

İNSAN ve SOSYAL BİLİMLER DERGİSİ

Journal of Humanities and Social Sciences



Cilt/Volume 5

Sayı/Number 1

ISSN 2667-4343

Mayıs / May- 2022



İnsan ve Sosyal Bilimler Dergisi (JOHASS), 2022, 5 (1), 1-		
 <p>İNSAN VE SOSYAL BİLİMLER DERGİSİ Journal of Humanities and Social Sciences ISSN: 2667-4343</p>	<p>Journal of Human and Social Sciences (JOHASS) ISSN 2667-4343 Period Biannually johasseditor@gmail.com</p>	 <p>İNSAN VE SOSYAL BİLİMLER DERGİSİ Journal of Humanities and Social Sciences ISSN: 2667-4343</p>

İnsan ve Sosyal Bilimler Dergisi
Journal of Human and Social Sciences (JOHASS)

Publising Date: May 2022
2022, Volume 5, Issue 1

JOHASS is published biannually (May- October)
<https://dergipark.org.tr/tr/pub/johass>

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Journal of Human and Social Sciences

Opinions of School Administrators about the Transition System to Secondary Education

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ABSTRACT

Research Article

The purpose of this qualitative research was to examine the transition system to secondary education from the views of school administrators and to offer solutions to the problems identified for the improvement of the system. The study group of the research consisted of 10 administrators working in public secondary schools in Ordu province in the 2020-2021 academic year. A semi-structured interview form consisting of 5 questions prepared by the researchers has been applied to the school administrators involved in the research. Interviews with administrators were carried out over the internet and telephone since face-to-face meetings may create negative situations about the course of the epidemic due to the Covid-19 epidemic. Taking into account the relevant literature, content analysis was conducted on the data obtained as a result of the interviews. It has been concluded that the school administrators involved in the research generally have a negative perspective towards the transition system to secondary education. They also criticized the administration phase of the exam. Having indicated that the Make-up Exam application, which was administered in the past and then abolished, should be put back into practice, school administrators stated that the Address-Based Registration System caused some downsides during the implementation phase. In addition, they stated that each change has been made in the existing system hurt the students and their parents and undermined their trust in the system. In their suggestions to correct the system's deficiencies, they stated that the necessary planning for the change should be made in the long term and the system should be restructured.

Keywords: School administrators, transition system to secondary education, central examination, system change, make-up exam, address-based registration.

Received: 21.09.2021

Revision

received:26.03.2022

Accepted: 28.05.2022

Published

online:29.05.2022

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Introduction

Today, in parallel with the development of science and technology, the need for qualified people is increasing day by day. The States, which are in constant competition with each other, have to keep their education policies up-to-date and raise people who can meet the needs of the century in order to reach this qualified manpower. In this context, they need to rearrange their education policies and keep it up-to-date. In countries with a high young population, students who wish to study in qualified schools must undergo a certain ranking process. Students are ranked at their own level according to certain criteria and are prepared for a higher education institution in the schools they are placed in. However, the transition systems administered have both positive and negative aspects. The thoughts of the administrators of the schools where the students are prepared for the secondary education transition system are important in order to determine and correct the failing aspects of the system. That is why, the views of school administrators on the transition system to secondary education were tried to be determined in this study.

There are different types and levels of education. Each type and level changes different individual gains and this increases the demand for education. People who wish to benefit more from these gains that education offers to the individual, therefore, demand to study in more qualified educational institutions. Therefore, countries introduce policies to increase education supply in order to increase their welfare levels (Güvendir, Satici, & Özkan, 2016). From this perspective, education can be thought of as an activity that allows the individual and the society to develop and progress.

Within the twelve-year compulsory education, which entered into force in 2012 and is still being implemented today, students attend primary school for four years, secondary school for four years and high school for four years. The aim of the state is to send students to a higher education level according to their interests, skills and abilities, to prepare them for the difficulties they may encounter in real life, to ensure that they are happy individuals and to acquire a profession in which they can increase the level of happiness and welfare of the society by considering equality of opportunity in education (MEB Strateji Geliştirme Başkanlığı, 2018). When it is necessary to classify and rank the cognitive abilities of students, central exams appear as an effective tool. Reducing the margin of error in shaping the future of the student and ensuring impartiality are among the main objectives here (Karataş & Özkan, 2016). The process of selecting and placing students by categorizing the objectives is very important to monitor students' progress over time and to give them feedback on how much they have improved (Erdem, 2015). The quality and qualification of education increase with each student who is given feedback about his/her progress (Gürbüzürk, 2019).

Each supply creates its own demand, but the increase in the demands of parents and students for quality education makes the implementation phase of the student selection method very difficult. This situation makes it necessary for the measurement tools in force in our country to change suddenly and the system to change by keeping up with this situation (Çolakoğlu, 2005). While it is a natural situation that the system needs to be updated in order to respond to expectations, random changes made without giving enough thought to the problems caused reactions in the society (Şahin, 2014). These reactions, which are very normal, still exist today. The intensity of emotions and stress experienced by students who think that the change made in the exam system coincides with them is increasing due to the fact that they are in adolescence (Başal & Peker, 2016).

The transition time of a student from middle school to high school also coincides with his/her adolescence period. As it is known, this period causes many psychological, sociological and physiological changes in the student. This situation makes it more important for them to be directed to an educational institution parallel to their own interests and skills

(Tulunay, 2016). The performance of the student while transitioning to secondary education is also important in terms of being a sign of his/her performance while transitioning to higher education. This situation makes the transition to secondary education even more important for families (Bal Ö. , 2011).

As in the world, the constantly developing and changing science and technology in our country makes the applied education system inadequate and requires changes in itself. In parallel with these changes, it is expected from the student to maximize his/her interests, abilities and attitudes, and to discover how he/she can use it most effectively by recognizing his/her potential.

When talking about the changes in the education system in Turkey, it is seen that the education process between the years of 1923-1997 includes five years of primary school education, three years of middle school and three years of high school education. In the period from 1997 to 2012, primary and secondary school levels were combined and eight-year uninterrupted and compulsory education was started. In 2009, all of the general high schools were transformed into Anatolian High Schools and the three-year high school education period up to that date was increased to four years (Coşkun, Çelik, & Gür, 2013).

The secondary education level is in a very crucial position in the eyes of the parents in terms of being a bridge between the primary education, in which formal education is added to the semi-informal education that the student receives from his/her family, and higher education, which is an important step for having a profession in which he/she will continue his/her life (Biçer, 2014). Uncertain of what awaits them in the future, children and their parents realize that the key point is the quality of the education received. For this reason, they focus on institutions that provide quality education in the transition period from primary education to secondary education. Since there is no equality in educational quality among the educational institutions in the country, a ranking is made among the students included in the system, and the students are ranked according to their success, and this situation causes a serious competitive environment.

In order to eliminate the negative effects of the transition process to secondary education in our country, the relevant literature has been examined and the transition systems used in other countries have been examined from various aspects and the positive and negative aspects of these systems have been discussed. As a result of the literature review, it is seen that in these countries, transition with and without exam, transition according to teacher evaluation, final exam and transition implementations are used, sometimes a single application is not enough, but several applications are used together (Bal & Başar, 2014; Bay, 2014; Biçer, 2014; Duran & Sezgin, 2014; Korkmaz, 2014; Zayımoğlu, 2014). When the education policies and systems they maintain and the transition systems of the countries that are successful are examined, it is seen that they are not in line with each other and in fact they are quite different from each other. It is a fact that every transition system has its own consistency and that the system that brings success to one country may not be successful in another country. Therefore, it is fundamental to create a system that does not ignore the realities of our country.

When we look at the studies aiming to get to the root of the problems existing in transition systems, it is seen that these problems are not independent from each other. The first of the main problems in these systems is the excess number of students (Derinbay & Yavuz, 2014). The lack of stability in certain issues in the applied central exams caused sudden changes and this brought different problems with it. The fact that there is no long-term planning on the system also makes the current process more difficult. These problems negatively affect the psychology of students and their parents who are included in the system. The belief of students, parents and teachers in the current system is weakening day by day and

their trust is decreasing. These people, stuck in the technical details of the current system, witness that education is moving away from its main purpose and function every day.

It is thought that seeking the opinions of school administrators regarding the transition to secondary education will be an essential step in finding solutions to existing problems. Recognizing and understanding the problems observed by the school administrators will facilitate the solution of the problems.

Political, economic and demographic indicators of our country pave the way for the continuous change of our system of transition to secondary education (Şahin, 2014). The fact that the system constantly changes on a slippery ground draws the reaction of the society and in this respect, our education system is constantly criticized. The relevant literature shows that many studies have been carried out in order to reduce the reactions to our system and to find solutions to existing problems (Buluç, Çelik, & Uzun, 2014; Ergün, 2014; Dönmez, 2009; Güneş, 2014; Küçüker, 2017).

The only reality in the universe is the change itself. Systems that resist change, on the other hand, are inevitable to disappear. However, the hasty making of some changes without careful consideration is viewed negatively by the society (Çelik, 2015). In order for the changes to be effective, the people affected by them must internalize, adopt and implement this change. It is thought that the reason for the increase in the number of studies on the secondary education transition system in the literature is the desire to find solutions to these problems by identifying the faulty aspects of the system.

This study aims to contribute to the literature in order to increase the effectiveness of the secondary education transition system, which affects the students and their parents in the system directly and the rest of the society indirectly, in the light of the opinions of the secondary education school administrators, and to correct the faulty areas. Determining the opinions of the administrators would contribute to the determination of the failing sides of the transition system and to propose solutions to them. It is among the main objectives of this study to shed light on a possible system change and contribute to the literature.

The purpose of the research is to examine the positive and negative aspects of the transition systems implemented in Turkey and to analyze the problems caused by the current system and to determine the solution proposals to reach a better transition system. The sub-objectives related to this main purpose are listed below:

1. What are the opinions of the school administrators about the transition system to secondary education?
2. How do school administrators think that students and parents are affected by the transition process?
3. What are the thoughts of the school administrators about the outputs/results of the transition to secondary education?

Method

Model

The phenomenology design was used in the study. This method is one of the most suitable methods for investigating cases that we cannot define fully but are not completely unfamiliar with (Şimşek & Yıldırım, 2013). The focus of phenomenology is what the truth is, and experiences of people form its basis. The important and essential thing here is to name the facts by avoiding generalization (Akturan & Esen, 2008). The phenomenology design is based on the interviewee's experiences and observations of events, but also deals with the meanings that the person assigns to them (Kuş, 2012). This study was carried out qualitatively as it aims to identify the failing aspects and situations about the secondary education transition system based on the experiences of school administrators.

Study Group

This study was conducted with 10 secondary school administrators working in public schools of Ordu province in the 2020-2021 academic year and voluntarily participated in the study. School administrators working in the education system are considered to be the people who know the process of the secondary education transition system best and are already involved in the implementation. Information about the study group was given in Table 1.

Table 1. *Personal information about the administrators participating in the research*

Type of Variable	Type of Variable	<i>f</i>	%
Gender	Female	2	20
	Male	8	80
Level of Management	Principal	6	60
	Deputy Principal	4	40
Seniority	Less than 10 years	2	20
	Between 10-20 years	5	50
	More than 20 years	3	30
Educational Status	Master's Degree	10	100
Seniority in School	Less than 2 years	4	40
	3-4 years	5	50
	More than 5 years	1	10

When the personal information of the administrators in Table 1 is examined, it is seen that the majority of the participants in the research are principals and men, they have a seniority of more than 10 years and all of them have a master's degree.

Data Collection Tools

When the literature on the topic was reviewed, it was concluded that the method that would serve the purpose of the study and was suitable for its nature was the interview. It is seen that this method is mostly preferred in qualitative studies. The purpose of this method is to examine the attitudes of people towards them based on their perception of events and situations. Here, it is aimed to reach information that cannot be reached by observation (Şimşek & Yıldırım, 2013). In qualitative studies, the concepts of validity and reliability are handled differently from quantitative studies (Şimşek & Yıldırım, 2013). Krefting (1991) stated that in qualitative studies, the expressions of credibility and the competence of the researcher are more appropriate to use instead of expressions of validity and reliability. Guba & Lincoln (1982) also stated that there should be credibility rather than validity and reliability in qualitative research, and they determined some criteria in this regard. These criteria are called golden standards in the literature and are grouped under the titles of credibility, reliability, confirmability and transferability (Başkale, 2016).

In order to ask the administrators participating in the research, 5 open-ended questions thought to serve the purpose were prepared by the researchers and a semi-structured interview form was developed. In order to determine whether the questions serve the purpose and to ensure credibility in the form, the opinions of 2 faculty members were taken, errors and deficiencies in the questions were determined and corrected through the pilot study, and credibility was ensured in the interview form. It was determined that the expression "About changing exams" in the third of the interview questions was not clearly understood by the administrators during the pilot study, and the statement was changed to "About the changed/renewed exams" and made more understandable. To make it more understandable by the administrators, the expression "Do you have any suggestions for the improvement of the

Transition System?” in the fifth question was corrected as “*Do you have any suggestions for a better transition system? If any, please specify.*” With these changes, the measuring tool was given its latest version. After the interview form was given its latest version, it was administered to the participants within the scope of the study.

Data Collection and Analysis

A semi-structured interview form was administered to the interviewees participating in the research so that they could freely express their thoughts. These forms are one of the most effective ways to learn people's thoughts about the events they encounter. The fact that the questions posed are open to interpretation contributes to understanding the real opinion of the interviewer about the matters and making certain inferences (Türnüklü, 2000). Volunteering was taken as a basis while determining the school administrators participating in the interview. It was emphasized to the interviewees that their personal information would be kept secretly and the data obtained would not be used outside of this study. Interviews were conducted online or over the phone by asking the interviewees to make an appointment at a suitable time for the administration of the form. In order to interpret the answers given to the questions asked in the interview form in detail, permission was requested from the school administrators to record audio and the interviews were then recorded. Even after the interview was over, the contact information of the researcher was printed in the interview form in case there was something they wanted to add to their answers. Interviews lasting an average of thirty minutes were conducted with each of the school administrators participating in the interview. In cases where the answers needed to be given in more detail, the interviewer asked the administrators to explain the issue a little more or to answer the question with an example and the interview process was supported by the researcher. It was avoided to ask guiding questions to the school administrators who participated in the interview and the answers were recorded as they were.

After the data were collected, codes such as E1, E2 were given to each of them. The participant was coded as E if male and as K if female. Abbreviations have been used, provided that the essence of the answers to the questions is preserved. The obtained data were subjected to content analysis. This analysis method helps us to understand the obscure aspects by moving from the understandable aspects of the matter (Gökçe, 1994). Integration of data that has commonalities allows for a broader interpretation (Şimşek & Yıldırım, 2013). Findings and comments were tabulated through descriptive analysis. Comments that require attention are given under the tables by preserving the original content. The concepts in the collected data were classified and codes were created. The answers given to the codes within this theme are systematically grouped, with each question sentence being a main theme. In order to strengthen the comments made, direct quotations were made from the opinions of the administrators participating in the interview and these were indicated in italics.

Findings

The thoughts of the school administrators about our transition system to secondary education, how students and parents are affected by the situation when the system is changed, their own thoughts about the change of exam systems, their thoughts about the address-based registration system, and the suggestions they can bring for a better functioning of the transition system are the matters discussed in the findings section.

Opinions of Administrators about the Transition System to Secondary Education

The question of “*What are your general thoughts about our transition system to secondary education?*” was asked in order to determine the thoughts of the school

administrators participating in the interview about the transition system to secondary education, and the answers were given in Table 2 below.

Table 1. *Opinions of administrators about the Transition System to Secondary Education*

Answers	<i>f</i>
Supplementary courses contributed positively to the process.	E2, E7, E5, E10
Having a 12-year of compulsory education has a negative effect.	E2, K3, E6, E10
Failure to implement the make-up exam is an important shortcoming.	E1, E7, K9
Schools not having equal opportunities cause a crucial problem.	E1, E8
Due to the increasing young population, exams are inevitable.	E1, K3
Exams cause stress for students and parents.	E6, E10
The scarcity of qualified schools is an important problem.	E4, K9
Exam-curriculum mismatch is a major problem.	E2, E7
Exams make rankings rather than assessments.	K3
Schools differ from each other in terms of quality.	E1

As can be seen from the data in Table 2, the school administrators mostly shared the answer “Supplementary and Preparation Courses have a positive contribution to the process of transition to the secondary education” ($n=4$) about the Transition System to Secondary Education. For instance, E2 and E5 shared the following views with similar expressions: “*I think that the exam for the transition to secondary education and the course curriculum do not fully overlap. In other words, the objectives given and the questions measured in the exams do not exactly match. For this reason, it is necessary to cover some topics in the extra-curricular lessons. This is the main reason why Supplementary Preparation Courses are offered, which is to prepare for the exam; that is, to deal with exam preparation topics different from the topics covered in the lessons.*” The administrators emphasized that the objectives of the questions students encounter in the exam do not match the objectives in the annual plans, and therefore, the supplementary courses provide teachers with an extra time to cover the objectives for the exam. Another opinion was expressed by E7 as follows: “*I think that the only positive side for students during the exam preparation process is the Supplementary Courses held on the weekends. Owing to this, children from families with insufficient financial conditions could have equal opportunity to some extent. In addition, there is a noticeable increase in performance in school lessons.*” This means that the benefit of Supplementary and Preparation Courses for students with insufficient financial conditions was underlined and it was emphasized by the school administrators that it created equal opportunities in education. Based on these views, the Supplementary and Preparation Courses carried out by the Ministry of Education provide benefits to teachers and students in various aspects and are positively received by the school administrators.

It is seen that the school administrators gave the answer of “Having a 12-year of compulsory education has a negative effect ($n=4$) in their thoughts about the Transition System to Secondary Education. When some of the noteworthy opinions expressed by administrators were examined, the answer given by K3 was as follows: “*I don't think it makes much sense to make 12 years of education compulsory and turn the transition to high school*

into a torture. I think the inclusion of high school in compulsory education deeply damages our educational quality. I think that the problem of academic success in our high schools will decrease a lot if those who really want to study enroll in high school.” Similarly, E10 gave the following answer: “I think that the compulsory education of students until high school graduation forces the system, and students who don't really want to receive an academic education put the schools in big trouble in terms of discipline.” Although there is a compulsory high school education, the administrators have a negative opinion against the determination of the high school to be educated according to the exam results. In line with these views, it can be said that the compulsory 12-year education has a negative effect on students and schools, which are the center of the education system.

There are participants ($n=3$) who stated that “Make-up Exams should be started again”, which was applied in the past and was expressed as a positive practice by the participant school administrators. Here is a striking view of participants expressed by E9 as follows: “I see the absence of a make-up exam as a major shortcoming. The state of the world may experience a mishap that will not happen to the child that day, let’s say, he may be too ill to take the exam. In such a case, we are throwing away the child's years without thinking, and the child feels treated unfairly.” School administrators unfavorably perceive having no make-up exam for students who have a mishap in the Transition Exam to Secondary Education, which is the determinant of which school they will receive their high school education, which will in turn ascertain their academic careers and how their future lives will go on.

In addition, other opinions expressed by school administrators are as follows: “Educational institutions across the country do not have equal rights and opportunities” ($n=2$); “Due to the increasing young population, it is obligatory to take exams” ($n=2$); “Exams cause stress in students and parents” ($n=2$); “Insufficient number of qualified schools” ($n=2$); “Exam and curriculum mismatch” ($n=2$); “Exams rank rather than evaluate” ($n=2$); “The fact that some schools are differentiated from each other by the adjective ‘Qualified’ added to their names” ($n=2$).

Opinions of School Administrators about How Students and Parents Are Affected by the Transition Process

The question of “How do you think students and their parents are affected by the constant change in the system?” was asked by the school administrators who participated in the interview in order to find out how students and parents were affected by the transition process, and the answers were given in the following Table 3.

Table 2. *Opinions of administrators about how students and parents are affected by the continuous change of the system*

Answers	f
The frequency of change has a negative effect.	E1, E2, E8, E10
It has a negative effect on motivation.	E2, E6, E7, E8
It undermines trust in the system.	E2, E4, E8, K9
There is a lack of notification about the changes.	K3, E5

Table 3 displays that the school administrators mostly shared the opinion of “the negative effect of the frequency of change on the students and their parents” ($n=4$) about how students and parents are affected by the transition process. As an example, E1 gave the following answer to this question: “Students are making preparation by thinking, I wonder

what kind of change will happen this year?'. In addition, students do not only prepare in the final year, they start in the 7th grade or even in the 6th grade. Students' efforts are wasted in such changes. For this reason, parents are very uncomfortable with the changes. Constant changes reduce confidence in the examination system." With this comment, he also emphasized that the changes in the exams that are being carried out reduce the confidence of the students and their parents in the exam system. Emphasizing that the changes to be made should not be too sharp, E8 expressed his opinion on this issue as follows: "Unfortunately, in our country, system changes are made on average every 4 years, especially in education. When it comes to this issue, parents and students get confused, as well as administrators and teachers. In this process, it would be more appropriate to create a very modern and objective-based system and to make it sustainable with minor changes in the system." Regarding the "negative effect of the continuous change of the system on student motivation" (n=4), E6 used the following statement: "The constant change of the system reduces their motivation to prepare for secondary education with an uncertainty starting from the 5th grade. Teachers also find it difficult to follow the system while guiding students." He stated that the fact that they were not sufficiently informed by the Ministry about the changes made in the system caused various problems, and also underlined that the motivation of the students was negatively affected by this situation. E3 answered this question similarly as follows: "When systems change, we are not given enough information. We are trying to learn the features of the system with our own efforts so that we do not make mistakes while guiding our students. This situation causes confusion and the students are not sufficiently informed in institutions that do not have guidance teachers. Also, changing the system again without picking its fruits is a mistake in itself." Thus, he emphasized that the changes made in the system negatively affected not only the students and their parents, but also the school administrators.

Opinions of School Administrators about the Changes Made in Exams

The question of "What are your thoughts on the changed/renewed exams?" was asked in order to determine the opinions of the school administrators who participated in the interview about the changes made in the exams, and their answers were given in Table 4 below.

Table 3. *Opinions of administrators about the changed/renewed exams*

Answers	f
There are positive opinions about the TEOG System.	E1, E7, K9, E10
The logic of the transition process needs to be changed.	K3, E7, E10
There is distrust of the system.	E2, E8
The scope of the examination process is narrow.	E1, K9
Students experience exam anxiety and stress.	E1, K9
There is little positive opinion about the current system.	E5
Curriculum improvement is needed.	E4
There is a problem of distinctiveness in the exam.	E6

As can be seen in Table 4, the school administrators expressed a positive opinion about TEOG rather than the LYS system in effect (n=4). Emphasizing the importance of the transition system not only with an exam but also with the performance of the student during

the secondary school education process, E7 expressed the following view as the prominent administrator's opinion: *“Although it is difficult to follow, being both parents and teachers, or rather, being in this profession makes us closely follow the system changes. In my opinion, the most logical and right one of these systems was the TEOG system. Because the exam our children take is used both as a written grade and as an exam score, and its positive side is being a system spread over 3-4 years. Other exam systems are limited to a few hours and cause students to experience both written and exam anxiety.”* Considering that children who do not know how to cope with stress yet forget what they know with the excitement they experience in the exam, it is thought that this situation will be in favor of the student.

There are also school administrators ($n=3$) who expressed their opinion that the logic of the transition system to secondary education should be changed. K3 expressed his opinion on this issue as follows: *“As long as the changed and renewed exams only change in terms of quantity and name, it will be a meaningless wait for a new result. If the aim is to change the result, then changing the name or number of the exam and/or the exam time and the number of sessions will not have a meaningful result. Because these changes made on the exams do not change the reality or the method of the exam. It is necessary to evaluate student achievements, yes, but while doing this, we need to question our method and, in my opinion, change it. At the end of the 4-year education period, we may have chosen students who achieved this academic success with an exam in which we tried to measure only the academic achievements of the students and who partially demonstrated this in the exam. However, other competencies and qualifications that we cannot choose / do not aim to choose will affect us in the medium and long term as human capital loss and waste.”*

Some administrators, on the other hand, do not trust the exam system, and they state that it causes unfavorable situations in terms of the fact that the process covers one year and creates exam anxiety on students ($n=2$). In parallel with this view, E2 expressed his opinion as follows: *“Frankly, I have parallel thoughts with parents and students. The student prepares for the exam for 2 years, the exam system changes in the final year and the student is starting from scratch again. We have students whose older brother/sister has experienced this. When we try to motivate the student for the exam, they cannot be motivated by saying ‘It will change again anyway.’ Only the students who have just started the 5th grade should be included in that exam system when the exam system changes. Otherwise, there will be no confidence in this exam.”*

Emphasizing that although he is optimistic about the system, E4 emphasized the need for improvement in the curriculum and shared his following opinion on the system: *“It is pleasing that the new types of questions asked in the new exam are logic questions that encourage students to reason away from memorization. However, the curricula that prepare our students for the exam also need to be improved in this direction. Curriculum improvement should not be limited to middle school, but should start from primary school.”* Although another positive opinion about the system was expressed by E5, he stated that the lack of distinctiveness of the exams caused some students to feel alienated from the lessons and to decrease their motivation in a broader sense. He said that *“While there were extremely easy questions in the TEOG period, the exam has been made quite difficult in the current system. This created a handicap especially for students in transition period. In general terms, I think that the current exams are more decisive compared to the past.”* Similarly, after saying that the non-distinctive exams cause some students to feel alienated from the lessons and, in a broader sense, to decrease their motivation, E6 continues his statement as follows: *“The distinctiveness of the exam, especially from the mathematics course, alienates middle-level students from mathematics. It should be distinctive from each course.”*

Opinions of School Administrators about the Address-Based Registration System

In order to determine the opinions of the school administrators who participated in the interview about the Address-Based Registration System, the question of “*What are your thoughts on the Address-Based Registration system?*” was asked and the answers were given in the following Table 5.

Table 4. Table showing administrator answers about the Address-Based Registration System

Answers	f
Placement is unfair.	E2, K3, E4, E5, E7, K9
There is inequality in the distribution of school types.	E1, E10
Placement results are inconsistent.	E4, K9
There are difficulties encountered in practice.	E1, E10
Teachers’ grading differences cause inequality.	E6, E8

When the data in Table 5 are examined, it is seen that the school administrators focused on the answer that the “Address-Based Registration System is an unfair practice” ($n=6$). On this matter, E3 and E4 stated the following views with similar expressions: “*Although it is a structure that does not make much sense, perhaps it is a system that is intended to offer goodwill and equal opportunity among students, its results show that it is not. On the one hand, it is contradictory to give the right to enroll in secondary education institutions, based on their addresses, to students who are told that they did not pass the exam, while ranking the students for qualified schools, which is a flawed statement in my opinion. Although it is not a qualified (!) school, these schools are ranked among themselves by students, parents, teachers and administrators. In other words, the search for a better school shows itself here as well, and even though it is called address-based registration, this rule is broken by many unethical ways. In summary, not only the students living in the registration area but also the children of families with influence and economic opportunities attend our schools, which are said to receive registration based on address. The last word on this subject is; that’s not scoring!*” K9, on the other hand, stated that “*I do not think it is a placement fair in unqualified address-based schools, since each school’s exam and even each teacher’s grading style is different.*”

Two administrators stated that the distribution of school types is not equal in every province. E1 expressed his opinion on this subject as follows: “*It seems logical when we think about families and students, but what about the type of school in the place of residence and the quality of the school? Is there every type of school in every neighborhood or in the middle of several neighborhoods? Of course there isn’t. In some neighborhoods, there is no school at all, let alone any type of school, and existing schools can be very far away. The system looks nice, but its applicability is questionable. On this issue, I think that it would be more appropriate if a few neighborhoods, such as universities, are determined and an education campus is built in their middle areas.*”

Besides, two administrators stated that the placement results were not consistent. Regarding this issue, K4 stated that “*There are students who do not appear in the system due to the absence or insufficient number of schools in the slums, gradually fading and disappearing. I think the ministry needs to deal with this situation urgently. We had to get used to a different system where the deserving could not go and the undeserving settled. We lived in a time when it was not clear what is what, and even things got worse. Things can get*

even more complicated in the Covid epidemic. Chaos like this one and getting things more complicated is worrying for student motivation.”

Suggestions of School Administrators about the Transition System

In order to determine the thoughts of the school administrators who participated in the interview about the transition system to secondary education, the question of “Do you have any suggestions for creating a better transition system? Please specify, if any.” was asked and the answers were given in Table 6.

Table 5. Opinions of administrators about creating a better transition system

Answers	f
The transition system needs to be made consistent.	E1, K3, E5, E7, E10
Physical improvements should be made.	E1, K3, E6, E8
The number of qualified schools should be increased.	E4, E6
The quality discrimination in schools should be ended.	E7, K9
Curriculum and material improvements are needed.	E2

It is clearly seen when Table 6 is examined that, first of all, administrators made suggestions that the transition system should be made consistent (n=5). In this regard, E1 said, “A contemporary and objective examination system should be planned and no head-turning changes should be made”, while E3 stated that “Now our transition system should be consistent and give confidence to everyone.”

There are administrators who stated that physical improvements should be made (n=4). In this respect, E3 and E6, who used similar expressions to each other, put forward the following suggestion: “The physical conditions of the schools should be improved, great attention should be paid to the accessibility of schools, and it should not be forgotten that although it is advantageous to build the schools outside the province/district, it brings a burden to the parents in transportation.” Unlike these views, E8 expressed the following opinion: “Expecting for systems that have been successful in other countries to be implemented and worked in our country results in the waste of our material and moral wealth. I think that a system suitable for the realities of our country put into practice and then should not be changed any more. Every government that takes office should not be able to shape our education policy according to their own will. It’s not about anything else, it’s about education! Even if minor changes are made with the changing conditions and technology, we should have an education policy that is basically solid. I see the constant change of exam systems as making fun of students and parents, as an attitude of “it didn’t work, let’s try this, this didn’t work, let’s try this way.”

Moreover, the administrators offer two different suggestions about the concept of qualified school. On this matter, for instance, E6 made the following suggestion: “The determination of high schools for address-based enrollment should not be based on distance in kilometer, the transportation network should be prioritized, and science high school and qualified high school exams should be separated. Provinces should be divided into regions and the number of qualified high schools should be increased on a regional basis.”

By stating that “I think all schools in the country should achieve equality, rather than dividing them into qualified and unqualified schools”, E7 tried to express that the word

“*Qualified*” separates schools and instead the physical conditions of all schools in the country should be improved equally.

According to E2, the curriculum improvement to be realized would make the system better. He thus indicated that “*In addition to the textbooks, the question bank should be distributed free of charge to the students for solving questions. Besides, instead of giving optional courses, exam preparation courses should be offered by increasing the weekly course hours for the classes preparing for the exam, and these courses should not be optional.*”

Results and Discussion

When the findings obtained from the interviews with the school administrators are examined, it is seen that the administrators do not have optimistic thoughts about the current transition system to secondary education. They examined and criticized the existing system from many aspects based on their own points of view. Only one of the interviewed administrators expressed a positive opinion about the system. Demirbilek & Levent (2019) pointed out in their research that school administrators have a negative view of the system due to some downsides.

The fact that the administrators are not in favor of the changes leads to problems in practice (Aksoy & Arık, 2017). Argon & Soysal (2012); Karadeniz, Er & Tangülü (2014); Coşkun, Çelik and Gür (2013); and Şinik Biba (2010) identified that students experience feelings of failure, hopelessness and insecurity about the future during the transition to secondary education.

According to the school administrators participating in the study, sudden and unplanned system changes affect the transition process negatively, push the students, parents and teachers into a hopeless perspective and lose their confidence in the system. The fact that the stakeholders are not involved in the process of change in the system and that they are not informed enough about the changes is another situation that negatively affects the process. Changing the systems created in short periods of time, without adequate observation, without knowing exactly how the effect will be on the students in the future, is also unfavorably received by the members of the society (Şahin, 2014). It is the future of society that is most affected by these changes. It is necessary to be very careful in the changes to be made and to make great considerations before any change (Çoban & Dinç, 2014). All of the interviewed administrators stated that the constant change in the system reduces the motivation of the students and their parents are very uncomfortable with these changes. Demirbilek & Levent (2019) revealed similar results to our study and found that the changes made in the examination system undesirably affects the motivation of the students. Akbaba (2006) underlined that motivation directly affects student achievement. They also stated that these changes had a negative impact on the image of the Ministry, teaching curricula and textbooks. The concept of change, by its nature, disrupts the balance, and after each change, it becomes difficult to recover the disrupted balance (Çolakoğlu, 2005). The changes made cause uncertainty on course topics and put pressure on students (Özen & Özenç, 2017). Aksoy & Arık (2017) stated that not taking the opinions of the relevant people while making a system change causes the change not to be supported by the parents and students and causes problems during the implementation. In their study on high school students, Karataş ve Özkan (2016) discovered among the same high school students that 9th grade students entered high school with TEOG, 10th grade students with one-stage SBS, and 11th and 12th grade students with three-stage SBS. This study is a striking example of how frequently the system changes in our country.

