ölüm kararı almasıyla yola koyulan nebinin yolda çektiği sıkıntının fazla olmasından ve bu göç dalgasının birçok kişiyi etkilemesinden dolayı göçün yankıları büyük olmuştur.

Hz. Peygamber’in ilk, Peygamberler tarihinin son göçü olan hicret kıymeti adedince mükâfatlarla doludur. Öncelikle göçte katılanlar en güzel rütbeleri aldılar. Göç edenler dünyada başka bir kimseye nasip olmayacak muhâcir (İbn Hişâm, II, 141), onlara kol kanat gerenler ise ensâr ünvanını aldılar (Önkal, XVII, 458). Hicretten birkaç ay sonra muâhat (kardeşleştirme) ile iki taraf bir araya getirildi (İbn Kuteybe, I, 152; İbn Seyyidinnâs, I, 325). Böylelikle tabiri caizse iki yürek tek bir bedende atmaya başladı. Muâhatla bir araya gelen din kardeşleri dünyada eşi benzeri olmayan fedakarlık ve kahramanlık destanını yazdılar.

Ensâr, muhâcir kardeşlerine karşı çok merhametliydi. Yıllarca uğraşıp biriktirdikleri servetlerini, evlerini ve mallarını geride bırakan muhâcirler için harcamakta birbirleriyle yarışıyorlardı. Bir gün Hz. Peygamber’e gelerek “*Hurmalarımızı bizimle Muhâcir arasında taksim eder misin?*” dediler. Başkalarının “muhâcir, ensârın malını gasp etti” şayiasına kapılmasına meydan veremeyen Hz. Peygamber “*Hayır, taksim etmem*” buyurdu. Bunun üzerine onlar da terbiye ve sulama işlerini muhâcire verip, hurma mahsulünde ortak olmayı teklif ettiler. Hz. Peygamber bunu uygun görünce muhâcirler “*İşittik ve itaat ettik*” dediler. (Buhârî, *Menâkibi’l-Ensâr*, 63/2-7)

1. Muhâcir

Bırakmak, terk etmek, ayrılmak manalarına gelen Arapça “He-ce-ra” filinden türeyen hicret, bir yerden ayrılarak başka bir yere gitmek manalarına gelir. Hicret eden kimselere ise muhâcir denilir (İbn Manzûr, V, 250). Muhâcir, genel olarak İslâm beldesi olmayan bir yerden İslâm ülkesine göçenlere, özel de ise Mekke’den Medîne’ye göç eden Hz. Peygamber ve onun arkadaşlarına verilen isimdir (İbn Hişâm, II, 141; Algül, s. 26).

Muhâciri iyice anlamak için hicretin ne zaman başlayıp ne zaman bittiğini ve ilk hicret eden ile son hicret edenin kimler olduğunu bilmek gerekir. Kaynaklarda ilk hicret eden kişi hakkında üç farklı isim

zikredilir. Aslında üçü de doğrudur. Akabe Biat'larından önce Medîne'ye ilk göç eden Ebû Seleme'dir (İbn Sa'd, III, 273; İbn Abdilber, s. 97). Birinci Akabe Biati'ndan sonra Mus'ab b. Umeyr ile Abdullah b. Ümmü Mektûm'dur. İkinci Akabe Biati'yla birlikte Medînelilerden söz alan Hz. Peygamber'in hicret için Medîne'yi göstermesinden sonra ilk hicret eden ise Âmir b. Rebîa ve eşidir. Bu üç rivayetten biz şunu anlıyoruz, Medîne'ye yerleşmek niyetiyle hicret eden ilk sahâbî Ebû Seleme, Medîne'yi İslâm beldesi yapmak için hicret eden ilk muallim Mus'abu'l-Hayr, Hz. Peygamber'in hicret yolculuğunu başlatmasıyla ilk hicret eden Âmir b. Rebîa'dır. Üçü de öncülerden (şabikun-u evvelinden)dir.

Hz. Peygamber'in Medîne'yi hicret yurdu olarak göstermesiyle Âmir b. Rebîa ilk muhâcir oldu. Bundan sonra büyük bir göç dalgası başladı. Fakat bu bir anda olmadı. Müşriklerin dikkatlerini çekmemek ve onların öfkelerinden emin olmak için küçük gruplar halinde, bazen de bireysel olarak hicret gerçekleşti. Böylelikle ilk gelen muhâcirler ile son gelen muhâcirler arasında iki aylık zaman farkı oluştu (İbn Sa'd, III, 273). İki ay süren yoğun göç hareketinden sonra hicret bitmedi. Mekke'nin fethine kadar devam etti. Mekke'nin fethinden kısa bir süre önce Medîne'ye gelen Hz. Abbas son muhâcirdi. Hz. Peygamber onun durumunu şöyle tasvir eder: *"Ben Peygamberlerin son halkasıyım, sen de muhâcirlerin sonuncusun."*

Muhâcir ve ensârın attıkları adımın Allah katında bir karşılığı vardır. Dolayısıyla biz burada Allah katındaki değer ve kıymetlerini anlamaya çalışacağız. Öncelikle onların hicretten beklentileri Allah'ın rızasını kazanmaktır. Haşr sûresinde belirtildiği üzere kalpleri Allah için atıyordu: *"(Fey), hicret eden fakirler içindir ki onlar, yurtlarından çıkarıldılar ve mallarından uzaklaştırıldılar. Onlar, Allah'ın rahmet ve rızasını ararlar. Allah'a ve O'nun Rasûlüne yardım ederler. İşte onlar, sadıklardır."* (Haşr, 59/8).

Hicret edenlerin gayesi elbette dünyevi payeler elde etmek değildi. Onlar kendilerini yoktan var eden yaratıcının rahmet ve merhametine sığınma niyetindeydiler. Niyet Allah'a olunca akıbetleri de kurtuluş oldu. Nitekim Bakara sûresinde *"İman edenler, hicret edenler, Allah yolunda cihat edenler; şüphesiz bunlar Allah'ın rahmetini umarlar. Allah, çok bağışlayandır, çok merhamet edendir"* (Bakara, 2/218) ayetiyle kurtuluş müjdesi verildi. Tevbe sûresindeki *"İman edip hicret eden ve Allah yolunda mallarıyla, canlarıyla cihat eden kimselerin mertebeleri, Allah katında daha üstündür. İşte onlar, başarıya erenlerin ta kendileridir."* (Tevbe, 9/20) ayetiyle de onların elde ettiği konumun yüce bir makamdan başka bir şey olmadığı bildirildi.

Hicret Allah'a olunca Allah kullarını hem dünya hem de ahirette mükâfatlandırdı. *"Zulme uğradıktan sonra Allah yolunda hicret edenlere gelince, elbette onları dünyada güzel bir şekilde yerleştiririz. Ahiret mükâfatı ise daha büyüktür. Keşke bilselerdi..."* (Nahl, 16/41). Sadece diriler değil ölen veya öldürülenler de mükafata mazhar oldular. Hac sûresinde verilen müjde bu yöndedir: *"Allah yolunda hicret edip de sonra öldürülmüş veya ölmüş olanlara gelince, Allah onlara muhakkak güzel bir rızık verecektir. Şüphesiz ki Allah, rızık verenlerin en hayırlısıdır."* (Hac, 22/58).

Hicret sadece bedenle değil, can ve mal ile yapıldığından böylesi bir fedakârlık rıza makamına ulaşmayı hızlandırır. Bu yüzden Allah (cc) muhâcirlerin razı olunanlardan oldukları bildirdi. *"İslâm'ı ilk önce kabul eden muhâcir ve ensâr ile iyilikle onlara uyanlar var ya, Allah onlardan razı olmuş; onlar da O'ndan razı olmuşlardır. Allah onlara içinden ırmaklar akan, içinde ebedî kalacakları cennetler hazırlamıştır. İşte bu büyük kazanımdır."* (Tevbe, 9/100) ayetinden öyle anlaşılıyor ki Allah (cc) onların yaptıklarından razıdır. Allah'ın razı olduğundan kul da razı olur. Rıza makamı dostluğa açılan kapıdır.

Nahl suresinde bu durum şöyle anlatılır: “Sonra şüphesiz ki Rabbin, eziyete uğratıldıktan sonra hicret eden, sonra Allah yolunda cihat edip sabreden kimselerin yanındadır. Şüphesiz Rabbin bundan sonra da çok bağışlayandır, çok merhamet edendir.”(Nahl, 16/110).

