

OPUS

OPUS ▶

Journal of Society
Research

Volume 19 • Issue 50 • November 2022 • ISSN: 2791-9781 E-ISSN: 2791-9862

issue
50



ISSUE
50

ADAMOR

ADAMOR



OPUS ▶

Volume 19, Issue – 50



Journal of Society Research
Toplum Arařtırmaları Dergisi

ISSN: 2791-9781 – E-ISSN:2791-9862

Issue – 50 • November 2022

Sponsor Organization
ADAMOR Society Research Center

General Director
Abdullah Harun BOZKURT

Editor in Chief
Nevfel BOZ, Social Sciences University of Ankara, Turkey

Assistant Editor
Emre Emrullah BOĞAZLIYAN, Kahramanmarař Istiklal University, Turkey

Associate Editors
Abbas Barzegar, Indiana University, USA
Ahmet Selim Tekeliođlu, George Mason University, USA
Mehmet Maksut Önal, Mardin Artuklu University, Turkey
Zehra Erřahin, Social Sciences University of Ankara, Turkey

Language Editors
Murat Öztürk, Ankara Yıldırım Beyazıt University, Turkey

*Editorial Board**
Anna Musiała, Adam Mickiewicz University In Poznan, Poland
Carlos Rodrigues, University Of Aveiro, Portugal
Cristina Tonghini, Università Ca' Foscari Venezia, Italy
Dariusz Trzmielak, University Of Lodz, Poland
Khalid El-Awaisi, Social Sciences University of Ankara, Turkey
Mustafa Akdađ, Yozgat Bozok University, Turkey
Mustafa Çelebi, Erciyes University, Turkey
Sedat Gümüş, The Education University of Hong Kong, Hong Kong
Selahattin Avřarođlu, Necmettin Erbakan University, Turkey
Shu-Sha Angie Guan, California State University, Northridge, USA

**In alphabetical order*

Issue – 50, 2022

Content

- 798 **Ayşegül Sarıkaya & Ayşe Alptekin**
Heredity and Creativity: Mother-Child Sample
- 807 **Ahmed Taha Arifoğlu & Orhan Koçak**
Forced Migrant: The Factors Contributing to Social Functionality of Syrian Youth
- 824 **Havva Dümen**
Securitization and Identity: The Speech Acts of Bashar al-Assad
- 838 **Ayşenur Kuloğlu & Burhan Akpınar & Fatih Selim Erdamar**
Metaverse Awareness of Turkish Generation Z Preservice Teachers
- 853 **Sinem Cece & İlker Köse**
Comparative Analysis of HQS, JCI and HIMSS-EMRAM Quality Assessment Models Widely Used in Turkey
- 863 **Mesut Yeter & Nil Konyalılar**
Effect of Leadership Behavior Styles on Performance a Field Study on Civil Aviation Ground Services

Editorial

OPUS Journal of Society Research (JSR) brings a range of different fields of theory, practice, and research in the quest for understanding human behavior in its social environment. The Interdisciplinary perspective provides the groundwork to present and establish a holistic relationship with other disciplines, concepts and methods. The OPUS JSR provides a medium for researchers to incorporate an interdisciplinary approach to bring forward different interpretations and alternative viewpoints. It is not only the intersection of disciplines, but the theoretical frameworks that underpin the analyses and interprets of the subjects under study. This framing can lead to clarity of multiple and even conflicting findings that enable better understanding of social dynamics that may otherwise be invisible when scholars focus on a single set of theoretical dynamics. OPUS JSR reflects more than 10 years of journal sponsorship by [ADAMOR Society Research Center](#) and its partner organization, the [Institute of Urban Studies](#). The OPUS Journal of Society Research is the direct successor of two previously published journals: OPUS Turkish Journal of Social Policies and Work Life Studies: OPUS International Journal of Society Research (ISSN 2528-9527 E-ISSN 2528-9535).

OPUS Journal of Society Research (JSR) is abstracted in EBSCO Information Services, ERIHPLUS European Reference Index For The Humanities and Social Sciences, Cite Factor, TEI Index of Turkish Education, ULAKBIM TR Index, SOBIAD Citation Index and ASOS Index.

Heredity and Creativity: Mother-Child Sample¹

Ayşegül Sarıkaya¹ | Ayşe Alptekin²

¹ Assist. Prof., Selçuk University,
Department of Child Care and
Youth Services, Konya/Türkiye
ORCID: [0000-0001-6838-9057](https://orcid.org/0000-0001-6838-9057)

E-Mail:
artegull@gmail.com

² Assist. Prof., Selçuk University,
Department of Child Care and
Youth Services, Konya/ Türkiye
ORCID: [0000-0002-3524-5265](https://orcid.org/0000-0002-3524-5265)

E-Mail:
elmaliayse@hotmail.com

Corresponding Author:
Ayşegül Sarıkaya

November 2022

Volume:19

Issue:50

DOI: [10.26466/opusjrs.1184688](https://doi.org/10.26466/opusjrs.1184688)

Abstract

The aim of this study is to examine the creativity relationship between children aged 8-10 and their mothers. With this relationship between mother and child, it is aimed to provide information to the literature on creativity and transfer. 290 children, 155 girls and 145 boys, and their mothers participated in the study. Torrence Creativity Test Verbal and Formal Form was used to measure the creativity of children and mothers. Tests were administered to children and mothers separately. Data were evaluated by correlation and regression analysis. As a result of the evaluations, a significant correlation was found with the creativity total scores of the mothers and the creativity total score of the children, the abstractness of the titles and the originality sub-dimensions. It was determined that maternal creativity total score predicted child creativity total score, abstractness of child titles and child originality sub-dimensions positively and significantly. A significant correlation was found between mothers' figurative creativity, abstractness of titles sub-dimension scores and children's figural creativity originality sub-dimension scores. A positive and significant correlation was determined between the mothers' figural fluency sub-dimension scores and the abstractness of children's titles, child fluency, child originality and child figural creativity total scores. It was observed that the formal fluency sub-dimension scores of the mothers positively predicted the total scores of the children's formal creativity. No significant correlation was found between the verbal creativity total score and sub-dimension scores of the mothers and the verbal creativity total and sub-dimension scores of the children.

Keywords: Creativity, Transfer, Mother-Child Creativity, Primary School Children.

Öz

Bu çalışmanın amacı 8-10 yaş arası çocuklar ile çocukların anneleri arasındaki yaratıcılık ilişkisini incelemektir. Anne çocuk arasındaki bu ilişki ile yaratıcılık ve transfer konusunda literatüre bilgi verilmesi amaçlanmaktadır. Çalışmaya 155 kız ve 145 erkek olmak üzere 290 çocuk ve anneleri katılmıştır. Çocukların ve annelerin yaratıcılığını ölçen testler çocuklara ve annelere ayrı ayrı uygulanmıştır. Veriler korelasyon ve regresyon analizi ile değerlendirilmiştir. Yapılan değerlendirmeler sonucunda annelerin yaratıcılık toplam puanları ile çocukların yaratıcılık toplam puanları, başlıkların soyutluğu ve özgünlük alt boyutları arasında anlamlı bir ilişki bulunmuştur. Anne yaratıcılığı toplam puanının, çocuk yaratıcılığı toplam puanı, çocuk başlıkların soyutluğu ve çocuk orijinallik alt boyutlarını pozitif yönde ve anlamlı olarak yordadığı belirlenmiştir. Annelerin şekil yaratıcılık, başlıkların soyutluğu alt boyut puanları ile çocukların şekil yaratıcılık orjinallik alt boyut puanları arasında anlamlı bir ilişki bulunmuştur. Annelerin şekil akıcılık alt boyut puanları ile çocukların başlıkların soyutluğu, çocuk akıcılığı, çocuk orjinalligi ve çocuk şekil yaratıcılığı toplam puanları arasında pozitif yönlü ve anlamlı bir ilişki saptanmıştır. Annelerin sözel akıcılık alt boyut puanlarının çocukların sözel yaratıcılık toplam puanlarını pozitif yönde yordadığı görülmüştür. Annelerin sözel yaratıcılık toplam puan ve alt boyut puanları ile çocukların sözel yaratıcılık toplam ve alt boyut puanları arasında anlamlı bir ilişki bulunmamıştır.

Anahtar Kelimeler: Yaratıcılık, Aktarım, Anne-Çocuk Yaratıcılığı, İlkokul Çocukları.