The school administrators who expressed negative opinions about the concept of “qualified” high school stated that high schools are not equal in terms of facilities and technology. The fact that the “Quality” title added to names of some educational institutions creates a perception of “quality” was negatively considered by the school administrators participating in the interview. Removing the title of “quality” from the names of schools will help eliminate this negative perception. The administrators do not support the separation of schools as qualified and unqualified, and they state that the Ministry personnel who cannot work in qualified schools are devalued by the Ministry itself. As a suggestion, they state that the qualifications of all educational institutions in the country should be brought to an equal level and that this distinction between qualified schools should be eliminated as soon as possible. They think that if this proposal consists of such a difficult process that it cannot be realized, qualified schools in cities should be distributed equally to the regions. There are some studies that find the distinction between qualified and unqualified schools irrelevant (Coşkun, Çelik & Gür 2013; Demir & Yılmaz, 2019; Zayimoğlu 2014). Additionally, Çakioğlu (2019) indicated that the participants perceive the naming of qualified schools negatively because it creates a perception of quality and poor quality.

It seems that the “Make-up Exam” practice, which was applied while the TEOG system was in effect and was quite right thing to do, remained specific to that exam only. However, it is quite normal for a student to have a misfortune before the exam. According to views of the administrators who participated in the research, the Make-Up Exam should start to be applied again. In a study, students’ taking the TEOG exam in their own schools, the spread of the exam in two semesters, and the administration of a make-up exam reduce the exam stress and anxiety of the students (Şad & Şahiner, 2016). The school administrators participating in the research stated that it is a good thing for the students to go to a school in their place of residence, but that the quality of the schools changes according to each location which makes some students suffer. Based on the statements of the interviewees, it is seen that the most liked system was TEOG. Yet, Atila ve Özeke (2015) stated in their research that TEOG creates future anxiety for students and causes financial difficulties. According to the study of Zayimoğlu (2014) and Diken (2018) a decrease in the number of exams increases anxiety and stress in students, while an increase in the number of exams reduces anxiety and stress. Based on the findings obtained from the study, Supplementary and Preparation Courses are considered helpful in the transition to secondary education. These courses increase the motivation of the students and affect their performance in a positive way in general.

The school administrators participating in the study mentioned that the large number of classrooms in schools had a negative impact on the exams. A person’s right to education is a requirement of being human and is among the basic duties of the state. The ratio of the young population in the countries to the total population directly affects the quality of educational services provided to them (Boobekova & Erman, 2016). Therefore, it is normal for countries with a high young population to have low quality of education and to experience educational problems (Karakütük, 1998). However, it is a fact that Japan has achieved success in education despite its young population (Ekinci, 2010). The fact that the population growth rate in Turkey tends to decrease is an essential issue to consider when planning the transition systems to be made in the coming years (Telatar & Terzi, 2010).

Implications

In this study, some implications were made for a more efficient a transition system, in which the views of the school administrators on the transition system to secondary education were examined:

- The changes to be made in the systems should not be implemented suddenly without in-depth analysis and research, and the change should be created as a result of long-term planning.
- Exam pressure and stress experienced by students should be reduced with more than one exam and midterm assessments instead of administering a single exam.
- Qualified/unqualified denominations that create the perception of hierarchical structuring in schools should be removed from school names.
- Studies should be carried out to remove the inconsistency between the curricula of educational institutions and the central exam.
- For the sake of equality of opportunity in education, the resources required for the exam should be distributed free of charge to students in disadvantaged regions.

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An Investigation of COVID-19 Anxiety and Subjective Well-being of Emerging Adults in Terms of Different Variables

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Abstract	Research Article
<p>Due to the COVID-19 pandemic crisis, higher education unexpectedly turned-on an online distance learning. It is expected that this situation would have an influence on the subjective well-being of emerging adults' university students. Based on this assumption, in this study, we investigated the coronavirus anxiety and subjective well-being of the native Turkish-speaking, emerging adults' university students according to some of sociodemographic variables in order to detect a situation and make an intervention plan in the COVID-19 pandemic crisis. The study was conducted with $N = 220$ (113 women and 97 men) the native Turkish-speaking emerging adults from different parts of Turkey and Northern Cyprus (The island of Cyprus is located in the Eastern Mediterranean, south of Turkey) universities. Data was collected via an online survey package of The Socio-demographical Information Form, The Subjective Well-Being Scale, and The Coronavirus Anxiety Scale. As the subjective well-being level of emerging adults who are participating in this study increases, coronavirus anxiety decreased during the COVID-19 pandemic process. This study offers suggestions for the intervention plans that can be made to increase the subjective well-being of emerging adults in higher education during the COVID-19 crisis and in the new normal. Thus, the practitioners who are working with emerging adults at higher educations are recommended to consider these study results (<i>e.g.</i>, the importance of social support during the pandemic process, the duration of quarantine, psychiatric diagnoses) in their subjective well-being studies for this group.</p> <p>Key Words: COVID-19 pandemic process, coronavirus anxiety, subjective well-being, emerging adults.</p>	<p><i>Received:</i> 02.02.2022 <i>Revision received:</i> 25.05.2022 <i>Accepted:</i> 27.05.2022 <i>Published online:</i> 29.05.2022</p>

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Introduction

With the end of 2019, the corona virus (COVID-19) pandemic, which has had an effect all over the world and in Turkey and Northern Cyprus since March 2020, has had serious social, economic, and psychological consequences for humanity. This is evidently a crisis for human life [United Nations (UN), 2020a; World Health Organization (WHO), 2020]. Because of the pandemic process is fraught with uncertainty, it has a detrimental impact on many people's daily lives, while it is also causing of increasing anxiety (Peteeet, 2020; Salari *et al.* 2020). Coronavirus anxiety refers to a person's anxiety level and dysfunctional thoughts as a result of the pandemic (Koç & Arslan, 2021). There is evidence that the COVID-19 pandemic is associated with the high levels of anxiety (Ahorsu *et al.*, 2020; Elmer, Mepham, & Stadtfeld, 2020; Rajkumar, 2020; Zandifar & Badrfam, 2020; Wang *et al.*, 2020). Due to the pandemic, people had to social distances in their social life. It should be noted that the rate of spread of the virus and the rate of human-to-human transmission also putted pressure on interpersonal connctions. As a results of the lack of knowledge about how long the pandemic will run and when it is going to end, this uncertainty arises the anxiety level of individuals. Moreover, the individual's life appears to be drastically disrupted by the outbreak, as everyday contacts are replaced by prolonged loneliness and isolation (Armigate & Nellums, 2020). Also, the feeling of anxious and stressed in every day of the pandemic has negative effects on the subjective well-being (Çiçek & Almalı, 2020; Güloğlu, *et al.* 2020). Subjective well-being (SWB) includes people's cognitive evaluations about themselves and their lifes (Diener, 2000; Pavot & Diener, 2008). Also, SWB is an adaptation of human environment (Lazarus & Halkçı, 1984). According to the hedonistic perspective the SWB is a balance between the positive-negative emotions and life satisfaction in both cognitive and affective evaluations of the individuals (Diener, 2000; Diener, Suh, Lucas & Smith, 1999). Negative feelings like as concern for the future, dread of losing family and loved ones, and stress are common during pandemic process, which generate difficulties with long-term emotional consequences (Avcı, 2021). Although, the impacts of the COVID-19 pandemic on individuals should be studied throughout life, this current study focused on university students who are in emerging adulthood which is also recognized to be the most vulnerable developmental stage for mood and anxiety disorders (Kessler, 2005). Emerging adulthood is defined as a period of instability due to various issues such as, love, education and work (Arnett, 2004). Many events and changes impact on this developmental stage, which is the transition period from adolescent to adulthood, in a positively and/or negatively (Arnett, 2000; Arnett, 1998; Arnett & Taber, 1994).

During the COVID-19 lockdown, the educational institutions' efforts to provide for students' educational demands through the distance education model compelled university students to continue their studies as an online. As in many countries, these changes due to the COVID-19 epidemic have affected university students who are in emerging adulthood and studying in Turkey and Northern Cyprus (Cyprus is an island in the Eastern Mediterranean to the south of Turkey). In Turkey, on March 16, 2020 (BBC News, 2020) and in Northern Cyprus, on March 10, 2020 (Turkish Republic of Northern Cyprus, Ministry of National Education (TRNC-MNE), 2020) the education at all levels was suspended. Then, on March 23, 2020, more than half of Turkey's universities (64%) started to the online education model (Higher Education Institution, (HEI) 2020a,). This situation caused for the university students to live away from the social environment and forced them turned back to their homes and stayed with their families According to the Kujawa, and collagues (2020) the emerging adults have higher psychological impacts than adults, because of the pandemic changes and declines in their professional and educational lifes during the COVID-19 pandemic process. Smilarly, the psychological maladjustment caused by the COVID-19 pandemic is higher in emerging adults compared to other developmetal stages.

(Barari and et al. 2020). For these reasons, the authors anticipated that this global pandemic will influence on the subjective well-being of the university students who are at emerging adulthood. As a result, the major goal of this current research is to look at the link between the coronavirus (COVID-19) anxiety and the subjective well-being of university students who are at emerging adulthood.

The well-being of students depends on recognizing the importance of balance between psychological, social, emotional and physical aspects in their academic life (Flinchbaugh, Moore, Chang, & May, 2012). Also, the resources, psychic energy and subjective well-being of an individual are in a dynamic equilibrium (Headey & Wearing, 1991). This equilibrium involves a high degree of physical well-being, physical resources, psychological well-being, freedom of movement, and positive relationship with others (Herzlich, 1974). On the other hand, in this pandemic process students may have difficulty maintaining this equilibrium. To illustrate; the students faced with corona virus anxiety (Khoshaim *et al.*, 2020; Muyor-Rodríguez, Caravaca-Sánchez, Fernández-Prados, 2021) because of online education their workloads have increased even more, due to online education screen time on the computers increased also, they had to stop as a part time working, as well as their socio-economic level change (UNESCO, 2020; Kohls an et al. 2020). Students who are unemployed may suffer not only economically, but also in terms of social distance, psychological and physical well-being (Brand, 2015). Based on these informations in the literature review, the second purpose of this current study is to examine the coronavirus anxiety and the subjective well-being levels of university students who are at emerging adulthood in terms of various socio-demographic variables during the COVID-19 pandemic process. This study shed lights on the understanding of anxiety and well-being levels of students as a result of the COVID-19 pandemic in crisis settings in several higher education institutions in Northern Cyprus and Turkey. As a result, the practitioners in this field (particularly psychologists and psychological counselors who are working in the universities psychological counseling and guidance centers) can develop the intervention plans based on these data, which will support to university students in developing institutional policies to improve their well-being during this global crisis period. Therefore, the authors generated these research questions for this study as follows.

The Research Questions

Research Question 1 (Q1): Is there a statistically significant relationship between corona virus anxiety and subjective well-being among native Turkish-speaking emerging adults of university students?

Research Question 2 (Q2): Are there significant differences of corona virus anxiety and the subjective well-being of among native Turkish-speaking emerging adults of university students according to their sociodemographic variables?

Method

Design of The Study

Quantitative research techniques were used in this study. The current study was a cross-sectional type survey research which aimed to investigate the coronavirus anxiety and the subjective well-being levels of university students who are the native Turkish-speaking and at the emerging adulthood developmental stage.

Study Group

The study group took part in an online survey and consists of $N=380$ the native Turkish-speaking emerging adults who are studying at studying in different higher institutions in Turkey and Northern Cyprus at the spring semester of the 2020-2021 academic year. When the research was carried out, the participants continued their education and training in their hometown with

online education. Before the start of the study, inclusion criteria was established, and participants were selected based on these criteria. Participants who did not match the inclusion criteria and gave the random answers to an online survey question were removed from the data set during the data cleaning process, lastly the analyses were conducted by using a total of $N=210$ Turkish-speaking emerging adults who are aged from 18 to 25 (97 women, 113 men). Table 1 shows the socio-demographic characteristics of the participants.

The inclusions criteria of the participants in this study were;

1. To be student at universities in Turkey and Northern Cyprus,
2. Speak Turkish in mother language
3. Be in the emerging adult developmental stage, which includes the age range of 18 to 25 years

Table 1. *Distribution of Participants by Their Demographic Variables*

Variables	<i>N</i>	%	
Geographical Region	Turkey	91	48.1
	Northern Cyprus	109	51.90
	Total	210	100.0
Gender	Women	97	46.2
	Men	113	53.8
	Total	210	100.0
The grade level in which participants are enrolled	Prep School	2	1.0
	Undergraduate 1 st year	17	8.1
	Undergraduate 2 nd year	30	14.3
	Undergraduate 3 rd year	56	26.7
	Undergraduate 4 th year	84	40.0
	Undergraduate 5 th year	3	1.4
	Undergraduate 6 th year	2	1.0
	Master	15	7.1
	PhD	1	.5
Total	210	100.0	
Scholarship	Full scholarship	50	23.8
	50% scholarship	77	36.7
	75% scholarship	49	23.3
	No scholarship	14	6.7
	Other	20	9.5
Total	210	100.0	
Perceptions of participants their family economic level	Low income	5	2.4
	Below middle	32	15.2
	Middling	116	55.2
	Uper middle	51	24.3
	Wealthy	6	2.9
Total	210	100.0	
Social media usage	Yes	209	99.5
	No	1	.5
	Total	210	100.0
Internet access at participants home	Yes	182	86.7
	No	28	13.3
	Total	210	100.0

As shown in the Table 1, the native Turkish-speaking emerging adults who are university students participated in the current study from Northern Cyprus more than Turkey universities. The majority of the sample, $n=84$, (40%) consisted of the undergraduate fourth-year students. When the type of the participants' scholarship in their universities 36.7% of them have 50% scholarship. Also, the most of participants (55,2 percent of them) perceived their economic status, is in the middle from the society. Moreover, the almost 99.5% of the participants stated that they used the social media and 86.7% stated that they had an internet connection in their homes.

Table 2. Distribution of Participants Related to Variables of Their Mental Health and COVID-19 Process

		<i>N</i>	%
Have you had any psychiatric diagnosis previously?	Yes	4	1.9
	No	206	98.1
	Total	210	100.0
Have you been in quarantine during COVID-19?	Yes	87	41.4
	No	123	58.6
	Total	210	100.0
The number of days in quarantine	Min.-	1.00-	$\bar{x}\pm SD$
	Max.	40.00	
Who do you live with more during the pandemic process?	With my family	133	63.3
	With my roommate	54	25.7
	Alone	23	11.0
	Total	210	100.0
Have you ever experinece the COVID-19 disease?	Yes	36	17.1
	No	174	82.9
	Total	210	100.0
Has anyone in your family or close network experinece the COVID-19 disease?	Yes	123	
	No	87	41.4
	Total	210	100.0
How many times do you spend in front of the screen during the COVID-19 pandemic process?	1-3 hours a day	27	12.9
	4-6 hours a day	77	36.7
	7-9 hours a day	79	37.6
	More than 10 hours a day	27	12.9
	Total	210	100.0

Table 2 presents the majority of emerging adults (98, 1 %) in this research, they had never received a psychiatric diagnosis previously. Also, during the COVID-19 pandemic, more over half of the participants (58,6%) did not stay in the quarantine. Participants with COVID-19 positive test results spend at least one day and up to 40 days in quarantine, with an average stayed of 11 days. In addition, 63,3 % participants said that they lived with their family during the COVID-19 outbreak, 25,7 % participants said that they lived with their roommate, lastly, 11% lived alone in their room or dormitory. In addition, the most of participants (58,6 %) experienced COVID-19 test results positive in a 3-likert type scale (1=with my family, 2=with my roommate, and 3=alone). Besides, 58.6 percent of participants stated their family members or their close relatives experienced COVID-19 positive test result. Finally, in general, 36.7 %

of participants reported that they were on the screen (TV, computer, tablet and mobile phone) between 4 and 6 hours a day.

Data Collection Materials and Equipment

The Subjective Well-being Scale

The Subjective Well-being Scale was originally developed in Turkish by Tuzgöl-Dost (2005). The validity and reliability study of the Subjective Well-being Scale were conducted with university students, finally the scale has 46 items and measures personal judgements life satisfaction as well as expressing of positive and negative feelings. Participants' response the scale items in a five-point Likert-type "(5) = Completely appropriate", and "(1) = Not at all appropriate" for each statement. There are 26 positive and 20 negative statements in the scale. Negative items are: 2, 4, 6, 10, 13, 15, 17, 19, 21, 24, 26, 28, 30, 32, 35, 37, 38, 40, 43 and 45. The sample item for negative statements is "The number of activities I enjoy in my life is low". Example item for positive statements is "I like to make plans for the future". Considering the scoring of the scale, the negative items in the scale are scored in reverse order. The lowest score that can be obtained from the scale is 46, and the highest score is 230. A higher score indicates a higher level of the subjective well-being. In the Tuzgöl-Dost (2005) study Cronbach Alpha reliability coefficient of this scale was $\alpha = .93$ 'tür. As a result of the confirmatory factor analysis to determine the validity of the scale, the factor loads were found between .32 and .63 (Tuzgöl-Dost, 2005). In the current study Cronbach Alpha reliability coefficient of the scale was $\alpha = .94$.

The Coronavirus Anxiety Scale-Short Form

The Coronavirus Anxiety Scale-Short Form was originally developed in English by Lee (2020). The Turkish adaptation of the scale was done by Biçer, Çakmak, Demir and Kurt (2020) for adults. The scale provides the identification of possible dysfunctional anxiety cases related to the crisis during the COVID-19 pandemic process. The scale is scored in Five-Likert type (0) = "Never", (1) = "Rarely, less than a day or two", (2) = "A few days", (3) = "More than 7 days", and (4) = "Almost in the last two weeks or every day" is scored. The scale consists of 5-item in a-factor and the sample item of the scale is: "I felt dizzy and lightheaded or like I was going to pass out when I read or heard the news about the coronavirus". In the Turkish adaptation of the scale Cronbach Alpha reliability coefficient was found $\alpha = .93$ (Biçer, Çakmak, Demir & Kurt, 2020). In the current study Cronbach Alpha reliability coefficient of the scale was found $\alpha = .902$.

Socio-demographical Information Form

The Socio-demographical Information Form was established by the authors through brainstorming to acquire the socio-demographic information of the participants. The form comprises a total of 25 open-ended and multiple-choice questions about the demographics, inclusion criteria questions, mental health, and the challenges participants have had as a result of the COVID-19 pandemic process. The sample questions in this form are "Has anyone from your family or relatives experience the COVID-19 test result as a positive?", "Who do you live with more during the COVID-19 pandemic?"

Data Collection Process and Analyses

This study was accepted on 09.09.2021 with reference number -020-7252 by the Scientific Publication and Ethics Committee of Cyprus International University in which the authors are affiliated. The authors used the European Union General Data Protection Regulation (2018), the American Psychological Association (2017), and the Turkish Psychological Association (2004) ethical standards and develop an online survey that consist of an Informed

Consent Form, Debriefing Form, and the scales, which was distributed via the Google survey account and the link address of which was shared on various social media accounts. during the COVID-19 pandemic voluntary participation in the internet network was offered for one month between on July and on August 2021, in Turkey and Northern Cyprus. After completing the form, the participants were given the options of receiving a gift card. The collected data was statistically analyzed by using the Statistical Package for Social Sciences (SPSS 26) software. Nonparametric methods which are Kruskal Wallis test ve Mann Whitney U test were used for measurement values that were not suitable for normal distribution. In all tests, the error rate ($\alpha=0.05$) was computed, and the difference between the groups was judged statistically significant at $p<.005$.

Findings

Descriptive Statistics

The descriptive statistics of the current study are given below.

Table 3. *The Subjective Well-Being and Coronavirus Anxiety Levels of Participants (N=210)*

Variables	\bar{x}	SD	Minimum	Maximum
The Subjective Well-being	172.73	25.78	116.00	229.00
The Coronavirus Anxiety	8.18	4.14	5.00	24.00

As shown in Table 3, the subjective well-being ($172,73 \pm 25,78$) and coronavirus anxiety ($8,18 \pm 4,14$) levels of the Turkish-speaking emerging adulthood individuals were moderate.

Findings Relating to The Coronavirus Anxiety and Subjective Well-being

Table 4. *The Spearman Correlation Analysis Results for the Relationship Between The Subjective Well-Being Scale and The Coronavirus Anxiety Scale Total Scores*

Variables	\bar{x}	SD	1	2
1. The Subjective Well-being	172.73	25.78	1	
2. The Coronavirus Anxiety	8.18	4.14	-.347	1

As a result of this study, it was determined that there was a negative, moderate, statistically significant relationship between the subjective well-being and coronavirus anxiety ($r=-.347$) for the Turkish-speaking emerging adults in this study ($p<0.05$). As a consequence, in this study while the subjective well-being of the Turkish-speaking emerging adults improved, their coronavirus anxiety reduced during the COVID-19 pandemic.

Findings Relating to the Differences Between The Coronavirus Anxiety and Socio-demographic Variables

The Coronavirus Anxiety and Gender

Table 5. *The Mann Whitney-U Test Results for Determining the Variation of the Coronavirus Anxiety Scale Total Scores by Gender Variable*

Variables		\bar{x}	SD	Median	ÇADA	Z	p
The Coronavirus Anxiety	Women	8.45	3.97	7.00	6.00	-1.637	0.102
	Men	7.95	4.28	6.00	5.00		
	Total	8.18	4.14	6.00	5.00		

The Mann Whitney-U Test was applied to determine whether the difference between the groups according to the gender of the Turkish-speaking emerging adults of the Coronavirus Anxiety Scale total score was significant, and it was determined that the difference between the groups according to the gender of the Coronavirus Anxiety Scale scores of the emerging adults participating in this study was not significant ($p>0.05$), (*Please see*, Table 5).

The Coronavirus Anxiety and The Study Year of Emering Adults

Table 6. *Kruskall Wallis Test Results for the Difference of the Coronavirus Anxiety Scale Total Scores by The Class Year and Perceived Income Variables*

		Variables	N	\bar{x}	SD	Median	ÇAD A	X ²	p
The Coronavirus Anxiety	Preparatory School		2	7.00	2.83	7.00	4.00	4.505	.720
	Undergraduate 1 st year		17	6.76	2.84	6.00	1.00		
	Undergraduate 2 nd year		30	8.20	3.54	6.50	7.00		
	Undergraduate 3 rd year		56	9.09	4.73	7.00	6.50		
	Undergraduate 4 th year		84	7.90	4.17	6.00	5.00		
	Undergraduate 5 th year		3	9.33	6.66	6.00	12.00		
	Undergraduate 6 th year		2	8.00	0.00	8.00	0.00		
	Master		15	8.07	3.94	6.00	7.00		
	PhD		1	5.00	.	5.00	0.00		
	Total		210	8.18	4.14	6.00	5.00		
Perceived Income	Low income		5	10.60	4.56	10.00	3.00	6.915	.140
	Below middle		32	9.53	4.92	8.00	9.00		
	Middling		116	7.78	4.04	5.50	5.00		
	Uper middle		51	7.86	3.51	6.00	5.00		
	Wealthy		6	9.33	5.16	7.50	10.00		
	Total		210	8.18	4.14	6.00	5.00		

In the study, the Kruskall Wallis test was applied to determine whether the total score of the Coronavirus Anxiety Scale was significant according to the year of the class of university students in the emerging adulthood who spoke Turkish in their native language. The results indicated that the difference between the groups of the Coronavirus Anxiety Scale scores was not significant according to the year of the class of emerging adults who are participating in this study (*Please see*, Table 6, $p>0.05$).

The Coronavirus Anxiety and Perceived Income

In Table 6, the Kruskall Wallis test was used to determine whether the total score of the CoronaVirus Anxiety Scale was significant according to the perceived income of the Turkish-speaking emerging adults who participated in this study. The results revealed that the difference between the groups according to the perceived income and participants' coronavirus anxiety scores was not significant ($p>0.05$).

Tablo 7. *Kruskall Wallis Test Results for the Difference of the for the Difference of the Corona Virus Anxiety Scale Total Scores, Their Psychiatric Diagnosis Statues and COVID-19 Test Result*

	Variables	N	\bar{x}	SD	Median	ÇADA	Z	p
Psychiatric Diagnosis	Yes	4	8.44	4.22	6.00	6.00	-1.488	0.137
	No	206	6.50	3.17	5.00	1.50		
	Total	210	8.18	4.14	6.00	5.00		
	Variables	N	\bar{x}	SD	Median	ÇADA	Z	p
The COVID-19 Test Result	Yes	36	9.33	4.36	9.00	7.00	4.862	0.027
	No	174	7.94	4.07	6.00	5.00		
	Total	210	8.18	4.14	6.00	5.00		

The Coronavirus Anxiety and Psychiatric Diagnosis

In the current study, the Mann Whitney-U Test was applied to determine whether the difference between the groups of of the Turkish-speaking emerging adults of the Corona Virus Anxiety Scale total score was significant according to their psychiatric diagnosis. The findings showed that the difference between the groups was not significant according to the psychiatric diagnosis of the participants ($p>0.05$). This shows that emerging adults with or without a psychiatric diagnosis may have corona virus anxiety (*Please see, Table 7*).

The Coronavirus Anxiety and Coronavirus Test Results

A Kruskal Wallis analysis was conducted to determine whether the total score of the Coronavirus Anxiety Scale was significant between the groups according to the corona virus disease status of the emerging adults. According to the findings, it was determined that the difference between the participants' anxiety about the corona virus and the corona virus disease was significant ($p<0.05$). Accordingly, it was seen that the coronavirus anxiety of the participants who got the corona virus disease was higher than the participants who did not get the corona virus (*Please see, Table 7*).

The Coronavirus Anxiety and Quarantine Status of Participants

Table 8. *Mann Whitney U Test Results for the Difference of the Total Score of the Coronavirus Anxiety Scale According to the Situation in Quarantine of Participants*

	Variables	N	\bar{x}	SD	Median	ÇADA	Z	p
Coronavirus Anxiety	Yes	87	8.36	4.14	6.00	6.00	-0.827	0.408
	No	123	8.06	4.15	6.00	5.00		
	Total	210	8.18	4.14	6.00	5.00		

The Mann Whitney-U Test was applied to determine whether the total score of the Coronavirus Anxiety Scale was significant or not, according to the quarantine status of the Turkish-speaking emerging adults in the study and the findings showed that the difference between the groups according to the quarantine status of the emerging adults in the coronavirus anxiety scores was not significant ($p>0.05$), (*Please see, Table 8*).

The Coronavirus Anxiety and Duration of Quarantine

The sperman correlation analysis performed to determine that the relationship between the total score of the Corona Virus Anxiety Scale and the duration of quarantine (the number

of days) of participants in the study. The findingd preserved that here was a positive, low-level significant relationship ($p < 0,05$). Thus, as the duration of quarantine of emerging adults who participated in the current study increases, their coronavirus anxiety increases accordingly.

The Coronavirus Anxiety and People Stayed During The COVID-19

Table 9. *Kruskall Wallis Test Results Related to Differences Between The Coronavirus Anxiety Scale Total Scores and The People Stayed During COVID-19 Lockdown*

	Variables	N	\bar{x}	SD	Median	ÇADA	X ²	p	Group Differences
Coronavirus Anxiety		133	7.83	4.00	6.00	5.00	7.34	.025	Alone>
	With my family						0		With
	With my roommate	54	8.15	4.04	6.00	5.00			Family
	Alone	23	10.26	4.73	10.00	6.00			
	Total	210	8.18	4.14	6.00	5.00			

The Kruskal Wallis test was applied to determine whether the total score of the Coronavirus Anxiety Scale of Turkish-speaking emerging adults was significant compared to the people staying together during the lockdown in the study, and a significant difference between the groups was found ($p < 0.05$). Therefore, the corona virus anxiety of the emerging adults in this study who were stayed alone during the COVID-19 lockdown was higher than the emerging adults who stayed with their family and roommate (*Please see, Table 9*).

Findings Relating to the Differences Between The Subjective Well-being and Socio-demographic Variables

Table 10. *The Mann Whitney-U Test Results for Determining the Variation of the Subjective Well-being Scale Total Scores by Gender Variable*

	Variables	\bar{x}	SD	Median	ÇADA	Z	p
The Subjective Well-being	Women	174.14	26.00	176.00	45.00	-0.850	0.395
	Men	171.51	25.65	175.00	44.00		
	Total	172.73	25.78	175.00	43.00		

The Subjective Well-being and Gender

In the Table 10, the Mann Whitney-U Test was applied to determine whether the difference between the groups according to the gender of the Turkish-speaking emerging adults who participated in this study iwas significant, and the total score of the Subjective Well-being Scale and it was determined that the difference between the groups according to the gender of the Subjective Well-Being Scale total scores was not significant ($p > 0.05$).

Table 11. *Kruskall Wallis Test Results for the Difference of the Subjective Well-beig Scale Total Score by The Class Year and Perceived Income Variables*

	Variables	N	\bar{x}	SD	Median	ÇADA	X ²	p
The Subjective Well-being	Preparatory School	2	173.00	12.73	173.00	18.00		
	Undergraduate 1 st year	17	182.65	22.97	184.00	31.00		
	Undergraduate 2 nd year	30	179.10	26.49	183.00	46.00		
	Undergraduate 3 rd year	56	169.39	29.80	169.50	54.50		
	Undergraduate 4 th year	84	171.35	22.85	173.50	37.00	10.932	0.142

	Undergraduate 5 th year	3	170.00	25.00	170.00	50.00			
	Undergraduate 6 th year	2	141.00	0.00	141.00	0.00			
	Master	15	171.53	26.41	176.00	39.00			
	PhD	1	205.00	.	205.00	0.00			
	Total	210	172.73	25.78	175.00	43.00			

	Variables	N	\bar{x}	SD	Median	ÇADA	X ²	p	Group Differences
The Subjective Well-being	Low income	5	156.00	16.08	147.00	29.00	41.766	0.000	Upper
	Below middle	32	148.34	16.73	146.00	11.00			Middle>
	Middling	116	176.42	24.37	178.50	30.50			Below
	Uper middle	51	180.76	24.02	184.00	33.00			Middle
	Wealthy	6	177.00	36.45	162.00	69.00			Upper
	Total		210	172.73	25.78	175.00	43.00		

The Subjective Well-being and The Study Year of Emering Adults

The Kruskal Wallis test was used to determine whether the total score of the Subjective Well-Being Scale was significant according to the study year of the Turkish-speaking emerging adults who participated in this study, and it was determined that the difference between the groups according to the subjective well-being scores was not significant ($p>0.05$).

The Subjective Well-being and Perceived Income

The Kruskal Wallis test was applied to determine whether the total score of the Subjective Well-Being Scale was significant according to the perceived income of the Turkish-speaking emerging adults who participated in this study, and it was determined that the difference between the groups according to the subjective well-being scores of the participants was significant ($p<0.05$). Thus, it is seen that the subjective well-being of the participants whose economic status is above average is higher than that of the participants whose economic status is below average and moderate.

Table 12. *Kruskall Wallis Test Results for the Difference of the for the Difference of the Subjective Well-being Total Scores, Their Psychiatric Diagnosis Statues and COVID-19 Test Result*

	Variables	N	\bar{x}	SD	Median	ÇADA	Z	p
The Subjective Well-being	Yes	36	182.47	29.03	186.50	37.00	6.748	.009
	No	174	170.71	24.67	172.00	42.00		
	Total	210	172.73	25.78	175.00	43.00		

The Subjective Well-being and Coronavirus Test Results

A Kruskal Wallis analysis was conducted to determine whether the total score of the Subjective Well-being Scale total score was significant between the groups according to the coronavirus disease status of the emerging adults. According to the findings, it was determined that the difference between the participants' anxiety about the corona virus and the corona virus disease was significant ($p<0.05$). Accordingly, it was seen that the subjective well-being of the participants who got the corona virus disease was lower than the participants who did not get the corona virus (*Please see, Table 12*).

Table 13. Mann Whitney U Test Results for the Difference of the Total Score of the Subjective Well-being Scale According to the Situation in Quarantine of Participants

	Variables	N	\bar{x}	SD	Median	ÇADA	Z	p
The Subjective Well-being	Yes	87	175.75	24.85	177.00	41.00	-1.383	.167
	No	123	170.59	26.31	173.00	45.00		
	Total	210	172.73	25.78	175.00	43.00		

The Subjective Well-being and Quarantine Status of Participants

The Mann Whitney-U Test was applied to determine whether the total score of the Subjective Well-being Scale total scores was significant or not, according to the quarantine status of the Turkish-speaking emerging adults in the study and the findings displayed that the difference between the groups according to the quarantine status of the emerging adults in the subjective well-being scores was not significant ($p>0.05$), (*Please see*, Table 13).