Allah adına adım atanların bir karşılığı vardır. Onların mahzun olmayacağı ve mükafatsız kalmayacakları ayette şöyle dile getirilir: “Hicret edenler, yurtlarından çıkarılanlar, yolumda eziyet görenler, savaşanlar ve öldürülenlerin de ant olsun ki, günahlarını elbette örteceğim. Allah katından bir mükâfat olmak üzere, onları içinden ırmaklar akan cennetlere koyacağım. Mükâfatın en güzeli Allah katındadır.”(Ali İmran, 3/195)

2. Ensâr

Arapçadaki “Na-sa-ra” filinden türeyen ensâr, mübalağa vezninden çoğul isimdir. Normal bir yardımdan ziyade aşırı fedakâr bir şekilde yardım edenleri ifade eder (İbn Manzûr, V, 210). Istılahta ise Müslümanlara hicret izni verilmesiyle birlikte, Mekke’den Medîne’ye hicret edenlere yurtlarını açarak onları koruyup kollayan, her konuda onlara yardım eden Evs ve Hazrec kabileleri ile onlarla antlaşmalı bulunanlara kabilelere verilen ünvândır. Medîneli Müslümanlara ensâr ismini bizzat Yüce Allah vermiştir. Henüz on yaşında bir çocuk iken Hz. Peygamber’in hizmetine başlayan ve ondan birçok hadis nakleden Hz. Enes b. Mâlik meseleyi açıklamaktadır. Gaylân b. Cerîr, Hz. Enes’e şöyle sordu: “Siz Medîneliler, Kur’an gelmezden önce ensâr adıyla anılır mıydınız? Yoksa ensâr adını size Allah mı verdi?” Hz. Enes: “Evet, bu ünvanı bize Allah verdi.” (Buhârî, Menâkıbi’l-Ensâr, 63/1) .

Ensâr’ı hakkıyla anlatmak zordur. Onları anlamak ve kim olduklarını bilmek için Kur’an-ı Kerîm’in ayetlerine bakmakla işe başlamak gerekir. Onlar öncelikle Allah’ın razı oldukları kimselerdir. Nitekim ayette “İslâm’ı ilk önce kabul eden muhâcirler ve ensâr ile iyilikle onlara uyanlar var ya, Allah onlardan razı olmuş; onlar da O’ndan razı olmuşlardır. Allah onlara içinden ırmaklar akan, içinde ebedî kalacakları cennetler hazırlamıştır. İşte bu büyük başarıdır.”(Tevbe, 9/100) buyrulur rıza makamına ulaştıkları müjdelendir. Daha önce rıza makamına eriştiklerini bildirdiğimiz muhâcir ile dost, arkadaş ve daha da ötesi yoldaş kılındılar. Enfâl sûresindeki “İmân edip hicret edenler, Allah yolunda mallarıyla, canlarıyla cihatta bulunanlar, (Muhâcirleri) barındırıp yardım edenler, işte onlar birbirlerinin velileridir.”(Enfâl, 8/72). Ayetten öyle anlaşılıyor ki rıza makamı dostluğun da başlangıcıdır.

Muhâcire açılan kapılar, rıza makamını getirdiği gibi imân etmenin göstergesi kabul edilmiş ve böylesine bir hareketin mükâfatsız kalmayacağı müjdelenmiştir: “İman edip hicret eden ve Allah yolunda cihat edenler ve (muhâcirleri) barındırıp (onlara) yardım edenler var ya; işte onlar gerçek mü’minlerdir. Onlar için bir bağışlanma ve bol bir rızık vardır.” (Enfâl, 8/74). Muhâcir ve ensâr Allah yolunda bu kadar cömert olunca ortaya dillere destan bir kardeşlik numunesi çıkmaktadır. Bu kardeşliğin kodları Haşr sûresinde dile getirilir: “Kendilerinden önce o yurdu (Medîne’yi) hazırlayıp imanı (gönüllerine) yerleştirenler ise, hicret edenleri severler ve onlara verilen şeylerden dolayı içlerinde bir ihtiyaç (arzusu) duymazlar. Kendilerinde bir açıklık (ihtiyaç) olsa bile (kardeşlerini) öz nefislerine tercih ederler. Kim nefsinin 'cimri ve bencil tutkularından' korunmuşsa, işte onlar, felah (kurtuluş) bulanlardır.”(Haşr, 59/9). Bu ayetin sebab-i nüzulü incelendiğinde muhâcir ve ensâr’ın birlikte yazdığı fedakârlık destanı ortaya çıkar.

Ebû Hureyre (ra)’nin bildirdiğine göre bir kişi Hz. Peygamber’e geldi. Hz. Peygamber onu doyurmak için kadınlara gönderdi. Kadınlar “Bizim yanımızda sudan başka bir şey yok” dediler. Bunun üzerine Hz. Peygamber “Şu aç insanı kim yemeğine ortak kılar?” deyince ensâr’dan birisi (Ümmü Süleym’in

kocası ve Enes b. Mâlik'in üvey babası Ebû Talha) “Ben” dedi. Hz. Peygamber'in kendisine emânet ettiği misafiri alarak evin yolunu tuttu. Eve vardığında eşine “Haydi Rasûlullah'ın konuğuna ikram et” dedi. Fakat Ümmü Süleym “Yanımızda çocuklarımın ağızından başka bir şey yok” dedi. Kocası “Sen yemeği hazırlayıp getir, ışığı kapat, çocukları da uyut” dedi.

Ümmü Süleym (rah) akşam çocukları uyuttu. Bir kişiye yetecek kadar az olan yemeği getirdi. Kandille oynar gibi yapıp söndürdü. Dolu tabağı misafirin önüne boş tabakları ise kendi önlerine koyarak yemeğe başladılar. Misafir önünde ki yemeğe başlayınca onlar da yiyormuş gibi yaptılar; fakat tabakları boştu. İkisi de sofraya aç oturup aç kalktılar ve aç gecelediler. Sabah olunca ev sahibi Hz. Peygamber'e gitti. Cebrâil (as)'ın bildirmesiyle yaşananlardan haberdar olan Hz. Peygamber “Allah sizin bu hareketinize hayret etti ve ayet indirdi” buyurdular (Buhârî, *Menâkıbi'l-Ensâr*, 63/9-23; Ahmet, s. 301). Ensâr böyleydi. Yardımlaşmada o kadar ileri gitmişlerdi ki yaptıkları Allah katında beğeniliyor ve ayetlerle tasdik ediliyordu.

Ensâr'ın fedakârlığı Hz. Peygamber tarafından da defalarca dile getirilmiştir. Onlar Mekke'nin zorlu yıllarında Akabe mevkiine gelerek İslâm davasını omuzladılar ve bundan sonra adlarını sık sık duyurdular. Onların hizmetlerinden razı olan Hz. Peygamber haklarında övgü dolu birçok söz söyledi. Bu sözleri Buhârî “*Ensâr'ın Menâkıbi*”nı anlatan ayrı bir bölümde toplayarak bizlere ulaştırdı. Biz burada nebevî övgüye mazhar olan ensâr hakkında Hz. Peygamber'in ağzından çıkan birkaç hadis üzerinde duracağız. Hz. Peygamber ensârın sevilmesini emretti ve onları sevmenin imân meselesi olduğunu bildirdi. Berâ' b. Âzib'in bildirdiğine göre Hz. Peygamber (sav) şöyle dedi: “Kim ensâr'ı severse Allah da onu sever ve kim onlara buğz ederse Allah da ona buğz eder.” (İbni Mâce, *Mukaddime*, 163). Aynı şekilde başka bir hadiste: “İmân'ın alemeti ensâr'ı sevmektir. Nifâk'ın alemeti de ensâr'a buğz etmektir.” dedi (Müslîm, *İman*, 128). Sehl b. Sa'd eş-Sâidî'nin rivayet ettiği hadis de benzer şekildedir. Rivayete göre Hz. Peygamber (sav) ashâbına şöyle dedi: “Abdesti olmayanın namazı yoktur. Abdest üzerinde Allah adını zikretmeyen abdesti yoktur. Ve Peygamber üzerine salâvat getirmeyenin namazı yoktur. Ensâr'ı sevmeyenin namazı da yoktur.” (İbni Mâce, *Kitâbu't-Tahare*, 400).