Citation:

Sarıkaya, A. and Alptekin, A. (2022). Heredity and creativity: Mother-child sample. *OPUS- Journal of Society Research*, 19(50), 798-806.

¹ This study was supported by the Scientific Research Projects Unit of Selçuk University with the Project number 19401141.

Introduction

Creative thinking is a broad process about the awareness and perception of information gaps and the defectives of the existing conditions regarding the problems faced and difficulties encountered; the process of creative thinking is the formation of appropriate hypotheses to the conditions perceived related to the problems and difficulties encountered and testing and evaluating these hypotheses and goes on with reconsidering the current condition announcing these to the environment (Torrance, 1993). Another definition assumes that creativity is related to creating new and viable businesses. That's why the same criteria are applied for the selection of a good researcher, best novelist, artist, entrepreneur, and even a CEO. Many CEO's are chosen not for their learning and memory skills; but for their creative vision that will carry a company much further than its current condition (Lubart, 1996). Guilford (1968) highlighted this by stating, "where there are problems, including interpersonal ones, there is the need for creative behavior".

Torrance (1965) defines that family and the social milieu are among the most important factors affecting creativity. The impact of parents and families on the creativity of children has been the subject of research in various ways. These issues include family size (Dewing & Taft, 1973; Aldous 1973), parental age (Cantey, 1974), sibling status (Cicirelli, 1967), parental attitudes (Weisberg & Springer, 1961; Fearon et al., 2013; Yıldız Çiçekler & Aral, 2021), parental abilities and interests (Domino, 1969; Dewing & Taft, 1973), parents' allowance for the child's independence (Drevdahl, 1964). Ellinger (1966) examined the common features of studies on home environment and creativity. As a result, children's participation in family activities, families' satisfaction with the child's school, opportunities and resources that provide the child's participation in the intellectual environment, involvement in the decision-making process, factors affecting the emotional world such as corporal punishment, parents' expectation levels for their children's academic success, the role model chosen to meet the need have been determined as the familiar conditions. When these situations are examined, it is seen that all these

factors that affect creativity in the family are the factors that could be described as environmental factors. Considering the family, another type of factor is heredity.

Traits that can be thought to have hereditary effects are predispositions that develop differently according to different environmental conditions. That is, they emerge through experiences, their effect is not fixed, it is in a range of responses. Nature and bringing up are complementary elements. Genes also control or change environmental conditions. It is like an intelligent child shaping his environment by choosing books and other intellectual activities (Vernon, 1989).

The formation of abilities with the social environment is a complex process of different interactions. This process cannot be separated from genetic influences. Understanding the process requires recognizing the interaction of social and genetic influences. The social factor is a fundamental condition for the emergence of genetically determined signs of creativity. Hereditary markers can only emerge through social factors. A certain talent does not come into existence out of nothing under any social condition (Khudoikulovna, 2021). Many people who are generally regarded as geniuses are so different from the normal ones enabling their talents and creativity not to be explained with environmental conditions. Mozart alone is the most important evidence that genetic differences exist in creativity. At the age of 6, he is perfecting both music and composition. Mozart grew up in an environment of constant music, under the extreme pressure of his father, and had far superior skills compared to other musicians in an equally stimulating environment (Vernon, 1989).

Some artistic differences also indicate that creativity has a genetic or racial basis. Just as the North American Eskimo inherited genes for three-dimensional spatial ability that helped them produce their unique stone carvings in the Arctic environment (Vernon, 1989). In addition, applied arts skills are passed from one generation to the other. The art of Lutfulla Fozilov from Kokand and Madraim Otajonov from Khiva exemplifies generational transmission. The Jurakuls have been successfully continuing the art of their ancestors, pottery, for 300 years, and Toir Tukhtakhodjaev

from Tashkent carpentry inherited suggesting heredity in creativity (Khudoikulovna, 2021). The studies made by Cropley (2000), Pavill (2011), Scott, Leritz, and Mumford (2004) determined that education improves creativity. Although these studies seem to be indicating the opposite of heredity on creativity, they cannot explain the long-lasting effect of education and why the educational impact varies between individuals. These questions still remain unclear. However, it is thought that genetic-based tendencies affect the effectiveness and permanence of the education received. The answers to these questions have been tried to be explained by twin/adoption studies (Velázquez et al., 2015).

Richmond (1966) determined a significant correlation between the creativity subtest scores among twins in a study with twins. Zarea et al. (2016) in their study with groups consisting of maternal, fraternal twins, and siblings determined that although heredity plays a role in creativity, the environment plays a larger role than genetics in the emergence of creativity. Barron and Parisi (1976) reported in their study of young adult twins that genetics influence perceptual and aesthetic abilities, not aesthetic preferences. Considering that twin studies are generally limited to small age groups, Velázquez et al. (2015) conducted a study focusing on drawing on a study group of maternal, fraternal, and separated twins between the ages of 18-77. While the genetic effect was determined for identical twins, this effect could not be mentioned for fraternal twins. Nichols (1978) reviewed 10 studies of twins and summarized the correlations as an average of .61 for identical twins and .50 for fraternal twins, and concluded that there is heritability in creativity. Twin studies are considered to have limitations as they share the same gene pool they also share the same environment. This limitation can only be overcome by studies with twins raised separately.

This study will try to explain the effect of the mother's creativity on the child's creativity by working on the mother and the child, taking into account the limits of twin behaviors. In studies on mothers, mothers of creative children are talented (Domino, 1969), were able to think more abstractly

Bishop and Chace (1971), and had different interests Dewing and Taft (1973). However, this study aims to compare the creativity levels of the child and the mother by applying the same assessment material, namely the Torrance Creative Thinking Scale, to both the child and his/her mother. In this way, it is thought to contribute to the literature about the effect of mother's creativity on child's creativity. Since young children cannot control environmental effects, they cannot allow heredity based tendencies (Velázquez et al., 2015). Considering this condition, it is assumed that working with children aged 7-11 in this study will yield healthier results.

Method

This study was designed in relational survey model, which is one of the general screening methods. Simple random sampling method was used to determine the study sample. The study group, data collection and analysis and information are given below.

Participant

The study was carried out with children (n=290) and their mothers (n=290) living in Konya, who volunteered to participate in the study. Children aged 8-10 years were included in the study. The gender distribution of the children participating in the study was 155 girls and 145 boys. The average age of the children was found to be 9.45. The average age of the mothers was determined as 45. In addition, children do not have any developmental delays related to different developmental areas that are not related to intelligence.

Data Collection & Materials

Torrance Tests of Creative Thinking was used to measure the creativity of children and mothers in the present study. Torrance Tests of Creative Thinking is a scale that can be used from kindergarten to adulthood (Aslan, 2001). It was found appropriate to use this test in order to obtain

more accurate data in determining the creativity of the mother and child.

Torrance Test of Creative Thinking was administered to groups of 10 children and mothers. Necessary explanations were made to the children and mothers before the tests applied in the school.

Torrance Test of Creative Thinking: Torrance Test of Creative Thinking was first developed by Torrance (1966) improved 1974 (Torrance), and revised in the later years 1984 (Torrance & Ball), 1998 (Torrance). The tests consist of two parts, verbal and figurative. There are seven activities in the verbal section and three activities in the figurative. The duration of the test that can be administered on individual or group basis is 75-80 minutes. In the present study, form B of the test was employed.

The Cronbach Alpha value of the validity study for the original test was found to be .72 and lower. (Ferrando et al., 2007; Torrance, 1998). The factorial structure of the verbal section has been analyzed by Dixon (1979), Hocevar (1979), Krumm and Lemos (2010), Krumm et al. (2014) and the figurative section by Almeida et al. (2008), Aranguren (2014), Heausler and Thompson (1988), Kim (2006), Kim et al. (2006), Krumm et al. (2014) unable to come to a common conclusion neither in the verbal nor in the figurative section. It seems that latent variables of the models proposed are used as explicit variables. Considering all these information, revealing the factor structure of the present study would be of no benefit in the practice.

The Turkish validity and reliability study of the Torrance Test of Creativity was conducted by Aslan in 2001. The Cronbach Alpha reliability coefficient was found to be between .50 and .56.

The Cronbach Alpha reliability coefficient for this study was found to be .62 for the Mothers' Shape Creativity Test, .90 for the verbal creativity test, .88 for the children's verbal creativity test, and .67 for the shape creativity test.