Table 14. Kruskal Wallis Test Results Related to Differences Between The Subjective Well-being Scale Total Scores and The People Stayed During COVID-19 Lockdown

	Variables	N	\bar{x}	SD	Median	ÇADA	X ²	p	Group Differences
The Subjective Well-being	With my Family	133	175.06	24.58	179.00	41.00	7.478	0.024	With My family>
	With my room mate	54	172.67	26.23	171.00	53.00			
	Alone	23	159.39	28.51	152.00	36.00			Alone
	Total	210	172.73	25.78	175.00	43.00			

The Coronavirus Anxiety and People Stayed During The COVID-19

The Kruskal Wallis test was applied to determine whether the total score of the Subjective Well-being Scale of Turkish-speaking emerging adults was significant compared to the people staying together during the lockdown in the study, and a significant difference between the groups was found ($p<0.05$). Therefore, the subjective well-being of the emerging adults in this study who were stayed alone during the COVID-19 lockdown was lower than the emerging adults who stayed with their family and roommate (*Please see*, Table 14).

Results and Discussion

This study was conducted as a descriptive survey with the Turkish-speaking university students from different parts of Turkey and Northern Cyprus; who are in emerging adulthood during the COVID-19 pandemic. The current study investigated the association between participants' corona virus anxiety and the subjective well-being levels, as well as their differences in terms of several socio-demographic characteristics. First of all, the results of the study are limited to the data of the participants in this study. Also, the majority of the participants are emerging adults who are continuing their studies on a scholarship and have a medium economic status. This situation may affect the subjective well-being levels of the participants. Humanistic approaches (Fromm 1976 and Maslow 1954) stated that item values such as income negatively affect a person's subjective well-being levels. Similarly, McBride (2001) argued tht factors such as money are crucial in determining an individual's subjective well-being. According to a systematic review research, the income level of individuals is a predictor in their subjective well-being (Cummins, 2000). the findings of this study and the literature review results are similar. Many students have returned to their homes when institutions in Turkey and Northern Cyprus implemented distant and online education methods during the COVID-19 pademic

[Higher Education Planning Supervision and Accreditation Board (YÖDAK Broad), 2020 and HEI, 2020b]. The majority of the participants in this current study are staying with their families during the COVID-19 pandemic. This can be an important social support factor for their corona virus anxiety and the subjective well-being levels. The guidance framework emphasized that social support is an important step that can be taken for students in the COVID-19 pandemic crisis (Reimers & Schleicher, 2020). Also, the studies results showed that perceived social support from the family reduces anxiety, (Mersin & Öküz, 2014; Öztürk, 2014) and increases the subjective well-being levels (Saddique, Chong, Almas, Anser & Munir, 2021; Sarriera, Bedin, Abs, Calza & Casas, 2015). For this reason, the authors anticipated that the moderate average values of coronavirus anxiety and subjective well-being of emerging adults who participated in this current study may be explained by this reason.

The findings of the current study showed that there was a negative relationship between emerging adults' coronavirus anxiety and the subjective well-being. As the level of anxiety increases, the level of subjective well-being decreases. The literature review results support this finding. Research findings have been revealed that the COVID-19 pandemic not only increases people's anxiety, but also reduces their subjective well-being (Paredes, Apaolaza, Fernandez-Robin, Hartmann, & Yañez-Martinez, 2021; Rosen, Weinberger & Rosenzweig, 2020, Kachanof, Bigman & Kapsaskis, 2021). Foa, Fabian, and Gilbert (2022) assessed individuals' weekly mood six months before and eighteen months after the COVID-19 pandemic. The assessment results indicated that after the pandemic the negative emotions such as, stress and anxiety (that is the affective dimension of subjective well-being) increased. On the other hand, happiness, energy inspiration and optimism decreased. Accordingly, the results of this study similar with literature results.

Within the context of this study result indicated that coronavirus anxiety level was not significant according to the gender of participants. The author anticipated that the COVID-19 epidemic process is a crisis with uncertainty that may affect all individuals. Similarly, Guo, and colleagues (2020) found that the effect of the COVID-19 pandemic did not differ according to male and female students, they experienced similar stress and negative emotions due to the epidemic. Also, Cao, Huang and Zhao (2020) found similar results. On the contrary, Gencer (2020) found that women's fear of the coronavirus is higher than men's fear of the coronavirus. Bakioğlu, Korkmaz, and Ercan, (2020) stated that found that women have a higher fear of coronavirus. This finding is consistent with the various research results showing that women have higher levels of anxiety and risk perception (Ekiz, Ilman & Dönmez, 2020, Biçer, Çakmak, Demir & Kurt 2020; Özdin & Özdin, 2020). Another outcome of this study was that there were no differences between the corona virus fear and education level among emerging adults who participated in the study. This is an expected result by the authors. Because the COVID-19 pandemic came without notice, students' educational levels are unlikely to influence their concern. However, the last year students had lower levels of fear than other classes during the COVID-19 pandemic (Khoshaim et al. 2020). This situation is thought to be due to uncertainties such as finding a job and future anxiety among senior students. Unexpectedly, this study found no difference between coronavirus anxiety and perceived economic income. However, Bareket-Bojmel, Shahar and Margalit, (2020) stated that COVID-19 pandemic process causes an economic crisis in many people and therefore increases the level of anxiety. Similarly, a study result showed the anxiety is a risk factor for university students whose families have low economic income during the pandemic (Irfan et al. 2021). Another conclusion of this research was that there was no difference in anxiety levels between those with and without coronavirus anxiety or mental diagnoses. Individuals with chronic medical conditions who are under psychiatric supervision experience an increase in anxiety symptoms (Pilan et al. 2021). Also, the COVID-19 pandemic process triggers the symptoms of individuals with mental health disorders. For example, After the COVID-19 pandemic, the emerging adults' mental health

problems such as sleep problems, somatic symptoms, aggression, substance abuse, repetitive thoughts and behaviors, psychosis, memory problems, suicide attempts increased (Alghamdi, 2022). Despite all this, it is thought that the reason why no difference was observed in this study may be due to the fact that emerging adults are in the most risky developmental period in anxiety disorders (Kessler, 2005). Therefore, whether the individual was diagnosed or not may not have made a difference in the level of anxiety in this study. In addition, in this study, a significant difference was found between corona virus anxiety and the state of having corona disease. Similarly, Fu and Wang (2022) stated that there is a relationship between the perception of the risk of the coronavirus and anxiety. According to this, the emerging adults who have a perception of high-risk disease are more anxious. Another outcome of this study was that the coronavirus anxiety rised based on the length of time emerging adults spend in quarantine. Similarly, Mary-Krause, Herranz, Héron, Andersen, El Aarbaoui, and Melchior (2021) reported that there was an increase in the symptoms of depression and anxiety in individuals during the quarantine period. Although, the United Nations (UN) (2020b) stated that the the COVID-19 pandemic had a negative impact on the well-being of women and girls, in this study, there was no difference between the subjective well-being levels of the participants according to their genders. This can be explained by limitations of the number the current study sample. There was also no difference between the study year and the subjective well-being of emerging adults in the current study result. This is also expected finding by the authors. It is awell-known this global crisis impact on all of the humanity. As it has been revealed in many studies in the literature, there is a positive relationship between income and subjective well-being (Diener, 2000; Diener, & Oishi, 2000; Diener & Ryan, 2009).

Another finding of this current study is that the subjective well-being of students whose economic status is above average is higher than that of students whose economic status is below average and moderate. According to the Li and collagues (2022) income has moderator and mediator roles on subjective well-being. Also, in the lirtature review there is a significant corelation between subjective well-being and health. Accordingly, a meta-analysis study found that the higer subjective well-being was releted with health people in developing countries (Ngamaba, Panagioti & Armitage, 2017). Therefore, the subjective well-being of the students who were infected with the corona virus disease, which is the finding of this study, was found to be higher than the students who did not get the coronavirus disease. On the other hand, there was no difference between how long they stayed in quarantine and their subjective well-being levels. The authors assumed that this situation is due to the decrease in the subjective well-being levels of the participants who contracted the corona virus disease. As mentioned above, the social support is an important factor to increase subjective well-being (Siedlecki, Salthouse, Oishi, & Jeswani, 2014) Similarly, in this current study, the participants with families during the COVID-19 pandemic process were found to have higher subjective well-being than those who were alone.

Recommendations

Limitation of the Study and Future Implications

The most important limitation of this study is the number of the study group. This might be linked to the preference for acquiring study data using an online way. During the pandemic process, university students reported that they had problems with the internet and technology. (Han & Demirbilek, 2021). Although, the 86.7% of current study group stated that they had internet access at home, it is anticipated that the population, which was not included in the study, experienced this problem. In addition, the data of this study were collected only from university students in emerging adulthood who study at different educational institutions in Turkey and Northern Cyprus. In contrary, it is expected that emerging adults who are educated and work in

low-income jobs or unemployed, known as the forgotten half (Halperin, 1998) in the literature on emerging adulthood, are also expected to be included in the study groups in future research. Although the number of the study group of this research is limited, it has been revealed that as the subjective well-being of the students in the emerging adulthood period that appears during the pandemic period, their anxiety about the coronavirus will decrease. Researchers can provide participants internet access to provide generalizable results in future studies. Because the demographic features of the participants are mainly middle-class, it might be good to address this element in future researches. Because subjective well-being was discovered to be a significant determinant for anxiety in this study, practitioners at higher education institutions should establish intervention plans to improve students' subjective well-being. The school psychologists and counselors should reach and support all students through online counseling methods. In addition, universities need to facilitate students' access to these online services and make them visible. In addition to the services provided regarding school health practices, programs on increasing subjective well-being should be standardized. Therefore, these programs can be realized based on the basic philosophy or assumptions of rational emotional behavioral therapy (ADBT) and cognitive behavioral therapy approaches (CBT) (Corey, 2004). Because, as it is known, subjective well-being is based on the cognitive evaluations of the individuals (OECD, 2013). As a result, cognitive distortions throughout this phase (Beck, 1963) will lead to unpleasant emotions and an increase in anxiety (Garnefski, Boon, & Kraaij, 2003; Ingram & Kendall, 1987; Şimşek, Koçak, & Younis, 2021). This incident emphasizes the need of cognitive rehabilitation (Zarrabian, & Hassani-Abharian, 2020; Kar, Menon, & Arafat, 2020). Furthermore, it is critical for subjective well-being that interpersonal relationships are favorable during this era, so that individuals may see events positively and meet their needs (Erylmaz, 2014). As a result, subjective well-being-based psycho-educational programs can be designed in this manner. Subjective well-being programs may be implemented to students not only during the crisis phase, but also during this period, known as the new normal, to help them adjust, and it is advised that the university administration expand educational possibilities in this area.

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Representation of Gender Roles in a TV Commercial Series in Turkey: A Critical Discourse Analysis

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ABSTRACT

Research Article

Media has a role in protecting the maintenance of social and cultural status, and it can also be used for change. It is known that media uses stereotypical images emphasizing the priority of women's role concerning home and family via various tools such as television (TV) commercials that have the power to reach many people. The present study aims to offer a critical discourse analysis of the TV commercial series of hurriyetemlak.com by scrutinizing the women's and men's roles reflected in the commercials. First, the study's theoretical framework is outlined in which critical concepts regarding discourse analysis, including Critical Discourse Analysis (CDA) and media discourse, are defined, and Fairclough's three-tiered framework to implement CDA is explained. In the second part of the theoretical framework, the issues of gender roles and advertising are scrutinized. Finally, the TV commercial series of hurriyetemlak.com is analyzed critically. The findings indicate that traditional gender role stereotypes are displayed in the commercial series. The significance of being married and responsible for household chores is highlighted for women to be respected in society.

Keywords: Critical discourse analysis, media discourse, gender roles

Received: 08.11.2021
Revision received:
11.04.2022
Accepted: 28.05.2022
Published
online: 29.05.2022

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Introduction

Advertising is a means of providing communication between corporations and their clients. It has the function of being a social actor and a cultural artifact. Transforming symbols and opinions and connecting representations of products and individuals constitute an advertisement's task as a social actor (Leiss, Kline & Jally, 1990). Cultural artifacts reflect only certain attitudes, behaviors, and values and reinforce only particular lifestyles and philosophies that help sell commodities (Pollay & Gallagher, 1990). As indicated by Hall (1997), various signs with a material dimension are used in representational systems. Among such signs, there are actual sounds uttered by vocal cords, images made via cameras, marks painted on canvas, and digital impulses transmitted electronically. Although representation is a practice using such material objects and their effects, the meaning is constructed through what such signs symbolize or represent.

Advertising has received some criticisms from various parties for many years. One of the critiques has been associated with advertising the social norms that show how men and women are presumed to behave and associate with each other in diverse social circumstances. It is believed that advertising emphasizes the conception that gender roles are proper, best, or natural by demonstrating specific roles defined narrowly (Hawkins & Coney, 1976).

It is undeniable that there is the audiovisual impact of advertising on transmitting preconceived ideas about gender roles. Therefore, this study aims to present a critical discourse analysis of the TV commercials of *hurriyetemlak.com* by scrutinizing the representation of men and women in the commercials.

Theoretical Framework

Discourse Analysis

Considering language above or beyond the sentence is a commonly accepted notion regarding discourse analysis (Widdowson, 2004). Stubbs (1983) defines discourse analysis as: "attempts to study the organization of language above the sentence or above the clause and therefore to study larger linguistic units, such as conversational exchanges or written texts" (p.1). Hence, the definitions of discourse analysis focus on the language 'above or beyond the sentence.' Such language use emphasizes that there is more than what is uttered, such as social context and the relationship between the participants, all of which need to be considered.

Harris (1952) points out the connectedness in discourse analysis by stating that "language does not occur in stray words or sentences but in connected discourse" (p. 3). However, he was criticized by Widdowson (2004) because of his grammarian view, which deals with underlying formal equivalences within a text. Furthermore, Jørgensen and Phillips (2002) state that language is shaped following different patterns that people's utterances form when they participate in various fields of social life, such as medical discourse or political discourse, and discourse analysis deals with these patterns.

All in all, various researchers define discourse analysis by approaching the concept from different points of view, such as Harris's linguistic point of view. However, studying language above or beyond the sentence is a commonly accepted view.

Critical Discourse Analysis

Van Dijk (1998), defines Critical Discourse Analysis (CDA) as "a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced and resisted by text and talk in the social and political context" (p. 352). Moreover, Wodak (2009) explains the notable difference between Discourse Studies (DS) and Critical Discourse Studies (CDS) by stating that the latter has an essentially

problem-oriented and interdisciplinary approach. Since CDS is interested in complex social phenomena, a multidisciplinary and multi-methodical approach is needed. She also puts forward a frequent misinterpretation regarding the aims and goals of CDA, which is the assumption that the investigated objects have to be connected to negative or particularly severe social or political experiences or events. However, she asserts that any social phenomenon can be investigated critically. Fairclough (1995) explains that CDA "aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power" (1995, p. 132). Besides, Fairclough and Wodak (1997) draw attention to the dialectical relationship between a discursive event and situations, institutions, and social structures framing it. They state that:

CDA sees discourse – language use in speech and writing – as a form of 'social practice.' Describing discourse as social practice implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s), which frame it: The discursive event is shaped by them, but it also shapes them. That is, discourse is socially constitutive as well as socially conditioned. (Fairclough and Wodak, 1997: 258)

Fairclough and Wodak (1997) explain the main principles of CDA as follows:

1. CDA is a socially committed scientific paradigm that addresses social problems
2. Power relations are discursive, and mediation of power relations necessitates a sociocognitive approach.
3. Discourse constitutes society and culture
4. Discourse does ideological work
5. Discourse is situated and historical
6. The link between text and society is mediated
7. Discourse analysis is interpretative, descriptive and explanatory and uses a systematic methodology
8. The role of the analyst is to study the relationships between texts and social practices. (pp. 271-80).

Thus, what differentiates CDA from discourse studies mainly lies in the scope of CDA. Its scope is concerned with social, institutional issues such as power relations or inequalities and beliefs that there is a dialectical relationship between a particular discursive event and the situation(s), institution(s), and social structure(s) which frame it.

Fairclough's Three-tiered Framework for Implementing CDA

The three-tiered framework outlined by Fairclough (1989) is commonly used by discourse analysts. Describing the relationship among specific texts, interactions, and social practices is the analyst's first goal by explaining grammatical resources that form such relations. Interpretation of the arrangement of discourse practices is the second goal. The third goal involves using the description and interpretation to explain why and how social practices are formed, changed, and transformed (Rogers et al., 2005). Fairclough (1989, p. 26) describes the three stages of analysis as follows:

- Description is the stage which is concerned with formal properties of the text.
- Interpretation is concerned with the relationship between text and interaction - with seeing the text as the product of a process of production, and as a resource in the process of interpretation.
- Explanation is concerned with the relationship between interaction and social context -with the social determination of the processes of production and interpretation, and their social effects.

The three levels of analysis that form the framework are; the text (spoken or written), the discursive practice, and the sociocultural practice. While the text analysis necessitates studying the language structures, the analysis of discursive practice deals with investigating the production, consumption, and reproduction of the text. Finally, the analysis of sociocultural practices involves examining what is happening in a specific sociocultural framework (Fairclough, 1989).

Media Discourse

Spitulnik (1996) states that mass media can be a reserve or reference point for transmitting words, phrases, and discourse styles in popular culture thanks to its extensive accessibility and scope. Cotter (2015) classifies approaches to media discourse as (1) discourse analytic, (2) sociolinguistic, and (3) non-linguistic. The discourse analytic model is concerned with discourse-level matters related to more extensive talk and text stretches such as participant, topic, function, and discourse structure. Sociolinguistic work involves variation and style in the media or analysis of language with socially motivated standardization and prescription processes beyond the word or sentence level. The non-linguistic research covers the work in political science, media studies, cultural studies, history, or communication studies paradigms.

There are three main components of media discourse: text, process, and audience. The text encodes values and ideologies that affect and reflect the larger world. The second component, process, includes the norms and routines of the community of news practitioners. Finally, the third component deals with the audience and various social and linguistic meanings that conform to it (Cotter, 2015).

Fowler and his associates (1979) studied media discourse using Halliday's functional systemic grammar in which events and actions are described with syntactic variations such as agency, responsibility, and perspective. For instance, by using passive constructions, the authority's obligation may be de-emphasized via leaving agency implicit. Fowler (1991) also appreciated the British cultural studies paradigm, which described the news as a product tailored by political, economic, and cultural forces instead of reflecting reality. He was also engaged in using linguistic tools such as transitivity analysis in syntax, lexical structure, modality, and speech acts. Furthermore, the critical media studies manifested biased, stereotypical, sexist or racist images in texts. Observable surface structures such as the biased use of words to describe Us and Them, particularly in sociopolitical lines, constituted early studies (van Dijk, 1998).

Gender Roles and Advertising

There is a clear distinction between how men and women maintain their gender behaviors, which ensues through strong social pressure in cultural contexts. The notion that women are to act 'like women' and do the work of women and men are to act 'like men' constitutes an example of this distinction (Condon, 1980). For many years, this has also been the case for men and women in Turkish society. However, since the beginning of the 1980s, changes in Turkey's macro-environment have extensively influenced men's and women's traditional roles in society. Despite the dominance of the conventional social pressure for maintaining the differentiation between genders in almost all parts of the country, primarily in the metropolitans, demographic, legal, and economic environment alterations have been noticed. The number of well-educated working women with an increasing income level has risen considerably. Moreover, the impacts of global Western consumer values since the 1980s have caused changes in particular consumer lifestyles, such as shifting from traditional large families toward small nuclear-type families. These developments have influenced consumption, shopping patterns, gender roles in the family and society. They add that women have started to adopt new social roles, responsibilities, and profiles, especially in urban areas. The roles of men

have also begun to change because of, and in accordance with, the new roles of women (Uray & Burnaz, 2003).

The studies carried out in Western countries; such as the United States, Germany, Spain, and Britain (Valls-Fernández & Martínez-Vicente, 2007; Knoll et al., 2011; Kay & Furnham 2013; Grau & Zotos, 2016) reveal the presence of stereotypical gender representations in the media. Dominick and Rauch (1972) have conducted one of the first studies on gender roles regarding TV commercials. This study and most of the following indicate that women characters are illustrated as younger than men, probably to be married, and employed in occupations that females traditionally dominate. Women are also shown essentially in the home, and they are rarely spokespersons. When shown as users of products, they are not authorities (Courtney & Whipple, 1974; Dominick & Rauch, 1972; McArthur & Resko, 1975; O'Donnell & O'Donnell, 1978). Other studies indicate that instead of being physically active, women are recipients of help and advice in television commercials (Poe, 1976; Silverstein & Silverstein, 1974). In the 1980s, Courtney and Whipple (1983) find that women are still shown predominantly in the home. In contrast, most men appear in business settings, emphasizing that the image of the genders in advertising was not keeping pace with the change in gender roles in American society.

Regarding the situation in Turkey, studies have revealed that media discourse exhibits gender stereotypes by portraying male and female characters in different cultural settings (Ünlü, 2017; Uras & Burnaz, 2003). Saktanber (1993) states that diverse femininity cases and lives are not represented in the texts from the media. Instead, women are often squeezed into two stereotypical typecasting: either cunning and menacing women or mothers and good wives. Furthermore, Binark and Bek (2010) point out that sexism through women's representation in media is related to the fact that the producers are primarily men. They also made a classification of how women are represented in media:

- Women as a mother or wife
- Women as a sexual object
- Women as the target of violence
- Diverse typecasting of women under the femininity umbrella: Giving advice to women through media. (p. 160)

Okan (1998) does a critical discourse analysis of a TV commercial broadcasted in Turkey by scrutinizing discourse and gender. Her study reveals that women are represented within specific patterns in society. The language primarily used by media provides the reproduction and accommodation of these patterns instead of changing them. She adds that women's previous portrayals are used extensively despite the improvements in their position in society. In another study in Turkey, Uray and Burnaz (2003) investigate the differences between the male and female characters portrayed in TV commercials regarding the main variables used as indicators of advertising stereotypes. Comparing the data from Turkey with the findings mainly from the Western countries verified that, despite some contradictions, gender stereotypes exist in commercials in different cultural settings. Besides, regarding the media for children, in a recent study, Yiğitbaşı and Sarıçam (2020) analyze how gender roles are constructed and represented in a children's magazine in Turkey via qualitative content analysis. They conclude that the majority of the role models offered by the publication are male characters and that the gender roles assigned by traditions are preserved regularly in the content.

In this study, it is argued that gender roles are constructed through the polarization of the sexes. Using Fairclough's three-tiered phases of analysis and masculine habitus theory as the framework, this study will indicate that feminine and masculine gender behaviors are defined through oppositions. Thus, women are represented as familial and self-devoting, whereas males are self-fulfilling.

Method

Method

Fairclough's three-tiered framework (1989), which involves description, interpretation, and explanation phases, is utilized to analyze the selected set of commercials. In the description stage, formal features of the texts are identified and labeled in terms of the categories of the descriptive framework. However, "in the case of interpretation, it is the cognitive processes of participants, and in the case of explanation, it is relationships between transitory social events (interactions), and more durable social structures which shape and are shaped by these events." (Fairclough, 1989, p. 27).

In interpreting how gender roles are represented, masculine habitus theory highlighting gender-based social construction will be utilized. According to masculine habitus theory (Bourdieu, 2001), the social structure allowing male dominance is ensured through social practices. Every behavior that deviates from the stereotype is considered a threat to masculine domination. For the sustainability of such power, the polarization of sexes is maintained via "symbolic violence" (Bourdieu, 2001; Reeser & Seifert, 2003). All cultures are defined as arbitrary. This cultural arbitrary is regarded as natural, and the members of the society internalize it without questioning (Mander, 1987). Symbolic violence is the teaching and imposition of the arbitrary culture via implied and indirect control compelled and maintained in society (Jenkins, 1992). It is not simple to perceive symbolic violence as it is "gentle, invisible violence, unrecognized as such, chosen as much as undergone, that of trust, obligation, personal loyalty, hospitality, gifts, debts, piety, in a word, of all the virtues honoured by the ethic of honor, presents itself as the most economical mode of domination (Bourdieu, 1990, p. 127). Symbolic violence ensures male dominance through gendered roles. Since it is not explicit, identifying symbolic violence via interpretation will be the focus of the present study. The implied meanings in gender representations will be identified and discussed.

The Data Source

As for the data source, the commercial series of *hürriyetemlak.com* in 2018 by Tribal Worldwide Istanbul advertisement agency was selected. The purposive sampling technique belonging to non-probability sampling techniques is used for the selection of the sample. Cohen et al. (2002) state that in purposive sampling, researchers choose the sample for a specific purpose that is satisfactory to their needs. The main reason the series has been selected is that it constitutes a decent example of representing various roles attached to women and men. There are four different commercials in the series. In the commercials, the voiceover Gürkan Uygun narrates other people's stories who try to do their best and deserve a better life in a witty style. Motivated by the narrator's compliments, the characters decide to find new houses without stopping what they are doing at the time of the search at *hürriyetemlak.com* on their mobile phones. In the meantime, a piece of opera music from Lakmé is overhead during the commercials.

The first commercial analyzed in the study is about a woman, Macide, who wants to buy a new house with a larger kitchen. The setting is a tiny kitchen full of gadgets for cooking where we see her and her mother-in-law. The second one is about a man, Muhittin Sertkaya, who also wants to buy a house since he finds it challenging to play ping pong in his small living room. The third one is about a Fine Arts student, Alican Taşdöven, who studies sculpting and wants to move to a bigger house since he does not have enough space for his sculptures in his home. The last commercial of the series is about a working woman, Yasemin Dağdeviren, who needs a bigger house with a playroom for her children.

Critical Discourse Analysis of the TV Commercial

Description 1: Macide

The commercial has a concise script (Appendix A), which involves 98 words only. We see Macide busy cooking in a tiny kitchen (Photo 1). Her mother-in-law comes to the scene, and they barely fit in the kitchen. Macide searches for a new house with a more spacious kitchen at the *hurriyetemlak.com* website on her mobile phone. She is wearing a wedding ring, golden bracelets, necklaces, and rings, representing Turkish homemakers.



Photo 1. Macide and her mother-in-law are back to back in a cramped kitchen

The male voiceover with a high pitch of voice repeats the woman's name, Macide, almost in all sentences. The voice tries to motivate the woman by using statements with colloquial expressions such as:

"Those who know you, know it well Macide!"

"You kept pulling out again!"

"You got it, you virago!"

Besides, we observe that the male voiceover uses conditional clauses a few times:

"If you decide to do something, you will do it."

"If you want, with your one hand only, you will visit *hurriyet emlak* and find that house with a large kitchen among one million trustworthy advertisements."

Furthermore, the voiceover also uses relative clauses and makes a description of the woman in his statement:

"You are the woman who enchanted your mother-in-law with *mantı* (ravioli-like Turkish dish) you made when you were just a new bride and made her give you double Trabzon bracelet!"

In the statements, adjectives and adjectival phrases accentuate the nouns as in the phrases; "new bride," "double Trabzon bracelet," "large kitchen," and "one million trustworthy advertisements." They make the meaning more potent and more pronounced.

Description 2: Muhittin Sertkaya

The script of the commercial involves 86 words (Appendix B). The second commercial takes place in a small living room (Photo 2), where we see Muhittin playing ping-pong on the dining table. He depicts a Turkish man with a mustache and is plump with a big belly. There is not much furniture in the room. Besides, we see the wife with a tray serving coffee to the husband, and their daughter is studying at the table where her father plays ping-pong. He visits *hurriyetemlak.com* website via his mobile phone to find a larger house.



Photo 2. Muhittin, his wife, and his daughter are in their small living room.

The same male voiceover is present in all commercials. In this commercial, the voiceover says that Muhittin is a successful ping-pong player who has come in fourth place in the local ping-pong tournament, and while articulating this, the voice sounds sarcastic. He emphasizes that his nickname is 'success.' He urges that if Muhittin wishes, he can find a larger house by visiting hurriyetemlak.com website. In the end, we hear the voiceover say, "well done, Muhittin, the one with the big racket."

From the structural point of view, we observe the use of relative clauses such as "You are the man who has come in fourth place in the Beykoz local ping-pong tournament." It is common in all four commercials to praise the main character using peculiar definitions. Moreover, the same conditional sentence is present in all commercials with slight changes: "If you want, even with your one hand, you will visit [hurriyetemlak](http://hurriyetemlak.com) and find the house with a living room big enough for a ping-pong table among one million trustworthy advertisements." In this commercial, the word 'success' is used twice to foreground that the character is praised; "your nickname is success Muhittin" and "Once again you decide, and you succeed."

Description 3: Alican Taşdöven

The script of the commercial involves 84 words (Appendix C). We see a young man building a sculpture in a small living room (Photo 3) with other sculptures here and there. He shares the house with another student.



Photo 3. Alican is building a sculpture in his small living room.

His home mate comes and breaks the arm of one of the sculptures. At that moment, he visits hurriyetemlak.com website with one hand, as stated in the commercial, to find a larger house.

We hear the voiceover introduce him as a successful student at school and the Da Vinci of the Faculty of Fine Arts, even the renaissance's embodiment. This ascription is used in all the select commercials to praise the characters with a sarcastic tone. He urges him that he can find a larger house by visiting hurriyetemlak.com website if he wishes. In the end, we hear him say, "well done, you did it again! You are the man whose statue should be erected!" Hence, a sense of success is reflected.

Description 4: Yasemin Dağdeviren

The script of the commercial involves 87 words (Appendix D). The main character, Yasemin, is in a suit to signify that she is a working woman (photo 4). Her husband is wearing casual clothes with a remote control in both his hands and flying a drone. The children are running and playing, and the room is in a mess. She is trying to clothe the children while her husband is busy playing with a drone.



Photo 4. Yasemin, her children and husband are seen in a messy room.

We hear the voiceover describe her as a successful woman who has advanced in her career and with three children. He urges her to find a larger house with a playroom by visiting hurriyetemlak.com website. In the end, we hear him say, "Well done! The woman wearing a two-piece suit, your hands should be kissed." The voiceover uses appraisals but in a sarcastic way again, such as "If success is concerned, you know every trick in the book!". In the voiceover statements, we see relative and if-clauses to emphasize the notion of success as in the other three commercials.

Music

Léo Delibes' Opera Flower duet from Lakmé accompanies the voiceover throughout the commercials. Composed by Leo Delibes, "Sous le dôme épais" is sung by Lakme and Mallika in the first act of the opera, Lakme. Edmond Gondinet and Philippe Gille wrote the libretto. On April 14, 1883, the opera premiered in Paris's historic Opéra-Comique Theatre. According to Operabase, a company that collects large amounts of data from opera companies worldwide, Delibes' opera, Lakme, was the 164th most performed opera in the world during the 2014/15 season (Green, 2018). Thus, it is a popular piece of music that is known worldwide. The opera lyrics are adapted to the commercial series, and the singers sing the main character's name instead of the actual lyrics. Moreover, it has a strong sound, in line with the voiceover's

motivating talk, and the characters are represented as 'successful' people. Such a musical effect empowers the voiceover's statements.

Interpretation and Explanation

The commercials reflect stereotypical gender roles in Turkish society through acting, context, and the narrator's statements. In the first commercial, the main character, named Macide, is shown cooking in the kitchen. She smiles, and this smile indicates that she is content to do such a house chore, and later on, it is understood that, in the past, she has received a valuable present from her mother-in-law thanks to her cooking skills. The sentence, "You are the woman who enchanted your mother-in-law with mantı (ravioli-like Turkish dish) you made when you were just a new bride and made her give you double Trabzon bracelet!" Because of her position gained by solely being a man's mother, the mother-in-law is regarded as an agent to grant the main character a gift of appreciation. Thus, the woman is represented as destitute to approval, and therefore the male voice underestimates women's position in family and society. It implies that cooking is an essential skill that every married woman should master. Still, it also suggests that being a good cook is a way to be respected by other people, family members, and especially your mother-in-law.

A wedding ring is a shared object used in TV commercials. The characters in the commercials are generally married, and producers hardly ever use single characters, reflecting the social norm that getting married is an accepted and required phenomenon. Macide wears the double Trabzon bracelet as a valuable reward obtained from cooking well. Traditionally, golden accessories are significant gifts in Turkish culture. In the wedding ceremonies, they are offered to the bride; and especially newlywed brides wear golden bracelets. Thus, it is another stereotypical feature reflected in the commercial.

Furthermore, the voiceover uses sentences such as "Those who know you, know it well Macide!" and "You kept pulling out again! You got it, you virago!" to motivate her. First, the voiceover is a male who represents a dominant voice with a witty style while talking to Macide. He underestimates the female character. Secondly, he feels free to use colloquial expressions that humiliate her, such as "virago." Besides, it is understood that her mother-in-law lives with the family in the same apartment, a typical case in Turkish society and results in the bride and mother-in-law conflicts. The back-to-back representation of the bride and mother-in-law is a reference to this conflict. It is stated in the commercial that she managed to impress her mother-in-law with the most significant skill for a woman, namely cooking, which can even put an end to the bride and mother-in-law conflicts.

Turkish society has patriarchal norms and accepts the dominance of men in most cases. From time to time, the dominating and critical male voice talking to the female character indicates that it is ordinary to address a woman in such a style. Through such limited content and short discourse, spectators are exposed to a compact scene where a homemaker should employ cunning ways to receive family incentives. Thus, the woman's confined life is represented irremediably through a tiny kitchen framework, the dominating male voice, and the overshadowing mother-in-law.