Ensâr olmak zordur, ancak mükafatı boldur. Yaptıkları iyilik sadece ensâra değil çocuklarına ve torunlarına fayda sağlayacaktır. Günümüzde dahi dillerden düşmeyen bu hesapsız yardımlaşma ruhu elbette yapanın kendisine ve ehline hayır olarak dönecektir. Amr b. Avf'ın Hz. Peygamber (sav)'den rivayet ettiğine göre o şöyle dedi: “Allah ensâr'a, ensâr'ın oğullarına ve ensâr'ın oğullarının oğullarına (yani Ensâr'ın torunlarına) rahmet eylesin.” (İbni Mâce, *Mukaddime*, 165). Ensâr tüm yatırımlarını Allah ve Râsulü için harcayınca, Allah ve Râsulü de onların torunlarına yetecek nimeti ihsan ettiler.

Hz. Peygamber ensârı sevdi ve onların hem dirilerine hem de ölülerine kıymet verdi. Bir defasında ensâr'dan bazı kadın ve çocukları görünce ayağa kalktı ve “Allah şahid olsun ki, sizler bana insanların en sevimsilerisiniz.”⁹⁴ dedi. Bir Peygamber'i oturduğu yerden kaldırıp ona hayır dolu cümleler kurduran topluluk ensârdan başkası değildi. Onlar omurgalı duruşlarıyla Hz. Peygamber'in sevgisine mazhar oldular. Hz. Peygamber Ensâr'ın kıymetini bildirmek için şöyle buyurdu: “Eğer ensâr bir dere yahut dağ yoluna girselerdi, muhakkak ben ensâr'la beraber olanların vadisinin içine girerdim. Şayet hicret eden birisi olmasaydım, muhakkak ensârdan birisi olurum.” (Buhârî, *Menâkıbi'l-Ensâr*, 63/1-4).

Ensârı sevip onlarla aynı yola gitmekte bir mahsur görmeyen Hz. Peygamber'in onlar hakkındaki vasiyeti meseleyi özetlemeye yeter. Bir defasında Hz. Peygamber bir gün ashâbına şöyle bir tavsiyede

⁹⁴ Buhârî, *Menâkıbi'l-Ensâr*, 63/4-10; Müslîm, *İman*, 129; Tirmizî, 3900.

bulundu: “*Ensâra göz kulak olun. Zira onlar benim özel grubum ve sırdaşındırlar onlar üzerlerine düşeni yapmış ve artık lehlerine olanı alma vakti gelmiştir. Bu nedenle onların içlerinden iyi olanların iyiliklerini kabul edin. Kötülerin ise kusurlarını affedin.*” (Müslim, Fedâilü’s-Sahâbe, 176; Tirmizî, 3907). Bu hadis ensârın kıymetini anlamamıza yardımcı olmakta ve onlara karşı nasıl davranmamız gerektiğini açıkça göstermektedir.

Sonuç

Peygamberler göçünün son halkası olan Hz. Peygamber’in hicretinin önemi çok büyüktür. Hz. Adem ile başlayan hicret böylece nihayete erdi. Artık bundan sonra hiçbir nebinin hicreti söz konusu olmayacaktır. Köklü bir geleneğin son tecrübesi olan Mekke’den Medîne’ye hicret bu sebeple muhâcir ve ensâr gibi yeryüzünde başka bir örneği olmayan iki toplulukla mükâfatlandırıldı.

Muhâcirler imâna ilk gönül verenlerden olmaları ve Mekke’deki sıkıntılara göğüs germelerinden dolayı ensârdan üstündüler. Çünkü onlar henüz ensâr İslâm saflarına katılmadığı dönemde Mekke’de on yıl zorluklara katlanıp, acı ve ızdırabı yoldaş edindiler. Fakat İslâm dairesine sonradan giren ensâr öyle bir gayret gösterdi ki, muhâcirlerin yaptıklarını yapamasalar da, teslimiyetleriyle Allah ve Rasûlünü razı ettiler. Belki Mekke’nin o zorlu yıllarındaki gibi eziyet ve işkence görmediler, ancak tüm benlikleriyle İslâm’a seferber olarak geç kalmışlıklarını hızlı bir şekilde telâfi ettiler.

Yeryüzünde başka bir örneği olmayan muhâcir ve ensâr, Allah ve Rasûlü yolunda bu kadar çok teslimiyet ve kararlılık örneği gösterince iki tarafın birbiriyle daha çok kaynaşması arzulandı. Muâhât sözleşmesiyle ensâr ve muhâcir kardeş kılınarak kıyamete kadar anlatılacak kardeşlik tablosu ortaya çıktı. Aslında bu tablonun kahramanları gece gündüz çalışarak kendi kahramanlık destanlarını kendileri yazdılar. Muhâcir ve ensâr bütünleşmesiyle birçok fetih ve zafere kapı aralandı. Onlar sayesinde İslâm dininin tevhid ruhu tüm canlılığıyla yeryüzünde inkişaf etti.

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AWARENESS OF BALKAN MIGRANTS AMONG MUKHTARS: ACCEPTING OTHERS BY SUBJECTIVE EXPERIENCE

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Abstract: Yıldırım municipality is one of the three central subprovinces of Bursa and it is quite open for internat and international migrations. The international migrations of the sub-province is consisted of comers of Balkan states, old-Soviet states, Syrians and from that region. The administrative, socio-cultural and economic shape of the subprovince is affected by the prencence and intensity of migrants. Therefore the migrants are an important part of the subprovince population. The connection, relation and harmony of the subprovince population with the migrants have same amount of importance.

Examples that are reflected in academic studies are advocating that there is an incompatible relationship or in other words a partial harmony among the natives and migrants. This study advocates that it is possible to have harmony among them and in order to do so there should be given an appportunity to them to have a relationship among themselves. The validity of the thesis is tested in semi-structure interviews made with *mukhtars* of 69 neighbourhood. In the study, people from Balkan are taken in consideration, the other migrant groups are kept out. Sort of questions are prepared and the number and content of them varried according to the interest and knowledge of the *mukhtars* relating to this study. The obtained data proves the thesis of this study. According to these *mukhtars* talked about their own person experiences about migrants, they have made mostly positive explanations about migrants. It is understood that a number of aspects are effective. Such as being from same root, willingness of being in harmony with the new country, showing their own cultural practices (like a migrant street), being patriot and hardworking etc.

Keywords: Perception Of Migrant, Balkan Migrants, Neighborhood Mukhtar, First-Come Muhajir.

MUHTARLAR ARASINDA BALKAN GÖÇMENLERİNİN BİLİNİRLİĞİ: ÖZNEL DENEYİM YOLUYLA ÖTEKİNİ KABUL

Özet: Yıldırım Belediyesi, Bursa'nın üç merkez ilçesinden birisi olup, iç ve dış göçlere oldukça açık bir bölgedir. Balkan ülkelerinden gelenlerin yanı sıra eski Sovyet ülkelerinden ve yakın zamanlardaki siyasi olayların dinmediği Suriye ve diğer çevre ülkelerinden gelenler, ilçenin dış göçmenlerini oluşturmaktadır. Göçmen yoğunluğu ve varlığı, ilçenin idari, sosyo-kültürel ve ekonomik anlamda şekillenmesinde etkilidir. Dolayısıyla Yıldırım ilçesi için göçmenler, ilçe nüfusunun önemli bir parçası durumundadır. İlçe nüfusunun göçmenlerle olan bağı, uyumu ve ilişkisi de bu anlamda önemlidir.