Data Analysis

Simple correlation (Pearson) was used by using SPSS 21 package program to determine the relationship between the data collected in the study and mothers and their children. In the data analysis regarding the predictive status of the total score and sub-dimensions, which are in a significant relationship according to the correlation results, simple linear regression analysis was performed since the analysis would be made with a single predictor and more than one predicted variable. The scoring conducted by two different specialists, blind to the scores given by each, revealed a correlation of .89 during the evaluation of the Torrance Test of Creativity. Evaluations were converted to standard scores and analyzed.

Results

The data of the Torrance Creativity Test obtained from the mother and child were analyzed and the results were tried to be explained in the tables below.

Table 1. Correlation results of the Children and Mothers obtained from Torrance Test of Creativity Figurative Section

		SUBDIMENSIONS OF TORRANCE TEST OF CREATIVITY FIGURATIVE SECTION ADMINISTERED TO CHILDREN					
		Abstractness of Titles	Enrichment	Resistance to Early Closure	Fluency	Originality	Total
SUBDIMENSIONS OF TORRANCE TEST OF CREATIVITY FIGURATIVE SECTION ADMINISTERED TO MOTHERS	Abstractness of Titles	.08	-.02	-.02	.06	.13*	.09
		.23	.67	.69	.30	.04	.16
		290	290	290	290	290	290
	Enrichment	.10	-.00	.01	-.01	-.00	.02
		.10	.97	.78	.78	.91	.71
		290	290	290	290	290	290
	Resistance to Early Closure	.06	-.04	.01	.07	.12	.09
		.30	.48	.86	.26	.06	.14
		290	290	290	290	290	290
	Fluency	.16*	.00	.04	.16*	.15*	.18**
		.01	.91	.46	.01	.02	.00
		290	290	290	290	290	290
	Originality	.13*	.02	.09	-.02	.14*	.11
		.04	.67	.17	.76	.03	.10
	290	290	290	290	290	290	
Total	.17**	-.00	.04	.10	.19**	.18**	
	.01	.93	.46	.11	.00	.00	
	290	290	290	290	290	290	

*p<.05 ** p<.01

According to Table 1, when the correlation between the sub-dimension and total scores obtained from the Torrance Test of Creativity Figurative Section administered to children are compared with the results obtained from Torrance Test of Creativity Figurative Section administered to the mothers are examined, it can be seen that there is a correlation between the abstractness of titles sub-dimension scores of the mothers and the originality scores of the children ($r=.13$; $p<.05$); mothers' fluency scores and children's abstractness of titles ($r=.16$; $p<.05$), fluency ($r=.16$; $p<.05$), originality ($r=.15$; $p<.05$) sub-dimension scores and children's creativity figurative form total scores ($r=.18$; $p<.01$); a positive and statistically significant relationship could be determined between the between mothers' originality scores and children's abstractness of titles ($r=.13$; $p<.05$) and originality ($r=.14$; $p<.05$); mothers' creativity figural form total scores, children's abstractness of titles ($r=.17$; $p<.01$), originality ($r=.19$; $p<.01$) and children's creativity figural form total scores ($r=.18$; $p<.01$).

Table 2. Simple Linear Regression Analysis comparison values for maternal creativity total score predictive modeling: Child creativity total score, child originality sub-dimension, child titles abstraction sub-dimension

Predicted Variables	B	Std. Error	β	t	p	R	R ²	Durbin-Watson
Constant	27.82	2.11		13.16	.00			
Total of Children Creativity	.14	.05	.18	2.70	.00**	.18	.03	1.78
Constant	7.38	.82		8.94	.00			
Originality of Children	.06	.02	.19	2.93	.00**	.19	.03	1.91
Constant	2.58	.60		4.29	.00			
Abstractness of Children	.03	.01	.17	2.60	.01*	.17	.03	1.95

* $p<.05$ ** $p<.01$

Predictor: Total Maternal Creativity Score

Predicted: Creativity total score of children, originality, abstractness of titles

When Table 2. was examined, it was determined that the predictor of the total score of maternal creativity, which was significantly correlated with the scores of the child creativity total score ($p<.01$), child originality ($p<.01$) and child titles abstraction ($p<.05$) sub-dimensions

scores, was statistically significant. The explanatory rate of the models was 3% ($R^2=.03$) for the child's total score, 3% ($R^2=.03$) for the child's originality score, and 3% ($R^2=.03$) for the children's titles' abstractness score. The predictors of maternal creativity total score were child originality sub-dimension ($\beta=.19$; $p<.01$) child titles abstraction sub-dimension ($\beta=.17$; $p<.05$) and child creativity total score ($\beta=.18$; $p<.01$), predicted positively and significantly. According to the findings, it was seen that the high scores of the mothers in the creativity test predicted the increase in the children's total creativity score, the originality sub-dimension, and the high scores they got in the abstractness of the titles sub-dimensions.

Table 3. Simple linear regression comparison values for predictive modeling of maternal fluency sub-dimension: Child creativity total score

Predicted Variables	B	Std. Error	β	t	p	R	R ²	Durbin-Watson
Constant	38.51	2.57	-	14.95	.00	-	-	-
Total of Children Creativity	.32	.04	-.14	2.13	.00*	.18	.03	1.83

* $p<.01$

Predictor: Maternal fluency sub-dimension

Predicted: Child creativity total score

When Table 3 was examined, it was determined that the model created for the predictor of the mother fluency sub-dimension score, which was found to be significantly correlated with the child creativity total score, was statistically significant ($t= 2.13$; $p<.01$). The explanatory rate of the model was found to be 3% ($R^2=.03$). Maternal fluency sub-dimension score predicts the child creativity total score ($\beta=-.14$; $p<.01$) positively and significantly. According to the findings, it was seen that the high scores of the mothers in the fluency sub-dimension predicted the increase in the total scores of the children in the creativity test.

Table 4. Correlation results of Torrance Creativity Test Verbal Test Scores obtained from children and mothers

SUBDIMENSIONS OF TORRANCE TEST OF CREATIVITY VERBAL TEST ADMINISTERED TO CHILDREN				
SUBDIMENSIONS OF TORRANCE TEST OF CREATIVITY VERBAL TEST ADMINISTERED TO MOTHERS	Fluency	Flexibility	Originality	Total
	Fluency	.03	.05	.04
	.59	.44	.53	.49
	290	290	290	290
Flexibility	.05	.09	.05	.07
	.44	.19	.41	.31
	290	290	290	290
Originality	.00	.01	.06	.03
	.91	.79	.38	.67
	290	290	290	290
Total	.03	.05	.05	.05
	.62	.43	.43	.47
	290	290	290	290

$p < .05$

According to Table 4, no significant correlation was found between the verbal form total score and sub-dimension scores obtained by the mothers from the Torrance Test of Creativity and the verbal form total and sub-dimension scores obtained by the children from the Torrance Test of Creativity. However, it is seen that the correlation values between them are very close.

Discussion

A significant correlation was found between the maternal creativity total scores of and children's total creativity scores, abstractness of the titles and the originality sub-dimension scores. It was determined that maternal creativity total score predicted child creativity total score, abstractness of titles and originality sub-dimensions of children positively and with statistical significance. Considering that the abstractness of titles is defined as the ability the essence of an issue and catching it in an abstract title (Cho et al., 2010), the study conducted by Bishop and Chace's (1971) supports the outcomes of the present study. In their study conducted with 3-4 year olds and their parents, Bishop and Chace (1971) have analyzed

the games they were playing and their home environments. As a result of the study, it was revealed that the mothers of creative children were able to think more abstractly in terms of concepts compared to the mothers of children with less creativity. It has been seen that the games and activities offered by the mothers of creative children include more complex and abstract concepts. In addition, Bishop and Chace used Harvey Cards as study materials. The aim of Harvey cards is helping individuals to get rid of the pressure of consciousness and judgment and to come up with creative and original ideas (Onur & Zorlu, 2017). This information suggests that creative mothers may also affect the originality dimensions of their children. Onur and Zorlu (2017) also found a significant correlation between Harvey cards scores and creativity in their study. Another outcome of the present study is the statistically significant correlation between mothers' figurative creativity abstractness of title sub-dimension scores and children's figural creativity and originality sub-dimension scores, suggesting that there is a strong correlation between abstractness of titles and originality. Dewing and Taft (1973) had determined that mothers of creative girls are more "complex", have more unusual, unconventional interests, and girls who are less creative have a greater number of interests compared to their mothers. Whereas the study of Dewing and Taft supports that mothers' creativity significantly predicts children's originality dimensions, it also supports significant correlations between mothers' originality scores and children's originality and abstractness of titles sub-scores.