In the second commercial, the main character is a man who needs a house with a bigger living room to put a ping pong table. As usual, the voiceover praises the character sarcastically by using sentences such as "You are the man who has come in fourth place in the Beykoz local ping pong tournament" and "Your nickname is success Muhittin!" Nevertheless, the self-realization of the man through a hobby is emphasized. Moreover, the male voice uses a phallic symbol to describe and praise the character: "Well done Muhittin, the one with the big racket."

On the other hand, we observe that the female characters in the commercial series seem to be underrated. Muhittin's daughter tries to study at one corner of the dining table while her father, Muhittin, plays ping pong on the other side of the same table. It appears that she does

not have room to study. However, he wants a new house to have a bigger living room, not because of his daughter's lack of study room. Furthermore, we see Muhittin's wife only for a short while when she serves coffee for her husband, and her husband refuses to take the coffee with a gesture. Then, she takes the coffee back to the kitchen without saying anything. As in the first commercial (by making the husband's mother happy), the perception that women's primary duty is to make the men happy is implied in this series.

The third commercial illustrates the main character, Alican Taşdöven, a male sculpture student at the faculty of arts. The voiceover praises the character derisively: "Da Vinci of the faculty of fine arts! The embodiment of renaissance!" We observe the self-realization of the man by being a successful student. It is emphasized that success is usual for him through expressions such as "Typically, you succeeded again." Although there is no female character in this episode of the advertisement, compared with other episodes, it is observed that Alican is praised rather than humiliated by the voiceover, unlike the female characters in other parts. While the self-realization of the female characters is related to being a good housewife or raising children, Alican's success at school is emphasized as a sign of his self-realization.

The last commercial is about Yasemin Dağdeviren, a successful working woman with three sons. She needs a new house because there is not a playroom in her home. We see the children running in the cluttered living room while the mother tries to clothe them. While the male characters' success is praised individually in the other commercials, in this one, the voiceover mentions the children while praising the female character as in the sentence: "You are the woman who advanced in her career with three bright children." This manner is an example of the stereotypical representation of women in Turkish culture. Women need to be married with children as a first condition to be considered successful. Moreover, as in the first commercial, the female character is represented as a cunning person, as in the sentence "If success is concerned, you know every trick in the book!".

Furthermore, Yasemin's husband is an outstanding example of the representation of masculinity in Turkey. We see him playing with a drone throughout the commercial while his wife tries to clothe the children in a messy room. He is represented as a careless, childish character. It is regarded as a woman's duty to look after the children, and Yasemin should be happy to do all the job herself.

In conclusion, the commercials reflect various stereotypical incidents in Turkish society. They highlight the significance of being married, having children, cooking, and making the men happy, which suggest the conditions for women to be respected in society. Furthermore, the humiliation of the women by the male voiceover in the commercials reflects a significant issue in Turkish society, which is the normalization of the perpetration of violence against women.

Results and Discussion

The analysis of the selected commercial series reveals that traditional gender role stereotypes are manifested. The significance of being married and responsible for household chores is highlighted for women to be respected in society. Demonstrating the women in the kitchen or busy with clothing children constitute examples of traditional gender role stereotypes. Furthermore, all the female characters have many similarities, even though Macide is a housewife and Yasemin is a businesswoman. To illustrate, their house duties are more noteworthy than their characters or success outside the house. However, regarding the male characters, it is observed that their hobbies (Muhittin and Yasemin's husband) and school subjects (Alican) are more notable. Such inequalities are perceivable in the construction of the select discourse, which paves the way to sexism. Vetterling-Bragging (1981: 3) points out that a statement is sexist "if its use constitutes, promotes or exploits an unfair or irrelevant or

impertinent distinction between the sexes.” The distinction created for females and males functions in an unjust manner depicting women captivated within the borderlines of a house environment and its related responsibilities only. The diversity of life experience is still a gift for males though women are appreciated only if house-bound accomplishments are attained.

Likewise, gender stereotypes have been observed in Turkish media discourse by characterizing male and female characters in different cultural settings (Ünlü, 2017; Uras & Burnaz, 2003). Similar results have been reported in the studies carried out in Western countries; such as the United States, Germany, Spain, and Britain (Valls-Fernández & Martínez-Vicente, 2007; Knoll et al., 2011; Kay & Furnham, 2013; Grau & Zotos, 2016) in that they identified stereotypical gender representations. Regarding the advertisements functioning as a means of male hegemony via stereotyping, this study’s findings reveal stereotyping and thus generating symbolic violence that justifies male domination. The male voiceover's predominant expressions undervalue women in the commercials; this may encourage perpetrators of violence, and such utterances deteriorate women's deserved positions in society. All in all, audiovisual media is an effective tool to affect various people in society. Therefore, as Fairclough and Wodak (1997) state, producers should pay attention to how they depict women or men as they can potentially shape society's beliefs due to the dialectical relationship between a discursive event and situations and social structures framing them.

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Appendix A

The script of the TV commercial

Voiceover: Macide! Those who know you, know it well Macide! You are the woman who enchanted your mother in law with mantı (ravioli-like Turkish dish) you made when you were just a new bride and made her give you double Trabzon bracelet!".

If you decide to do something, you will do it Macide! If you want, with your one hand only, you will visit hürriyet emlak and find that house with a large kitchen among one million trustworthy advertisements. You kept pulling out again! You got it you virago!

Appendix B

The script of TV commercial two (Muhittin Sertkaya)

Voiceover: Your name is Muhittin Sertkaya! You are the man who has come in fourth place in the Beykoz local ping pong tournament. Your nick name is success Muhittin! "If you want, even with your one hand, you will visit hürriyetemlak and find the house with a living room big enough for a ping pong table among one million trustworthy advertisements. Once again you decided and succeeded. Well done, Muhittin! The man with the big racket! Go on living. The house you are looking for is at hürriyetemlak.com.

Appendix C

The script of TV commercial three (Alican Taşdöven)

You Alican Taşdöven! Top of the class! Da vinci of the Faculty of Fine Arts! The embodiment of renaissance! If you want, you will visit hürriyet emlak and find that house which has a big living room to work comfortably and which is suitable for a student among 1 million trustworthy advertisements even with your one hand! Typically you succeeded again. Well done! You did it again! You are the man whose statue should be erected! Go on living. The house you are looking for is at hürriyetemlak.com.

Appendix D

The script of TV commercial four (Yasemin Dağdeviren)

You are Yasemin Dağdeviren! You are the woman who advanced in her career with three bright children. If success is concerned, you know every trick in the book! If you want, you will visit hürriyet emlak and find that house with a playroom among 1 million trustworthy advertisements even with your one hand! You did not give up and you succeeded! Well done! The women wearing a two-pieces suit whose hands should be kissed. Go on living. The house you are looking for is at hürriyetemlak.com.

Journal of Human and Social Sciences

Expulsion in Limited Companies in The Light of Court Decisions

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ABSTRACT

There is a need for a strong cooperation and trust relationship between the partners in limited companies which is one of the most established company types in practice. In cases where any of the partners damage this cooperation and trust, it is important to recognize the right of the company to expulse a partner. Forcing the company and other partners to endure this situation may disrupt the harmony of the partnership. A limited liability company partner can be expelled from the company by the decision of the general assembly based on the reason stipulated in the articles of association or by a court decision for justified reasons. Expulsion is the termination of the partner's relationship with the partnership against the will of the partner, and the termination of the partnership title with a general assembly or court order. In this article, grounds for expulsion, applying to court for expulsion, and its consequences will be examined theoretically in accordance with the doctrine and supreme court decisions.

Key Words: Limited company, expulsion, objective justification, case of expulsion, separation deposit.

Research Article

Received: 28.01.2022

*Revision received:
24.04.2022*

Accepted: 28.05.2022

*Published online:
29.05.2022*

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Introduction

Within the scope of the Turkish Commercial Code (TCC), in limited liability companies that are accepted as capital companies, intercompany relations between partners are stronger than those of joint-stock companies. Maintaining a healthy partnership relationship depends on the existence and continuation of trust between partners. When the relations between the partners in limited companies are examined; it is generally seen that it is established among people who know and trust each other (Yasan, 2018, p. 32). Limited companies, with this feature, present an appearance like sole-proprietorship partnerships. Exit and expulsion on justified grounds (TCC art. 638 & TCC art. 640), subjecting the transfer of shares to partnership approval (TCC art. 595/II), loyalty obligations of the partners (TCC art. 613), rights of shareholders to receive and review information (TCC art. 614), and liability of the shareholders due to public debts in the proportion of their own shares (Article 6183 of the AATUHK {Law on The Procedure for The Collection of Public Receivables} regulation 35) brings the limited partnership closer to proprietorship companies (Karayalçın, 1973, p. 335 et al). However, when we look at the provisions of the TCC no. 6102, we can say that the company, unlike TCC no. 6762, is converting its legal structure closer to capital partnerships (Yıldız, 2007, p. 56).

In limited companies, it may be requested or required that the partnership relationship be terminated due to the emergence of various problems and disagreements between partners, failure to meet the company's expectations during the establishment period, or for some financial or personal reasons.

If the partner fails to meet his/her expectations from the partnership, he/she may want to terminate the partnership relationship based on his will, alternatively; even if the partner may not have such a will, the company may request to terminate the partnership relationship. Circumstances where the limited company partner can leave the company with his/her will are organized by TCC art. 638. In return for the right of the partner to exit the limited company, mutual rights equality on the part of the company and its partners regarding the expulsion of the company partner is ensured by TCC art. 640. Thus, in case of the realization of the reasons stipulated in the articles of association, the partner can be expelled from the company by a resolution of the general assembly or in the case of valid reasons by a judicial decision. The objective maintained here is the continuity of the company and its partnership interests (TCC art. 640 justification). The fact that the legal basis of the expulsion is stipulated by the law ensures the protection of the interests of the expelled partner.

I. The Concept of Expulsion

The concept of expulsion can be defined as the termination of the partnership of the partner, which has a negative impact on the operation of the company and threatens its continuity, with the company against his/her will and desire (Çamoğlu, 2020, p. 73; Bahtiyar, 2021, p. 444; Çakır Çelebi, 2021, p. 79). The existence of a partner whose partnership relationship with the company is inconvenient, not beneficial, and cannot maintain a relationship with other partners in an atmosphere of peace and trust may have an adverse effect on the company.

A partner who is not wanted to remain as a partner due to his personality and behavior can be expelled from the company and so the company's interests can be ensured by protecting the continuity of the company. For this reason, the right to expulse a partner of the company is a protective right for the company and other partners (Taşdelen, 2012, p. 207; Yıldız, 2007, p. 181).

It is an annulling formative right since the expulsion will terminate the partner's relationship with the company (Taşdelen, 2012, p. 207).

II. Expulsion Conditions

A. Expulsion in Accordance with the provisions of the Articles of Association

The Former Turkish Commercial Code (ETTK) numbered 6762, did not include a regulation to expulse a limited company partner for the reasons stated in the association. However, 6102 numbered TCC art. 640, allows for the expulsion of a limited company partner from the company through amendments to the company agreement. In accordance with this regulation, it is stated in the articles of association that the reasons for the expulsion of the partner from the company can be foreseen.

Besides TCC article 640/1, TCC art. 577/1 also provides a legal basis for the inclusion of reasons for expulsion in associations. Under the relevant cause of the regulation entitled as binding provisions by company agreements (TCC art. 577/1-1), it is clearly stated that special reasons for expulsion can only be stipulated by the company's articles of association, otherwise they cannot be binding in terms of company law. In TCC art. 577 a limited number of these are specified. According to the reasoning of TCC art. 577, if such provisions are proposed outside the scope of the articles of association, then this agreement will only have the consequences of a code of obligations contract. In that case, if the provisions showing special reasons for the expulsion of the partner from the company are regulated by a contract other than the association, in terms of company law, there will be no sufficient basis for the expulsion of the partner from the company and for the decision of the general assembly to this end. However, if it is proposed that the partner who caused this situation will pay a penal clause or compensation in case of expulsion, these provisions may be applied (Turkish Code of Obligations, art. 179-182).

TTK art. 640/1 is not a mandatory rule of law. Arrangement of expulsion with the articles of association is optional. In limited companies, the reasons for expulsion can be foreseen with the change of contract to be made during the establishment or later. If the right of expulsion is not stipulated in the articles of association, the partner will not be expelled from the company with the decision of the general assembly (Şener, 2022, p. 774). However, in the presence of justifiable reasons, the possibility of the expulsion of the partner through litigation is reserved.

The reasons for expulsion can be determined by making changes in the articles of association afterwards, with the unanimous decision of all shareholders representing the company's capital at the general assembly meeting (TCC art. 621/3). It is not possible to reduce these rates by contract. If the reasons for expulsion are specified during the establishment, the partners can join the company aware of this situation, if they do not agree with it, they can decide not to join the company. However, regulating the reasons for expulsion with a later contract change, the partners will be exposed to a situation they did not know beforehand, so it requires unanimity. With this regulation, the legislator prevents the majority partners from introducing contractual reasons to subsequently expulse the minority from the partnership, thus trying to strengthen the minority protection system (Şener, 2022, p. 774). Expulsion of the reasons for the exclusion stipulated in the articles of association will require an amendment in the agreement, however since it will be considered in favor of the shareholders, under the provision of TCC art. 589, this is only possible with the decision of the partners representing two-thirds of the capital.

It is not valid to make a regulation in the articles of association that the partner can be expelled from the company for no reason. Under the provision of the TCC act. 640/1, if there is a

regulation in the articles of association for expulsion, the reasons must also be specified. Similarly, it is not possible to propose an abstract, unconditional, ambiguous, and indefinite expulsion without any reason in the articles of association (Şahin, 2013a, p. 855). For example, a regulation in the articles of association stating that a decision can be taken by the general assembly regarding the expulsion of the partner only in the presence of justified reasons, without showing concrete reasons, will also be deemed invalid (Şahin, 2013b, p. 191; Öztürk Dirikkan, 2005, p. 51). In our opinion, it is also invalid to include provisions in the articles of association stating that the reasons for expulsion can be determined by the general assembly or the executives without giving any reason and to make arrangements that deviate from the legal regulation regarding the expulsion (TCC art. 640 and TCC art. 577) that will have adverse consequences against the expelled partner.

1. Reasons that can be Proposed in the Association

There are not a limited number of reasons for exclusion that can be foreseen in the association. In each partnership agreement, different reasons can be arranged as the reason for expulsion. The reasons for expulsion are generally the reasons that arise from the person and behavior of the partner and make the partnership relationship unbearable for the other partners. The reasons determined do not have to be justified in terms of expulsion as long as the determined reasons are concrete, clear, and precise. The general, unclear reasons for expulsion specified in the articles of association should be interpreted in favor of the partner and against the company. (Şener, 2017, p. 899). The reasons stated in the articles of association should not be contrary to the imperative legal rules, personal rights, morality, or public order. Proposing reasons that are not related to the company and that can be considered completely personal for the partner, violates personal rights. It is invalid to submit reasons for expulsion such as being a member of a certain party, religion, race, or nationality (Öztürk Dirikkan, 2005, p. 50). It is also invalid to suggest impossible reasons that violate the general and objective principles of law and damage the principle of equal treatment as a reason for the expulsion (Pulaşlı, 2021, p. 777). The principle of equal treatment requires equal treatment of shareholders under equal conditions (TCC art. 357). However, the principle of equal treatment does not mean absolute equality. The loss of qualifications required of some partners in their relationship with the company can be stipulated as a reason for expulsion for these partners (Öztürk Dirikkan, 2005, p. 50).

Violation of the interests of the company that are worth protecting, violation of the competition prohibition, disclosure of company secrets, violation of capital investment debt, at the same time making the company in debt by acting within the framework of the personal interests of the partners who are the directors of the company, betraying the company, failure to fulfill additional payment and side performance obligations, conviction for certain crimes, loss of important professional qualifications and qualifications for the company may be considered as reasons for expulsion in associations (Şener, 2022, 775; Çebi, 2020, 445).

According to ETTK (The Former Turkish Commercial Code) art. 522 and 523, bankruptcy or enforcement proceedings against a partner are counted among the specific reasons that allowed the expulsion of the partner from the limited company. Accordingly, in the event that leads to a partner's bankruptcy, the bankruptcy administration or the creditor who has confiscated the share of one of the partners may request the termination of the company on the condition of giving six months' notice. According to ETTK art. 523/4, in order to prevent termination, the company was issued the right to decide to expulse the partner from the company in exchange for the real value of the capital invested by the partner against whom proceedings were pursued. In its current form, TCC does not include the right of the bankruptcy administration or the personal creditor to request

the termination of the company if a partner is pursued through bankruptcy or foreclosure. Thus, the way for a partner's personal creditor to threaten the company to terminate is blocked. The legal consequences of tracking the partner through bankruptcy or foreclosure are left to general provisions. However, the provisions regarding the expulsion of the bankrupt partner or the partner who has been subject to execution proceedings due to personal debt from the company agreement may be envisaged with the provision to be added to the association. Even if it is not written in the articles of association, regardless of the share ratio and management powers in the company, in most cases a justified reason must be accepted for the bankruptcy of a partner. Whether the execution proceedings regarding one of the partners constitute a valid reason or not; it is stated whether to follow-up is finalized or not, and that the receivable to be monitored must be assessed in consideration of the size receivable, the company's capital, the number of partners and the managerial powers of the debtor partner within the company (Çamoğlu, 2014, p. 13).

Concrete agreements can be made regarding the justifiable grounds for the partners to be expelled under the articles of association. These regulations shall be considered as the reasons for the expulsion specified in the contract. In such a case, the judge shall not evaluate whether the reason specified in the contract is justified or not and shall only examine whether the reason has occurred. Even if the justified reasons are regulated by the articles of association, the partner can be subject to expulsion.

2. Decision of the General Assembly

A limited liability company partner can only be expelled by the decision of the general assembly based on the reasons in the association. Deciding on the expulsion of the partner is one of the non-transferable powers of the general assembly. In the articles of association, one of the partners, the director of the company, or any other person cannot be granted the expulsion right or authority. The general assembly will take into consideration whether the reasons stipulated in the contract have been realized to decide on expulsion. The discretion in this matter belongs to the general assembly. If the reasons for expulsion are tied to certain conditions in the association, the general assembly should also take these conditions into account.

According to the regulation of TCC art. 621/1-h, due to its nature the decision to expulse a partner from the company that is based on the reasons stipulated in the articles of association is an important decision. The decision to expulse the partner from the company based on the reasons in the articles of association can be taken with the same quorum provided that at least two-thirds of the votes represented and the absolute majority of the entire capital holding the right to vote come together (TCC art. 621/1-h). It is stated that the absolute majority of the voting capital is the meeting quorum, and two-thirds of the votes represented in the general assembly are the decision quorum (Çamoğlu, 2012, p. 253).

The general assembly will convene with the absolute majority of the entire capital holding the right to vote and will take decisions with two-thirds of the votes represented at the meeting. There are different opinions on whether the partner who is to be expelled from the company has the right to vote at the general assembly meeting (For detailed information, see Akbay, 2010, p. 231). Deprivation of votes in limited companies is in the judgment of TCC art. 619. According to the relevant article: *“Those who have participated in the management of the company in any way cannot vote on the decisions regarding the release of the managers. In the decisions regarding the acquisition of the company's basic capital share, the shareholder who has transferred the basic capital share cannot vote. The relevant partner cannot vote in the decisions that approve the partner's activities contrary to the obligation of loyalty or the prohibition of competition.”* As can

be seen, it is not stated in the provision that the expelled partner cannot vote at the general assembly meetings regarding the expulsion decision. For this reason, it is stated that the expelled partner has the right to vote in the general assembly since it is not prohibited by the law (Şener, 2017, p. 901). However, it is also stated that it is possible to decide with the articles of association that the partner will not have the right to vote in the decision to be taken about himself (Tekinalp, 2013, p. 495). We agree with the view stating that there is an unconscious gap in the law on this issue, that the decision to be expelled exactly coincides with the reasons and the purpose of the deprivation of voting rights, and that no one can be the judge of his case, and that the expelled partner will not have the right to vote at the general assembly meeting where the issue will be discussed (Çamoğlu, 2014, p. 9; Öztürk Dirikkan, 2005, p. 83). On this matter in TCC art. 255/1, it is stated that in the case of expulsion of a general partnership partner, it is stipulated that the partner who is the target of expulsion is deprived of the right to vote, and it is stated that it should be accepted that the exclusion from a limited partnership also constitutes a situation of deprivation of voting rights (Çamoğlu, 2014, p. 9).

Under TCC art. 640/2, following the notification of the decision through notary public, within three months, the expelled partner may file an action for annulment against the expulsion decision by the general assembly. This period is the lapse of time. Besides the reasons for expulsion, the articles of association can also include conditional forms that bind the exercise of this right. For example, the obligation to notify the partner, the submission of the partner's written defense, and assigning a period can be regulated by the articles of association. However, as the notification of the partner concerning the decision to expulse must be made through notary public, the articles of association cannot determine that this notification can be made in another way (TCC art. 640/2).

Notifications to be made to the expelled partner through a notary public must comply with the provisions of the Notification Law. In a concrete dispute, it was concluded that the decision to expulse the limited liability company partner was not valid, as the reason for not being at the address at the time of notification was not documented in writing following the provisions of the Notification Law (Court of Appeals 11th Civil Chamber., 08.07.2010 T. {date}., 2009/2206 E. {case}, 2010/8119 K. {decision}, www.corpus.com.tr, Access Date: 21.01.2022).

An annulment lawsuit may be filed for reasons such as the expulsion decision made by the general assembly is against the contract, the expulsion conditions or reasons specified in the contract are not fulfilled, sufficient quorum and majority cannot be achieved in the general assembly, and the decision is against the principle of good faith and equal treatment (Poroy/Tekinalp/Çamoğlu, 2019, p. 450). The right to file an action for annulment is an inalienable right. The articles of association stating that an action for annulment cannot be filed against the expulsion decision of the general assembly will be invalid (Yasan, 2018, p. 169).

As a result of the action for annulment, if the court cancels the expulsion decision of the general assembly, the partner will be treated as a partner who has never been expelled from the company. If the court does not annul the decision to expulse, it is deemed to have been expelled from the company and the title of partnership has ended as of the date when the general assembly decided to expulse and this decision was notified to the partner (Çamoğlu, 2014, p. 8).

B. Expulsion by a Decision Based on Cause

TCC art. 640/3 regulates that upon the request of the company, the partner can be expelled from the company with a court decision based on justifiable grounds. Even if no reason is foreseen in the company agreement or the reasons stipulated in the agreement are not fulfilled regarding the

expulsion of a limited liability company partner, he can be expelled from the company with a court decision upon the request of the company if there are justified reasons. Expulsion from the company for justified reasons will be possible as a result of the finalization of the court decision.

1. Decision of the General Assembly

In TCC art. 640, it is stated that the company has the right to request the expulsion of the partner from the company based on a just cause, with a court decision. In TCC art. 616/1-h, requesting the court to expulse a partner is regulated among the inalienable powers of the general assembly. In TCC art. 621/1-h, the decision to apply to the court for the expulsion of a partner from the company based on justified reasons is stated among the important decisions of the general assembly. Even though it is not clearly stated in the text of the following article when the rulings of TCC art. 616/1-h and TCC art. 621/1-h are evaluated together, the result exhibits that for the company to file an expulsion lawsuit, the general assembly must take a decision in this direction. In this case, in a general assembly meeting with the absolute majority of the entire capital represented, and the decision toward the expulsion of a partner for justified reasons is decided with at least two-thirds of the votes, the company may file a lawsuit for expulsion with just cause. Here, the decision to be taken by the general assembly should be aimed at filling a lawsuit to justify the partner (Tekil, 1994, p. 79).

As a matter of fact, on this matter, the Court of Appeals issued that, under 640/2, the decision to expulse can be taken by the general assembly of the limited company, the decision in question is among the inalienable powers of the general assembly, and that the general assembly decision regarding the expulsion of the partner from the company constitutes a prerequisite for the case (Court of Appeals, 11. HD {Civil Chamber}, 03.12.2020, 2020/1157 E. {case}, 2020/5689 K. {decision}, www.corpus.com.tr, Access Date: 20.01.2022).

Another ruling by the Court of Appeals reiterated that a general assembly decision is needed prior to the expulsion lawsuit. In the decision, it is stated that; under TCC 640/3, the company may file a lawsuit for the expulsion of the partner from the company on valid grounds, and under art. 616/1h, it is emphasized that a general assembly order is needed, and the case brought by the company partner is expelled on the grounds that it does not have a legal capacity. This decision is overturned by a local court ruling (Court of Appeals 11. HD. {Civil Chamber}, 08.02.2016 T. {date}, 2016/24 E. {case}, 2016/ 1120 K. {decision}, www.corpus.com.tr, Access Date: 10.01.2022). In that case, before entering the merits of the expulsion lawsuit, it should be examined whether there is a current and valid general assembly resolution for the expulsion of the partner from the company (Çamoğlu, Poroy, and Tekinalp, 2017, p. 440). In the dispute before it, the court will first examine the case on the merits by examining whether there is a general assembly decision to file a lawsuit with the expulsion of the partner and whether this decision has been duly taken.

Although the Court of Appeals does not have a regulation on expulsion in the articles of association, it emphasizes that a decision to “file a lawsuit” against a defendant is a requirement for a lawsuit to be filed with a request for release, and it does not accurately see the establishment of a provision in writing that goes directly to the fundamentals of the business (Court of Appeals 11. HD. {Civil Chamber}, 28.04.2016 T. {date}, 2015/10688 E. {case}, 2016/4780 K. {decision}, www.corpus.com.tr Access Date: 21.01.2022).

2. Filing a Lawsuit with a Request for Expulsion

In the event of justified reasons, under the provisions of TCC 640/3, the shareholder may be expelled from the company by a court decision. TCC 638/2 gave the company the right to expulse a partner for justified reasons in return for the right of the partner to exit in the presence of justified reasons. Even if the association does not specify a way to expulse the partner or the reasons stated in the association have not materialized, if there are justified reasons for the request to expulse a partner, it may be possible through litigation.

The company is entitled to litigation with the request for the expulsion of the partner in the event of justified reasons, and the decision to expulse the legitimate reasons rests with the authority of the judge (Özdoğan Daloğlu, 2019, p. 96).

The provisions of the association, which annuls the company the right to sue and leaves the authority of the court to the General Assembly, are both invalid on grounds of unlawfulness.

a. The Concept of Justified Reasons and Situations That Can Be Considered as Justified Reasons

The TCC does not have a clear provision regarding the justified reasons that can form the basis for the expulsion of a limited company partner. However, in the doctrine, the situations that prevent the continuity of the partnership, render the partnership unbreakable, gives it a deep shock, expulse the conditions at the moment of the association, the condition that the partnership relationship cannot be expected to continue, and that makes it impossible to continue in accordance with the rule of honesty are accepted as justified reasons (Çamoğlu, Poroy and Tekinalp, 2017, p. 428; Öcal, 2003, p. 223; Baştuğ, 1966, p. 56; Öztürk Dirikkan, 2005, p. 43; Pulaşlı, 2018, p. 2785).

Behaviors of a partner that violate the loyalty obligation, fail to perform basic debts and deeds to the company and its shareholders due to insolvency, prevent the partnership from continuing or makes the partnership unbearable, damage the name and reputation of the company, and create discord can be considered as valid reasons for expulsion (Çamoğlu, 2020, s.79).

The provision of TCC art. 245, which regulates this concept in collective partnerships may provide guidance (Şahin, 2013a, p. 852). Limited companies are a mixed type of company that may also be present the qualifications of an unlimited company (Pulaşlı, 2021, p. 766). TCC art. 245 that governs the right of the partner to exit on justifiable grounds in collective companies, that are a sole proprietorship, can be used for defining the concept of justified causes and seeing examples that could be considered as legitimate reasons. According to the relevant provision, justifiable reason is defined as the actual or personal reasons leading to the establishment of the company that have disappeared in a way that makes it impossible or difficult to obtain the subject of the company's operation. The same provision also defines certain justifiable reasons. These are: a) Betrayal of a partner in relation to the administrative affairs or transactions of the company; b) Partner's inability to fulfill his/her principal duties and obligations; c) misuse of trade name or assets of the company for personal interests; d) loss of necessary skills and competence to carry out the business of the company due to a permanent illness or other reasons.

The justified reason can be deemed to be realized if the continuation of the partnership has become unsustainable and unbearable due to similar reasons listed above, or if it is not from other partners to continue the relationship in accordance with the principles of honesty and trust (Çebi, 2020, p. 446). In this respect, the judge will have discretion and will evaluate whether there are any justified grounds for expulsion on any concrete issue (Çamoğlu, 2020, p. 80).

In judicial decisions, there are several decisions that could serve as examples for justifying the expulsion of a limited company partner. Nevertheless, these reasons should be evaluated

separately within the framework of Civil Code (CC) art. 2 based on the incident's characteristics and benefits balance. The existence of justified reasons should be investigated by the judge. In a court ruling, evidence in connection with allegations of the existence of justified reasons was submitted in the petition, and the decision was overturned based on the decision was made on the basis of incomplete examination in written form (Court of Appeals 11. HD. {Civil Chamber}, 21.10.2003 T. {date}, 2003/3548 E. {case}, 2003/9628 K. {decision}, www.corpus.com.tr, Access Date: 20.01.2022). In that case, during the course of the trial asserting legitimate reasons abstractly is insufficient, and the concrete justified reasons should be proven by evidence.

Distrust and disagreement between partners, actions that disturb trust, animosities, heavy accusations or allegations made against the partners, attitudes that damage the company's commercial reputation, prevention of the company from operating, negative attitudes and behaviors that cause harm to the company, conviction decisions made due to certain crimes, damaging the company with intentional or malicious actions or behavior, etc. can be accounted as justifiable reasons (Çamoğlu, 2020, p.79).

In a ruling by the Court of Appeals, against the allegations that the company has lost all its capital and the need for capital increase is mandatory in terms of the continuity of its activities, obtaining a report from an expert in the following field that evaluates the necessity of the capital increase, the local court order was overturned on the grounds that the blocking of the capital increase is an abuse of rights under CC art. 2, and such a decision should be based on the outcome on whether the blockage of the capital can serve as a justifiable reason for expulsion (Court of Appeals, 11. HD. {Civil Chamber}, 11.04.2011 T. {date}, 2009/11292 E. {case}, 2011/4126 K. {decision}, www.corpus.com.tr, Access Date: 21.01.2022).

The Court of Appeals did not approve defaulting on paying the capital debt incurred because of participation in the capital increase and did not accept this debt as a reason for justified expulsion from the company by itself as there is the possibility to collect this debt by means of execution proceedings. The partner subjected to the expulsion shall not be deprived of paid shares, and deprivation may only be made for the shares of the method of expulsion (Court of Appeals, 11. HD. {Civil Chamber}, 08.01.2018 T. {date}, 2016/5785 E. {case}, 2018/48 K. {decision}, www.corpus.com.tr, Access Date: 21.01.2022).

The provision of TCC art. 636/3 entitles limited company partners to claim termination of the company on justifiable grounds. Instead of arbitration, the court may find that the claimant partner must be paid the true value of his/her share and the expulsion of the claimant partner from the company or can suggest some other acceptable or pertinent solution. In this rightful termination lawsuit, the court may find the reasons for termination of the company adequate but also decide on other remedies in consideration of the company's continuing interests and the expulsion of the plaintiff or can oversee other rightful interests.

In a ruling by the Court of Appeals, it was stated that it may be possible for the defendant's limited company to continue its legal personality as a single partner, also under TCC numbered 6102 art. 636/3 a local court decision stating that instead of termination the plaintiff partner's share may be ordered for expulsion from the company by paying the actual value was overturned (Court of Appeals 11. HD. {Civil Chamber}, 13.01.2014 T. {date}, 2013/1151 E. {case}, 2014/573 K. {decision} www.corpus.com.tr, Access Date: 19.01.2022). In accordance with TCC 636/3, the court may order the real value of the plaintiff's share to be paid to the partner at the request and expulsion of the plaintiff from the company, or some other and acceptable solution can be ordered. As stated, this lawsuit is not a lawsuit about expulsion, but a lawsuit for the rightful termination of the company. However, as a matter of law, the court will be able to protect the company and the

partners from the irreversible consequences of termination (Court of Appeals 11. HD. {Civil Chamber}, 15.05.2017 T. {date}, 2015/15797 E. {case}, 2017/2896 K. {decision}, www.corpus.com.tr, Access Date: 20.01.2022).

b. The Fault in the Formation of Justified Reason

The partner intended for expulsion for justified reasons usually causes this situation by his/her flawed behavior. If there are good reasons derived from the partner's own fault, the company can ask for expulsion (Taşdelen, 2012, p. 85). However, based on reasons like illness, aging, and loss of capacity, the company may request that the partner be expelled from the company. In fact, the Court of Appeals in its decision numbered 11. HD (Civil Chamber) 11.05.1998 T. (date), E. (case) 1915, K. (decision) 3246 accepted that if the partner is detected by a forensic report as being continuously paralyzed can be ruled as a justified reason for expulsion (Çamoğlu, 2020, p. 80). So, the partner does not necessarily must be at fault for expulsion (Öztürk Dirikkan, 2005, p. 70; Taşdelen, 2012, p. 223; Çebi, 2020, p. 446). Although there is no need for a partner to be at fault for expulsion, the expulsion of a partner of no fault is insufficient on its own. If the existence of reasons not attributable to the partner's fault, prevents the partner from carrying out his/her duties within the company or results in the loss of important capabilities the company is looking for, and this situation became unreasonable, then it could be regarded as a justifiable reason.