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Akademik çalışmalara yansımış örnekler, yerel halkla göçmenlerin arasında uyumsuzluğun veya kısmi bir anlaşmanın olduğunu savunmaktadır. Bu çalışma, yerel halkla göçmenler arasında uyumun olabileceğini, uyumun gelişebilmesi içinse yerel halkın göçmenlerle doğrudan iletişim kurabilecekleri fırsatların yaratılması gerektiği fikrini savunmaktadır. Bu savın geçerliliği, Yıldırım İlçesine bağlı 69 mahalle özelinde toplam 69 mahalle muhtarı ile gerçekleşen yarı-yapılandırılmış görüşmelerle sınanmıştır. Göçmenler içerisinde Balkan ülkelerinden (Bulgaristan, Yunanistan ve (eski) Yugoslavya) gelmiş olan göçmenler çalışmaya dâhil edilmiş, diğer göçmen grupları örneklem dışı bırakılmıştır. Söz konusu göçmenlerle ilgili belli başlı sorular oluşturulmuş, soruların sayısı ve içeriği muhtarların konuya olan ilgi ve bilgisine göre değişiklik göstermiştir. Görüşmelerde elde edilen bulgular, çalışmanın ana savını doğrular niteliktedir. Buna göre, yerel halk –muhtarlar- kişisel deneyimlerine bağlı olarak göçmenlere dair açıklamalarında olumsuz ifadelerden ziyade olumlu ifadelerle söz konusu göçmenleri anlatmışlardır. Göçmenlerin yerel halkla -muhtarlarla- aynı kökenden geliyor olmaları, geldikleri ülkeye uyum sağlamada istekli olmaları, kendilerine özgü kültürel pratikler sergilemeleri (göçmen sokakları gibi), çalışkanlıkları ve vatansever olmaları da etkilidir.

Anahtar Kelimeler: Göçmen Algısı, Balkan Göçmenleri, Mahalle Muhtarı, Eski Muhacir.



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| SH8028 | Ermira Qosja Ornela Vladi | SME BUSINESS MODEL INNOVATION: THE CASE OF ALBANIA | |
| SH9080 | Yasemin Ülker Hakan Eren Şengelen | ENTREPRENEURSHIP, INNOVATION AND COMPETITIVENESS EFFECTS ON ECONOMIC GROWTH IN DIFFERENT ECONOMIC ECOSYSTEMS: GEM AND GCR DATA EVIDENCE | |
| SH9097 | Nevra Baker | AUTHENTIC LEADERSHIP AND FOLLOWER JOB SATISFACTION: THE MODERATING EFFECT OF LEADER EMOTIONAL EXPRESSIVITY | |

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| SH9063 | Türker Tuğsal | EVALUATION OF TURKEY'S DATA ON THE GENDER INEQUALITY AXIS FOR THE DEVELOPMENT OF WOMAN ENTREPRENEURSHIP | |
| SH10123 | Orhan Elmacı | A MODEL PROPOSAL FOR THE ESTABLISHMENT OF AN EFFECTIVE STRATEGIC MANAGEMENT ACCOUNTING SYSTEM IN SUSTAINABILITY AND INTEGRATED REPORTING AND REALIZATION CONDITIONS | |

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| SH9092 | Selin Atalay | ACADEMIC LABOR PROCESS AND ALIENATION: A CASE STUDY FROM SOCIAL SCIENCES IN TURKEY | |
| SH9082 | Selma Güner Pınar Gültekin | THE ROLE AND IMPORTANCE OF LANDSCAPE BIOGRAPHIES FOR THE PROTECTION OF URBAN CULTURAL HERITAGE: EXAMPLE OF ISTANBUL ÜSKÜDAR COASTAL BAND | |

| 27 th OCTOBER 2018 | | 11.30-12.30 | Hall: 3 |
|-------------------------------|----------------|---|---------------------|
| Session: 2 | | Chair: Assoc. Prof. Dr. Birol AKGÜL | Language: TR |
| SH10134 | Birol Akgül | POSSIBLE EFFECTS OF THE DEVELOPMENT AND USE OF ARTIFICIAL INTELLIGENCE INTENDED FOR JOURNALISM SECTOR | |
| SH6003 | E. Gülbuğ Erol | PRESENTATION OF MIGRANT REPRESENTATIVES IN TURKISH MEDIA: A STUDY ON THE SPECIFICATION OF NTV NEWS TELEVISION | |
| SH9076 | Vedi Aşkaroglu | JOSEPH CONRAD'S LORD JIM: CONSCIOUS ENTANGLED BETWEEN SURVIVAL AND HONOUR | |
| SH8021 | Erhan Akyazi | SOCIAL MEDIA EDUCATION IN COMMUNICATION FACULTIES | |

| 27 th OCTOBER 2018 | | 11.30-12.30 | Hall: 4 |
|-------------------------------|---|---|---------------------|
| Session: 2 | | Chair: Assoc. Prof. Dr. Marina SOKOLOVA | Language: EN |
| SH9084 | Charisse Vitto | FREQUENCY AND CHARACTERISTICS OF CYBERBULLYING AMONG FILIPINO ADOLESCENTS | |
| SH9088 | Marina Sokolova | ON THE WAY TO POSITIVE COMMUNICATION: ADAPTATION TO THE INTERLOCUTOR | |
| SH9056 | Oğuz Polat Zeynep Reva | FORCED MARRIAGES AS HUMAN RIGHTS VIOLATION | |
| SH8024 | Mohd. Dahlan Hj. A. Malek Ida Shafinaz Mohd. Kamil | THE MODERATING EFFECT OF WORK MOTIVATION AND COPING STRATEGIES ON JOB SATISFACTION AND PSYCHOLOGICAL WELL BEING AMONG FIRE FIGHTERS | |

| 27 th OCTOBER 2018 | | 11.30-12.30 | Hall: X1 |
|-------------------------------|---------------------|---|----------------------|
| Session: 2 | | Chair: Assoc. Prof. Dr. Şirvan Şen DEMİR | Language: MIX |
| SH6001 | Ufuk Özen Baykent | THE IDEAS OF WAR AND POST-WAR IN HEMINGWAY'S SHORT FICTION | |
| SH6004 | Gazmend Abrashi | ORGANIZATIONAL COMMUNICATION-THE IMPORTANCE OF COMMUNICATION STRATEGY IN TIMES OF CRISIS FOR THE ORGANIZATION | |
| SH6005 | Rexhep Suma | ALBANIAN RELIGIOUS MEDIA IN KOSOVO AND NACIONAL IDENTITY | |
| SH8019 | Fatma İdil Baktemur | INVESTIGATION OF TURKEY'S IMPORT FUNCTION WITH NONLINEAR COINTEGRATION ANALYSIS | |

| 27 th OCTOBER 2018 | | 11.30-12.30 | Hall: X2 |
|-------------------------------|-------------|---|----------------------|
| Session: 2 | | Chair: Assoc. Prof. Dr. Mahmut DEMİR | Language: MIX |
| EDU10022 | Yılmaz Kara | ASSESSMENT OF STEAM BASED TEACHING ACTIVITIES DEVELOPED BY SCIENCE TEACHER CANDIDATES | |
| EDU10023 | Yılmaz Kara | DETERMINING THE OPINIONS OF SCIENCE TEACHER CANDIDATES ON STEAM WORKSHOP | |
| SH10152 | Hakan Temir | ANCESTORS OF THE HOLY PROPHET | |





| 27 th OCTOBER 2018 | | 14.00-14.30 | Hall: 1 |
|----------------------------------|---------------------------|--|---------------------|
| Session: Keynote Speeches | | Chair: Assoc. Prof. Dr. Mahmut DEMİR | Language: TR |
| TRNC | Prof. Dr. Ata Atun | DİPLOMASİDE ALMADAN VERİLMEZ: RAHİM BRUNSON OLAYI | |
| UKRAINE | Prof. Dr. Iryna Pokrovska | UKRAYNADA TURKOLOJİNİN GECMİSİ, BUGUNU VE GELECEĞİ | |
| | | | |

| 27 th OCTOBER 2018 | | 14.45-15.45 | Hall: 1 |
|-------------------------------|----------------------------|--|---------------------|
| Session: 3 | | Chair: Assoc. Prof. Dr. Vedi AŞKAROĞLU | Language: EN |
| SH8030 | Maka Elbakidze | MEDEA MYTH AND IT'S RECEPTION IN THE MEDIEVAL LITERATURE (GEOFFREY CHAUCER'S "THE LEGEND OF GOOD WOMEN") | |
| SH8032 | Irma Ratiani | GEORGIAN LITERATURE FROM STALIN'S REPRESSIONS TO THE PERIOD OF 'THAW' | |
| SH8033 | Naglaa Saad Mohamed Hassan | VISUALIZING THE INVISIBLE EXPERIENCE OF SLAVERY IN THE POETRY OF EDWARD BRATHWAITE | |
| SH9075 | Vedi Aşkaroğlu | ART: A DESTRUCTIVE TOOL IN THE HANDS OF THE BULLY | |