A positive and statistically significant correlation was also determined between mothers' figurative fluency sub-dimension scores and children's abstractness of titles, originality, and figurative creativity. It has been determined in the present study, that the figurative creativity fluency sub-dimension scores could predict positively and significantly the figurative creativity total scores of children. Creativity is attributed generally to two skills. Fluency is one of these skills and is defined as the ability to create many ideas. Moreover, it is a common feature in all creativity related tests (Cho et al., 2010). Clark & Mirels (1970) have

suggested that wherever correlations are found between high creativity indices, it is because of the fluency dimension that affects all scores. However, studies on the fluency hypothesis could not support this hypothesis. Snyder et al. (2004) have made a similar claim stating that an individual's creativity is based on ones' intellectual fluency. The only proven manifestation of creativity is creation itself and this is enabled through mental fluency. The claims of Cho et al. and Snyder et al. are that fluency scores highly affect the overall score of creativity. It is thought that these claims support the result obtained in the present study that mothers' fluency scores significantly predict children's creativity scores. Richmond's (1966) results determining a very high correlation between the fluency and originality scores of twin pairs ($R=.86$) is likewise a result supporting the results of the present study.

No statistically significant correlation could be determined between maternal verbal creativity total score and sub-dimension scores and the verbal creativity total and sub-dimension scores of the children. Whereas the maternal figurative creativity significantly predicted children's figural creativity, the lack of a significant correlation between mothers' verbal creativity skills and children's verbal creativity skills suggests that the effects of environment and heredity on creativity are complex. Velázquez et al. (2015) used "draw a human test" in their study on 122 twins and as a result they found that the creativity of the twins was close to each other. Nichols (1978) analyzed 10 studies with twins and concluded that heredity has an effect on creativity. The three-dimensional spatial ability genes of the North American Eskimo that enable them to produce their unique stone carvings (Vernon, 1989), from Kodand' to Lutfulla Fozilov and from Hiva' to Madraim Otajonov, handing down the art from generation to generation, Jurakul's family pottery for 300 years, the continuing successful carpentry of Toir Tukhtakhodjaevs from Tashkent of their ancestors (Khudoikulovna, 2021), and the perfect performance of Mozart who happens to have a musician father, both in music and composition perfectly at the age of 6 (Vernon, 1989) are among

the examples considered to be an evidence of transfer in creativity. However, when these examples and studies that prove the hereditary part of creativity are examined, it is seen that they are generally confined with applied arts and constitute formal creativity splendid examples. The use of drawings in the study of Velázquez et al. (2015) also refers to formal creativity.

This information explains the results obtained in this study explaining that mothers' figurative creativity scores significantly predict children's figurative creativity. The lack of a relationship between mothers' verbal creativity and children's verbal creativity suggests that verbal creativity may not be transfer and may be more open to environmental effects. Alptekin et al. (2021) concluded in their study that children's social problem-solving skills significantly predicted their verbal creativity. Likewise, the present study also supports the conclusion that the environmental factors and social milieu are more effective than transfer in the development of verbal creativity.

References

- Aldous, J. (1973). Family background factors and originality in children. *Gifted Child Quarterly*, 17(3), 183-192.
- Almeida, L. S., Prieto, L. P., Ferrando, M., Oliveira, E., & Ferrándiz, C. (2008). Torrance Test of Creative Thinking: The question of its construct validity. *Thinking Skills and Creativity*, 3, 53-58.
- Alptekin, A., Sarıkaya, A., & Güler, M. (2021). Examination of the relationship between the creativity and social skills of primary school children. *Early Child Development and Care*, 2465-2474.
- Aranguren, M. (2014). Validez de constructo del Test de Pensamiento Creativo de Torrance en una muestra de jóvenes argentinos. *Anuario de Psicología/The UB Journal of Psychology*, 44, 55-70.
- Aslan, E. (2001). Torrance Yaratıcı Düşünce Testi'nin Türkçe versiyonu. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 14(14), 19-40.

- Barron, F., & Parisi, P. (1976). Twin resemblances in creativity and in esthetic and emotional expression. *Acta geneticae medicae et gemellologiae: twin research*, 25(1), 213-217.
- Bishop, D. W., & Chace, C. A. (1971). Parental conceptual systems, home play environment, and potential creativity in children. *Journal of Experimental Child Psychology*, 12(3), 318-338.
- Cantey, R. E. (1973). *The relationship of father-absence, socio-economic status, and other variables to creative abilities in fifth-grade boys*. University of Southern California.
- Cho, S. H., Nijenhuis, J. T., Van Vianen, A. E., KIM, H. B., & Lee, K. H. (2010). The relationship between diverse components of intelligence and creativity. *The Journal of Creative Behavior*, 44(2), 125-137.
- Cicirelli, V. G. (1967). Sibling constellation, creativity, IQ, and academic achievement. *Child Development*, 38 (2), 481-490.
- Clark, P. M., & Mirels, H. L. (1970). Fluency as a pervasive element in the measurement of creativity 1. *Journal of Educational Measurement*, 7(2), 83-86.
- Cropley, A. J. (2000). Defining and measuring creativity: Are creativity tests worth using?. *Roeper review*, 23(2), 72-79.
- Dewing, K., & Taft, R. (1973). Some characteristics of the parents of creative twelve-year-olds. *Journal of Personality*, 41(1), 71-85. <https://doi.org/10.1111/j.1467-6494.1973.tb00661.x>
- Dixon, J. (1979). Quality versus quantity: The need to control for the fluency factor in originality scores from the Torrance Tests. *Journal for the Education of the Gifted*, 2, 70-79.
- DREVDAHL, J. E. (1964). Some developmental and environmental factors in creativity. In C. W. Taylor (Ed.), *Widening horizons in creativity*. New York: Wiley.
- Domino, G. (1969). Maternal personality correlates of sons' creativity. *Journal of Consulting and Clinical Psychology*, 33(2), 180.
- Ellinger, B. D. (1966). The Genesis of Creativity. *The Reading Teacher*, 19 (7), 493-497.
- Fearon, D. D., Copeland, D., & Saxon, T. F. (2013). The relationship between parenting styles and creativity in a sample of Jamaican children. *Creativity Research Journal*, 25(1), 119-128.
- Ferrando, M., Ferrándiz, C., Bermejo, M., Sánchez, C., Parra, J., & Prieto, M. D. (2007). Estructura interna y baremación del Test de Pensamiento Creativo de Torrance. *Psicothema*, 19, 489-496.
- Guilford, J.P. (1968). *Intelligence, creativity, and their educational implications*. San Diego, CA: Robert Knapp.
- Heausler, N. L., & Thompson, B. (1988). Structure of the torrance tests of creative thinking. *Educational and Psychological Measurement*, 48, 463-468.
- Hocevar, D. (1979). The unidimensional nature of creative thinking in fifth grade children. *Child Study Journal*, 9, 273-278.
- Khudoikulovna, M. F. (2021, March). The role of heredity in the development of creativity. *Euro-Asia Conferences*, 4(1), 5-6.
- Kim, K. H. (2006). Is creativity unidimensional or multidimensional? Analyses of the Torrance Tests of Creative Thinking. *Creativity Research Journal*, 18, 251-260.
- Kim, K. H., Cramond, B., & Bandalos, D. (2006). The latent structure and measurement invariance of score on the Torrance Tests of Creative Thinking-Figural. *Educational and Psychological Measurement*, 66, 459-474.
- Krumm, G., & Lemos, V. (2010). Análisis preliminar de la validez de constructo del Test de Pensamiento Creativo de Torrance (TTCT), verbal Forma B. *Acta Psiquiátrica y Psicológica de América Latina*, 56, 168-173.
- Krumm, G., Aranguren, M., Arán Filippetti, V., & Lemos, V. (2014). Factor structure of the Torrance Tests of Creative Thinking Verbal Form B in a Spanish-speaking population. *The Journal of Creative Behavior*, 50, 150-164.
- Krumm, G., Lemos, V., & Arán Filippetti, V. (2014). Factor structure of the Torrance tests of creative thinking figural form B in Spanish-speaking children: Measurement invariance across gender. *Creativity Research Journal*, 26(1), 72-81.
- Lubart, T. I. (1996). Investing in creativity. *American Psychologist*, 51(7), 677-688.
- Nichols, R. C. (1978). Twin studies of ability, personality, and interests. *Homo*, 29, 158-173.
- Noorafshan, L., & Jowkar, B. (2013). The effect of emotional intelligence and its components on creativity. *Procedia-Social and Behavioral Sciences*, 84, 791-795.