The rightful reason for expulsion should stem from the partner himself and the following reason should make the retention of the partner in the company imperceptible to other parties (Çebi, 2020, p.446). However, expulsion should not stem from other partners' fault. In situations where the defect originates from other partners, ruling against the plaintiff would be against the rule of honesty (Çamoğlu, 2020, p. 80). In case of a mutual defect, and if the partner has less fault, then the lawsuit should be overruled on the grounds that no one shall be entitled to the legal benefits from his/her own fault (Court of Appeals 11. HD. {Civil Chamber}, 08.06.2015 T. {date}, 2015/2292 E. {case}, 2015/7902 K. {decision} www.corpus.com.tr, Access Date: 10.04.2022).

c. Parties in an Expulsion Case

The authority to request for expulsion of a limited company partner belongs to the company (TCC art. 640/3). The defendant is the partner intended for expulsion. The lawsuit should be filed by the company manager(s) at the commercial court where the company headquarters are located. If the partner intended for expulsion is a company manager, then the request should be filed by the other manager. In cases when a new manager has not been appointed by the general assembly, then under CC art. 426/3 the trustee appointed by court can file the lawsuit.

In a decision of the Supreme Court; noting that each partner has the right to leave the company based on the reason for leaving the company or just cause, if any, but the right to expulse from the company is only given to the company, and a partner cannot file an expulsion lawsuit against another partner, since the right to file an expulsion lawsuit is granted only to the company, by one partner to another partner. In the objection case, the court has upheld the decision of the court that expelled the case because the plaintiff partner did not have the capacity to be actively hostile and the main contract of the plaintiff company did not contain a special regulation regarding the expulsion (Court of Appeals 11th HD. {Civil Chamber}, 21.03.2016 T. {date}, 2015/8194 E. {case}, 2016/3123 K. {decision}, www.corpus.com.tr, Access Date: 14.06.2019).

As stated above the Court of Appeals stated that in limited companies, the other partners cannot appeal to the court for the expulsion of a partner, and such a case can only be brought by

the company. The lack of active legal capacity was cited as the reason for preventing partners to apply for other partners' expulsion on valid grounds.

In the event of a dispute submitted to court, the Court of Appeals states that for filing an expulsion of a partner a decision by the general assembly with at least 2/3 of the votes which represents the simple majority of the principal capital should be taken, and in the absence of such a decision the case should be expulsed (The Court of Appeals 11. HD. {Civil Chamber}, 05.06.2017 T. {date}, 2016/709 E. {case}, 2017/3376 K. {decision}, www.corpus.com.tr, Access Date: 21.01.2022). However, the objection letter disagreed with the majority opinion based on: *“Under TCC art. 621/1-h, even if the company’s general assembly’s qualified majority vote is required for both share capital and the number of shareholders to apply to court for expulsion request, this is not applicable for companies with only two partners. As it is impossible to secure a two-thirds majority vote with two partners. Therefore, in companies with only two partners, the general assembly does not have any function. So, for companies with only two partners the general assembly should be regarded as having a function, a 2/3 votes ratio can only be accepted for companies with more than three partners, and a partner with more than 2/3 votes should be acknowledged as having the right to file a lawsuit for expulsion on justifiable reasons. As a matter of fact, at the time of number 6762 TCC art. 551 despite the fact that a decision was conditioned to be taken at the board of partners, it was accepted in the doctrine that one partner could apply to the court to expulse the other partner, and it was pointed out that the termination of the company would come to the agenda in case of a single partner.”* Upon reviewing the Court of Appeal decisions on the subject, it is stated that the company has the ability to file a lawsuit, because of the partners' lack of capacity. However, in dissenting votes, it is stated that in two-partner limited companies, one of the partners can apply to court upon the request for expulsion without a general assembly decision. When one of the partners of a two-partner limited liability company requested the expulsion of a partner, the court referred to the decisions of the Court of Appeals and stated that TCC art. 621 should not be applied with respect to companies with two partners (Çakır, 2018, p. 245). Thus, a ruling by the Court of Appeals emphasizes the following: *“... In many decisions of our department, it is agreed that the company will be considered as presented in cases in which a partner from a two-partner company sues the other partner (31.10.2012 T. {date} 2011/8987-2012/17007; 14.01.2014 T. {date} 2012/9121-2014/728 etc.). So, in the event of concrete evidence, the plaintiff’s legal entity partner has the right to represent the non-litigation company on his/her own, and under TCC art. 640/3 the case must be acknowledged as being filed by the company.”* (Court of Appeals 11. HD. {Civil Chamber}, 06.02.2017 T. {date}, 2016/ 2664 E. {case}, 2017/607 K. {decision}, www.corpus.com.tr, Access Date: 21.01.2022).

When the doctrine views on this issue are reviewed, opinions stating that the existence of a general assembly decision should be sought in order to file an expulsion lawsuit based on just cause (Şahin, 2013b, p. 196; Erdil, 2010, p. 146), opinions stating that in situations in which it is not possible to pass a resolution at the general assembly the problem can be covered through a termination lawsuit (Taşdelen, 2012, p. 222), opinions expressing that in limited companies with two partners, the other partner should be able to apply to the court without seeking a general assembly decision in order to expulse the partner who created the justifiable reason (Çakır, 2015, p. 763; 2018, p. 247) are seen.

In TCC art. 621, which covers the title of important decisions of the general assembly, it is stated that a general assembly resolution may be passed if at least two-thirds of the votes are represented, and a simple majority of the capital with voting rights are present. As can be seen, when the provisions of TCC art. 621 are examined, a majority is not sought for the number of

shareholders in order to make the decision for expulsion, an arrangement is made based on the majority of the capital and majority of votes (Kendigelen, 2016, p. 553; Şahin: 2013b, p. 195-196.). The provision aims to prevent the majority shareholders from being expelled from the company easily by minority shareholders. (Üçışık, 2003, p. 202). A general assembly decision can only be made if the quorum required by law is met. If necessary, quorum for the expulsion decision is obtained by one of the shareholders in limited companies with two partners, a decision for expulsion may be taken by the general assembly, and a lawsuit may be filed for expulsion on justifiable grounds. If a partner does not possess the quorum required to pass a resolution at the general assembly, then he/she will not be able to file a lawsuit. There is an opinion for two-partner companies that criticizes that one of the partners has the possibility to file a lawsuit and the other does not have this right, on the grounds that the essence of the right is touched (Çakır, 2018, p. 246). It should not be forgotten that limited companies are capital companies even though they may carry the characteristics of a sole proprietorship. Therefore, in accordance with TCC art. 621; regardless of the number of partners, the partner or the partners who have the capital and majority of the votes required by the law will be able to provide the quorum required in the general assembly and enable a lawsuit for expulsion with justifiable reason. If an expulsion lawsuit is not filed due to the lack of a majority in the general assembly, despite the existence of justifiable reasons among the partners, the partners who do not accept this situation are entitled to exit the partnership (TCC art. 638/2) or apply to the court for termination of the company on valid grounds (TCC article 636/3).

However, the main problem here is in two-partner limited companies in which the partners have a 50% share, as the share and majority vote will not be obtained in the general assembly, it is not possible to file a lawsuit for expulsion on justifiable grounds. Accordingly, the Court of Appeals when the company has two partners and 50% equal shares, has upheld the court ruling stating that it is not possible to take a general assembly decision in light of the current state of the company (Court of Appeals 11. HD. {Civil Chamber}, 25.01.2021 T. {date}, 2020/1316 E. {case}, 2021/254 K. {decision} www.corpus.com.tr, Access Date: 21.01.2022). The applicable part of the ruling is as follows: "...the applicant's application for appeal in accordance with TCC 621/1-h of TCC no. 6102 is overruled, as filing a lawsuit with the court is required for expulsion with justifiable reasons, a general assembly resolution should be passed by the majority votes that represent at least 2/3 of the votes and the aforementioned resolution was not passed by the plaintiff's company, it is not possible to apply to court for the expulsion of the defendant due to current share state of the company, and on the ground of the first-instant decision is in accordance with the law in terms of procedure and substance. The decision of the Regional Court of Justice was appealed by the plaintiff's attorney...Since it was considered that the decision was in accordance with the procedure and the law, it is necessary to uphold the decision of the Regional Court of Justice."

In cases where it is not possible to pass a resolution at the general assembly, there are opinions that the problem may be resolved on justifiable grounds through a termination lawsuit (Şahin, 2013b, p. 196; Erdil, 2010, p. 146). However, the acceptance of this solution results in directing the partners who cannot file a lawsuit of expulsion toward the termination of the company. In TCC art. 636/3, it is stated that in the presence of justifiable grounds each partner may request the court to terminate the company, and that the court may order to expulse the claimant partner from the company, or to award a solution as appropriate. In that case, the partner who wants to expulse the other partner and continue operations will be facing the possibility of expulsion. As a result, directing the partner that cannot file an expulsion lawsuit towards a

termination lawsuit does not serve the purpose of both provisions, and the principle of protecting the assets of the company. It is noted in the reasoning of TCC art. 636/3, this right, which is included within the Swiss preliminary bill, would strengthen the partner's position towards the majority. *A justified termination action shall ensure that in the presence of both the majority and minority in limited liability companies, the minority partners are protected against the majority. The right to bring a rightful termination lawsuit is an important weapon against the majority, but using it in a way can damage the interests of the partners* (Çakır, 2018, p. 249; Şahin, 2013c, p. 23, 32; Erdem, 2010, p. 10; Çelik, 2013, p. 296).

In two-partner limited liability companies, we agree with the view of the doctrine stating that there is a hidden gap in the provision of TCC art. 640/3 (Aker, 2016, p. 104-105). In the regulation of TCC 640/f of TCC no. 6102, as the provision of TCC 551 of TCC no. 6762 was adopted without any material change; it was overlooked that in two-partner limited companies, in some exceptional cases, the decision to hold the general assembly to file a lawsuit due to the lack of majority votes would be problematic. For this reason, the judge should accept that until a legal regulation is made, within the judge's power to create law in two-partner limited companies - limited with the exceptional cases where a general assembly decision cannot be taken- each partner can apply to the court for a just cause without seeking general assembly resolution.

d. Official, Competent Court, and Proceedings

The justified reason lawsuit is organized by TCC art. 640/3. Civil claims arising from the matters regulated in TCC are commercial cases (TCC art. 4). Unless stated otherwise, the commercial court of the first instance shall be responsible for dealing with all commercial cases and unconsented commercial matters, regardless of the value or number of things being sued (TCC art. 5).

According to CCP (Code of Civil Procedure) art. 14/2, the authorized court is the court located at the location of company headquarters. *"The district court, limited by the partnership or membership relations, is located at the headquarters of the relevant legal person is strictly authorized to hear any lawsuit brought by private legal entities against a partner or a member of that legal entity, or others in that capacity"* (CCP, art. 14/2).

The lawsuit regarding the expulsion request with justified reasons is according to the TCC art. 1521 is subject to a simple trial procedure. *"In commercial companies, cases arising from the partnership between partners or stakeholders and the company, or suits against board members, managers, executives, liquidators or auditors of the company simple proceedings should apply"* (TCC art. 1521). (The simple trial procedure is issued in detail between the provisions of TCC arts. 316-322 of TCC no. 6100). Trial procedures have been reduced and shortened to facilitate the conclusion of simple, easy, and timely proceedings in the written trial procedure.

With TCC art. 5/A "... before taking legal action, the requirement of applying with the mediator is acknowledged as the condition of the action". In cases where litigation (compulsory) mediation is in question, first, the parties should apply for mediation, and if there is no agreement between the parties, then a lawsuit should be filed. Cases filed without resorting to mediation will be rejected on procedural grounds (Law on Mediation in Legal Disputes art. 18/A; "In case it is found that a lawsuit has been filed without resorting a mediator, then the lawsuit will be formally expelled due to absence of action requirement). It is not necessary to consult a mediator before filing a commercial lawsuit regarding the request for expulsion from the partnership for justified reasons. Because the subject matter of the case is not related to the request for a certain number of receivables and compensation. According to TCC art. 641, the partner who is leaving the

partnership is entitled to demand the withdrawal fund that corresponds to the actual value of the basic capital share. The withdrawal fund is calculated based on the value on the date on which the court order is finalized. If a withdrawal fund is not paid to the partner who left for the aforementioned reasons, a receivable lawsuit may be filed. It is mandatory to consult a mediator before submitting this case.

An arbitration agreement can be concluded between partners of the limited liability company to resolve the disputes arising from the expulsion from the company by the arbitrators instead of state jurisdiction (Öztürk Dirikkan, 2005, p. 85, fn. 222). An arbitration agreement is an agreement between the parties to resolve all or some disputes that have arisen or may arise out of an existing legal relationship, whether arising from the contract or not (CCP art. 412). The arbitration agreement may be executed either by the arbitration clause set in the original contract or by a separate agreement.

e. Precautions to be Taken During the Litigation

A partner's exit for justifiable cause is only possible once the court order is finalized. Decisions taken at the end of the trial will be deemed to constitute an annulling novelty and will have consequences upon the finalization of the verdict. Therefore, the partner continues to be a partner until the court decision is finalized.

Since the proceedings in expulsion cases take a long time, the continuation of the rights and obligations of the partner throughout the litigation period may create unfavorable aspects for both parties. Since it would be inappropriate for the partner who wants to leave the partnership to use the rights arising from the partnership, or to fulfill debts during the lawsuit, a regulation in TCC art. 638/2 was made to secure the partner's situation in this process (reason for provision in TCC art. 638/2). Thus, despite the existence of a provision regarding the measures to be taken during the exit lawsuit, it is criticized that there is no similar provision in the expulsion lawsuit (Kendigelen, 2016, p. 913). Yet, this regulation, stipulated in the Swiss Code of Obligation art. 824 to include both exit and expulsion (Özdoğan Daloğlu, 2019, p. 100). Regarding the right to exit is the second sentence of TCC art. 638/2 should also be applied to cases of expulsion.

It is stated in TCC art. 638/2, the court can decide on freezing some and all the rights and liabilities of the claimant to secure the status of the claimant partner during the litigation process. Regarding this issue, examples such as freezing the capital debt installments or appointing a trustee to decide on reduction transactions with the approval of the trustee can be given (Çamoğlu, Poroy, and Tekinalp, 2017, p. 430). The doctrine states that the second sentence of TCC art. 638/2 provision should also be applied to the cases of expulsion by analogy (Şener, 2017, p. 872, 913; Şahin, 2013b, p. 181).

III. Consequences of Expulsion

When a limited company partner leaves the company, his/her capacity as a partner and the rights and obligations related to the partnership expires, the right to demand payment of the severance payment should also arise. Partners who leave the partnership lose their original capital share and the rights provided by the share. To preserve the economic status of the partner while the partnership continues, the partner who leaves the company is given the authority to demand his/her right corresponding to the capital share on the company's assets (Çamoğlu, Poroy, and Tekinalp, 2017, p. 447).

Upon the fulfillment of the conditions for expulsion, the title of the partnership terminates immediately, without seeking the determination or payment of the withdrawal fund. The request

for payment of the severance fee should be directed to the legal entity of the company. Other partners are not responsible for the payment of severance payment (Öztürk Dirikkan, 2005, p. 153). A decision of the Court of Appeals states that the lawsuits filed against the company for severance and exit from partnership should be filed against the corporate legal entity, the company shareholders do not have the capacity as a defendant, and the court order decides the plaintiff should be allowed to leave the partnership, and the plaintiff's lawsuit filed against the other defendants should be expelled from the lack of capacity (Court of Appeals 11. HD. {Civil Chamber}, 14.03.2018 T. {date}, 2016/8848 E. {case}, 2018/1959 K. {decision}, www.corpus.com.tr, Access Date: 19.01.2022).

The separation fund should be calculated based on the value on the date of the separation of the partner. If the exit decision has been made following the court decision, the exit share shall be calculated based on the date of the court decision finalized. The court's decision constitutes an annulling novelty and will have consequences for the future (Yıldırım, 2012, p. 60). The legal relationship between the company and the partner ends as soon as the court decision is finalized. A decision by the Court of Appeals states that in the case of a dispute relating to a request for the abolition of a cautionary attachment decision, the court rejected the objection because the arbitral decisions need to be finalized, however, stating that the arbitrator decision, which was based on the injunctive attachment decision, was related to the request to exit and exit from the limited company, emphasized that the decision to exit is a constructive one and that the share of calculation and accrual-based on this decision is from the receivables that can be executed only upon the finalization of this decision (Court of Appeals 11. HD. {Civil Chamber}, 12.03.2015 T. {date}, 2015/1027 E. {case}, 2015/3429 K. {decision}, www.corpus.com.tr, Access Date: 19.01.2022).

Results and Discussion

Expulsion is the termination of the relationship of the partner with the company without the will and desire of the partner which adversely affects the operation of the company and endangers its continuity. A partner who is not wanted to remain as a partner due to his/her personality and behavior can be excluded from the partnership and the company's interests can be ensured by protecting its continuity. The right to expulse a company partner is a right of protection for the company and its stakeholders. It is a right that creates annulling novelty since the expulsion will terminate the partner's partnership relationship with the company.

Provision of TCC art. 640 shall apply to the amendment of the articles of association to expulse the limited company partner from the company. Arrangement of expulsion with the articles of association is optional. It is not valid to stipulate an abstract, unconditional, ambiguous, and indefinite expulsion without any reason in the articles of association. Regulation in the articles of association stating that the general assembly can decide on the expulsion of the partner only in the presence of justified reasons, without showing concrete reasons, will also be deemed invalid. It is invalid to include provisions in the articles of association stating that the reasons for expulsion can be determined by the general assembly or the executives without giving any reason and to make arrangements that will have consequences against the expelled partner, who deviated from the legal regulation regarding the expulsion. In each partnership agreement, different reasons can be arranged as the reason for expulsion. The reasons for expulsion are usually due to reasons arising from the person and behavior of the partner and which make the partnership relationship unbearable for other partners. The reasons determined do not have to be justified in terms of expulsion as long as the determining causes are concrete, clear, and precise. According to the

regulation of TCC 621/1-h, the expulsion of a partner based on the reasons stipulated in the articles of association is an important decision. The general assembly will convene with the absolute majority of the entire capital holding the right to vote and will take decisions with two-thirds of the votes represented at the meeting. We agree with the opinion stating that there is a gap in the law as to whether the partner who is to be expelled from the company has the right to vote at the general assembly meeting, and that the expelled partner will not have the right to vote at the general assembly meeting where the issue related to him/her will be discussed. The expelled partner may file an action for annulment within three months from the notification of the decision through the notary public. The right to file an action for annulment is an inalienable right. The articles of association stating that an action for annulment cannot be filed against the expulsion decision of the general assembly will be invalid.

Upon the request of the company, the partner can be expelled from the company with a court decision based on a justifiable reason. The general assembly resolution of the partners regarding the expulsion of the partner from the company constitutes the prerequisite for the lawsuit. If the continuation of the partnership with the partner to be expelled has become unsustainable and unbearable, if it is not expected from the other partners to continue the partnership relationship with the partner to be expelled by the principles of honesty and trust, the justifiable cause element should be deemed to have been realized. The judge has discretion in this matter and will evaluate whether there is a justifiable reason for expulsion in each concrete case. It is not sufficient to assert the just reasons abstractly during the trial, and concretely justifiable cause claims need to be proven with evidence. While being defective is not a condition for expulsion, the expulsion of a partner who has no faults should not be considered sufficient on its own. If the existence of reasons not caused by the partner's fault prevents the partner from fulfilling his duties in the company, causes the company to lose the important qualities it seeks in the partner, if continuing this situation has become unexpected for the company, it can be accepted as a justified reason.

The authority to request the expulsion of the limited company partner based on justified reasons belongs to the company. In two-partner limited liability companies, at the point of the expulsion of a partner, we agree with the view of the doctrine that states a gap in the provision of TCC art. 640/f.3. During the regulation of TCC art. 640/f.3 in of TCC no. 6762, as the provision of art. 551 has been adopted without any fundamental changes, it has been overlooked that in limited liability companies with two partners, taking the general assembly resolution required to file an expulsion lawsuit will create problems in some exceptional cases where the majority of votes and capital are not in question. For this reason, the judge should accept that until a legal regulation is made, within the judge's power to create law in two-partner limited companies - limited with the exceptional cases where a general assembly decision cannot be taken- each partner can apply to the court for a just cause without seeking general assembly resolution. Despite the existence of a provision regarding the measures to be taken during the lawsuit (TCC art. 638/2), it is criticized that there is no similar provision in the expulsion lawsuit. The provision regarding the measures to be taken during the trial can also be applied to cases of expulsion by analogy. When the partner of the limited company leaves the company, the right to demand the payment of the withdrawal fund will arise, as well as the termination of the partnership title and the rights and debts attached to the partnership.

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Journal of Human and Social Sciences

Examination of Cinema Art as an Emulation of Reality

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ABSTRACT

Research Article

In this study, it has been tried to conceptually examine how the art of cinema reveals human reality through emulation. Human stands out with his ability to change reality directly or indirectly. For this, he can consider the cinema as an opportunity. Cinema uses imitation as a branch of art that can show people different aspects of reality. However, the art of cinema creates a new reality by aestheticizing reality, not in its raw form. The cinematic reality produced in this sense is to emulate the raw reality and to imitate this reality in certain aspects. Cinema art can use raw reality to transform reality into different forms. In human life in general, there is internal and external reality. Inner reality is about spiritual reflections in the inner world of man. External reality is the reflection of concrete facts and events in social life. The issue emphasized in the study is the possibility of recreating the inner and outer reality of cinema through emulation as an art form. Thus, cinema becomes a narrated repetition of life. Aestheticized and natural reflection of a reality that exists in life on films is an important element that shows its success. There is imitation and representation in cinematic imitation. People's emotions in life are reflected on the screen with a certain story and a sense of reality can be given to people. Depending on the degree of emulation, this sense of reality can be severe or weak. Here, it has been tried to describe what kind of effect the imitation used in the art of cinema can have on the individual and social life of a person.

KeyWords: Cinema, image, philosophy, reality, emulation.

Received: 03.02.2022

Revision received:
01.05.2022.

Accepted: 28.05.2022

Published online:
29.05.2022

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Introduction

Cinema is an art that can represent the individual and social, internal and external reality of life through imitation. The aim here is to be able to emphasize the feature of cinema that changes, transforms and creates the individual and social reality of human beings. These features point to different aspects of emulation. Emulation is neither completely imitation and representation, nor is it the delivery of reality to the audience in a similar way to a documentary. The emulation in cinema is to create a likeness of reality through. Thanks to this reality created through imitation, cinema increases the ability of people to look at life more closely and empathetically. On the other hand, cinema takes people out of the reality they live in and compares them with different realities. Human, he has the opportunity to experience a limited part of reality by using his own natural faculties and senses. However, in the modern world, the individual's contact and relationship with reality has expanded and deepened considerably thanks to artificial intelligence technology, cinema, internet and various technologies. Human's eyes and ears, in particular, have developed more than they did with the help of developed visual and auditory devices, and these features have taken human beyond his natural abilities.

Reality is the sum of physical, spiritual and mental phenomena about which no judgment can be made, right, wrong, good or bad. Human is born in a limited reality habitat and continues his life. It is not possible for a person to fully experience the field of existence and see the whole of it throughout his life. A person can only experience a very limited part of his life. In this sense, human's contact with reality takes place in two ways, directly and indirectly. The direct experience of reality is the coming face to face of reality with one's own natural faculties and individuality without any intermediary. Direct experience is a process that occurs in the normal life of a person. On the other hand, the indirect encounter with reality takes place through philosophy and art. This encounter is through conceptual abstraction in philosophy and through imitation, representation and imitation in art. There are many branches of art and each branch of art has its own peculiarity. The contact with reality emerges within the framework of these features of the arts. While language and emotions come to the fore in art branches such as literature and poetry, visuality in painting and auditory in music come to the fore. Thus, the contact of philosophy and art with reality is different from each other. Philosophy abstracts reality with concepts, and art reveals reality with images. The aim of this study is to reveal how the contact of cinema with reality as a branch of art is realized by using which arguments. Cinema artistically puts every single event and phenomenon in human life in front of people with the images it produces. Cinema as art is the relationship of images with each other and with the word (Adanır, 2007: 10). Thus, cinema broadens and deepens the awareness of human existence on earth. It shows what people can't see and draws attention to what they can't realize. In a way, it offers him a completely different reality.

Understanding that cinema is very different and new from other fields of art and knowledge seems important in terms of the method of the study. For example, philosophy the essence of reality with concepts, cinema reveals the manifestations and reflections of reality with the images it creates. In this respect, cinema comes into contact with reality by using images through imagination. It is the art of cinema that realizes this in the highest form among the arts in our age. Cinema is imaginative thinking, philosophy is conceptual thinking. For example, the "war" that cinema deals with and the "war" that philosophy deals with are quite different from each other. Cinema reflects a war that exists in the reality of life by placing it in an imaginary context. Philosophy, on the other hand, analyzes the essence of the concept of war. Cinema can change, reconstruct or show reality as it is. Cinema has a very

important place in changing reality. The main power of cinema is its ability to use reality as images in poetry. Cinema, records reality through imitation, and people can be made to experience this reality over and over. In this respect, cinema is a sealed time in Tarkovsky's words. Cinema as sealed time is the potential for a reality recorded at a certain time to be shown at a later time. Again, cinema is time in time. As with all arts, cinema is the art of influencing. Cinema is a magical art that has the power to create some emotions in the audience by transferring the reality in the outside world through images and representations. (Fichsher, 1995: 48).

The question, subject and problem that this study will focus on is how is reality approached with the meaning transfer possibilities of cinema, which is the art of the age? On the other hand, what reality does the art of cinema reflect? Does the use of images and metaphors in cinema show reality other than it is? For example, is a rain falling in the outside world and a rain scene in a movie the same? When a rain is observed in the outside world, it is only seen that it is raining. Unless this rain falling in the natural reality of life is an emotional direction, it cannot be predicted what kind of effect will occur. However, in a rain scene reflected on the film screen, first of all, people watch from afar and do not move outside this reality. An emotion before the rain or a situation during the rain given in a story changes the perception of reality. Rain falling now exists to reveal a certain emotional state. This shows that the cinema reflects the reality not as it is but with a fiction and emulation. Thus, reality can only be conveyed by creating a story. Here, the success of the cinema is proportional to how realistically it can reflect reality.

The literature on the subject is insufficient in the context of philosophical analysis. In general, concrete reflections of reality through movies were discussed, but the context of reality and cinema was not approached directly. The study focused on the possibilities of the philosophy of art and the artistic dimension of cinema. This point of view is revealed in Andrey Tarkovsky's works named "Sealed Time" and "Poetic Cinema", which makes cinema the subject of thinking. These works are works that place the nature of cinema in the middle of thinking. On the other hand, Gilles Deleuze's "Time-Image" and "Motion Image", André Bazin's "Problems of Contemporary Cinema", "What is Cinema?" and Christian Metz's "Experiments on Meaning in Cinema", and Siegfried Kracauer's "Film Theory: Emancipation of Physical Reality" are important works in this field.

The Concept of Reality from a Philosophical Perspective

Reality is the tangible or intangible effect of the physical and intellectual pressure of life on people. It is a kind of spontaneous existence of life. Although the concept of reality is used in various meanings in different languages and cultures, it is generally the area of existence in which human beings are involved. Although reality and truth are seen as synonymous with each other in Turkish, they are different from each other. Truth manifests itself while adjudicating, and in this respect, it is the mental confirmation of reality (Timuçin, 2013: 228). Truth; It is used to describe the truth of a field of knowledge in a religious or scientific context (Cevizci, 1999: 395).

In this sense, truth is the common goal that philosophers and scientists try to achieve. The concept of truth points to the truth in reality (Tepe, 2016: 20). For example, there is a rumor that a neighbor who has just moved into the neighborhood is getting rich illegally. This reality presented to people is temporarily accepted as truth. However, learning the falsity of this information causes the perception of reality to change. When it is learned that the newly moved person is a businessman, the truth of the case becomes known. Thus, contact with the truth in reality is established. When this situation is generalized, it can be said that; Social realities can be objective truths or they can be subjective realities. In fact, these realities turn

into truth at certain times but sometimes they cannot be accepted as truth. Accepting a social reality as truth means that the search for truth comes to an end for a certain time (Ulutaş, 2017: 44). In the historical process, different authorities from time to time presented the realities they created to people as if it were a truth. For this reason, reality is a concept and phenomenon that needs to be questioned. While reality reveals the instantaneous state of things, truth is a universal determination of the existence of things at all times (Ulaş, 2002: 593). The reality is that it exists independently of any judgment, and the truth is that what is said about something is in accordance with what it is said (Tokatlı, 1973: 158-159). On the other hand, reality is the mental images that emerge as a result of the interactions of beings in life with each other. Therefore, for reality to emerge, there must be a relationship between the human mind and beings. Reality is divided into two parts as subjective and objective reality. Subjective reality is individual people's own conceptions of reality. The aspect of reality that exists outside of human consciousness is objective reality. Science can convey objective reality as it is. Art, on the other hand, is a reflection of reality revealed in subjective consciousness. In this respect, artists reflect the same reality in different ways. Cinema can show and change reality differently than it is, so it has the ability to reconstruct reality by transforming it into an image. When people begin to express reality visually in cinema, reality loses its objective aspect.

Reality can be examined in three categories. The first of these is the expression of objects with scientific realities, independent of people. An example is the scientific explanation of gravity. For this, scientists use objective and scientific methods. Scientific reality is not an interpretation, a truth emerges when scientists conclude this reality research. The second category of reality is the subjective realities that people have established with the realities of life. Since this reality is based on interpretations, it may vary according to the level of knowledge of people. The third category is reality among people. This reality points to culture in the social sphere. Two realities other than scientific reality lose their authenticity after a certain period of time due to changes in the level of knowledge and social structure, even if the demand for reality ends for a while when the truth is accepted.

Kant argues that the realities of phenomena are constructed by human. This does not mean that phenomena objectively do not exist. Kant states that the phenomena that exist objectively emerge according to the human's perception, according to his perspective, level of knowledge and comprehension (Cottingham, 2015: 101-103). In this sense, realities are interpretations produced about phenomena. If these facts are thought to be true, it is concluded that the truth has been reached. According to Kant, knowledge of phenomena can be reached in two separate layers. The first layer is perception and the second is understanding. Kant's proposition that "concepts without perception are empty, perceptions without concepts are blind" was said to explain two layers. Concepts and sense data alone are not sufficient to obtain information. According to him, time and space are senses outside of human. Time and space are found a priori in humans as forms of perception (Heimsoeth, 2016: 79-81). Human processes the sensation data given to him in time and space and cannot go beyond the meaning of these data. In this sense, reality is reduced to the field of sensation. Human rises to a position that produces meanings and interpretations about the objective world and builds reality (Ulutaş, 2017: 47).

When evaluated in terms of artistic reality, the intellectual groups of art about reality and truth are gathered in three schemes. According to the didactic scheme, which is the first scheme, the truth claim of art is false. This truism must either be condemned or taken into the control of philosophy. In the second scheme, the romantic scheme, only art is claimed to be truth. In Aristotle's classical scheme, which is the third scheme, art cannot reach the truth, but it cures the human soul (catharsis) (Badiou, 2010: 12-15). Cinema as art aesthetically reveals the realities that exist in the outside world. The emotions that cinema reveals are not fake. On

the other hand, the reality produced by cinema is quite different from the realities obtained within the framework of culture and experienced subjectivities. For this reason, the reality in the cinema exerts more power on people than the realities in the outside world and causes many different emotions. For example, an aesthetic attitude is displayed by watching the movie that presents the reality of poverty from a certain point of view (Ulutaş, 2017: 61). Thus, people have the opportunity to experience an emotional state close or far from their own reality about poverty. Thus, the same reality in the inner and outer world of human is divided into many realities due to subjective and different perspectives (Gasset, 2013: 27-28). Reality is a fiction created due to subjective and different perspectives, so it can talk about many realities (Ulutaş, 2017: 120). In the artistic sense, we cannot handle reality independently of human beings. Reality is a phenomenon that can exist with a person, which includes all the relationships that people can participate in their life (Fischer, 2000). 2012: 216). In this respect, cinema is an art that can show people the different layers and areas of reality with the images it creates.