| 27 th OCTOBER 2018 | | 14.45-15.45 | Hall: 2 |
|-------------------------------|--|---|---------------------|
| Session: 3 | | Chair: Assoc. Prof. Dr. Mehmet Han ERGÜVEN | Language: TR |
| SH9112 | Mehmet Han Ergüven | A MODEL SUGGESTION FOR A HIGHER EDUCATION PROGRAM: FUTURE STUDIES | |
| SH10132 | Orhan Elmacı | STRATEGIC ROAD MAP OF SUSTAINABLE GROWTH: INTEGRATED WITH STANDARD COSTING SYSTEM BALANCED SCORECARD (BSC) MODEL | |
| SH10147 | M. Anıl Küçükuyaman Şirvan Şen Demir Gülşay Bulgan | THE DETERMINATION OF SATISFACTION LEVELS OF STUDENTS IN UNIVERSITY DINING SERVICES: SÜLEYMAN DEMİREL UNIVERSITY EXAMPLE | |
| SH9078 | Yeşim Coşar | A RESEARCH ON DESTINATION ATTRACTIONS OF FETHİYE | |

| 27 th OCTOBER 2018 | | 14.45-15.45 | Hall: 3 |
|-------------------------------|----------------------|---|---------------------|
| Session: 3 | | Chair: Asst. Prof. Dr. Şenay YAVUZ GÖRKEM | Language: EN |
| SH10155 | Sumeyra Buran Utku | HISTORY AND PERSONAL STORY: SALMAN RUSHDIE'S MIDNIGHT'S CHILDREN AND JULIAN BARNES'S A HISTORY OF THE WORLD IN 10 ^{1/2} CHAPTERS | |
| SH9079 | Şenay Yavuz Görkem | FOR WHOM IS POLITICAL ADVERTISING? TURKISH VOTERS' PERCEPTIONS ON POLITICAL ADVERTISING | |
| EDU9011 | Ndam Njiyong Ibrahim | THE AVAILABILITY AND USE OF ASSISTIVE TECHNOLOGY TO CHILDREN WITH MENTAL RETARDATION IN SCHOOLS FOUND IN BUEA MUNICIPALITY IN THE SOUTH WEST REGION OF CAMEROON | |
| SH9106 | Maria-Zoica Balaban | HOMELANG OR HOW TO LIVE IN A LANGUAGE | |

| 27 th OCTOBER 2018 | | 14.45-15.45 | Hall: X1 |
|-------------------------------|-----------------------------|--|----------------------|
| Session: 3 | | Chair: Assoc. Prof. Dr. Şirvan Şen DEMİR | Language: MIX |
| SH9038 | Çağla Güven | THE EFFECT OF EMPLOYEES TRUST IN ORGANIZATION AND EDUCATION LEVEL ON VOICE BEHAVIOR | |
| SH9049 | Semira Karuko | AN EFFORT TO RESCUE A GENERATION: EDUCATION GIVEN TO SYRIAN REFUGEE CHILDREN IN TURKISH: AN EXAMPLE BY HATAY/ REYHANLI | |
| SH9061 | Ahmet Yıldız | EXAMINING THE REGIONAL DIFFERENCE IN TURKEY IN TERMS OF HEALTH INDICATORS AND SOCIO-ECONOMIC INDICATORS | |
| SH9065 | Sengul Demiral Ali Demir | ANALYSIS OF THE METAPHORICAL PERCEPTIONS OF JUDO SPORTS 15-17 YEARS OLD ATHELETS FOR JUDO CONCEPT: A STUDY OF FIELD | |



| 27 th OCTOBER 2018 | | 16.00-17.00 | Hall: 1 |
|-------------------------------|---|---|--------------|
| Session: 4 | | Chair: Assoc. Prof. Dr. Hatice AKKOÇ | Language: EN |
| EDU9014 | Aziyati Ibrahim Muhammad Nafi Rezani Tahrir / Mohd S. Elias | REVIEW OF ISSUES AND CHALLENGES IN THE IMPLEMENTATION OF WORK-BASED LEARNING PROGRAM (WBL) FOR BACHELOR OF POLYTECHNIC MALAYSIA | |
| EDU8005 | Miloud Fekih | THE LACK OF TECHNOLOGY IN TEACHING EFL TO LEARNERS WITH DYSLEXIA IN ALGERIA | |
| EDU9012 | Svobodova Jindriska Jan Novotny | NEWTON'S AND EINSTEIN'S WORLD THROUGH STUDENT EYES | |
| EDU10020 | Hatice Akkoç | PRE-SERVICE MATHEMATICS TEACHERS' LESSON PLANNING WITH DYNAMIC MATHEMATICS SOFTWARE | |

| 27 th OCTOBER 2018 | | 16.00-17.00 | Hall: 2 |
|-------------------------------|---|--|--------------|
| Session: 4 | | Chair: Assoc. Prof. Dr. Kıvanç İNELMEN | Language: EN |
| SH9083 | M. Hasan Uncular | CRM IN A MULTI-CULTURAL COCKPIT: TURKISH AIRLINES COCKPIT AS A CASE STUDY | |
| SH9093 | Kıvanç İnelmen | EMPLOYEE PRO-ENVIRONMENTAL BEHAVIORS IN THE TOURISM INDUSTRY | |
| SH9089 | Latifa Bekkouche | IMPACT OF ACTIVITY-BASED MANAGEMENT TO IMPROVE PERFORMANCE FROM AN INTERNAL OPERATIONS PERSPECTIVE | |
| SH8027 | Merabet Amina Sayeh Fatima Benhabib Abderrezzak | THE ROLE OF ELECTRONIC OPINION LEADER ON PURCHASING DECISION OF NEW PRODUCTS | |

| 27 th OCTOBER 2018 | | 16.00-17.00 | Hall: 3 |
|-------------------------------|---|--|--------------|
| Session: 4 | | Chair: Asst. Prof. Dr. Yeşim COŞAR | Language: TR |
| SH9077 | Yeşim Coşar | A CRITICAL VIEW ON PARADOX BETWEEN SUSTAINABLE TOURISM AND SLOW CITY | |
| SH9101 | Murad Alili Şirvan Şen Demir Gülay Bulgan | AZERBAIJAN'S EVALUATION AS A DARK TOURISM DESTINATION | |
| SH9111 | Mehmet Han Ergüven | FROM PAST TO PRESENT: WELLNESS TRENDS AND PREDICTIONS ABOUT THE FUTURE OF THE CONCEPT OF WELLNESS | |
| SH9114 | Bülent Kurtuluş Gönül Mahmut Demir | THE RELATIONSHIP BETWEEN LEARNED HELPLESSNESS AND CAREER DECISION: THE CASE OF ANKARA TOURISM BUSINESSES | |



| 27 th OCTOBER 2018 | | 17.00-18.00 | Hall: X1 |
|-------------------------------|-----------------|--|----------------------|
| Session: 4 | | Chair: Asst. Prof. Dr. Gülay BULGAN | Language: MIX |
| SH9070 | Dilan Çiftçi | BLOODY SUNDAY FILM ANALYSIS FOR INTERNATIONAL ETHICAL CONCERNS | |
| SH9071 | Sevilay Ulaş | THE PRESENTATION OF RELATIONSHIP BETWEEN CORPORATE IDENTITY AND ITS CLOURS: COMPARATIVE ANALYSIS FOR LUXURY BRANDS | |
| SH10153 | Hakan Temir | VIRTUE OF THE MUHÂJİR AND ANSÂR | |
| SH10150 | Beydullah Sulak | AGRICULTURAL ECONOMICS, POLITICS AND PLANNING RELATION | |