- Onur, D., & Zorlu, T. (2017). Tasarım stüdyolarında uygulanan eğitim metotları ve yaratıcılık ilişkisi. *The Turkish Online Journal of Design Art and Communication*, 7(4), 542-555.
- Pavill, B. (2011). Fostering creativity in nursing students: A blending of nursing and the arts. *Holistic Nursing Practice*, 25(1), 17-25.
- Scott, G., Leritz, L. E., & Mumford, M. D. (2004). The effectiveness of creativity training: A quantitative review. *Creativity Research Journal*, 16(4), 361-388.
- Snyder, A., Mitchell, J., Bossomaier, T., & Pallier, G. (2004). The creativity quotient: An objective scoring of ideational fluency. *Creativity Research Journal*, 16(4), 415-419.
- Torrance, E. P. (1998). *The Torrance tests of creative thinking: Norms-technical manual figural (streamlined) forms A & B*. Bensenville, IL: Scholastic Testing Service.
- Torrance, E. P., & Ball, O. E. (1984). *The Torrance tests of creative thinking: Streamlined scoring guide Figural A and B*. Scholastic Testing Service.
- Torrance, E. Paul (1974). *Torrance Test of creative thinking, norms-technical manual*. Scholastic Testing Service, Inc.
- Torrance, E. P. (1993). Understanding creativity: Where to start? *Psychological Inquiry*, 4, 232-234.
- Velázquez, J. A., Segal, N. L., & Horwitz, B. N. (2015). Genetic and environmental influences on applied creativity: A reared-apart twin study. *Personality and Individual Differences*, 75, 141-146.
- Vernon, P. E. (1989). The nature-nurture problem in creativity. In *Handbook of creativity* (pp. 93-110). Springer, Boston, MA.
- Weisberg, P. S., & Springer, K. J. (1961). Environmental factors in creative function: A study of gifted children. *Archives of General Psychiatry*, 5(6), 554-564.
- Yıldız Çiçekler, C., & Aral, N. (2021). An investigation of preschool children's creativity in terms of their courage value and competition. *Early Child Development and Care*, 1-10.
- Zarea, E., Pasha Sharifi, H., & Bagheri, N. (2016). Contribution of heredity and environment in creativity high school students in Tehran. *Psychometry*, 4(13), 1-15.

Forced Migrant: The Factors Contributing to Social Functionality of Syrian Youth

Ahmed Taha Arifoğlu¹ | Orhan Koçak²

¹ Social Worker, Istanbul University-Cerrahpasa Istanbul

/Türkiye

ORCID: [0000-0002-2857-3148](https://orcid.org/0000-0002-2857-3148)

E-Mail:

ataharifoglu@gmail.com

² Prof. Dr., Istanbul University-Cerrahpasa Istanbul / Türkiye

ORCID: [0000-0002-0281-8805](https://orcid.org/0000-0002-0281-8805)

E-Mail:

orhan.kocak@istanbul.edu.tr

Corresponding Author:

Ahmed Taha Arifoğlu

Abstract

Forced migrants face many problems during the forced migration process. At the forefront of these problems is the negative impact of the forced migration process on their social functionality. The aim of this study is to investigate the factors contributing to the social functionality of Syrian youth under temporary protection status in Turkey. The sample of the study consisted of 326 young Syrian forced migrants aged 18 to 29 who are under temporary protection status in Turkey and was conducted in Istanbul, Sakarya, and Izmir. The study was carried out with the quantitative method and snowball sampling. The obtained data were evaluated by correlation, mediator and moderator analysis methods. According to the data obtained in the study, Perceived social support and satisfaction with life have a significant effect on social functionality. Satisfaction with life has a full mediating effect on the effect of perceived social support on social functionality. In other words, as a Syrian youth's perceived social support grows, so does their social functionality, and satisfaction with life has a full mediating positive effect on this relationship. Planning activity, which is an active coping strategy, has a positive moderating effect on the connection between perceived social support and social functionality, according to this model. In this context, social work practice with a multidimensional community is recommended.

Keywords: Active Coping, Satisfaction with Life, Perceived Social Support, Social Functionality, Young Refugee.

Öz

Zorunlu göçmenler, zorunlu göç sürecinde çok sayıda sorun yaşamaktadır. Bu sorunların başında zorunlu göç sürecinin sosyal işlevselliklerini olumsuz etkilemesi gelmektedir. Bu çalışmanın amacı Türkiye'de geçici koruma statüsü altındaki Suriyeli gençlerin sosyal işlevselliğine katkı sunan faktörleri araştırmaktır. Araştırmanın örneklemini Türkiye'de geçici koruma statüsü altında bulunan 326 Suriyeli genç zorunlu göçmen oluşturmaktadır. Çalışma nicel yöntem, kartopu örnekleme ile yapılmıştır. Elde edilen veriler korelasyon, aracı ve düzenleyici analiz yöntemleriyle değerlendirilmiştir. Çalışmada elde edilen verilere göre yaşam doyumu ve algılanan sosyal desteğin sosyal işlevsellik üzerinde anlamlı etkisi bulunmaktadır. Algılanan sosyal desteğin sosyal işlevsellik üzerindeki etkisinde yaşam doyumu tam aracı etkide bulunmaktadır. Buna göre Suriyeli gençlerin algılanan sosyal destekleri arttıkça sosyal işlevselliği artmakta, bu ilişkiye yaşam doyumu tam aracı olarak pozitif etki etmektedir. Bu modele göre aktif başatma stili olan planlama yapma algılanan sosyal destek ile sosyal işlevsellik arasındaki ilişkiye pozitif düzenleyici etkide bulunmaktadır. Çözüm için çok boyutlu toplulukla sosyal hizmet uygulaması tavsiye edilmektedir.

Anahtar Kelimeler: Aktif Başatma, Yaşam Doyumu, Algılanan Sosyal Destek, Sosyal İşlevsellik, Genç Mülteci.

November 2022

Volume:19

Issue:50

DOI: [10.26466/opusjsr.1160988](https://doi.org/10.26466/opusjsr.1160988)

Citation:

Arifoğlu, A. T. and Koçak, O. (2022). Forced migrant: The factors contributing to social functionality of Syrian youth. *OPUS- Journal of Society Research*, 19(50), 807-823.

Introduction

Except Syria, neighboring countries are the most affected by the Syrian civil war. Because of the events in Syria, these countries are seeing massive migration movements (Deniz et al., 2016). The number of registered Syrians in Türkiye as of the end of June 2021 was 3.684.412 (Refugees Association, 2021). When Syrians fleeing the war were first admitted to Türkiye in 2011, Türkiye assumed the war would be short-lived and adopted a migration management strategy based on an emergency perspective oriented "guests," with the expectation that the Syrians admitted to the country would return to their home countries after the war (Eren, 2018).

Until the end of 2013, when mass migration was relatively low, public perception of 'hospitage' led to significant breaks with the increasing continuation of mass migration and its tendency to become permanent. In a study conducted in 2015 on Syrians' daily life practices, it was found that locals blamed Syrians for problems in areas such as health, trade, and security, as well as access to public services, and refused to rent a house to them or interact with them in their social lives (Deniz et al., 2016). Furthermore, in studies conducted in 2019 and 2020, it was found that the perception of Syrians as the second most important problem in Türkiye after the economy, that they are the cause of unemployment, that they are not victims of war, that they are responsible for disruptions in public services, and that the state treats Syrians better than their own citizens has grown. (İstanbul, 2020; İstanbul, 2019).

Young refugees and asylum seekers experience many psychological and social problems during the forced migration process. One of these issues is that the forced migration process causes social and psychological problems in the process of youth identity formation. Therefore, social work intervention should develop practices aimed at mitigating the negative effects of these radical changes while also contributing to social functionality (Buz & Dikmen, 2020).