Reality and Emulation in Art

Art is the only subjective activity in which people reinterpret, transform and reproduce the reality they live in. With this feature, art shows people both their inner world and the meaning of existence. Throughout history, all branches of art have provided people with the opportunity to encounter existing ones in a different way. Painting, music, photography, sculpture or cinema expands and deepens the sensory and emotional areas of human beings. In art, human owns the individual and social reality in which he exists as a result of his subjective experiences and owns them. Art, philosophy and science, which are instrumental in human's contact with the outside world, are different from each other in terms of form and content. For example, in science, human knowledge climbs upwards like the steps of a ladder, and with each step, his knowledge about beings increases. Art, on the other hand, looks at the objects with excitement as if seeing them again and for the first time (Tarkovski, 2008: 28). With this aspect, art creates unique works. Art is close to life as it can reflect the mysterious images of life in all its reality. The artist, who can reflect all the facts of life in his works, can sometimes reflect the phenomenon of war, sometimes the deepest psychological feelings of people, and sometimes a natural beauty in an aestheticized way.

Tarkovsky stated that there are some parallels between what a spiritually sensitive person feels in the presence of a work of art and his spiritual experiences. The reason for this is that art appeals to the depths of the human soul (Tarkovski, 2008: 31). Why does human need art? Art is a result of the demand to go beyond the individual and social reality in which people live. Over time, people want to get away from the simplicity and ordinariness of the reality they live in and to see and experience their own reality again. It does not seem possible to experience this with science. Because science offers human only a limited part of reality. This limited section can only be broken and overcome with art. In this sense, a person can reach his own reality and the reality of the outside world as long as he exceeds these limits. Otherwise, all artistic works made by staying within certain patterns, shapes and frames will be ineffective (Gülşen, 2015: 29).

In this sense, the debate on the extent to which art conveys and represents reality comes to the fore. Art, as an emulation of reality, has the opportunity to re-present an experience of life to people. In ancient Greece, philosophers argued that art was an imitation while expressing its reality. Aristotle and Plato stated that art is a lie with this aspect (Sontag, 2009: 4). Looking at Ancient Greece in terms of imitation and representation, it is seen that the main elements of classical drama art are diegesis and mimesis. In classical art, the story is told to someone else in two different ways. In his work titled "The State", Plato explains

"mimesis" as the narrator's transmission through imitation, while he explains diegesis as the narrator's direct transmission as it is (Platon, 2002: 101).

Capturing, representing and transferring reality in the historical process goes back to the paintings made by primitive people in caves. These paintings are an important document at the point of conveying the reality of that period. In the later period, with the emergence of the art of painting, reality found the opportunity to be conveyed in a different way. Reality in painting is protected by imitating more. But this imitation is not a one-to-one imitation. In the art of photography, on the other hand, the reflection of reality is much more appropriate and more accurate with the existence of objects than in the art of painting (Sontag, 2005: 5). The expression of meaning is constantly transformed and evolves from words to writing, from writing to film (Adanır, 2007). Many developments in human history over time change both reality and the way this reality is expressed. While art as an imitation of reality in oral culture develops through rhetoric such as poetry, the expression of the reality of art shifts towards the visual field with the development of written culture (Parsa, 2004: 205-206). In the modern world, cinema has the power to express reality in the most competent way. Unlike other branches of art such as painting and photography, cinema is an art that records the inner world and social life of people as they are and carries these recorded moving images to another time. Unlike other arts, the art that radically changes people's perception of reality is cinema (Bazin, 1995: 160). It is the uninterrupted quality of the film that makes the art of cinema successful. Due to the continuity, the situations in the movies become realistic (Mascelli, 2014: 71-72). In the context of reflecting reality, the art of painting reflects reality onto the canvas with the artist's interpretation. Photography freezes the image that exists at a certain time and place in accordance with its original form. Cinema, on the other hand, differs radically from other arts in that it records the images of reality in a moving way and showing a certain time.

Reality and Emulation in Cinematic Art

The art of cinema is a branch of art that has emerged as a result of the human effort to see and understand the whole of reality in an intuitive sense. In this respect, cinema is an art that is directly related to "seeing". When a person starts to analyze the whole of reality in a conceptual sense, philosophy emerges there. Cinema, on the other hand, does not analyze reality, it tries to show it with moving images. Trying to see reality in the most comprehensive and holistic way, through imitation, cinema basically talks about human happiness, pain, fears and evils, namely human reality. In this respect, cinema has become the most important and influential art branch of the modern world. The branches of art that have existed throughout history have been able to describe and reflect reality with only one aspect. Cinema is the visual, auditory, sensory, emotional, mental, intuitive, It is an art that reflects all its individual, social, political and economic dimensions. On the other hand, cinema is both widespread and effective in cultural and social terms. Unlike other branches of art, cinema has its own language, method and identity. This visual language is like words in poetry, paints in painting, stone and marble in sculpture. This visual language is the language of movement and time.

The most distinctive feature of cinema is the possibility of conveying the reality lived in to people as it is. This reality that reaches people takes on an aesthetic form and is reflected on the screen in a story. Exaggeration in the aestheticization of reality can create a serious artificiality and distract people from reality. On the other hand, the fact that reality is presented without aestheticizing it away from being a movie and bringing it closer to a documentary. For this reason, the director can create an original work of art when he manages to aestheticize what he sees within the framework of a certain fiction with his ability to see the world as it is. In this respect, the director does not play a game, but tries to create an

artistic experience by emulating reality. In a way, it shows people life. Here, the cinema is as much as the place that the director wants to show (Gülşen, 2015: 28). The same subject can be handled in different ways by different directors. While the director can show a positive situation negatively, he can display a negative situation positive. The art of cinema, which has wide possibilities in terms of processing reality, has more aural and visual freedom than other branches of art.

All branches of art, such as painting, music, and sculpture, depend on genres and forms in various ways. The branches of art have to be strictly adhered to these forms. The art of cinema, on the other hand, naturally contains the possibility of escaping from the prison of language and form and creating its own space of freedom. Other branches of art except for cinema can express and reflect only a certain part of reality with the forms they exist in. Cinema creates a high-level audio-visual expression language by using all the possibilities of the arts and human life, and thanks to this language, it has the opportunity to go beyond reality. How does cinema as a modern art achieve this? Cinema has the opportunity to use its visual and auditory opportunities and record them in time through this language it has created. On the other hand, he can convey the conceptual thinking feature of philosophy through an artistic mediation (Gülşen, 2015: 43). Thus, cinema can lead to vast psychological and social experiences in human life. These experiences can expand a person's life space emotionally and intellectually.

When we examine it in a philosophical sense, in order for a person to reach the truth that exists in reality with cinema, he must both go outside himself, which means, go beyond himself, and return to himself, that is, discover what is inherent in himself. For this reason, concepts, images, culture and tradition are the accumulating, that is, multiplying aspect of the human being. The realities that human accumulates in his journey to truth serve his immanent side. The reduction of these accumulations is possible by going out of one's own self. At this point, it is possible for a person to overcome himself and face his own reality. Cinema is a branch of art in which people both accumulate many lives and reduce these lives. To reproduce in the cinema is to deal with different life experiences and blend them with their own reality. The decrease in cinema is the crystallization of its own reality through these life experiences. A person can experience many forms of life that he may never encounter in the natural reality of life. These lifestyles that people experience multiply people. But on the other hand, it is possible for a person not to forget his/her self in these multiple experiences, that is, not to lose his/her self, only by decreasing. While the art of cinema sometimes increases people with their life experiences, sometimes it reduces them so that they do not lose themselves. In this framework, the art of cinema has both transcendent and immanent aspects. While it can take people out of these life experiences with its transcendent aspect, it also offers these life experiences to people with its immanent aspect. In this sense, cinematography makes natural reality an artificial reality through emulation, both increasing and decreasing human experiences. Individual feelings such as human, love, jealousy or migration, can experience social phenomena such as racism again or for the first time within the framework presented by cinematography. It is not these feelings and phenomena that are experienced, but the aestheticization of their natural state in life and presenting them to human experience. What is presented to people here is not the truth of these feelings and phenomena, but changing the way they live in life, beautifying them and conveying them to people's experiences. In order to explain this better, we can give an example from a few movies. The films *The Pianist* (2002), *The Boy in the Striped Pajamas* (2008), and *Schindler's List* (1993) talk about the historical reality of the Holocaust. These films describe different aspects of the Holocaust perpetrated by the Nazis in Germany in 1938. In all three films, people are put in the reality which was once experienced. Under normal circumstances, one cannot find the opportunity to come into contact with this fact of genocide. But the power of cinema is hidden

here. The main difference between the reality of genocide we read in any history book and the reality of genocide we see in these movies is that it makes us experience reality in terms of emotion and fact. Or, in the movie *Bicycle Thieves* (1948), cinema expresses the reality of poverty at the top and places people in this field of experience. What makes cinema so powerful is that it expresses and shows reality in a certain fiction. These features related to form and content in films are cinematographic features. These features include music, mise-en-scene, editing, color, the environment in which the movies were shot, etc. points are very important. Cinematography, It is the process of gathering together intellectual and emotional expressions visually (Brown, 2008: VIII.). The power of cinema as art is hidden here. Cinema turns the concepts, which are the products of thought, into images of the imagination and enables people to think with images. In this way, cinema is thinking about human reality with moving images in time and space. People can find the opportunity to get to know the reality of life best with cinema through images.(Faure, 2006: 74).

The power of the reality that cinema offers to people is because it creates the impression that life is there independently of the camera and is happening. The credibility and vivid effect of cinema on people is based on this impression of reality created by movies. In order to create this impression, cinema uses many different cinematographic elements such as editing, setting and music. Beyond these, the most important thing that gives a sense of reality to cinema is motion (Metz, 2012: 21-25). Thanks to this movement, an artificial time of reality is created within a time that exists in natural reality. Thus, the past tense continues to exist in the present tense.

Cinema, whose narrative possibilities are highly developed, can include more than one reality. Or, the same phenomena and events can be handled by different directors in an opposite way to each other. But movies sometimes approach individual and social realities, and sometimes move away from realities. In this sense, cinema based on entertainment, cinema dealing with social problems and cinema trying to reveal artistic reality have quite different approaches. For example, when we look at Hollywood cinema, it is seen that it completely distances its audience from individual and social realities by focusing on entertainment. There are many different cinema theories, views and movements in the approach to human life. It is seen that unique movements have emerged in many countries in front of and parallel to the mainstream cinema, Hollywood cinema. Among these, European cinema, Italian neorealism, new wave, third cinema and independent cinema are cinema movements that try to confront people directly with the reality of life. The reality in the art of cinema is a multi-layered reality that is intertwined. From the outermost of these layers to the innermost, the reality of life infiltrates in all its dimensions. To show the reality of a person who has great psychological problems in his inner world in a movie by reflecting his social situation is to show the inside and outside of reality together. Thus, it is possible to show the social around the individual. Third cinema and independent cinema are cinema movements that try to confront people directly with the reality of life. The reality in the art of cinema is a multi-layered reality that is intertwined. From the outermost of these layers to the innermost, the reality of life infiltrates in all its dimensions. To show the reality of a person who has great psychological problems in his inner world in a movie by reflecting his social situation is to show the inside and outside of reality together. Thus, it is possible to show the social around the individual. To show the reality of a person who has great psychological problems in his

inner world in a movie by reflecting his social situation is to show the inside and outside of reality together. Thus, it is possible to show the social around the individual. To show the reality of a person who has great psychological problems in his inner world in a movie by reflecting his social situation is to show the inside and outside of reality together. Thus, it is possible to show the social around the individual.

It is seen that there are three orientations in terms of approach to reality in cinema. These are revealing the reality, imitating the reality and questioning the reality. These three orientations reflect different aspects of reality. Revealing reality from these is showing it as it is without changing it and without interfering with it. Although there is such an orientation in some films, the examples that can be given to this in general are documentaries. There can be some fiction in documentaries. But reality is tried to be given directly and in its natural environment. Imitation is cinema's presenting a semblance of life. This is the transfer of the facts of the social life of the people to the audience through fiction. For example, making World War II a movie with a certain fiction.

The greatest power of the art of cinema is its ability to use reality as it wishes. Cinema has important technical possibilities for this to happen. With this aspect, the cinema can give the audience the reality by distorting it, idealizing it, or giving it as it is. Today, realistic theorists of cinema argue that cinema should reflect life realistically (Dudley, 1976: 104). The so-called entertainment cinema, they keep the audience from reality by distorting or idealizing emotions such as love, fear, sadness, comedy, which normally exist in the realities of life, rather than individual and social reality. On the other hand, cinema does not only deal with the reality of life, but it also has a surreal aspect. Especially space, artificial intelligence, Films about negative future predictions give people a certain vision of the future. But cinema should not be seen as limited to such surreal subjects. In today's world, it is always possible to see the effect of the realistic perspective in the art of cinema. Especially entertainment and fictional cinema try to increase credibility by imitating movies made with a realistic point of view.

Editing in cinema is one of the most important aesthetic criteria. The success of a fiction is hidden in its not being clear and noticable (Arnheim, 2010: 25). Three types of cinema are mentioned in the context of reality, content and fiction. The first is the films produced by the so-called mainstream Hollywood movie industry. Hollywood cinema is a cinema with a surreal quality that is born and dies with the movies produced. These films, which serve more for entertainment and having a good time, draw the audience into the magical world of cinema and distance them from the cultural and social relations of real life (Wayne, 2001: 126). The second type of cinema is European cinema, which emerged as a reaction against the consumerism and capitalism of Hollywood cinema. European cinema is a cinema that deals with political and social issues. The naming of third cinema is a naming inspired by third world countries. The reality of this cinema is social. The aim of the third cinema is to destroy the authoritarian institutions that are dominant in the society by dragging the audience (Bordwell, Thompson, 2003: 537-538). Third cinema, which is a cinema that deals with the economic, political and social issues of third world countries, establishes a direct and simple contact with reality. Argentine director Fernando Solanas's "Tangos" (1985) and Turkey's Metin Erksan's "Beyond the Nights" (1960) are films that describe social and individual reality in a plain language.

The fact that the art of cinema can establish a direct connection with reality is meaningful and valuable only at an artistic level. In this respect, cinema presents reality to the audience as fiction within the framework of a certain story. What the cinema does here is to touch and transform the raw reality that exists in the outside world. Cinema can use symbols or reality itself while conveying this transformed reality to the audience. For example, the feeling of compassion or fear in a movie can be expressed with symbols, or it can be told

directly from within the social reality. That is, it can present reality with reality itself. The more images that exist in movies can represent reality in an artistic form, the more successful they are.

The issue that the cinema is not real while recording the reality in the outside world, but tries to resemble the real thing is an important issue in the philosophy of art. The main difference between the real life perceived by people and the life reflected on the screen with cinematographic images is that the images are "as if". Thus, a separate reality can be constructed using images of reality (Bazin, 2011: 20). Cinema establishes a language that consists of images and is very different from other branches of art. With cinema, which is an image art, reality can be reconstructed, and it can be as if we are re-experiencing some emotions perceived and experienced in life in a different atmosphere, film. There are some fundamental differences between the concrete reality of an event encountered in daily life and the way it is represented on the cinema screen (Gök, 2007: 112-123). While the reality in daily life stands in front of people without any fiction, this reality can be dressed in different ways with the emulation feature of cinema. Emulating reality in cinema is not to establish a direct connection with life, but to reflect a convincing similarity of life to the screen (Adalı, 1986: 15-16). Although there is imitation and representation within the imitation in the cinema, there is also the feature of creating a tangible likeness of life on the stage. Cinema is a world of great possibilities where life is presented in a realistic form. Film does not convey reality, it uses reality to create a new and different reality (Pudovkin, 1966: 92-93). Here, real life is a material for movies and cinema recreates life with these materials (Büker, 1989: 2).

Cinema is a new way of thinking and a different experience offered to people.(Frampton, 2013: 240). Human has always wanted to fully comprehend the reality of life that he breathes. In the historical process, this has happened sometimes with mythology and religions, sometimes with philosophy and art, and sometimes with science. Apart from all these arts, cinema is the only art that is closest to reality and even surpasses it.(Cavell, 1979: 105). Cinema can be likened to a fascinating womb that hides all the images of life.(Morin, 2005: 169). A likeness of everything that can be encountered in life is reflected on this magical veil.

One of the greatest strengths of cinema, along with many other powers, is that it tries to express abstract ideas in human life with a concrete representation of reality. Although this situation seems like a paradox of cinema, it is an artistic achievement that the abstract can be revealed in the concrete. Thus, the concrete reality in the outside world is reflected on the screen as a copy of life (Bazin, 1966: 26). It exists like an object in a mirror. The object, the mirror, both exists and does not exist. When cinema is evaluated with a mirror metaphor, it cannot be said that there is no reality reflected in the mirror. But the reality seen in the mirror opens up a field of experience as an imaginary representation. Such a field of experience helps people to know themselves and the social structure in which they live. People not only want to know the reality they live in but also want to get away from this reality. At this point, he can take refuge in the cinema. One can escape from the reality of life and find the opportunity to experience new emotions by turning to the imagination and imagination of the cinema. Cinema shows human's artificial and natural limits in life and the need to overcome these limits (Demirdöven, 2011: 27). The reason why people want to realize unrealized lives with other images and forms and watch movies even though they know that they are only games (Fischer, 2012: 10) is that people want to surpass themselves and strive to be whole. A person strives to move away from everything that deprives him of being whole through cinema and move into the world of meanings and truths that he misses. It can also be called the desire to grasp reality, to see useful things, to watch a meaningful world. What one misses on the occasion of cinema is the difficulties of individual life, it is to combine with the collective affect in the films by overcoming the limitations and abrasions. With movies, the

desire to reach integrity, which is defined as the desire to socialize one's own individuality, is realized. This can only happen if he makes the longing and suffering of other people his own. Cinema is an important area where all these emotions are reflected (Fischer, 2012: 10).

Deleuze argues that cinema activates human thought and in this respect, it is a kind of philosophy. But cinema presents thought very differently from philosophy. Cinema conceptualizes thoughts with images of time and movement. With these features, cinema is an art that can produce new ideas (Deleuze, 2004: Sütçü, 2005: 17). The reason why cinema is needed is because people cannot think about themselves and the reality they live in due to their intensity in life, so they want to get rid of this ordinariness and think for a little while. In order to achieve this, he watches a movie. In this respect, cinema is not just entertainment and communication (Deleuze, 2021: 22-25) but an emulation of reality that touches the essence of human beings. By recreating the impression of reality, cinema offers people the opportunity to rethink the world they live in. While doing this, he makes use of all disciplines such as literature, painting, poetry, photography, sociology and psychology. It even includes all of them. As Bazin said, cinema mummifies and immortalizes reality (Ramazanoğlu, 2018: 27).

The difference of cinema is that it freezes time and can be reflected again as often as desired. With cinema, people hold a mold of real time. Thus, the recorded time can be preserved for a long time. The magic of cinema is the freezing of reality into a strip. Tarkovsky states that the reason people go to the movies is to get the time that people have lost, missed or cannot reach. In other words, people go to the cinema in search of life experiences, because cinema expands, deepens and enriches human experience (Tarkovski, 2008: 48-50). Cinema was born to reflect an aspect of life that has not yet been grasped (Tarkovski, 2008: 67). The peculiarity of cinema is its ability to fix time. Cinema is a time caught (Tarkovski, 2009: 23). Human tries to catch up with this time that escapes him with movies and to complete his lack and reach his wholeness.

Results and Discussion

Throughout history, human beings have come into contact with the reality they live in in many different ways. This contact was sometimes made with mythology and art, sometimes religions and sometimes science. The ways and features used by each of these contact forms are quite different from each other. The contact of the cinema with necessity, which is the most important art of the age, is radically different from all other fields. In this study, the relationship between cinema and life as a way of human contact with reality was examined in the context of story and fiction. Imitation is a way of encountering oneself and social life. While emulation includes representation and imitation, it has a feature that goes beyond them. The emotions that people can naturally experience in life can be relived and revealed through imitation and fiction in movies. Human, It comes into contact with individual and social reality in two ways. The first of these is to make contact directly by living and experiencing in reality. In this form of contact, the field of experience of reality is very narrow due to the temporal and spatial limitations of human beings. A person cannot experience the whole of all events and phenomena throughout his life. One has neither the time nor the strength for this. The second way of contact with reality is indirect. Among the indirect ways, the art that realizes this in the most realistic way is cinema. Through cinema, people can find the opportunity to experience emotional states that they would never experience in normal life. Our richness of experience increases and diversifies through films that are time in time. In this study, how much the art of cinema deepens human life through the imitation of reality, enriched and expanded. In other branches of art, people can experience the reality of life indirectly. But this cannot happen as much as in the cinema. For

example, there is the opportunity to participate in human experience in a concrete way with abstract realities such as happiness, hatred, loyalty, and there is the opportunity to directly participate in human experiences in concrete realities such as war, divorce, and family. In this study, certain aspects of the relationship between cinema and reality were examined, but in later studies, how the emulation of reality is realized through films can be examined. Just as there is the possibility of participating in the human experience in a concrete way with abstract realities such as loyalty, there is the possibility of directly participating in human experiences in concrete realities such as war, divorce, and family. In this study, certain aspects of the relationship between cinema and reality were examined, but in later studies, how the emulation of reality is realized through films can be examined. Just as there is the possibility of participating in the human experience in a concrete way with abstract realities such as loyalty, there is the possibility of directly participating in human experiences in concrete realities such as war, divorce, and family. In this study, certain aspects of the relationship between cinema and reality were examined, but in later studies, how the emulation of reality is realized through films can be examined.

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Transparency, Open Management Partnership and Turkey

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ABSTRACT

Research Article

Open management partnership is an international initiative established as a result of the initiative of eight countries, initially with an event held in New York in 2011. It has been accepted by many countries today. The main purpose in establishing the open management partnership initiative; to provide better quality service to citizens by improving the management processes of states. In addition, with this partnership document, it is aimed to ensure accountability in public administrations, and to prevent bad management practices with a more effective, efficient, reliable and transparent management approach. Turkey accepted Open Management Partnership in 2011. In 2013, she prepared an action plan within the scope of the open management partnership initiative. This process, which is a very important step for Turkey, did not last long, and our country was excluded from this partnership in 2017. In this study, the importance of the open management partnership initiative for our country and the process experienced in Turkey within the scope of the implementation of this initiative process were examined by the literature review method. In the research, answers are sought for why the open management partnership initiative process in Turkey is not fully implemented, why Turkey's partnership membership has been changed passively, and what steps Turkey has taken in terms of transparency and open management. In addition, suggestions were made on what should be done about open management in the future for our country.

Key Words: Open government, open management partnership, transparency, accountability.

Received: 30.05.2022

Revision received:
23.03.2022

Accepted: 27.05.2022

Published online:
29.05.2022

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Introduction

Towards the end of the 1980s, the concepts of openness, transparency, and accountability in public administrations began to be discussed. The new public administration approach, which adopts the understanding of transferring the approaches applied in private sector administrations to public administrations, has begun to be accepted. The globalization process, rapid developments in information and communication technology, developments in the field of transportation are the main factors that affect the acceptance of the new public administration approach. Input-oriented audit approach rather than result-oriented audit approach, which has found application in the traditional public administration understanding for many years, a management structure organized according to the principle of confidentiality, the management approach where documents are not shared within the scope of official secrets and bureaucratization is at the forefront has now become questionable. Because, as a result of the increasing debates that the traditional management approach wastes more resources, does not last long, and increases the paperwork, the new public management approach has found application in countries.

The idea of openness in administration has been accepted as one of the basic features of the democratic management system with these developments. Countries have made arrangements to reflect the idea of open administration in practice to provide a new public administration understanding and a more democratic administration process. The principle of open management describes a process where everyone can freely access and follow the actions or transactions carried out by the administration. Today, it is accepted as a situation that states should inform citizens about all kinds of actions or transactions carried out by the administrations and share the necessary data with the citizens. The open state principle requires that not only the administration shares documents with the citizens or informs them, but also ensures that the citizens actively participate in the decision-making processes of the administration and that the citizens share their thoughts comfortably when necessary. For this reason, countries should regulate their legal infrastructure in this context. To establish the open management principle in Turkey, restructuring efforts in public administrations have been tried to be organized since the 2000s. Turkey became a member of the Open Management partnership in 2011, of which many countries are also members. However, this process, which started very well, has not been carried out well in our country. It was excluded from the Turkey Open Management partnership in 2017, as it could not meet the necessary conditions that the members promised to do. This study is important in that it examines the prominent studies to establish the transparency and openness principle in Turkey's administration and reveals the steps taken in the open state policy process. In addition, this research is important in terms of revealing the reasons why Turkey's membership was put into effect in the Open Management Partnership Initiative. Suggestions were made about what Turkey should do in the next period.

Open Governance and Transparency Principle

With the adoption of the new public administration approach, the need to move away from the traditional public administration approach has emerged. In the new era, which is expressed with the concepts of globalization, information society, citizen-based, democracy, and participation, it is seen that the individual has moved from being affected by the decisions taken by the administration to the position of influencing with the emergence of individualization. Accepting the idea of openness and transparency in administration means developing a relationship between the state and the citizen and receiving feedback from the citizen. Through this relationship, it seems possible to reduce the negativities and

disagreements between citizens, the state, and public administrations, and to re-establish the decreased trust. Providing balance in state-society relations, along with the adoption of participatory democracy, will ensure that democracy takes place without any problems (Emini and Ayaz, 2018: 270).

Developments in management theories have also affected public administration. There has been a transition towards a more flexible management approach such as quality, strategic management, and performance used in the private sector. In this context, it is seen that a flexible administration that integrates the citizen and the administration, contrary to the traditional administration approach, gains importance. There are some prominent principles within the scope of this management approach. At the beginning of these principles is the principle of openness (Karasoy, 2019: 24).

While confidentiality is an important principle in the traditional management approach; It has lost its former importance due to transparency policies (Şengül, 2018: 161). The concept of transparency; It can be stated that first of all, all transactions, actions, and activities of all public institutions or organizations are open, and then the citizens' information and document requests regarding these are the prominent attitudes. The activities of public institutions or organizations regarding the actions or transactions they carry out, as well as the routine reporting of their financial activities to the public, are issues that reinforce transparency (Yazıcı, 2018: 300).

The principle of openness is one of the fundamental values that require public administrations to take care of themselves. It constitutes a structure on which administrative reform arrangements are focused. This structure, on the other hand, creates a new management structure that takes action with the participation of the people and integrates with the people (Eken, 1994: 40). In other words, it can be said that it is based on the understanding of openness in management and the protection of fundamental rights and freedoms of individuals at the highest level (Özdemir, 2019: 36).

Considerations that public administrations should resemble business management models to increase flexibility and efficiency in the creation of the organizational structure and the provision of services made the principle of transparency mandatory for public administrations. The principle of transparency is important not only in terms of providing efficiency during the delivery of services but also in terms of ensuring the ethical culture structure and democratic management style. The principle of transparency is also one of the most important elements that ensure the implementation of the principle of accountability (Kaymal, 2019: 6).

The main reasons for the emergence of openness in the administration can be listed as the increase in the interventionist policies of the state, the developments in the education and cultural levels of individuals, the expansion of the sphere of influence of public administrations, and the effect of international organizations (Özdemir, 2019: 38).

Effects of The Open Government Principle

Correctly used documents and information provide important contributions to the administrations in making decisions, in terms of cost, in knowing and learning the characteristics of the citizens better. In this context, the concept of open state has emerged with the application of the concept of open data in public administrations and the presentation of data by public institutions to the use of citizens through accessible platforms. Open government practices, which mainly focus on the transparency of public administrations, also make a great contribution to the economy thanks to the open information systems they offer to individuals and private administrations. The expansion of the usage areas of open

government data shared through open platforms also reveals the hidden potential of the data (Eroğlu, 2017: 40).

Confidentiality and secrecy factors, which find application in the administration, keep the governed away from the administration and set a barrier between the rulers and the ruled. It causes the marginalization of the governed. This situation leads to some negative situations in public opinion and deterioration of the relations between the administration and the governed. Secrecy can be seen as a disease in both political and administrative terms. The administration in this understanding prevents the formation of a more knowledgeable public, causes the public to move away from the administration, causes the governed to misbehave and have a self-centered mindset. It causes citizens to question what, why, and how is done. Managers, on the other hand, engage in more unethical behaviors, personal interests come before public interests; because there is no audit, and service is provided in line with the understanding of confidentiality (Koçak, 2010: 117).

The principle of openness in management started to develop after the middle of the 20th century. The increase in the state's interventions in the social, economic, and cultural fields, the corruption attempts in the administration, and the changes in the field of education and technology have enabled the open management thought to mature (Eken, 1994: 53).

The contributions of the open state principle provide various contributions to many segments in the country (Ubaldi, 2013): With open government practices, it helps states to develop new management models for the management of the administration. It ensures the development of interaction between the state and the citizens served. It provides contributions in areas such as making decisions during the realization of the management's activities and using the costs. If the service is to be evaluated in terms of the citizens provided; the increase in the participation of citizens in the social activities of the administration, the increase in the initiatives of the citizens towards cooperation, the development of the ability of the citizens to make rational choices in the decision-making processes due to the sharing of information and documents with the public institutions, and all of these contribute to the citizens to live a better quality life as a result of their participation in the services and decisions. If it is evaluated in terms of non-governmental organizations that contribute to the establishment of the open state principle; Non-governmental organizations that establish relations with different segments of society play a major role in determining the important information and documents shared by states.

Open government enforcement elements increase transparency in the field of public administration, and government programs increase efficiency in their activities by creating awareness about their activities. Sharing data open to the public domain contributes to the delivery of more inclusive services and the establishment of more participatory democracy, while also contributing to society. The open state increases the transparency of the administration as well as the participation of the citizens in the administration. It ensures the realization and expansion of cooperation between citizens and the administration. It contributes to the provision of new and value-added services together with cooperation. By ensuring public openness, it provides the development of decision-making skills of public institutions and citizens (Eroğlu, 2017: 48).

With open management, governments must recognize that direct effects can occur. For example, corruption can be mitigated by the fact that authorities must provide information on the Internet about their connections and financial interests (Meijer et. all., 2012: 19).

Open data reforms are arguably one of the most successful reform areas in many countries. In particular, progress has been related to the introduction of e-government policies, with an emphasis on open data policy and transparency of documents. Successful work has been done in many countries by expanding electronic media for the storage of government documents and the digital publication of documents. Open administration has

paved the way for better use of information and data as a result of uploading and making available government documents and data. It also recognizes the Open Governance Partnership initiative as an important tool in promoting good governance and open government practices. The Open Governance Partnership has soon inspired many countries to openly commit to more open and participatory inclusion of their people (Lindroth, 2016: 16). (Lindroth, 2016: 16).

Open Management Partnership Attempt

Open Government Partnership (OGP) is a new global governance mechanism aimed at promoting open government and democratic practices (Fraundorfer, 2017: 611). Open Management Partnership; It is a multilateral international attempt that aims to make concrete commitments from states to use new technologies to spread the principle of transparency, increase public participation in policymaking and implementation processes, fight corruption, and strengthen good governance (Gülmez and Ünlüel, 2014: 74).

Open management policy is seen as a growing area of public policy and institutional reform in many countries around the world. As it is a new field, it is still early to see the results of transparency initiatives and to understand good governance practices. Open government initiatives should not only be seen as a new transparency policy, but also bring new opportunities to states and institutions in important core values such as accountability, efficiency and participation (Ingrams, 2018: 1042). The launch of the Open Government Partnership (OGP) is clearly related to the values of transparency and openness and may be the main reason for the creation of the initiative (Piotrowski, 2017: 156).

It is a platform created on September 20, 2011. Countries wishing to join the initiative must first meet the minimum requirements for open management. After it is determined that it meets the minimum requirements, it must approve the necessary declaration to participate in the initiative (<http://www.verigazeteciligi.com/open-government-partnership-acik-yonetim-ortakligi-zirvesi-7-9-aralikta-pariste/>).

The Open Management Partnership is an international attempt that aims to develop an open management approach. This attempt is also multilateral because not only states are involved in this attempt. In other words, the Open Management Partnership creates an environment where all parties can come together and express their opinions and recommendations on the establishment of the principle of openness, transparency, and participation in management. To realize these, meetings, symposiums, forums, etc., are organized in different countries at regular intervals activities are carried out (Koca, 2018: 569).

The Open Government Partnership has integrated the principle that both governments and public officials undertake their missions to citizens and the need to provide information and disclosure about their activities, which can be a general description. Open government is the responsibility of accountability to citizens for the functioning of the government and its administrations (Bartoli and Blatrix, 2018: 276-280).

Every country that wants to join the Open Management Partnership must approve the Open Management Partnership, prepare a national action plan in line with these basic principles, and undertake to independently report on the progress of the issues included in this action plan. A total of eight founding countries created the attempt in 2011 for the first time. A total of 55 countries became members of the attempt in two years. When the action plans committed by the participating countries are evaluated, it is seen that they have more than 1000 commitments to manage their public administrations more openly and more transparently. This attempt is supervised by a Steering Committee made up of representatives

of the states and non-governmental organizations that are members of the attempt, which is carried out in cooperation with multiple stakeholders (Gülmez and Ünlüel, 2014: 75).

On the official website of the OGP, all documents related to the operation of the partnership are published, including the financial contributions of the member states, the plans drawn up, the progress reports on the subject, the minutes of the decisions taken at the meetings. At the same time, when progress reports are made available online, they can be commented on by the public, representatives of NGOs and governments. Comments on progress reports are then published on the website (Fraundorfer, 2017: 616).