| 27 th OCTOBER 2018 | | 17.00-18.00 | Hall: X2 |
|-------------------------------|----------------------------------|--|----------------------|
| Session: 4 | | Chair: Assoc. Prof. Dr. Şirvan Şen DEMİR | Language: MIX |
| SH9108 | Gülçin Zeybek | DETERMINATION OF LEVEL OF 21ST CENTURY LEARNER SKILLS USE OF HIGH SCHOOL STUDENTS | |
| SH9117 | Banu Küçükşaraç | THE DIGITAL STORYTELLING OF BRAND COMMUNICATION: BRAND STORIES FROM MOMMY BLOGGERS | |
| SH10149 | Beydullah Sulak | A NEW APPROACH TO RURAL DEVELOPMENT AND REGIONAL PLANNING | |
| SH10166 | Mahmut Demir Şirvan Şen Demir | TOURISM-TRAVEL RELATIONSHIP: A BRIEF EVALUATION FROM DIFFERENT PERSPECTIVES | |

| 27 th OCTOBER 2018 | | 17.00-18.00 | Hall: X3 |
|-------------------------------|---|--|----------------------|
| Session: 3 | | Chair: Assoc. Prof. Dr. Mahmut DEMİR | Language: MIX |
| EDU10021 | Yılmaz Kara | DETERMINING THE VIEWS OF SCIENCE TEACHER CANDIDATES ABOUT STEAM FIELDS AND EDUCATION | |
| EDU10031 | Mahmut Demir Şirvan Şen Demir | CYBERLOAFING BEHAVIOR OF UNIVERSITY STUDENTS DURING THE COURSES: A COMPARISON BY TYPE OF EDUCATION, CLASS LEVEL AND GENDER | |
| EDU9008 | Sema Mumcu- Serap Yılmaz Duygu Akyol | LANDSCAPE ARCHITECTURE DESIGN STUDIOS IN TERMS OF ENHANCING DESIGN EXPERIENCE | |
| SH9042 | İclal Kaya Altay Şqiprim Ahmeti | THE 'TERRITORIAL AGENDA OF THE EUROPEAN UNION' AS A TURNING POINT IN THE EUROPEAN TERRITORIAL COHESION POLICIES | |



| 28 th OCTOBER 2018 | | 10.00-11.00 | Hall: 1 |
|-------------------------------|---|---|--------------|
| Session: 5 | | Chair: Dr. Elvira PUPOVIC | Language: EN |
| SH8022 | Sumaira Maqsood Muhammad Saleem Haider | SYNERGISTIC CONTACT OF BEAUVERIA BASSIANA AND BACILLUS THURINGIENSIS FOR THE CONTROL OF SPODOPTERA LITURA | |
| SH9087 | Tatia Oboladze Miranda Tkeshelashvili | COLLECTION OF THE ARCHIVE MATERIALS, THEIR PROCESSING AND TEACHING OF THE STUDENTS | |
| SH9095 | Duygu Metin Peten Fatma Yaman Gülşah Sezen Vekli Murat Çavuş | IMPROVING PRESERVICE SCIENCE TEACHERS' ABILITY TO WRITE/PREPARE PROJECTS TO TUBITAK GRANT PROGRAM | |
| EDU9009 | Elvira Pupovic | INTERNATIONAL LAW IN HIGHER EDUCATION OF MONTENEGRO COMPARED TO EU REGULATIONS AND STANDARDS - AUDIT OF UNIFORM RULE CALLED "FRASCATI MANUAL" | |

| 28 th OCTOBER 2018 | | 10.00-11.00 | Hall: 2 |
|-------------------------------|---------------------------|--|--------------|
| Session: 5 | | Chair: Assoc. Prof. Dr. Kadir DEMIRCI | Language: TR |
| SH9094 | Mustafa Çabuk | FAKHRI PASHA AND DEFENSE OF MEDINA ACCORDING TO BRITISH DOCUMENTS | |
| SH9096 | Mustafa Çabuk | RELATIONSHIP BETWEEN MISSIONARY AND IMPERIALISM | |
| SH9099 | Ela Özkan | MARAS'S ADMINISTRATIVE DIVISION IN THE 19TH CENTURY | |
| SH10141 | Kadir Demirci | TEXTUAL CRITICISMS ON THE HADITHS NARRATED BY THE CLASSICAL PERIOD ZAIDI IMAMS BUHARI AND MUSLIM | |
| SH9115 | İkbal Elif Mahir Metinsoy | THE PERIODICAL TÜRK KADINI AND BEING A WOMAN WRITER DURING THE LAST YEARS OF THE OTTOMAN EMPIRE | |

| 28 th OCTOBER 2018 | | 10.00-11.00 | Hall: 3 |
|-------------------------------|----------------|---|--------------|
| Session: 5 | | Chair: Asst. Prof. Dr. Leyla BEKENSİR | Language: TR |
| SH8029 | Hepşen Okan | NEUROSCIENCE AND MUSIC EDUCATION | |
| SH9044 | Leyla Bekensir | THE MAIN STAGES OF WORK ON THE MUSICAL DICTATION IN SOLFEGGIO LESSONS | |
| EDU10025 | Hülya Akdemir | CARTOON FILMS AS A TOOL FOR EFFECTIVE COMMUNICATION | |
| SH10140 | Taylan Abiç | INTERTEXTUALITY IN ZÜLFÜ LIVANELI'S NOVEL "HUZURSUZLUK" | |

| 28 th OCTOBER 2018 | | 10.00-11.00 | Hall: 4 |
|-------------------------------|-------------------------------|---|--------------|
| Session: 5 | | Chair: Dr. Sabahattin DESTEK | Language: TR |
| EDU9013 | Sabahattin Destek | CLINICAL, ENDOSCOPIC AND PATHOLOGICAL FEATURES OF OUR PATIENTS WITH SOLITARY RECTAL ULCER | |
| EDU9016 | Hatice Akkoç | PRE-SERVICE MATHEMATICS TEACHERS' APPROACHES TO ASSESSMENT IN THEIR LESSON PLANS | |
| EDU10018 | Merve Bedir Abdullah Aydın | TEACHERS' OPINIONS ON THIRD GRADERS' SCIENCE COURSE CURRICULUM | |
| EDU10019 | Merve Bedir Abdullah Aydın | INVESTIGATING PARENTS' OPINIONS ON THE THIRD GRADERS' SCIENCE COURSE CURRICULUM | |



| 28 th OCTOBER 2018 | | 11.30-12.30 | Hall: 1 |
|-------------------------------|----------------------|--|--------------|
| Session: 6 | | Chair: Asst. Dr. Nevra BAKER | Language: EN |
| SH10129 | Aysa Ipek Erdogan | FINANCING PRACTICES OF HOSPITALITY SMES: A STUDY ON AN EMERGING MARKET | |
| SH9072 | Sarah Boutaib | THE MACROECONOMIC EFFECT OF FISCAL POLICY: EVIDENCE FROM A BEHAVIORAL NEW KEYNESIAN MODEL FOR EMERGING COUNTRIES | |
| SH9098 | Nevra Baker | LEADER-MEMBER EXCHANGE AND FOLLOWER TRUST IN LEADER: THE MODERATING EFFECT OF LEADER EMOTIONAL EXPRESSIVITY | |
| SH8018 | Mokhele John Khumalo | PRIVATE CAPITAL FORMATION IRREVERSIBILITY IN THE SADC COUNTRIES: A PANEL ANALYSIS | |

| 28 th OCTOBER 2018 | | 11.30-12.30 | Hall: 2 |
|-------------------------------|---|---|--------------|
| Session: 6 | | Chair: Asst. Prof. Dr. Serkan POLAT | Language: TR |
| SH9118 | Serkan Polat | A SOCIAL TOURISM PROPOSAL FOR MUNICIPALITIES: 4T: TWIN TOWNS TWIN TOURISTS | |
| SH9121 | Semra Aktaş-Polat | THEMATIC AQUARIUM EXPERIENCE: A REVIEW ON TRIPADVISOR REVIEWS | |
| SH9048 | Funda Bayrakdaroğlu Ali Bayrakdaroğlu Zeki Atıl Bulut | VIRTUAL CURRENCY USAGE IN DIGITAL ECONOMY: ATTITUDES CONCERNING BITCOIN | |
| SH9091 | Yasin Akşap Şirvan Şen Demir Gülay Bulgan | CREATIVE TOURISM ENTREPRENEURSHIP | |
| SH9107 | Tuna Batuhan | EVALUATION OF EURO 2024 HOST CANDIDACY: HOW DID GERMANY WIN? WHY DID TURKEY LOSE? | |