The factors that have a positive influence on the social functionality of Syrian youth in Türkiye

under temporary protection were examined in this study. The effects of young people's perceived social support, satisfaction with life, and active coping style planning on their social functionality were tested as mediators and moderator. Educational background and their friendship with Turkish people were used as control variables.

This study is based on the theory of ecological systems. This theory was first used in the field of social work in 1979 when C. Germain defined it as harmony balance. Since the basic acceptance of the theory is that humans are creatures that are constantly interacting with their environment, they must have a mutually harmonious relationship with their environment. (Teater, 2015, p.33-38). According to a study conducted by Yüksek, Tekin, and Taşkın (2021), Syrian youth dropped out of school during and after migration, the areas where they could socially communicate with their Turkish peers were limited, their Turkish language knowledge was lacking, and they were constantly subjected to violence and discrimination in social life. Furthermore, it has been observed that Syrian youth want to establish a life in Türkiye, have future plans in this regard, start a business, and attend university. The findings indicate that the social work intervention should be multidimensional in order to help forced migrants adapt to their new social environment and strengthen their social functionality. One of these factors is increasing refugees' perceived social support. However, studies indicate that perceived social support alone does not have a significant effect on social functionality (Kararmak & Önder, 2020; Hynie et al., 2011). Satisfaction with life and active coping styles become more important in this context. There are studies in the literature showing that satisfaction with life mediates the effect of perceived social support on social functionality (Kristiansen et al., 2006; Fernandez et al., 2015; Birman et al., 2014). Simultaneously, studies show that active coping styles are an intervention area that protects against trauma while also strengthening mental health and social functionality (Cardoso, 2018; Chemin, 2017; Ahmad et al., 2020).

In this context, the study began with the question of what factors positively affect the social functionality of young Syrian forced migrants in Türkiye. The study's most striking finding is that planning, an active coping style, has a positive moderating effect on the relationship between perceived social support and social functionality. In other words, a high planning coping style leads to a better perception of the individual's perceived moral and material social support opportunities and increases social functionality. On the other hand, a low planning coping style results in a lower perception of perceived social support and increases social functioning less. Satisfaction with life has a mediating effect on the effect of perceived social support of social functionality. On the other hand, it was found that high levels of education positively affect their satisfaction with life, and having a Turkish friend positively affects their social functionality as well as their satisfaction with life.

Literature

Perceived Social Support, Satisfaction with Life and Social Functionality in the Forced Migration Context

Ecology is the study of an organism's relationship with its environment. Ecological systems theory emphasizes the individuals' interaction with their environment. The concept of ecology was first used in behavioral sciences by psychologist Roger Barker in 1965, and it was introduced to social work literature in 1979 by Carel Germain, who defined ecology as harmony balance. When the mutual demands of the individual and the environment are met, an individual-environment harmony balance emerges, and this harmony balance contributes to the individual's psychosocial state and personal development (Duyan, et al., 2014; Danış, 2006).

Individuals, according to ecological system theory, are entities that interact with many systems, particularly family, friends, cultural values, education system, and working life. This theory investigates the current level of harmony between the individual and the environment, which includes these systems, and is based on the

assumption that each individual has a positive level of harmony with his environment. It assumes that every person is capable of adapting to their environment, reducing stress in the face of stressful events, and promoting positive personal development. The theory's main reference point is that it assumes people will contribute to their psychosocial health, competence, and personal development as long as they maintain harmony and balance with their environment. According to this theory, social problems are primarily caused by interactions between individuals and their environment (Danış, 2006; Hartmann, 2016; Teater, 2015). In this regard, human development, as well as the realization of one's competence, potential, and independence, are dependent on the strong harmonious relationship one establishes with one's environment (Hartmann, 2016). However, because forced migrants are suddenly subjected to environmental change, their ecological balance has deteriorated. This situation also has a negative psychological and social impact on forced migrants (Ergin, 2020; Tuzcu & Bademli, 2014; Akıncı et al., 2015).

The aim of the ecological approach is to help the individuals' family and social environment resources work better by focusing on the system they are in. This theory includes the aim of social work, which is to add social functionality to human life (Payne, 2020, p.240-241). This theory aims to improve an individual's social functionality by implementing various interventions for the individual and/or his environment in order to achieve individual-environment harmony (Teater, 2015, p.37). The following research question was developed using research theory literature.

Research Question: What are the Factors Contributing to the Social Functioning of Syrian Youth?

In social work for refugees and asylum seekers, it is critical to assist applicants in using their social resources to establish, protect, and increase the social functionality of the individual, family, and social groups they are a part of, as well as to ensure the development of these structures (Duyan, 2003). Because the psychosocial difference between migration and exile is determined by the social

support perceived by the person during the forced migration process (Akhtar, 2018; Bhugra, 2004).

Natural social support resources play an important role in refugees' and asylum seekers' psychosocial well-being and adaptation to the new physical, institutional, and socio-cultural structure. Because when refugees and asylum seekers require assistance, they usually turn to easily accessible and trustworthy sources. These resources are usually people who understand their situation and believe that the assistance they will receive will be inexpensive and will stigmatize them less. These features characterize the social support provided by family, friends, and other acquaintances (Plaza, et al., 2006; Day, et al., 2007). Social support is defined as interactions with family members, friends, peers, and professionals who convey information, respect, and financial or emotional help. The main determinant of health is social support, which is essential for maintaining psychosocial well-being as well as access to food, shelter, income, health services, and social opportunities. Increased social support for forced migrants lowers the risk of social cohesion and psychological health issues that may arise during this process (Simich et al., 2005).

There are studies indicating that perceived social support alone is insufficient to improve the mental health and social functionality of a forced migrant. According to these studies, an increase in perceived social support has a positive effect on satisfaction with life (Young, 2005; Ayon & Naddy, 2013; Thoits, 1982; Kasprzak, 2010). Also, numerous studies have found a link between satisfaction with life and social support. Other studies on this subject suggest that satisfaction with life moderates the effect of perceived social support on psychological adaptation (Kristiansen et al., 2006; Fernandez et al., 2015; Birman et al., 2014).

The ability of an individual to meet the basic needs of social roles deemed necessary by the social environment is referred to as social functionality. These needs include access to food, shelter, and health care, as well as people and resources to protect the person from harm and provide social acceptance and support (Duyan,

2003). Since forced migration includes situations such as exposure to violence and abuse, uncertainty about the future, deterioration of the social environment, discrimination, difficulty in accessing job opportunities, and a lack of social support and interaction (Tuzcu et al., 2014; Özcan, 2019), it impairs a forced migrant's social functionality.

When the literature is examined, it is determined that perceived social support will play an important role in increasing satisfaction with life and social functionality (Bloom & Spiegel, 1984; Lamis et al., 2014; Tsai et al., 2012). The following hypothesis has been established based on the literature.

Hypothesis 1 (H1). There is a positive correlation between perceived social support, satisfaction with life, and social functionality.

Perceived Social Support and Social Functionality

There are many studies that show that social adaptation and psychological problems that can be observed in forced migrants are not a standard result of forced migration. The common finding of these studies is that the reasons that cause these problems are the low social support perceptions of forced migrants, their frequent preference to use negative coping styles, and low satisfaction with life perceptions.

When forced migrants require assistance, they usually turn to easily accessible and trustworthy sources. These resources are usually people who understand their situation and believe that the assistance they will receive will be inexpensive and will stigmatize them less. These people are usually their family, friends, and members of their own social networks (Plaza et al., 2006; Day, et al., 2007). However, forced migrants arrive in their destination country lacking language skills, financial resources, and the practical skills required for social life and the labor market. They need both material and moral assistance. They may come from distinct cultural backgrounds in their new environment (Ward et al., 2001, p.213).

Because of their social and economic disadvantages, they settle in poor neighborhoods and have limited access to food, health services, shelter, legal documentation, and material resources, including their basic rights, when they migrate to a new country.

The concept of perceived social support is prominent in the studies of Kararımak and Önder (2020) and Acartürk (2016) which examine the literature between forced migration experience and mental health. According to these studies, forced migrants lack social support because they are socially and psychologically alien to the host culture. It is discussed that this situation has a negative impact on their psychosocial well-being and prevents them from using healthy stress coping strategies. According to another study conducted by Hynie et al. (2011), it was found that having a social support network has a positive effect on one's physical and mental health. The study by Özcan (2019) confirms the previous studies. It is considered that as the social support of Syrian, Afghan, and Iraqi migrant students in Türkiye increases, it contributes to their mental and physical health and also serves their cultural harmony. The following hypothesis has been established based on the literature.