The OGP governance model is also a uniquely practical reflection of the power-sharing between government and civil society representatives. This collaborative governance model is a reflection of the participation and cooperation principles supported by the member states. Although OGP is an independent body, it also has partnerships with four multinational organizations (Piotrowski, 2017: 159).

Two mechanisms determine the performance of countries regarding the implementation of the prepared action plans. In these prepared reports, suggestions are made regarding the future action plans for the relevant country. Member countries are expected to share their experiences on open management, examples of good practices, and their expertise on technical issues, with appropriate methods and tools, with other member countries (Ak, 2014: 52).

Other key components of the Open Governance Partnership are public consultation and a focus on peer learning. The participation of country stakeholders is important for the development of national action plans. Regional and global conferences are organized to ensure peer learning between countries, so that the representatives of the state and civil society can come together in the country (Piotrowski, 2017: 160).

One of the objectives of the Open Government Partnership is to increase the quality of public services offered to citizens, to ensure that public institutions are more transparent, and to ensure that states are more sensitive to the situation of citizens, as well as increase the quality of governance of states. This goal necessitates the existence of culture for real cooperation and dialogue between the public institutions of the countries and the states and non-governmental organizations. For this reason, this attempt supports states and non-governmental organizations that take more transparent and more accountable regulations into their programs and policies (Gülmez and Ünlüel, 2014: 75).

States that have joined the Open Government Partnership and ratified the Open Government Declaration are fully responsible for the following (Manolea and Cretu, 2013:5):

- Openness needs to be promoted so that more information on government activities is made available to people in a timely manner and free of charge,
- Citizens need to be involved in decision-making processes to make government more innovative and responsive.
- The highest standards of professional integrity must be applied so that those in power serve the people and not themselves.
- Increased access to advanced new technologies is needed to help people fulfill their desires for access to information and have a stronger voice for its governance.

The ultimate potential of open government is emerging to improve people's well-being. More effective participation of the public in decision-making processes, increased transparency on how public resources are used, and greater public control over decision-makers are of great importance for developing democracy in countries. Before these are realized, open government policy will be far from reaching its goal. It opposes practices that

prevent public participation in decision-making processes, and provides the necessary opportunities for them to participate in decisions in areas that affect the public (Bapna, 2016).

Open Management Partnership and Turkey

The way to put the open management idea into practice; Ensuring that the public is informed about this issue is important for the implementation of a transparent public administration approach (Kırılmaz and Balcı, 2017: 1736). The final objectives committed by Turkey; activating the people and non-governmental organizations operating in the country in the process of creating policies and laws. For this purpose, through the portal www.saydamlik.gov.tr, informing the public about the process of drafting laws as well as the policies being carried out in the country on transparency, accountability, and corruption, getting feedback from them, and activating participation are the prominent commitments. In addition, it is among the commitments to include the representatives of public administration, private sector, and non-governmental organizations in the Public Transparency and Openness Consultation Platform in the action plan, to ensure their participation in the meetings and to include their opinions (Koca, 2018: 573).

In the first National Action Plan prepared by Turkey, there are various commitments to ensure integrity in public administration and to increase the quality of services provided. Among the main objectives of these commitments are the active participation of citizens and civil society mechanisms in law and policy-making processes. Openness, transparency, accountability, and the fight against corruption are among the commitments made through the Saydamlik.gov.tr portal (Civil Society Monitoring Report 2015-2016: 4).

One of the important developments regarding the principle of openness, which will be considered as a silent revolution in Turkish public administration, is the regulation issued in 2009. The aim of the regulation; is to determine the principles that public institutions should comply with to create an effective, efficient, accountable management approach, a more transparent public administration system based on the declarations of citizens, and to ensure that the public services to be provided are carried out faster, with higher quality and at low cost. With this regulation, many regulations have been put into effect to create a more open public administration structure, such as taking into account the declarations of the citizens regarding the services provided by the public institutions, informing the citizens, establishing service standards regarding the service provider of the administration, and explaining the situation to the relevant person with justification in case of any negativity. However, the fact that this regulation does not have the force of law, the regulations of the administrations in their laws, and the implementation of the special provisions in the regulations reduce the effect of the regulation. Another important development regarding the principle of openness in administration is the 2010 referendum, which re-regulated the right to petition in the Constitution. With this new regulation, the right to petition has been re-established (Ak, 2014: 50).

In the National Action Plan of Turkey, it has committed to open the portal www.duzenleme.gov.tr to ensure the active participation of the public in the policy-making process. With this portal, it has committed the participation of the public, the private sector, and non-governmental organizations on the legal regulations that are on the state's agenda and in the preparation phase. In addition, sharing the expenditures made by public administrations with an integrated understanding with www.harcama.gov.tr is one of the commitments made. Within the scope of the Open Management Partnership, the establishment of an Electronic Tender System under the name of EKAP has been committed in the action plan (Koca, 2018: 573). One of the most up-to-date regulations regarding the open management principle is that Turkey is a member of the Open Management Partnership Initiative (Ak, 2014: 50).

It is important to carry out workshops, seminars, and conferences, to create public awareness on this issue, to reduce bureaucratic obstacles, to measure the effectiveness with surveys, and to carry out pilot applications that will enable the tender to be made electronically for the successful realization of the commitments Turkey made in the first action plan in the Open Management Partnership process (Kartal, 2015).

Another accepted development from open government initiatives is the Law on the Protection of Personal Data, which came into force in 2016. The project, which is carried out within the scope of conducting written or verbal information applications made by citizens in a common area, examining statistical data, and controlling them from a single center (BIMER), can be considered as one of the important steps in public administration in terms of establishing the open state principle. Another development made within the scope of the open state principle in Turkey is an arrangement called the e-Government Gateway that enables public services to be carried out by a single platform (Eroğlu, 2018: 471).

Although the applications on open management in Turkey are limited, there are a few examples (Digital Academy, 2021):

Within the scope of the "*Supporting Smart Applications*" action in the 2015-2018 Information Society Strategy and Action Plan, it is aimed to provide call-based support for the realization of smart applications by using the public data used by the central government and local units.

Within the scope of the action of "*Conversion of Public Data into Open Data and Sharing*" in the 2016-2019 National e-Government Strategy and Action Plan, it is aimed to share the information shared by public institutions with institutions in a format that can be read and processed by machines. Thus, it was ensured that different studies and research were used from this information.

Within the scope of the *Action of Establishing the Public Investments and Realizations Monitoring Portal*, it is aimed to share information about the works and investment statuses in the investment plans and programs of the institutions. By sharing information on investments and the works carried out, it provided an opportunity for stakeholders to create economic added value by making analyses and research on this subject.

Within the scope of the action "*Creating the Public Expenditure Monitoring Portal*", is aimed to share the budget expenditures made by the institutions in detail with the stakeholders.

There is no detailed study on Turkey's Open Government Partnership process and the status of its commitments. Turkey did not prepare the second action plan in the process it should prepare, and did not work on the process. In 2014, he made a notification to the Prime Ministry Inspection Board on this issue. In response, the Open Management Partnership Initiative, in the letter it sent to the Prime Ministry Inspection Board; It has been stated that all member countries that take the initiative should prepare a National Action Plan with concrete commitments within the scope of two-year periods, that Turkey has taken a contrary attitude to the expectations of the Open Management Partnership Initiative, and that it has not sent the second action plan since 2014. It has also been stated that Turkey is passive about the first action plan, and therefore a progress report on Turkey has not been prepared (Kartal, 2015).

Open management data is on the agenda of Turkey as well as being on the agenda of the whole country. However, the strategic plan in the form of a clear government directive published in the United States in 2009 does not yet exist. Although it is among the popular goals to provide a more participatory, transparent, and innovative management approach by managing the information of many institutions in Turkey openly, there are difficulties in achieving this transition. The existence of these difficulties prevents many institutions from switching to open management, and despite the initiation of projects for the realization of

open management, the projects are unsuccessful due to the existing difficulties (Çaldağ et al., 2019:1).

- The reasons that make it difficult to switch to open management can be listed as follows: Sharing open management data; As a result of the continuous and regular use of information belonging to individuals or organizations, it may be used by malicious software. Lack of clear management data entries that will provide the necessary conditions for confidentiality (Çaldağ et al., 2019: 4);
- Requires public institutions to make sound decisions over the availability of data, preferring privacy concerns over public interest, such as in attempts to disclose information about available real estate. Lack of attention to potential privacy violations and national privacy issues, often by civil society, media, and government (Rosnay and Janssen, 2014: 6);
- Due to the complexity in the open management data area, the shared data is not sufficiently understood by the users, there is no explanatory or help desk (Gökalp et al., 2019: 583);
- The absence of proactive political leaders who favor public participation through ICT (Hossain and Chan, 2015: 5);
- No integration will enable the information provided in the open management field to be used in other software (Çaldağ et al., 2019: 4);
- The inability to employ talented and competent people (Gökalp et al., 2019: 204) is one of the biggest obstacles to open management.
-

Janssen and his colleagues divided the barriers to open government (2012: 262-263) into categories:

Institutional reasons: Risk-averse culture in institutions, lack of a single practice for publishing data, insufficient resources for publishing data for small organizations, outsourcing citizens' interests over organizations' interests, problems with implementation.

Reasons arising from task complexity: Lack of ability to discover appropriate data, lack of access to original data, access only processed data, lack of detailed explanation of what the data means, problems in searching due to lack of index to reach real information, very complex processing of data, The absence of a help desk to resolve issues.

Reasons arising from use and participation: Insufficient incentives for users, concern due to too many data entries, paying a fee to access data, mandatory registration condition to download data, insufficient information on how to use data, not knowing how to use information, unexpected situations increased costs for.

Legislation: Confidentiality breach, security issue, lack of license required for data use, prior written consent is required to access or use data.

Information quality: Lack of information, incorrect information, outdated and invalid data, too much information to process.

Technical reasons: Lack of standards, lack of central portal, lack of support to make data available, lack of standard software to handle open data, outdated systems for publishing data.

Results and Discussion

The principle of openness in administration is important in terms of both the establishment and development of democracy and the continuation of the existence of public institutions. At present, administrations can carry themselves to the future if they share their activities and studies with their citizens clearly and accurately. Instead of the understanding of

secrecy and secrecy that prevailed in the 1990s, the rapid development of technology, the increase in the education level of citizens, and the effect of the globalization process, new management approaches are being implemented in public administrations. The application of the dominant management approach in the private sector also in public institutions has caused the abandonment of the traditional management approach. Of course, our country has also been affected by this wind of change experienced all over the world. In this context, our country has started to make new regulations in line with the new public management approach. Many new regulations have been made to establish and adopt the principle of openness in management. One of the most important arrangements made in this context is that it became a member of the Open Management Partnership in 2011. It is one of the important steps taken for our country to become a member of such an initiative since the traditional management approach and confidentiality were accepted as the main principle for a long time like our country.

Before becoming a member of the Open Management Partnership, Turkey has made important regulations regarding openness, transparency, and participation. Studies on the adoption of the open management principle in our country have started to be carried out as of the 2000s. In this regard, the Public Financial Management and Control Law, adopted in 2003, makes significant contributions to financial transparency, transparency, and accountability. With this Law, public institutions are obliged to prepare strategic plans and performance programs. Thus, it was ensured that public institutions act in line with their accountability responsibility. The Right to Information Law, which gives citizens the right to freely request information from public institutions according to their needs, was adopted. In the Municipality Law adopted in 2005, municipalities were given the duty and responsibility to establish city councils. City councils are an important regulation that enables citizens to actively participate in decision-making and implementation processes within the scope of the open management principle. In 2006, the Prime Ministry Communication Center (BIMER) was established. In 2009, the Regulation on the Procedures and Principles to be Followed in the Delivery of Public Services was adopted. With the referendum held in 2010, the right to petition was rearranged. E-government applications, which have been effectively implemented in our country since 2006 and to which new regulations are added every day, can be counted among the important developments within the scope of the open management principle.

Important steps have been taken in the field of openness, participation, transparency, and accountability in Turkey. However, these arrangements should not be considered sufficient. New regulations should be made in this area within the scope of emerging needs. It is necessary to review the reasons for Turkey's exclusion from the Open Government Partnership, and to complete the deficiencies in this matter, taking into account the action plans of the countries that are members of the initiative and the regulations they have made, taking into account the conditions of our country. If we want to have the same conditions as other countries, public institutions and citizens have to do their part to bring our country to the same level as other countries where democracy has developed. Because it is not possible for any administration, institution, or organization that provides services within the scope of the principle of confidentiality and confidentiality in management to carry themselves into the future. The culture of openness and transparency brought by the new order should be established by abandoning the traditional management practices of public institutions and public employees. They should make it a philosophy of life. It should not be forgotten that the administrations that openly share their information and documents gain a more positive perception in the public.

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Journal of Human and Social Sciences

The Failure of the Working Class in front of Fordism

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Abstract

The development of the production forces following the Industrial Revolution radically dehumanized the conditions of labor. This situation brought about the reactionary labor movements especially during the period between the end of the nineteenth century and the beginning of the twentieth century. However, those reactions could not culminate in a class consciousness through which the laborers could organize to shatter the foundations of capitalism as it was the case in Ford Motor Company. The five-dollar day policy of the company achieved to demotivate the workers to take part in any syndical movement. This article aims to investigate the success of Fordism in dismantling the labor solidarity in the midst of an epoch of intensified syndical movements by means of high wage policies.

Key Words: Fordism, five-dollar day, class consciousness, labor movements.

Research Article

Received: 06.09.2021
Revision received:
27.05.2022
Accepted: 18.05.2022
Published online:
29.05.2022

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Introduction

The period between the end of the nineteenth century and the beginning of the twentieth century was one of the most vibrant periods in the United States' history, as it witnessed several syndical movements, some of which achieved to organize nationwide general strikes. However, despite all the achievements of the unions, like those of "Industrial Workers of the World" which united the least qualified and the worst paid workers, these movements could not bring forth the anticipated class consciousness. Yet, according to Marx, only such a class consciousness could have the potential to shatter the foundations of the capitalist mode of production and lead to the absolute dissolution of the exploitation. Instead, those movements were abruptly resolved in the class collaboration once the relative conditions of workers were improved and even the least qualified workers found the occasion to access to some of the luxury consumption goods. Obviously, it was a strategy to disarm the masses of workers preventing them to consolidate mass movements.

One of the best applications of this strategy could be seen in the example of Ford Motor Company's Five Dollar Day policy. In the midst of the struggles and strikes, Henry Ford took a radical step in order to cope with the syndical movements. Instead of intensifying the pressure on the workers of his factories and to deteriorate the conditions of work, he doubled the wages and reduced the weekly working hours. Although he confronted the fierce reaction of his fellow industrial investors and was even accused of being a "mad socialist", he considered this act as a successful managerial strategy, the best move he ever took (Wood and Wood, 2003, 95). The following periods showed that he was right, and his strategy turned out to be the best strategy to dismantle the working class.

The failure of the class struggle among the low-skilled workers can be found in the new mode of consumption which Henry Ford debuted by introducing *Five Dollar Day* policy. The workers who suffered the conditions of the labor process finally found a way to enjoy comfort and imitate the consumption habits of the higher income groups. However, this improvement of the material conditions of a group of workers in developed countries did not change the fundamentals of exploitation and the basic conditions of the labor process. Yet, the workers believed this illusion because they were already touched by the capitalist ideology in which wealth already had a positive connotation as a symbol of power and social inclusion. The article will investigate the historical background of the failure of labor movements due to high wage policies which reinforced class collaboration and intensified the competition in the labor market in the beginning of the twentieth century.

Proletariat and the Revolution Ideal

To understand why the syndical movements of the early period of capitalism could not attain a class consciousness, first, we must understand their historical context. The awful applications of the capitalist mode of production in the Western countries during the nineteenth century are evident. However, it is also important to note that these applications, e.g. the unhealthy period of convalescence, the use of opium on the babies to let mother work during the day, the underage child employment, inadequate nutrition etc. (Humphries 2003; Sharpe, 2012), were considered as normal under the relative empirical moral values of the time.

According to the mentality of the epoch, the poor masses, regardless the life conditions, were considered to deserve nothing but their actual state as they were seen

as lazy and parasitic members of the community. The misery was even considered as the whip on the back of those masses, necessary to put them to work. Accordingly, following writers like Arthur Young who believed that “the lower classes must be kept poor or they [would] never be industrious” and Thomas Mun who raised the idea that “penury and want do make a people wise and industrious”, Edgar Furniss stated that “hard times increased the industry of the laborer”, (Furniss ,1965, 118).

However, the Kantian practical imperative demands to treat the human being as an end in itself and refuses its instrumentalization (Walker, 2011, 107). It is illegitimate to defend those disgraceful acts as necessary measures. It was then inevitable that life, contained in chains and misery, reacted in order to change its conditions of existence. The nineteenth century eventually was one of the most vibrant periods in history, and numerous syndical movements were led by workers in reaction to the miserable conditions of life.

The unity of those oppressed masses is best summarized in the Marxian concept of proletariat, etymologically derived from the Latin word *proletarii*. This term signifies a social class of Roman citizens who had nothing but their own labor power as property. Marx used this concept to identify the masses, suffering from the conditions of the capitalist labor process, which renounced their share in the final product by selling their labor power (Marx, 1976, 292). According to Erich Fromm (2013), Marx introduced the concept of proletariat reacting against its conditions of life as he was concerned to emancipate man from the economic determinism which abstracted and reduced life into working hours by means of the labor process. Thus, the proletarians who had “nothing to lose but their chains” could win the world “by the forcible overthrow of all existing social conditions” (Marx, 1955, 46).

According to Marx, this contradiction obstructing life from becoming active had a revolutionary potential for a historical momentum, which would transform the history into a world history and unify all the workers of the world for the sudden and simultaneous act to appropriate the whole world. This purpose was unattainable without the emergence of the class consciousness, which should replace the individually driven psychological consciousness. Marx defended that this transformation was only possible in the final stage of capitalism of the big industry, where “mass of conditions of existence, limitations, biases of individuals, are fused together into the two simplest forms: private property and labour” (Marx and Engels, 1974, 91). It is only at this stage that all interactions between individuals would be reduced to two categories: accumulated labor in form of capital and actual labor of the living human beings in form of workers.

Hence, at this stage all the individuals should become completely dependent one on another, insomuch as they would entirely be subordinated to the labor process and the division of labor. While their labor existed in a fragmented way due to its division, the individuals in the state of being “completely shut off from all self-activity” were capable of realizing a “complete and no longer restricted self-activity”. Through this activity, they could appropriate the totality of productive forces, which would appear as an independent set of potentiality (Marx and Engels, 1974, 92–93). It was only at this moment that they could form a unity, free of all contingent individualities. Self-activity would coincide with material life only then, by way of “the appropriation of the total productive forces through united individuals” (Marx and Engels, 1974, 93).

Thus, Marx considered revolution as the only way to prevail the terrifying conditions of capitalism as it would transcend the individual drives thanks to the universality of the class consciousness. Only through this universality in the ultimate stage of the big industry, the proletarians would find the occasion to unify for one aim, under one unified consciousness, all over the world. However, any local communism,

which could come forth before the emergence of the class consciousness would not succeed, as it would be contaminated by the surrounding forces of capitalism (Marx and Engels, 1974, 56). These movements emerging before the universal act of revolution could only bring forth an intermediary state, coexisting with capitalism, which could be abolished by any interaction with the rest of the world.

According to Marx, before the emergence of the class consciousness and the ultimate revolutionary moment, individuals in the capitalist mode of production should find themselves on hostile terms in the universalized concurrence. Just like the bourgeoisie, their consciousness was dominated by the bourgeois ideology. This is to say, the workers would see the competition in the labor market as a natural fact in this stage and they would try to protect their advantages against their fellow workers. Even the accidental character of individuality, the trait which separates one individual from another, is a product of those struggles among the individuals. Moreover, individuals believe to be independent under the dominance of bourgeois conditions thanks to the labor market struggles to find a living which bring about the accidental traits of individuality. They hence perceive in an illusion that their conditions of life are accidental, even though, in reality, “they are less free, because they are more subjected to the violence of things” (Marx and Engels, 1974, 82–84).

Labor Movements of the Epoch

The nineteenth century encompassed many labor movements due to the inhumane conditions of labor during the big industry stage of the capitalist mode of production. These movements were mostly local reactions, but they were sometimes united through the worldwide network of the International Workingmen’s Association, First International, founded in 1864 (Gryzanovski, 1872). One of the most important centers of these reactionary movements was the rapidly industrializing young republic of the United States. Parallel to the country’s pace of industrialization, the proletarian reactions intensified under the influence of the victory of the Australian workers on the question of eight-hour day. For this purpose, the American workers started to organize leagues and committees in the big cities to express their demands (Adamic, 2010, 48–51). The first American syndical organization affiliated with the First International, the *National Labor Union* was founded in 1866, even though it did not survive after the death of its founder in 1873 (Guérin, 1977, 25).

Except for some limited improvements in the conditions of work and wages, the labor movements of this period did not have any important achievements (Kimeldorf and Stepan-Norris, 1992). The fiasco of these labor movements, in fact, was mostly due to the disagreements among workers, arising especially from their professional organizations, trade-unions. The main objective of these organizations was to protect the benefits of their affiliated workers practicing a certain profession in the labor market. They did not aim to unify workers regardless of their professions or affiliations within a class consciousness. They only intended to protect the competitiveness of their affiliated members to the detriment of the rest of the workers. This is a phenomenon known as trade-unionism, which Pannekoek defined as “an action of the workers, which does not go beyond the limit of capitalism” (Pannekoek, 1936). Thus, apart from the relatively comfortable lifestyle provided to the qualified worker members, the trade-unions like the *National Labor Union and the American Federation of Labor* did not seek to elaborate a class consciousness. On the contrary, they facilitated the division of the class through the hierarchy among the professions to the service of the tacit league of the employers (Adamic 2010, 48–51; Guérin 1977, 25).

The emergence of *The Industrial Workers of the World* (IWW), which principally united the unskilled foreign workers in 1905, changed this picture at the national level (Burgmann, 1995), especially following the deterioration of the economic situation after the 1907 banking crisis which increased the social disturbance and indignation (Sobel, 1999, 301). Under these worsening circumstances, mainly to the detriment of the poorest part of society, as Antoine Pannekoek summarized, the IWW put forth the slogan “one big union for all the workers” and the principle defending that “all workers of one factory, as comrades against one master, must form one union, to act as a strong unity against the employer” (Pannekoek, 1936). Consequently, the labor movements entered a new era where the workers could organize nationwide demonstrations and strikes to protect the rights of all fellow workers. The wave of demonstrations, strikes and product boycotts led by the IWW between 1905 and 1910 achieved to organize a sort of labor unity despite the class divisions produced by the trade-unions (Burgmann, 1995). Likewise, the strikes against the American Woolen Company in Lawrence organized by the IWW in 1912 managed to improve the wages of workers. The strike of 1913 against the silk producers in New Jersey improved the labor cooperation, as it rapidly turned into a nationwide strike. The strike of the unorganized rubber workers in Akron, Ohio also rapidly turned into a nationwide general strike in 1914, despite its failure at the end (Guérin, 1977, 53–59).

Taylorism to the Rescue of the Business

In the midst of the achievements of the intensified labor movements in which the IWW led the worst paid workers into the fight, the tacit league of the Big Business that Adam Smith suggested as a significant obstacle in front of the labor movements (Smith, 2007, 44) looked for a way out. Herein, Winslow Taylor’s *The Principles of Scientific Management* came to the aid of the employers in 1911. In the framework of this book, Taylor proposed effective methods to the industrial employers as means of struggle against the labor movements.

Taylor’s first concern was the organization of work itself by means of scientific methods and the deterrence of soldiering, the systematized and conscious way to reduce the pace of work by adapting it to the speed of the slowest worker. On the one hand, the Scientific Management aimed to increase productivity and profitability through rationalization of the labor process through scientific standards; on the other hand, it proposed to conduct the labor process in a more efficient and docile way in favor of the employers by giving the qualified part of the work, the technique, to engineers, a group of professionals loyal to the employers, through standardizing the work by means of quantitative methods like time and motion studies dividing up the labor process of unskilled workers to its smallest elements (Taylor, 2004).

Once these methods were introduced, what was left to the masses of workers was to tighten the screws according to the instructions of the motion and time studies. As Tsutsui claimed in his article, the hierarchy in labor was established by means of the absolute division between the design and the execution of the labor process. This hierarchization weakened the labor movements, as the monopoly in the design of the labor process left the laborers armless face to the new strict norms of the workplace (Tsutsui, 2001).

The measures that Taylor proposed were not enough to cease the conflicts and the labor reactions. The trade unions opposed the applications of the Scientific Management insofar as it degraded the situation of their members by making it possible to put the unskilled workers in the skilled workers’ positions, as it increased the interchangeability of the labor process (Nelson, 1984). Moreover, although the Scientific Management could disarm the masses of the workers thanks to the

standardization of the labor process, Antonio Gramsci underlined the fact that it could not reduce man to the state of a “trained gorilla”. Inasmuch as man could both walk and think at the same time, the unskilled workers could also find more time to realize their degraded conditions in the labor process while carrying out the standardized repetitions of their jobs (Gramsci 1971, 8). Thus, the Scientific Management could not utterly hinder the syndical movements alone although it strengthened the position of the employers.

The Labor Movements versus the Five-Dollar Day

Taylor was informed about these facts of the epoch and believed that the prosperity of employers could only be protected by increasing the prosperity of workers. He claimed that the employer could attain “what he wants -a low labor cost- for his manufactures” by giving to “the workman what he most wants -high wages” (Taylor 2004:5). The first industrialist who listened to this advice was the owner of the Ford Motor Company, Henry Ford. Ford was already using the scientific methods of Taylor in his factories. He had even improved these methods by introducing the assembly line technique in his Highland Park Ford Plant in Michigan in 1913. However, while all the industrial employers contented with the scientific management methods like time and motion studies, Ford thought that it was not feasible to continue mass production without mass consumption. He needed to create a new body of loyal customers as well as a loyal body of workers for the mass production, fueled by the productivity that Scientific Management and the assembly line increased. As Foster stated, he “envisaged a new, corporatist age of high-wage, high-consumption, easy-credit and high-productivity capitalism, based on the firm foundation of the mass production assembly line” (Foster, 1988, 1).

Similar to Taylor, Ford wrote that “business can live only as it develops within corps of employees the talent and the force which will carry business along” (Ford, 1988, 22). In accordance with this new vision, Ford Motor Company responded to the demands of its workers in a very different way in 1914. The working conditions were very hard in this period and the labor force had a high turnover rate. The situation was worse in Ford’s factories, as the work became more monotonous following the implementation of the assembly line. The workers could even leave the job in the middle of their shifts, which could hamper the work and stop the entire assembly line. Accordingly, the labor turnover rate became an important expense for the company in Highland Park as it reached 370% in 1913 (Mackamani, 2014).

In response to this problem, Henry Ford did not only reduce the workday hours; he also nearly doubled the wages of his employees by increasing it from two dollars to five dollars a day. To understand the importance of this rise, it should be taken in consideration that the value of one American dollar of 1914 is equivalent of 24.28 American dollars in 2017 (Anon n.d.). Thus, he increased the daily wages of workers at this period from 48.56 U.S. dollars of 2017 to 121.4 U.S. dollars of 2017. This meant a remarkable improvement in the economic conditions of the workers, and it was not welcomed by the other members of the Big Business struggling with the labor movements.

Although the new policy radically improved the conditions of labor, the main drive behind it was not to redistribute wealth, but to create a loyal working force and a loyal clientele. According to Ford, this improvement in the wages, which he called Five Dollar Day in his book (Ford, 1988), utterly was a management strategy aiming the growth in both labor and capital, this is to say, in both consumption and production, by sharing the profits with the masses. In his book, he even stated that this strategy was the

main source of the growth of his company, insofar as it improved the purchasing power of his workers who became both loyal workers and reliable customers of the company in the market. In this sense, Ford considered the policy was the best cost cutting method he ever implemented (Foster, 1988,3).

Assuming new consumption habits was not only an option but an obligation. The lifestyle of the workers was closely surveyed in Ford's factories by the agents of the "Sociological Department". The alleged purpose of the department was to "Americanize" the workers who were majorly immigrants (Mackaman, 2014). This unit of the company closely monitored the lifestyle of the workers and the way that they used their increased wages. In consequence of these investigations, 28% of the workers lost their chance to work in Ford's plants "for spending money too freely; some for lying or not cooperating; some for not demonstrating proof of marriage; some for having 'domestic troubles'; some (men) because their wives worked, etc." (Foster,1988,4). However, this compulsion did not hamper the success of the policy. On the contrary, following the dissolution of the Sociological Department in 1921, the workers autonomously assumed the new lifestyle and even started to denounce voluntarily their comrades who rejected to submit to the new mode of life (Foster,1988,4-5).

Ford's five-dollar day policy did not survive for a long time, due to the high inflation rates of the World War I. The company even announced a six-dollar day in 1919 but it was less impressive than the first one. However, the mollification of the labor movements by means of high wages manifested the beginning of a new era. Despite the conflict of interest between the capital and the labor, this new policy achieved to resolve the tension in a class collaboration instead of class struggle. Henceforth, the unskilled workers, like those who were united under the flag of the IWW, could also imitate the consumption habits of the higher classes just like the skilled workers protected by the trade unions (Mackaman, 2014).

Results and Discussion

The syndical movements of the proletarians who possessed nothing but their own labor failed once they had something more than their chains to lose in the struggle. Sooner or later, these relative improvements became obligations determining the decisions of the workers and keeping them in line. The workers acted accordingly as the comfort they received had a price to find a place in the workforce and led them to struggles against their fellow workers to overcome their material difficulties experienced as individual problems. Accordingly, the workers developed their individualities, the accidental traits of their personal identities, by means of confrontations and struggles among themselves. As within the dominant capitalist ideology workers experienced a relevant wellbeing and wealth through conformity to the demands of their employers to gain advantage against their comrades, the competition among workers that Marx underlined as a phase preceding the class consciousness was buttressed and eventually hampered the class struggles.

This strategy, which was also coined as "Americanism" by Gramsci (1971, 561-63), lasted until the end of the golden period of consumption on account of the mass unemployment following the Great Depression in 1930s (Smith 2001, 157). In the example of Ford Motor Company's five-dollar day policies, it became evident that the main concern of even the most oppressed stratum of the proletariat was not to shatter the foundations of the system of exploitation, but to acquire some relative improvements in the conditions of labor. Although the unity in the labor movements was motivated by absolute ethical principles like the slogan of the IWW "one big union

for all the workers”, despite all the transcendental principles of the struggle, the workers made their decisions within the capitalist valorization process based on individual traits. Consequently, the imposed new consumption habits were easily welcomed by the workers of Ford Motor Company and the labor movements which could elaborate the class consciousness resolved within the competition in the class. Therefore, the unity was mollified in the trap of liquidity of the new lifestyle of consumerism.

Despite the success of Ford’s paternalistic management based on consumerism, the First World War had an important impact on American social and industrial relations. Although the prewar period was a progressive era during which labor movements lost impetus in favor of implementation of Taylorist managerial strategies and, as Meyer (1981,169) indicates, it was a period during which workers were optimistic about the future and sympathetic to reformist mind of the era, the postwar period was marked by pragmatic and tough policies. During the war period, Ford’s labor policies followed the spirit of the time and they shifted from the welfare capitalism initiated with the Five-Dollar-Day program to “a version of the American Plan” aiming at war production and technologies (Meyer,1981,169). The American industrials continued to embrace Ford’s efficient forms of work organization initiated in the prewar period whereas wages were continuously declining. This derangement of the Fordist policies led to radicalization in labor as workers progressively turned militant to protect their earlier conditions and standards (Nevins,1954,647–48).

In 1917, the labor problems that Ford’s high-income policies reduced reemerged (Meyer,1981,170). To ratify the tension which led to the socialist organization of Auto Workers’ Union advocating industrial unionism, Ford even announced a 6-dollar day program in 1919; however, this time the new policy was “considerably less impressive” and, consequently, Ford laid off nearly 70,000 workers in 1920 (Mackaman,2014). Besides, in 1929 the tension drastically increased with the crash of stock market which led to one of the worst economic disasters in American history, the Great Depression. However, although at this period the economic disaster resulted in many job losses and unemployment soared, the participation in labor unions were mostly affiliated with the conservatist union of the American Federation of Labor (AFL), and, instead of industrial unionism, trade unions of skilled craftsmen dominated once again the American labor organizations between 1929 and 1933, up until the New Deal of Franklin Roosevelt (Kimeldorf and Stepan-Norris,1992).

Following the declaration of The National Industrial Recovery Act in 1934 in the scope of the New Deal program, once workers’ adherence to unions became legal for the first time in American history, organized labor movements regained ground in the country and new labor unions were formed while old ones were restored (Gregory,2009). According to Michael Harrington (1987), the New Deal was a reformist attempt which systematized Henry Ford’s policies safeguarding mass production-mass consumption equilibrium on the basis of Keynesian macroeconomic politics. Thus, it is also important to capture the impact of the New Deal policies on the class consciousness to understand the contemporary situation of labor and the effect of high-income consumerist policies on organized labor movements.