| 28 th OCTOBER 2018 | | 11.30-12.30 | Hall: 3 |
|-------------------------------|----------------------------|---|--------------|
| Session: 6 | | Chair: Asst. Prof. Dr. Gülay BULGAN | Language: TR |
| EDU10026 | Hülya Akdemir | TEACHER PROFILE: JOHN KEATING, ALTERNATIVE ROUTE TO TEACH | |
| SH9113 | İsmail Ersoy | TEACHERS VIEWS ON IMPROVING CULTURAL LITERACY SKILLS IN ADAPTATION OF SYRIAN STUDENTS TO THE TURKISH EDUCATION SYSTEM | |
| SH10125 | İsmail Ersoy Mazhar Bal | ANALYSIS OF TECHNOLOGY-BASED TURKISH LANGUAGE TEACHING STUDIES: A META-SYNTHESIS STUDY | |
| SH10127 | Aysun Eroğlu | A CONTENT ANALYSIS OF THE GRADUATE THESES ABSTRACTS (2000-2017) RELATED TO BILINGUALISM | |

| 28 th OCTOBER 2018 | | 11.30-12.30 | Hall: 4 |
|-------------------------------|-------------------------------------|--|--------------|
| Session: 6 | | Chair: Dr. Emad A. S. ABU-AYYASH | Language: EN |
| SH9039 | Muhammad Imran Shah | CRITICAL DISCOURSE AND NARRATIVE ANALYSIS OF IMRAN KHAN'S FIRST SPEECH AS PRIME MINISTER OF PAKISTAN ON 19TH AUGUST 2018 | |
| EDU9017 | Mária Belešová Lenka Szentesiová | READING BY BILINGUAL CHILDREN | |
| SH9040 | Emad A. S. Abu-Ayyash | PROPOSING A COMPREHENSIVE MODEL OF COHESIVE DEVICES TO INVESTIGATE THE QUALITY OF STUDENTS' ACADEMIC WRITING | |
| SH10124 | Ufuk Cebeci Hüsnü Sinan Dölgen | EFFECTIVE FACTORS ON USAGE OF PROCESS IMPROVEMENT APPLICATIONS VIA COLLABORATION PLATFORMS | |





| 28 th OCTOBER 2018 | | 14.00-15.00 | Hall: 1 |
|-------------------------------|--|---|--------------|
| Session: 7 | | Chair: Assoc. Prof. Dr. Ufuk CEBECİ | Language: EN |
| SH9059 | Ufuk Cebeci | SELECTING TOP MANAGER BY USING TYPE-2 FUZZY AHP WITH A REAL CASE APPLICATION | |
| SH9062 | Ufuk Cebeci Mustafa Kaan Kaşıkçı | AN MANUFACTURING MATURITY ANALYSIS IN THE SHIPBUILDING INDUSTRY | |
| SH9119 | Aysa Ipek Erdogan | AFFECT OF INNOVATIVENESS ON PROBLEMS RELATED TO BANK LOANS: A STUDY ON AN EMERGING MARKET | |
| SH10138 | Bousbia Salah Rahima Ben Ali Abdel Moumen | THE IMPACT OF EXCHANGE RATE FLUCTUATIONS ON INFLATION RATES IN ALGERIA | |

| 28 th OCTOBER 2018 | | 14.00-15.00 | Hall: 2 |
|-------------------------------|--|--|--------------|
| Session: 7 | | Chair: Assoc. Prof. Dr. S. Irem ZEYNELOGLU | Language: EN |
| SH7013 | Amna Malik Umer Ramzan | SOCIO-ECONOMIC AND SECURITY IMPLICATIONS OF REFUGEES ON HOST NATION: A CASE OF AFGHAN REFUGEES IN KPK | |
| SH9090 | Aigul Usen Rakhymzhan Turysbek Ardak Khamitova | THE IDEA OF "MANGILIK YEL OR THE ETERNAL LAND" IN THE LITERATURE OF TURKIC PEOPLE | |
| SH10133 | Abdallaoui Moufid | THE STRATEGIC ROLES OF THE "HOUSE OF ENTREPRENEURSHIP" AT THE UNIVERSITY OF ELUOUD (ECHAHEED HAMMA LAKHDAR UNIVERSITY) | |
| SH9069 | S. Irem Zeyneloglu | EUROPEAN MONETARY UNION: ACHIEVEMENTS AND NEW CHALLENGES | |

| 28 th OCTOBER 2018 | | 14.00-15.00 | Hall: 3 |
|-------------------------------|--|--|--------------|
| Session: 7 | | Chair: Asst. Prof. Dr. Canan AYDINBEK | Language: TR |
| SH9068 | Özlem Özçakır Sümen | A META-SYNTHESIS ABOUT THE STUDIES ON SPATIAL SKILLS | |
| SH10136 | Halil Taş Muhammet Baki Minaz | IDEAL STUDENT PARENTS PERCEPTIONS OF SCHOOL ADMINISTRATORS | |
| EDU9015 | Canan Aydınbek | THE COMPARISON BETWEEN THE FRENCH TEACHERS CANDIDATES' PERCEPTIONS OF TEACHER AND THE ROLE OF TEACHER ADOPTED BY LEARNING THEORIES | |
| EDU10024 | İlker Aydoğan Sultan Bilge Keskinliç Kara | THE EFFECTS OF ORGANIZATIONAL CLIMATE ON THE LEVEL OF THE TEACHERS' PSYCHOLOGICAL WELL-BEING | |

| 28 th OCTOBER 2018 | | 14.00-15.00 | Hall: 4 |
|-------------------------------|-----------------------------------|--|--------------|
| Session: 7 | | Chair: Assoc. Prof. Dr. Ali BAYRAKDAROĞLU | Language: TR |
| SH9041 | Ali Bayrakdaroğlu Yusuf Tepeli | RISK-RETURN ANALYSIS OF BIST SECTORAL INDEXES | |
| SH10130 | Nazmi Ocak | DUD (RETURNED) CHECK | |
| SH9053 | Tuna Batuhan | EVALUATION OF ENVIRONMENTAL POLICY IN TURKEY IN THE HISTORICAL PROCESS AND RECOMMENDATIONS FOR SUSTAINABLE ENVIRONMENTAL POLICY FOR THE FUTURE | |
| SH9086 | Ertuğrul Karoğlu | THE EFFECT OF CORRUPTION DISTANCE ON TURKEY'S INWARD FOREIGN DIRECT INVESTMENT | |



| 28 th OCTOBER 2018 | | 15.30-16.30 | Hall: 1 |
|-------------------------------|------------------------------------|---|--------------|
| Session: 8 | | Chair: Assoc. Prof. Dr. Nesrin TÜRELI ŞALVARCI | Language: TR |
| SH9052 | Tuna Batuhan | EVALUATION OF THE 2017 URBANISM COUNCIL DECISIONS WITHIN THE FRAMEWORK OF MODERN AND POSTMODERN PLANNING APPROACHES | |
| SH9064 | Selda Adilođlu Hüseyin Pehlivan | AWARENESS OF BALKAN MIGRANTS AMONG MUKHTARS: ACCEPTING OTHERS BY SUBJECTIVE EXPERIENCE | |
| SH10154 | Nesrin Türeli | SAFETY AND RISK PERCEPTION IN E-COMMERCE OF IRAQI CONSUMERS | |
| SH9102 | Fahriye Dilek Akturk | CHANGES IN THE URBAN TRANSFORMATION PROCESS OF PUBLIC SPACES, THEIR PSYCHOLOGICAL EFFECTS ON THEIR ENVIRONMENT AND THEIR EVALUATION BY THEIR USERS (PEE)EXAMPLE OF ISTANBUL FINDIKLI PARK | |

| 28 th OCTOBER 2018 | | 15.30-16.30 | Hall: 2 |
|-------------------------------|---|---|--------------|
| Session: 8 | | Chair: Asst. Prof. Dr. Besra TAŞ | Language: TR |
| SH7010 | Nesrin Duman | RECOGNISING PSYCHOLOGICAL ABUSE | |
| SH8014 | Besra Taş Ercan Gür İlker Akpınar | A REVIEW ON THE RELATIONSHIP BETWEEN DIVORCED AND MARRIED INDIVIDUALS' SPIRITUALITY AND MEANING AND PURPOSE OF LIFE | |
| SH9058 | Ufuk Cebeci Eray Sertkaya | JOB SATISFACTION OF FOOD ENGINEERS WORKING IN QUALITY MANAGEMENT SCOPE | |