Hypothesis 2 (H2): Perceived social support has a positive direct effect on the social functionality.

Satisfaction with Life and Social Functionality

Satisfaction with life reflects the gap between one's expectations for the future and what one currently has. The greater the disparity between one's expectations and the things one has currently, the lower one's satisfaction with life (Koçak, 2021). Many studies in the literature have found that low satisfaction with life causes a variety of mental health problems, particularly depression (Lombardo et al., 2018; Moksnes et al., 2014). Furthermore, there are studies in the literature that show that low satisfaction with life and mental health problems both affect and are affected by one another (Fergusson, et al., 2015).

However, there are studies in the literature that show a negative relationship between satisfaction with life and depression, arguing that a person

cannot be both happy and depressed (Headey et al., 1993). Furthermore, the findings of a study examining the relationship between psychological well-being and social functionality show that satisfaction with life acts as a mediator between these two (Guzmán et al., 2020). The following hypothesis has been established based on the literature.

Hypothesis 3 (H3): Satisfaction with life has a positive direct effect on social functionality

Syrian Youth in Türkiye

According to the International Crisis Group's (2019) field research in Şanlıurfa, Syrian youth do not receive as much support as they need in social, economic, health, and education areas, job opportunities are limited, and many young people work under poor conditions to make a living rather than attending school, and existing jobs have long hours and low wages. It has been determined that most young people suffer from psychosocial trauma, do not receive treatment for it, and are constantly subjected to discrimination in social situations; it is also emphasized that young people try to cope with anger and resentment. It has been argued that the overall process disadvantages young people and impedes their integration into Turkish society. The following hypothesis has been established based on the literature.

Hypothesis 4 (H4): Educational background has a positive direct effect on satisfaction with life.

Hypothesis 5 (H5): Educational background has a positive direct effect on social functionality.

According to the study of Yüксеker, Tekin, and Taşğın (2021), which focuses on the daily life experiences of Syrian youth in Küçükçekmece and Sultanbeyli, Syrian youth are disconnected from school during and after migration, the public spaces they can socially interact with Turks are limited, their knowledge of Turkish language is weak, they face violence and discrimination on the street, but they have future plans, they want to start a business and study at university.

Attar and Küçükşen's (2019) study, which is based on the problems that students face at Mersin University, found that Turkish and Syrian young people are strangers to each other and avoid social interaction. Another finding of the study is that Syrian youth believe they are subjected to bad behavior and discrimination at university. Furthermore, Syrian youth stated that they do not speak Turkish well and that if they did, they would engage in more frequent dialogue with Turks. The following hypothesis has been established based on the literature.

Hypothesis 6 (H6): Turkish Friend Presence has a positive direct effect on social functionality.

Hypothesis 7 (H7): Turkish Friend Presence has a positive direct effect on satisfaction with life.

Mediating Effect of Satisfaction with Life and Perceived Social Support on Social Functionality

In terms of physical and mental health, social support, and effective social adaptation play an important role in promoting preventive and health-protective behaviors. The study of social support among forced migrants focuses on factors that influence subjective well-being, or satisfaction with life (Hombrados-Mendieta, et al., 2019). Forced migration has a psychological and social impact on individuals. In this rapidly evolving process, various life changes such as housing, finance, health, work, and education complicate forced migration and reduce satisfaction with life (Durak, et al., 2019).

According to studies examining the relationship between social support and satisfaction with life, an increase in perceived social support influences satisfaction with life (Young, 2005; Ayon & Naddy, 2013; Thoits, 1982; Kasprzak, 2010). Other studies on this subject found that satisfaction with life moderates the effect of perceived social support on psychological adaptation (Kristiansen et al., 2006; Fernandez et al., 2015; Birman et al., 2014).

According to the literature on the subject, methods that will allow them to interact with other

individuals in society continuously and sustainably should be developed in order to protect and develop the social functionality of forced migrants. Furthermore, it is stated in the study that forced migrants have greater economic control in their new social environment (Tuzcu & Bademli, 2014).

When the relevant literature is examined, it is determined that social support, satisfaction with life and active coping styles will play an important role in increasing social functionality (Bloom & Spiegel, 1984; Lamis et al., 2014; Tsai et al., 2012). The following hypothesis has been established based on the literature.

Hypothesis 8 (H8): Satisfaction with life has a mediating effect of the impact of perceived social support of social functionality.

The Moderating Effect of Active Coping Style Planning on Perceived Social Support and Social Functioning

Another notable feature of traumatized migrant communities with traumatic life experiences caused by forced migration is that, despite the high risk, many of them do not develop mental disorders. As a concept, 'resilience' encompasses all the factors that prevent the development of mental disorders in an individual in the face of adversity. The individual's response to stress, or coping style, and the level of perceived social support during the time they are exposed to this stress are at the forefront of these factors (Siriwardhana & Stewart, 2013). The person forced to migrate constantly strives cognitively and emotionally to meet and adapt to the ever-changing environmental, psychological, and social demands. In order to adapt to these stressful life events, the individual develops various cognitive and emotional styles, which are referred to as coping styles (Cardoso, 2018).

Coping styles are defined as the approaches, skills, and abilities that people use in their daily lives to face and manage social and environmental stressors, as well as to prevent and/or minimize stress-related problems or illnesses. Many coping

styles can be classified into two groups. These are positive active coping styles and negative maladaptive coping styles (Solberg, et al, 2021).

Various studies show that active coping styles are a feature that develops independently of the stressful situation, have a protective effect against stress, and contribute to an individual's psychosocial well-being (Afshar, et al., 2015; Watson & Hubbard, 1996; Lu & Chen, 1996). According to research conducted on unaccompanied Latino youth who fled internal conflicts in South America and sought refuge in the United States, strengthening and displaying active coping styles is an intervention area that protects against trauma, strengthens mental health, and increases young people's well-being (Cardoso, 2018).

Furthermore, various studies argue that coping styles still need to be investigated empirically in order to generalize the functions of coping with stress buffering and contributing to psychosocial well-being in the forced migrant population exposed to stress (Solberg, et al., 2021). Social support represents the material and spiritual resource, and social functionality represents the ability of the person to meet the basic needs of the social roles deemed necessary to be fulfilled by society. The following hypothesis has been established based on the literature.

Hypothesis 9 (H9): Planning, an active coping style, has a positive moderating effect on the relationship between perceived social support and social functionality.

Content of The Present Study

Many studies have been conducted on the perceptions of social exclusion and vulnerability risks among Syrian youth in their tenth year in Türkiye. The aim of this study is not to draw attention to these risks, but to strengthen Syrian youth's social functionality in the face of social exclusion, discrimination, material, and moral disadvantages that they experience or may experience in their daily lives, and thus to ensure their full participation in Turkish society with individual-environment harmony. Figure 1 shows the conceptual model of the study.

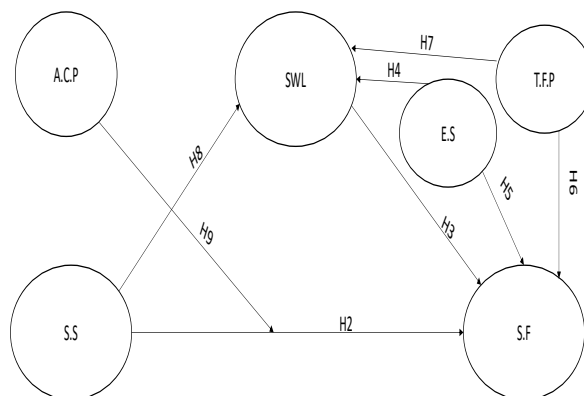


Figure 1. The Research Model

*SS: Social Support *A.C.P: Active Coping Planning *SWL: Satisfaction with Life *SF: Social Functioning *E.S: Education Status *T.F.P: Turkish Friend Presence

Method

Methodology

This study is based on the quantitative method. The sampling method of the study is snowball sampling. (Berg & Lune, 2015, p.71-72). The population of the study includes people from Sakarya, İzmir, and İstanbul. Since İstanbul and İzmir are provinces where Syrian citizens under temporary protection status live densely in terms of population, they were chosen as target population of the research. The reason why Sakarya was chosen as the target population is due to the researcher's aim of reaching the target group by using his social resources. The sample is 326 Syrian youth between the ages of 18-29 living in these 3 provinces, and under temporary protection status. Provinces comprising the target population of the research constitute the study group. The research first started in the Sakarya field. Syrian youth between the ages of 18-29 were interviewed from Sakarya Sakva and Yedirenk Student Association in Sakarya, their answers were received to the questionnaires, and then the questionnaires were delivered to their acquaintances with relevant qualifications. In

addition, the Sakarya field was completed with the support of Syrian translators working in Sakarya Provincial Migration Administration, Sakarya Provincial Directorate of National Education, Syrian citizens who came to Sakarya 5th Notary Public, and Syrian nurses and doctors working in Sakarya Karaman Migrant Health Center. Then, the Izmir field was started and completed by volunteer Syrian youth in Izmir Turkish Red Crescent Community Center. The Istanbul field was continued and completed by Syrian translators working at HAK Humanitarian Relief Association.