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Evaluation of the Gastronomic Products of Gaziantep Province in Terms of Geographical Indication Which is Included in the Unesco Gastronomy Cities Network

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ABSTRACT

Review Article

The UNESCO" Global Alliance for Cultural Diversity" was established in 2004. This network covers seven different themes, one of which is gastronomy. The purpose of the network is to ensure the development of international cooperation, the preservation and promotion of local cuisines, to ensure sustainable development. Thus, economic and cultural development will take place. The Geographical Indication has the property of being used as a tool in rural development. Geographical signs contribute to the national economy by protecting both the producer and the consumer, as well as ensuring the transfer of cultural values between generations without decaying. Gaziantep Province is the first city in our country to enter the Unesco creative gastronomy cities network. After Gaziantep joined the network, awareness was raised and there was a rapid increase in the number of geographically marked products. In this study, the gastronomic products of Gaziantep province with geographical indications were examined. In the study, it was aimed to determine the effect of the inclusion of Gaziantep Province in the UNESCO creative gastronomy cities network on the geographical indication registration of gastronomic products. In the research, the document scanning technique, one of the qualitative research methods, was used, the keywords were determined and the literature on the subject was scanned and the obtained data were presented in the study. It is one of the striking results of the research that the number of geographically indicated gastronomic products has increased rapidly with the inclusion of Gaziantep province in the UNESCO creative cities network, and this number has increased to 67 by 2022. After Gaziantep was included in the network, awareness was created and there was a rapid increase in the number of geographically indicated products. Thus, the purpose of the Unesco creative gastronomic cities network was realized and contributed to the promotion and preservation of local cuisine.

Key Words: Gastronomy, Unesco, Geographical indication, Gaziantep Cuisine.

Received: 01.02.2022

*Revision received:
27.05.2022*

Accepted: 29.05.2022

Published

online:29.05.2022

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Introduction

The Creative Cities Network was created by UNESCO in 2014 to ensure the sustainable development of cities. UNESCO collects creative cities under seven different themes. One of these themes is gastronomy. Gastronomy is defined as food culture and culinary art, which includes the production and consumption of food, taking into account the hygienic conditions (Özdemir and Altınar 2019). With the effect of the important contributions of gastronomy to the tourism economy, countries have started to give importance to their gastronomic values in recent years (Akdu and Akdu 2018). The theme of the city of gastronomy aims to promote and protect the local characteristics of the city and to ensure sustainability (Xiaomin, 2017). As of 2022, there are 295 cities in the UNESCO creative cities network (www.unesco.org.tr). Participation in the creative city network enables cities to better market their products, thus increasing the chances of cities promoting and branding. Cities participating in the network have the opportunity to communicate with other cities (Ajanovic and Çizel, 2015). With the increase in the recognition of the provinces entering the network, the value and importance given to local products is increasing. As a result of this, geographical indication registration, which is one of the tools that ensure the protection and recognition of products, comes to the fore.

“Geographical indication is the name or sign indicating a product that is identified with a region, area, region or country of origin in terms of its distinctive quality, reputation or other characteristics.” (www.turkpatent.gov.tr). Protecting the product richness that emerges as a result of geographical richness and diversity through geographical indication is an issue that gains importance all over the world. Geographical indications have a very important share in economic development (Çalışkan and Koç 2012). In parallel with the increasing awareness of consumers about health, there has been an increase in the demands for geographically indicated products recently (Bowen and Zapata, 2009). The benefits of geographical indications can be counted as protecting consumers against counterfeit products, ensuring the welfare of producers, helping rural development, protecting the cultural values of societies, ensuring their transmission between generations and protecting the ecosystem (Oraman 2015). In addition to having a rich geography, Turkey also has a lot of traditional foods and a rich culinary culture with its cultural richness and historical past (Kantaroglu and Demirbaş 2018; Yıkmış and Ünal, 2016). However, the number of geographically indicated products in our country is not at the desired level (Cebeci and Şen 2020; Çalışkan and Koç 2012; Oraman, 2015).

Gaziantep is the first city to join the UNESCO creative cities network. After Gaziantep joined the network in 2015, the number of geographically indicated products increased rapidly. (Suna and Uçuk 2018). Gaziantep baklava was the first gastronomic product to receive geographical indication in Turkey in 2008.

Geographical indications have a very important place in the identification of local products and in the economic and cultural development of countries and cities. Although Turkey has a very high potential in terms of local products, it has not shown the expected development in geographical indication. After Gaziantep province entered the UNESCO Creative Gastronomy Cities Network, the number of products with geographical indications increased rapidly. This issue shows that the UNESCO gastronomic cities network creates an awareness and consciousness in the city. Gaziantep is the first city from Turkey to be included in the UNESCO creative cities network. In this study, the positive developments in the geographical indication gastronomic products in Gaziantep were emphasized. The importance of the contribution of the UNESCO Creative Cities of Gastronomy network in terms of geographical indication was emphasized and suggestions were made about the necessity of increasing the cities included in the network from now on.

Material and Method

Since the research is a compilation study, the document analysis technique, one of the qualitative research methods, was used. The document analysis technique includes the analysis of written documents about the research subject (Yıldırım and Şimşek, 2008). Documents have been used in qualitative research for many years. Types of documents include books, letters, magazines, diaries, maps, charts, statistics, constitution and regulations, legal texts, newspapers, photographs, memoirs, interviews, school records, health and public records, pictures, videos and messages (Kiral, 2020).

While preparing the study, key words were determined and scientific resources related to the subject, national and international books and journals were scanned. Information on the subject was included in the research together with its citations. The websites of some related institutions were also scanned in order to obtain the relevant data.

Gastronomy

There are many definitions of gastronomy in the literature. According to the definition of the Turkish Language Association, gastronomy is "the interest of eating well" and "a well-arranged pleasant and delicious cuisine, food order and system suitable for health". (www.tdk.gov.tr). Gastronomy was first mentioned by the Sicilian Greek Arcestratus in the 4th century BC. (Özşeker and Bağırhan, 2016). Gastronomy was added to the French Culinary Literature in 1835. (Yılmaz, 2016). Gastronomy reveals the pleasure of nutrition as a synthesis of food science and culinary art (Gökdeniz et al., 2015). Gastronomy, which is happiness for some, means healthy nutrition for others and is accepted as a branch of science transmitted between generations. (Uyar and Zengin, 2015). Gastronomy expresses the characteristics of national and international cuisines and the food culture of a country (Akman, 2019; Hjalager and Richards, 2002). Gastronomy, which is also defined as the art of cooking and good food, focuses on the relationship between food and culture. Gastronomy is also concerned with tasting, preparing, experimenting, researching, discovering and writing food (Scarpato 2000; Kivela and Crotts, 2006). Although there are many definitions related to gastronomy, gastronomy is a science that is in relation with different disciplines in this sense, which covers the process from the preparation, cooking, storage, presentation and tasting of foods.

Geographical indication

Geographical indication (GI) is the name that indicates where a product belongs. The product has become synonymous with this place name. Geographically indicated products are products that have a certain reputation for their quality and features and are protected by legal regulations (Ilıcalı, 2005; Oraman 2015; Tekelioğlu 2019; www.turkpatent.gov.tr). Geographical indications are in two forms as the name of origin and indication of location. The definition of geographical indication in Turkish law is included in Article 3/1 of the CoğışKHK and in Article 2 of the Regulation. According to this definition, "geographical indications are signs that indicate a product identified with a region, area, region or country of origin in terms of a distinctive feature, reputation or other characteristics." The definition of the name of origin and geographical indications is made in the regulation and their features are listed in Article 3 of the CoğışKHK. The name of origin in Article 3 of the Regulation is as follows: "Geographical indication is a sign indicating the name of that region, area or region, on the condition that a product originates in a region, area, region, or in very special cases, the geographical boundaries of a product, its production, processing and other operations are carried out entirely within the boundaries of this region, area or region" Marchendise mark is defined as follows: "Marchendise mark means that a product originates

from a region, area or region whose geographical boundaries are determined, that it is identified with that region, area or region in terms of its distinctive quality, reputation or other characteristics, that at least one of its production, processing and other processes is specified in the specified region, area or region. It means that it takes the name of that locality, area or region, provided that it is done within its borders.” (Gündoğdu 2006; www.turkpatent.gov.tr).

The principles regarding the registration of geographical indications are determined by the legislation. The application of geographical indications in our country started in 1995 with the decree law numbered 555. (Anonymous, 1995). The industrial property law was adopted in 2016 and the regulation on the implementation of the industrial property law no. 6769 was enacted in 2017. After the aforementioned legal regulations, the "geographic sign and traditional product" name emblem regulation was published in 2017, and some obligations were imposed on the visibility and awareness of these products. Geographical indication applications still continue within the framework of the "industrial property law" numbered 6769. Geographical indication registration processes are carried out by the Turkish Patent and Trademark Office in our country. (www.turkpatent.gov.tr).

UNESCO Creative Cities Network

The word UNESCO was created using the initials of the English words "United Nations Educational, Scientific and Cultural Organization". UNESCO defines its mission as “to build peace in the minds of humanity through education, natural sciences, social and human sciences, culture and information and communication”. The UNESCO Convention was ratified by Turkey with the law dated 20 May 1946 and numbered 4895, and after this approval, the UNESCO Turkey National Commission started its activities on 25 August 1949. The UNESCO “Global Alliance for Cultural Diversity” was established in 2004. This network covers seven different themes and these themes are; craft and folk arts, gastronomy, music, media arts, cinema/film, literature and design. The aim of the network is the promotion of international cooperation to achieve sustainable development. This program is an initiative that brings together various cities (www.unesco.org.tr a).

Studies on creativity define creativity as the ability to interpret different and original thoughts and solutions from existing things, or to develop different methods in creating a product. (Abacı 2003; Goodman, 1995; Karakuş, 2001; San, 1977; Sönmez 1993). Creativity includes the processes necessary to reveal the being. (May, 1998,). One of the definitions of creativity is to produce new and useful ideas. (Amabile et al. 1996). Creative cities exist in order to create new opportunities in the field of industry, increase employment, and create a new urban model by activating creativity in art and culture. Supporting this theory, Richard Florida stated that the importance of creativity in terms of economic development is gradually increasing (Krätke, 2010). The aim of the Creative Cities Network is to try to create an "idea bank" with people's imagination and talents (Landry, 2000). The purpose of the said Network is to provide international cooperation between cities that have adopted creativity as one of the factors of sustainable development. This program aims to bring different cities together to work in the field of creativity. Creative Cities Network has 295 members (www.unesco.org.tr b).

Cities Included in the World UNESCO Gastronomy Cities Network

Table 1 shows the cities included in the World UNESCO Creative Gastronomy Cities network. (www.unesco.org.tr b).

The criteria set to be recognized as a gastronomy city by the World UNESCO Creative Cities Network are as follows: (www.reshontheway.com).

1. A city or region must have a well-developed gastronomy,
2. There should be local restaurants with many chefs,

3. Local products should be used in traditional cuisines,
4. There must be a traditional cuisine that survives despite industrial and technological developments,
5. It should be a traditional food market and industry and host festivals and competitions in the field of gastronomy,
6. There should be practices that respect nature that support sustainable gastronomy,
7. It should try to win the public's appreciation, be sensitive about nutrition and protecting biodiversity in educational institutions and add this title to the education curricula.

The recognition of a city as a gastronomic city does not mean that it can maintain this title forever. Every city selected as a creative city by the UNESCO Creative Cities Network has to prepare a membership monitoring report every four years. Creative gastronomy cities are cities that contribute to the improvement of people's quality of life by improving their knowledge and skills in gastronomy, and that take into account the role of gastronomy in many subjects.

Table 1. *The World's UNESCO Creative Cities of Gastronomy Network*

South and North America Registered Cities of Gastronomy	Cities
United States of America	San Antonio and Tuscon
Mexica	Ensenada
Panama	Panama City
Brazil	Belem, Paraty, Florianopolis
Bolivia	Cochabamba
Colombia	Popoyan and Buenaventura
Asia Registered Gastronomy Cities	
Japan	Tsuruoka
South Korea	Jeonju
Chinese	Macao, Shunde, Chengduıtal
Thailand	Phuket
Iranian	Rasht
Lebanon	Zahle
European Registered Gastronomy Cities	
Spain	Burgos and Denia
Italy	Parma and Alba
Norway	Bergen
Sweden	Östersund
Turkey	Gaziantep, Hatay

(www.unesco.org.tr b)

UNESCO Creative Cities of Gastronomy in Turkey

Table 2 shows our provinces included in the UNESCO creative gastronomic cities network. According to Table 2, there are 8 provinces included in the creative gastronomy cities network in Turkey, of which Hatay and Gaziantep are included in the international network. Gaziantep is the first city to enter the network of creative cities. Gaziantep became the first province to be included in the creative cities network in 2015. Hatay was included in the UNESCO creative cities network in 2017 and Afyonkarahisar was included in 2019.

Diyarbakır, Konya, Kayseri, Balıkesir and Adana are also our provinces included in the Unesco creative gastronomy cities network in 2021.

Table 2. *UNESCO Creative Cities of Gastronomy in Turkey*

UNESCO creative cities	Year
Gaziantep	(2015)
Hatay	(2017)
Afyonkarahisar	(2019)
Adana	(2021)
Balıkesir	(2021)
Diyarbakır	(2021)
Kayseri	(2021)
Konya	(2021)

(www.unesco.org.tr b).

Gaziantep

Gaziantep is one of the first settlements of Anatolia, which interacted with many different cultures from the Hittite civilization to the Ottoman civilization (Aksoy and Sezgi, 2015). Gaziantep is located in the north-western part of the Mesopotamian region, which is the region where the first agriculture and animal husbandry was made. Due to the fertility of the soils in the region, Gaziantep has a wide variety of agricultural products. The city was established at one of the most important points of the historical Silk Road and therefore witnessed many historical phases (www.gaziantep.bel.tr). Since prehistoric times, Gaziantep has been a gateway and settlement area for people, as well as the accommodation center of military and administrative communities and trade caravans. (<https://www.gto.org.tr/>). Gaziantep's cuisine, which has been in interaction with different cultures and civilizations for years, has also been affected by this reason. (www.gastroantep.com.tr). The existence of a rich traditional culture causes the richness of the culinary culture. (Tokuz, 1995). Gaziantep cuisine, with its richness, has an important place both in Turkey and among the world cuisines. Due to its historical richness and geographical location, it has a large number of original dishes due to its wide variety of products. (Aksoy and Sezgi, 2015; Serinkaya, 2017).

Spices, seasoning materials, tomato paste and mixtures that give aroma during cooking are used a lot in Gaziantep cuisine (Kargiglioğlu and Akbaba, 2016). Gaziantep cuisine includes approximately 475 types of food. (<https://www.gto.org.tr/>; www.kulturportali.gov.tr). Evliya Çelebi, in his travelogue about Gaziantep 355 years ago, said "neither language nor pen is enough to describe this city" and he introduced Gaziantep as "Şehr-i Ayıntab-ı Cihan", which means "the city that is the apple of the world's eye". The fact that Gaziantep has a traditional cuisine through its food variety, gastronomic heritage and the use of local products played an important role in the selection of Gaziantep as a Gastronomy City within the scope of Creative Cities Network (Uçuk et al. 2017). Gaziantep cuisine strengthens its roots with its traditional cuisine, whose historical roots go back to ancient times, and with the feature of having a cuisine known not only by the name of the country but also by the name of the city itself. (Gaziantep Tourism Ambassadors Association, 2011).

Gastronomic Products of Gaziantep Province with Geographical Indication

In this section, the products of Gaziantep province that have received geographical indication are listed according to their categories.

Table 3. *Geographically Indicated Products of Gaziantep Province in the Category of Processed and Unprocessed Fruits and Vegetables and Mushrooms*

Product Name: Processed and Unprocessed Fruits and Vegetables and Mushrooms		
Geographical Indication Products	<u>Indication type</u>	<u>Indication year</u>
Antep Dried Bell Pepper / Gaziantep Dried Bell Pepper	Origin	2021
Oğuzeli Dried Vegetables	Merchandise mark	2021
Pistachios	Origin	2000
Antep Molasses / Gaziantep Molasses	Merchandise mark	2020
Araban garlic	Origin	2020
Nizip Eggplant	Origin	2020
Gaziantep Oğuzeli Pomegranate /Antep Oğuzeli Pomegranate	Origin	2019
Antep Dried Eggplant (Gaziantep Dried Eggplant)	Origin	2018
İslahiye pepper	Origin	2022

<https://www.turkpatent.gov.tr>.

Table 3 shows the geographically indicated products of Gaziantep Province in the category of processed and unprocessed fruits and vegetables and mushrooms.

There are 9 geographically marked products belonging to Gaziantep cuisine in the category of processed and unprocessed fruits and vegetables and mushrooms. Pistachio was the first registered product in this category, taking the name of origin in 2000. This was followed by the Antep Dried Eggplant (Gaziantep Dried Eggplant), which received the name of origin in 2018. Gaziantep Oğuzeli Pomegranate / Antep Oğuzeli Pomegranate was named after its origin in 2019. G Three products have been registered in Gaziantep cuisine in 2020. While Nizip Eggplant and Araban Garlic were named as origin from these products, Antep Molasses/ Gaziantep Molasses received the Merchandise mark. Antep Dried Bell Pepper / Gaziantep Dried Bell Pepper was named as their origin in 2021. On the other hand, Oğuzeli Dried Vegetables received the Merchandise mark. Finally, in 2022, İslahiye pepper was named as its origin.

Table 4. *Gastronomic Products with Geographical Indications in the Non-Alcoholic Drinks Category of Gaziantep Province*

Product Name: Soft Drinks		
Products with Geographical Indication	<u>Indication type</u>	<u>Indication</u>
Antep Urmu Dut Şurubu/ Gaziantep Urmu Dut Şurubu (mulberry)	Origin	2020
Antep meyan şerbeti Gaziantep meyan şerbeti, Antep meyan kökü şerbeti) (root beer)	Merchandise mark	2019
Product Name: Chocolate, Confectionery And Similar Products		
Products with Geographical Indication	<u>Indication type</u>	<u>Indication</u>
Antep Muskası (Gaziantep Muskası)	Merchandise mark	2018
Antep Fıstık Ezmesi (Antep fıstığı Ezmesi/ Gaziantep Fıstık Ezmesi) (peanut butter)	Merchandise mark	2017
Product Name: Seasoning / Flavorings, Sauces And Salt For Foods		
Products with Geographical Indication	<u>Indication type</u>	<u>Indication</u>
Antep Sumağı (sumac)	Merchandise	2021

Nizip Nanesi (peppermint)	Origin	2020
Oğuzeli Nar Ekşisi (pomegranate syrup)	Merchandise	2020
Product Name: Fats and Oils, Including Butter		
Products with Geographical Indication	<u>Indication type</u>	<u>Indication</u>
Nizip olive oil	Merchandise	2012
Product Name: Cheese		
Products with Geographical Indication	<u>Indication type</u>	<u>Indication</u>
Antep Cheese/ Gaziantep Cheese/ Antep Sıkma Peyniri (squeezed	Origin	2018
Product Name: Other Products		
Products with Geographical Indication	<u>Indication type</u>	<u>Indication</u>
Antep Menengiç Kahvesi / Gaziantep Menengiç Kahvesi / Antep Melengiç Kahvesi/ Gaziantep Melengiç Kahvesi (coffee)	Origin	2020
Antep Bulgur/Gaziantep bulgur	Merchandise	2017

<https://www.turkpatent.gov.tr>.

Table 4 shows the geographically marked gastronomic products in the category of non-alcoholic beverages of Gaziantep Province.

Two products from the soft drinks group received geographical registration. In 2019, Antep meyan şerbeti, Gaziantep meyan şerbeti, Antep meyan kökü şerbeti (root beer) received the merchandise mark. In 2020, Antep Urmu Dut Şurubu/ Gaziantep Urmu Dut Şurubu was named after their origin.

Two products from the group of chocolate, confectionery and similar products received geographical indication. Antep Fıstık Ezmesi (peanut butter) (Antepfıstığı Ezmesi /Gaziantep Fıstık Ezmesi) received the merchandise mark in 2017. Antep Muskası (Gaziantep Muskası) received the merchandise mark in 2018.

There are 3 products with geographical indication in the seasoning / flavoring, sauces and salt group for food. Oğuzeli Nar Ekşisi (pomegranate syrup) received the merchandise mark in 2020. Nizip nanesi (peppermint) was named after its origin in 2020. Antep sumağı (sumac) received the merchandise mark in 2021.

Nizip olive oil, from the group of fats and oils, including butter, received the merchandise mark in 2012.

A product in the category of Cheeses, Antep Cheese / Gaziantep Cheese / Antep Squeezed Cheese, was named after its origin in 2018.

Antep Menengic Coffee / Gaziantep Menengic Coffee / Antep Melengic Coffee / Gaziantep Melengic Coffee was named after its origin in 2020 from the other products category. Antep Bulgur/Gaziantep bulgur received the merchandise mark in 2017.

Table 5. Products with Geographical Indications in the Category of Meals and Soups of Gaziantep Province

Product Name: Meals, Soups		
Products with Geographical Indications	<u>Indication type</u>	<u>Indication year</u>
Antep allı yeşil dolma	Merchandise	2021
Gaziantep/Antep Keme Kebab	Merchandise	2021
Gaziantep/Antep Erik Tavası	Merchandise	2021
Gaziantep/Antep Alaca Çorba (Soup)	Merchandise	2021
Gaziantep Öz Çorba/Antep Öz Çorba (Soup)	Merchandise	2021

Gaziantep İçli Köftesi/ Antep İçli Köftesi (stuffed meatball)	Merchandise	2021
Gaziantep Yağlı Köfte/ Antep Yağlı Köfte (Meatball)	Merchandise	2021
Gaziantep Tene Katması/ Antep Tene Katması	Merchandise	2021
Gaziantep/Antep Firik Pilavı (rice)	Merchandise	2021
Gaziantep Yenidünya Kebabı/Antep Yenidünya Kebab	Merchandise	2021
Gaziantep Süzek Yapması/Antep Süzek Yapması	Merchandise	2021
Gaziantep/ Antep Altı Ezmeli Kebab, Gaziantep/ Antep Altı Ezmeli Kuşbaşı Kebab, Gaziantep / Antep Altı Ezmeli Kıyma Kebab	Merchandise mark	2021
Gaziantep Alenaziği/ Antep Alenaziği	Merchandise	2021
Gaziantep Arap Köftesi/ Antep Arap Köftesi (meatball)	Merchandise	2021
Gaziantep Börek Çorbası/ Antep Börek Çorbası (soup)	Merchandise	2021
Gaziantep Arap Köftesi/ Antep Arap Köftesi (meatball)	Merchandise	2021
Gaziantep Börk Aşı/ Gaziantep Mıcırık Aşı	Merchandise	2021
Gaziantep Çağırtlak Kebab/ Antep Çağırtlak Kebab Kebabı/Gaziantep Cartlak Kebab / Antep Cartlak Kebab	Merchandise mark	2021
Gaziantep Doğrama/Antep Doğrama	Merchandise	2021
Gaziantep Fasulyeli Kabak Dolması (stuffed vegetables)	Merchandise	2021
Gaziantep Yoğurtlu Patates/Antep Yoğurtlu Patates (potato with	Merchandise	2021
Gaziantep Haveydi Köfte / Antep Haveydi Köfte (meatball)	Merchandise	2021
Gaziantep Kabaklama/ Antep Kabaklama	Merchandise	2021
Gaziantep/Antep Firikli Acur Dolması	Merchandise	2021
Gaziantep Lebniye Çorbası/Antep Lebniye Çorbası (soup)	Merchandise	2021
Gaziantep/Antep Maş Piyazı	Merchandise	2021
Gaziantep Malhıtali köftesi/ Gaziantep Mercimekli Köftesi (lentil ball)	Merchandise	2021
Gaziantep Mumbar Dolması/ Antep Mumbar Dolması	Merchandise	2021
Gaziantep Nohut Dürümü/ Antep Nohut Dürümü	Merchandise	2020
Gaziantep Pirpirim Aşı/ Antep Pirpirim Aşı	Merchandise	2021
Küşleme Kebabı/Antep Küşleme Kebab	Merchandise	2021
Gaziantep Sarımsak Aşı	Merchandise	2020
Gaziantep Simit Kebabı/Antep Simit Kebab	Merchandise	2021
Gaziantep Sütlü Zerdesi/ Gaziantep Astarlı Sütlacı (rice pudding)	Merchandise	2020
Antep Şiveydizi	Merchandise	2018
Antep Yuvarlaması/ Antep Yuvalaması	Merchandise	2017
Antep Beyranı	Merchandise mark	2017

<https://www.turkpatent.gov.tr>.

Table 5 shows the geographically marked products of Gaziantep in the category of dishes and soups. When Table 5 is examined, it is seen that 37 products in this category have geographical indications.

Table 6. *Geographically Indicated Products of Gaziantep in the Categories of Bakery and Pastry Products, Pastries, and Desserts*

Product Name: Bakery and Pastry Products, Pastries, Desserts		
Products with Geographical Indications	Indication type	Indication
Gaziantep Dolangel Tatlısı (dessert)	Merchandise	2021

Gaziantep Şekerli Peynirli Böreği/ Antep Şekerli Peynirli Böreği (pastry filled with cheese)	Merchandise mark	2021
Gaziantep Sebzeli Peynirli Böreği /Antep Sebzeli Peynirli Böreği (pastry filled with cheese and vegetables)	Merchandise mark	2021
Gaziantep Kuymağı/Antep Kuymağı	Merchandise	2020
Antep Kurabiyesi (cookie)	Merchandise	2019
Gaziantep Yeşil Zeytin Böreği (pastry with olives)	Merchandise	2018
Antep Köy Kahkesi	Merchandise	2017
Antep Tırnaklı Pidesi / Gaziantep Tırnaklı Pidesi / Antep Pidesi	Merchandise	2017
Antep Katmeri	Merchandise	2017
Gaziantep Lahmacunu (Antep Lahmacunu)	Merchandise mark	2017
Antep baklavası	Merchandise	2008

<https://www.turkpatent.gov.tr>.

11 products in this category received geographical indication. The first product to receive geographical indication is Antep baklava, and in 2008 it received a merchandise mark. Antep Köy Kahkesi, Antep Tırnaklı Pidesi /Gaziantep Tırnaklı Pidesi /Antep Pidesi, Antep Katmeri, Gaziantep Lahmacunu (Antep Lahmacunu) received a merchandise mark in 2017. Gaziantep Yeşil Zeytin Böreği (pastry with olives) received a merchandise mark in 2018. Antep Kurabiyesi (cookie) received a merchandise mark in 2019. Gaziantep Kuymağı/Antep Kuymağı received a merchandise mark in 2020. Gaziantep Dolangel Tatlısı (dessert), Gaziantep Şekerli Peynirli Böreği (pastry with cheese)/ Antep Şekerli Peynirli Böreği (pastry with cheese)/, Gaziantep Sebzeli Peynirli Böreği (pastry filled with cheese and vegetables) /Antep Sebzeli Peynirli Böreği (pastry filled with cheese and vegetables) received a merchandise mark in 2021.

Discussion and Conclusion

The UNESCO “Global Alliance for Cultural Diversity” was established in 2004. This network covers seven different themes, which are craft and folk arts, gastronomy, music, media arts, cinema/film, literature and design. The aim of the network is the promotion of international cooperation to achieve sustainable development. This program is an initiative that brings together various cities (www.unesco.org.tr a).

UNESCO strives to highlight creative cities and increase intercity cooperation in order to ensure economic development and sustainable development. The aim of the UNESCO creative gastronomic cities network is to prevent the corruption of food culture, to encourage and support creativity. In this context, international promotion of food culture and local foods will also be provided. The purpose of geographical indications is to register the belonging of local food and beverages to the region, thus providing added value to both the local and the country in economic terms. Geographical indication registration processes are carried out by the Turkish Patent and Trademark Office in our country (www.turkpatent.gov.tr). Geographical indication is an application that greatly contributes to the fame and branding of local products of cities.

Gaziantep was our first city to enter the network of creative cities (www.unesco.org.tr b). Gaziantep is a city famous for its cuisine as well as many riches.

The results obtained in the research are as follows:

1. Gaziantep cuisine is also important with its traditional cuisine, whose historical roots date back to ancient times, and the fact that it has a cuisine known not only by the name of the country but also by the name of the city itself (Gaziantep Tourism Ambassadors Association, 2011).
2. The fact that Gaziantep has a traditional cuisine through its food variety, gastronomic heritage and the use of local products played an important role in the selection of Gaziantep as a Gastronomy City within the scope of Creative Cities Network (Uçuk et al. 2017).
3. When Gaziantep was included in the network of creative gastronomy cities, its geographically indicated products were Pistachio, Nizip Olive Oil and Antep baklava. After joining the creative gastronomy cities network, there was a rapid increase in registered products, this number increased to 67. (<https://www.turkpatent.gov.tr>). After entering the creative cities network, awareness was created and importance was given to the studies in this area.
4. Spices, seasoning materials, tomato paste and mixtures are used a lot in Gaziantep cuisine. (Kargiglioğlu ve Akbaba, 2016).
5. Gaziantep cuisine includes approximately 475 types of food. (<https://www.gto.org.tr>;/www.kulturportali.gov.tr).
6. There are 9 geographically marked products belonging to Gaziantep cuisine in the category of processed and unprocessed fruits and vegetables and mushrooms.
7. Two products from the soft drinks group received geographical registration. Antep meyan şerbeti (root beer) Gaziantep meyan şerbeti (root beer), Antep meyankökü şerbeti (root beer)) received a marchandise mark in 2019. Antep Urmu Dut Şurubu /Gaziantep Urmu Dut Şurubu were named after their origin in 2020.
8. Two products from the group of chocolate, confectionery and similar products received geographical indications. Antep Fıstık Ezmesi (Antepfıstığı Ezmesi /Gaziantep Fıstık Ezmesi) (peanut butter) received a marchandise mark in 2017. Antep Muskası (Gaziantep Muskası) received a marchandise mark in 2018.
9. There are 3 products that have geographical indication in the condiment / flavoring, sauces and salt group for food. Oğuzeli Nar Ekşisi received a marchandise mark in 2020. Nizip nanesi (pepper mint) was named after its origin in 2020. Antep sumağı received a marchandise mark in 2021.
10. Nizip olive oil, from the group of fats and oils, including butter, received the name of its origin in 2012.
11. A product in the category of cheeses (Antep Cheese / Gaziantep Cheese / Antep Squeezed Cheese) received the name of its origin in 2018.
12. Menengiç Kahvesi /Gaziantep Menengiç Kahvesi /Antep Melengiç Kahvesi /Gaziantep Melengiç Kahvesi were named after their origin in 2020. Antep Bulguru/Gaziantep bulguru received a marchandise mark in 2017.
13. Gaziantep province has products with geographical indication in the category of dishes and soups. When Table 5 is examined, it is seen that 37 products in this category have geographical indications.
14. 11 products in this category received geographical indication. The first product to receive geographical indication is Antep baklava, and in 2008 it received a geographical indication. Antep Köy Kahkesi, Antep Tırnaklı Pidesi /Gaziantep Tırnaklı Pidesi /Antep Pidesi, Antep Katmeri, Gaziantep Lahmacunu (Antep Lahmacunu) received a marchandise mark in 2017. Gaziantep Yeşil Zeytin Böreği (pastry with olives) received a marchandise mark in 2018. Antep Kurabiyesi (cookie) received a marchandise mark in 2019. Gaziantep Kuymağı/Antep Kuymağı received a marchandise mark in 2020. Gaziantep Dolangel Tatlısı (dessert), Gaziantep Şekerli

Peynirli Böreği/ Antep Şekerli Peynirli Böreği, Gaziantep Sebzeli Peynirli Böreği /Antep Sebzeli Peynirli Böreği received a marchandise mark in 2021. <https://www.turkpatent.gov.tr>.

Gaziantep has gastronomic products with the highest number of geographical indications in Turkey. It is seen that the number of products with geographical indications of the city increased significantly after entering the UNESCO creative gastronomy cities network.

Recommendations

In order to protect our food culture, which is one of our intangible cultural heritages, and to encourage creativity in terms of sustainable gastronomy, it is important to increase the number of candidate cities for the UNESCO creative gastronomy cities network and to encourage local products to receive geographical indications. At this point, awareness of the public and local administrations should be raised, and cooperation between the sector, the public and the university should be ensured. 7 more provinces in total have been included in the UNESCO creative gastronomy cities network following Gaziantep. Turkey has very different and rich cuisines in seven regions. Almost every province has unique local food and beverages. For this purpose, increasing the number of provinces that enter the network of creative gastronomy cities and the number of products registered with geographical indications is very important in ensuring sustainable gastronomy and economic development. Thus, both gastronomic tourism will be revived and our cultural heritage will be protected, and publicity will be provided at national and international level.

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