| 28 th OCTOBER 2018 | | 15.30-16.30 | Hall: 3 |
|-------------------------------|-----------------------------------|---|--------------|
| Session: 8 | | Chair: Asst. Prof. Dr. Taylan ABIÇ | Language: TR |
| SH10139 | Taylan Abiç | THE NEW CONCEPTION OF POETRY AND ITS REFLECTION DURING TANZIMAT AND SERVET-I FÜNUN | |
| SH9047 | Özlem Özçakır Sümen | THE COMPARISON OF TURKISH AND SINGAPORE EDUCATION SYSTEMS IN TERMS OF MATHEMATICS EDUCATION | |
| SH10142 | Elvan Yılmaz Akyüz Esin Sezgin | EVALUATION OF PRESCHOOL MENUS IN USKUDAR | |
| SH10145 | Esin Sezgin Elvan Yılmaz Akyüz | INVESTIGATION OF SEXUAL TRAINING TO CHILDREN WITH PARENT PERSPECTIVE | |

| 28 th OCTOBER 2018 | | 15.30-16.30 | Hall: 4 |
|-------------------------------|------------------------------------|---|--------------|
| Session: 8 | | Chair: Assoc. Prof. Dr. Semra AKTAŞ POLAT | Language: TR |
| SH9054 | Fatma Altuntaş Mehmet Şahin Gök | PRIORITIZATION OF THE INVESTMENT CAPABILITY OF COUNTRIES USING ELECTRE METHOD | |
| SH9120 | Serkan Polat | TOURISM IN THE ORGANIZATIONAL STRUCTURES OF METROPOLITAN MUNICIPALITIES | |
| SH9122 | Semra Aktaş-Polat | CLASSIFICATION OF THE SOCIAL MEDIA SHARES OF TOURISTS BY SENTIMENT ANALYSIS | |
| SH10131 | Nazmi Ocak | BANKRUPT'S CERTIFICATE | |



| 28 th OCTOBER 2018 | | 17.00-18.00 | Hall: 1 |
|-------------------------------|---------------------------|--|---------------|
| Session: 9 | | Chair: Ibtasam Thakur | Language: MIX |
| SH7006 | Ibtasam Thakur | RELATIONSHIP BETWEEN ORGANIZATIONAL CONTROL AND JOB PERFORMANCE OF SPECIAL EDUCATION TEACHER IN PAKISTAN | |
| SH9074 | Rizwana Habib Latha | MUSLIM WOMEN'S ACTIVISM IN THE WEST-AFRICAN STATE OF SENEGAL | |
| SH7007 | Vahid Babazadeh | CULTURE AND KNOWLEDGE OF ENVIRONMENTAL SUSTAINABILITY | |
| SH7008 | Reeti Pandya Divya Gor | THE 'DISRUPTION': A STUDY OF EVOLVING URBAN ACADEMIC SPACES | |

| 28 th OCTOBER 2018 | | 17.00-18.00 | Hall: 2 |
|-------------------------------|---|--|---------------|
| Session: 9 | | Chair: Bushra Mahadin | Language: MIX |
| SH7009 | Reeti Pandya Divya Gor | A CRITICAL ANALYSIS OF URBAN SEMIOTICS: WITH REFERENCE TO GUJARAT EARTHQUAKE 2001 | |
| SH7011 | Tasmia Jahangir | BEYOND SPIRITUALISM: AN ETHNOGRAPHIC EXPLORATION OF THE SOCIAL ROLE OF GOLRA SHARIF SHRINE, ISLAMABAD | |
| SH7012 | Shafia Azam | FOOD AS DISCOURSE OF RELIGIOUS IDENTITY: AN ETHNOGRAPHIC STUDY OF IMMIGRANTS IN SLOVAKIA | |
| SH8017 | Bushra Mahadin Elena Hoshe Shehab Porschallah | FACTORS THAT AFFECT CUSTOMER SWITCHING BEHAVIOR TOWARDS HYBRID ELECTRICAL VEHICLES (HEV'S) FROM A CUSTOMER PERSPECTIVE IN JORDAN | |

| 28 th OCTOBER 2018 | | 17.00-18.00 | Hall: 3 |
|-------------------------------|--|---|---------------|
| Session: 9 | | Chair: Kawa Abdulkareem Rasul | Language: MIX |
| SH8034 | A.Rameez | SINHALA BUDDHIST NATIONALISM: ANTI-MUSLIM VIOLENCE AS POST-WAR PHENOMENON OF SRI LANKA | |
| SH9037 | Kawa Abdulkareem Rasul | A CRITICAL METAPHOR ANALYSIS OF ENGLISH NEWSPAPERS OPINION ARTICLES | |
| EDU10036 | Mahmut Demir Şirvan Şen Demir | HISTORICAL BACKGROUND OF TOURISM FROM OTTOMAN PERIOD TO TODAY | |
| SH9104 | Hannaneh Mohamadi Kangarani Kioomars Ashtarian Ali Khaje Naieni | FINANCIAL AND INFORMATION INTERACTIONS IN THE AREA OF NANOTECHNOLOGY OF IRAN; APPLICATION OF NETWORK ANALYSIS FOR IDENTIFICATION OF THE AGENT NETWORK | |

| 28 th OCTOBER 2018 | | 17.00-18.00 | Hall:4 |
|-------------------------------|--------------------------------|---|---------------|
| Session: 9 | | Chair: Hannaneh Mohamadi Kangarani | Language: MIX |
| SH9105 | Hannaneh Mohamadi Kangarani | NETWORK MODELS IN IRAN'S NATURAL RESOURCES POLICIES | |
| EDU9010 | Manuja Koirala | REVIEW OF TOTAL QUALITY MANAGEMENT SYSTEM IN BUSINESS SCHOOLS: A CASE OF FOREIGN AFFILIATED BUSINESS SCHOOLS IN NEPAL | |
| EDU8002 | Sethusha Mantsose Jane | EXPERIENCES DURING TEACHING PRACTICE: PERSPECTIVES OF STUDENTS IN AN OPEN, DISTANCE AND E-LEARNING INSTITUTION | |
| SH9046 | Bafandegan Mojaver, V. | THE EFFECTIVENESS OF TRAINING BASED ON NARRATIVE THERAPY ON BODY IMAGES OF THE STUDENT PAINTERS IN WOMAN | |



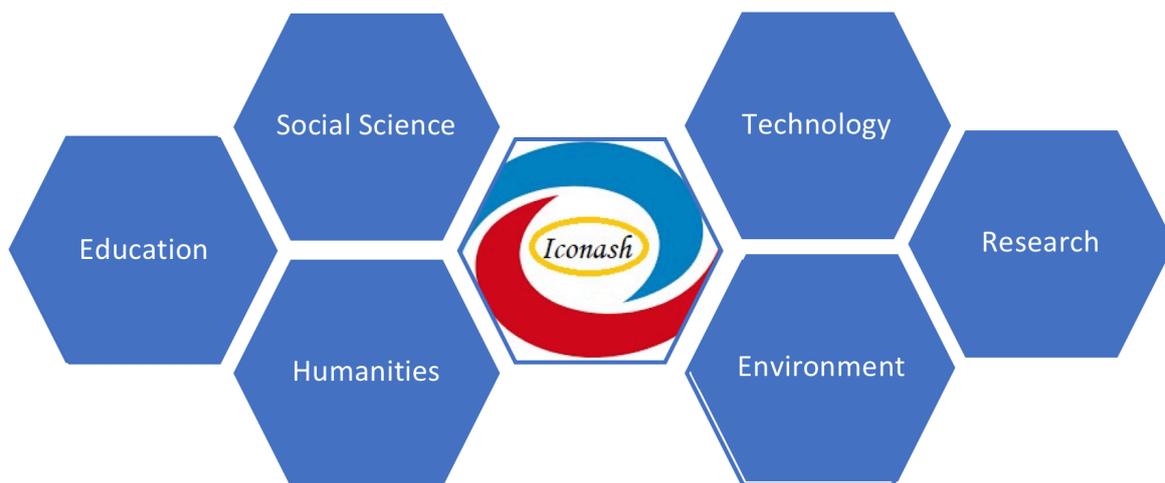


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