During this process, the link to the Google Forms questionnaires was sent via WhatsApp to the participants mentioned as well as employees working in the institutions in order to reach those who are unable to deliver the physical questionnaires in practice. Google Forms and physically collected questionnaires were used to collect answers. The answers were coded and translated into Turkish by an Arabic translator before being analyzed with SPSS Process using model 5, which is the conceptual model of the research question.

Data Collection Tools

Personal Information Form: This form was prepared by the researcher in order to collect information about the socio-demographic characteristics of the participants as a data collection tool.

Coping Styles Scale Short Form: Carver et al. (1997) developed this form, and Bacanlı et al. (2013) conducted a Turkish validity and reliability study of the Coping Styles Scale short form. This scale has 14 factors in total, with each factor representing two items. Each factor is assessed independently of the others. Low scores indicate that the coping style subscale is used less frequently, while high scores indicate that it is used more frequently.

Active coping styles include planning, abandoning other activities, limiting oneself, and utilizing instrumental social support. Problem-

focused coping styles include emotional social support seeking, positive reinterpretation, acceptance, humor, tend toward religion, focusing, and revealing emotions. Behavioral and mental disengagement, substance and alcohol use, denial and representation are all examples of dysfunctional and maladaptive coping styles (Bacanlı et al., 2013).

In the Turkish validity and reliability study, the reliability coefficient of instrumental social support was 0.78, humor was 0.92, focusing and expressing emotions was 0.70, substance and alcohol use was 0.84, acceptance was 0.56, quitting other activities was 0.50, tending toward religion 0.90, denial was 0.69, behavioral disinterest was 0.59, mental disinterest was 0.62, self-limitation was 0.39, positive reinterpretation was 0.76, using emotional social support was 0.85, and planning was 0.70 (Bacanlı et al., 2013).

Since only the planning coping style was discussed in this study, its alpha and KMO values were given. Alpha value is 0.70, while KMO value is 0.726.

Multidimensional Scale of Perceived Social Support: This scale has 12 questions, each with four items, and three groups based on the person's source of social support. These may be family members, friends, and special people. A high score indicates that one has a lot of social support. Eker et al. (2001) assessed the Turkish validity and reliability of this scale, which was developed by Zimet et al. (1988). The family sub-dimension has an alpha value of 0.85, the friend sub-dimension has an alpha value of 0.88, the special person sub-dimension has an alpha value of 0.92, and the total alpha value of the sub-dimensions is 0.89 (Eker, et al. 2001).

According to the data obtained in this study, the Alpha value of the special person sub-dimension was 0.842, the KMO value was 0.778, the alpha value of the family sub-dimension was 0.803, the KMO value was 0.760, the alpha value of the friend sub-dimension was 0.864, the KMO value was 0.762, the alpha value of the general form of the scale with all sub-dimensions added is 0.899 KMO value is 0.878

Social Adaptation Self-Evaluation Scale: Turkish validity and reliability research made by Akkaya, et al. (2008). It consists of 21 questions. Questions 1 and 2 are answered based on whether the participant is employed. The lowest possible score for each question is 0, and the highest possible score is 3. If the total score of those who answered this scale is less than 35, it is considered a problem in the individual's social functioning. It is assumed that those with a total score of 35 and above have normal social functionality. The scale items examine four aspects of social functioning. These are people's self-perceptions, their interest in various roles in daily life, and their satisfaction, motivations, and behaviors. However, the items have a consistent structure and are evaluated using a single factor. Cronbach's alpha value is 0.90.

Questions 1,2,4,18 and 21 in this 21-item scale measuring social functioning were excluded because the factor loads were not distributed correctly. Analysis was done on 16 questions. The alpha value obtained in this study is 0.792 and the KMO value is 0.837.

Satisfaction with Life Scale: Developed by Diemer et al. (1985), the satisfaction with life scale, which was validated and reliable in Turkish by Dağlı and Baysal (2016), is a single-factor structure and consists of a total of 5 items. The Cronbach's alpha value is 0.88.

In this study, the KMO value of satisfaction with life was 0.827 and the Alpha value was 0.827.

Data Analysis

$p < .05$ was accepted for the 95% significance value for the confidence interval. For data analysis, SPSS 25, and SPSS 25 Process v. 3.5.3 plugin was used. The obtained data were evaluated with correlation, mediator, and moderating analysis methods.

Study Duration

The field part of this research was completed between January 2021 and April 2021. The paper was completed in October 2021.

Limitations of the Study

Among the scales used in this study, there is no Arabic validity and reliability scale except for the perceived social support scale. However, because Syrians speak various dialects, a validity and reliability study of Arabic was conducted, and it was found that the existence of a perceived social support scale in this study made no sense in this context. In this study, in order to overcome this limitation, originally a Syrian Turkish-Arabic sworn translator was employed. The scales used in the validity and reliability studies were applied to the participants in Turkish. However, based on the questionnaire answers, it was found that the factor load distributions were not distributed correctly, and the KMO and Cronbach's alpha values were both less than 0.70. As a result, the scales were translated into Arabic by a sworn Arabic translator who was originally a Syrian citizen and had a command of the Syrian dialect, applied to 50 participants again, and the answers were translated back into Turkish, and they were found to be valid and reliable. Based on these results, the questionnaires were applied in Arabic, coded in the SPSS program with the assistance of an Arabic translator, and analyzed. Furthermore, the research participants do not know Turkish. Participants are the disadvantaged group. Participants were hesitant to provide their economic information.

The population of the study is İstanbul, İzmir, and Sakarya. Sakarya was chosen because of the researcher's aim of using his social resources to reach the target group. The choice reason for İstanbul and İzmir is that they are metropolises where the Syrian people are densely populated. The socio-demographic characteristics of the participants in these provinces were not taken into account in the process of participating in the research. Only the age of the participants was included in the study. In this respect, the participants represent a limitation in terms of their socio-demographic status.

Furthermore, when the literature on social functionality is examined, it is included in the clinical dimension literature. As a result, the guiding function of academic studies on social functionality other than the clinical dimension

could not be used due to the limited number of studies examining social functioning outside the clinical dimension in the literature. This represents a study limitation in terms of social functioning literature. Furthermore, this study was conducted during the Covid-19 period and within the constraints of that period. It was aimed to reach at least 384 Syrian youth in order to generalize the research population. However, due to social constraints during this period, the desired number could not be reached, and the research was conducted with 326 participants due to time constraints. In terms of the universe-sample relationship, this situation represents a limitation.

Findings

Table 1. Frequency and Descriptive Statistics on Socio-Demographical Characteristics

Variables	Categories	Frequency	%	Mean	Standard Deviation
Gender	Female	134	42.3	24.05	3.606
	Male	183	57.7		
Age Educational Level	Primary school graduate	53	16.7		
	High School graduate	125	39.4		
	University	138	43.5		
	TFP	Yes (1)	210	66.2	
	No (0)	106	33.4		

**TFP: Turkish Friend Presence*

Most of the participants consist of men, while women constitute over 40% of the participants. The mean age of the participants was 24. The research falls within the medium age range. This mean value is significant in terms of the study representing the young audience. Most of the participants have Turkish friends. It is expected that this situation will strengthen their social support perceptions in terms of peer relationships.

Finally, the educational status of the participants was questioned within the context of their last degree. Despite being university students, some participants marked the "university graduate" option. Therefore, university students and graduates are placed in the same category. In

terms of cumulative weight, it was observed that university and high school graduates were distributed healthily.

Table 2. Descriptive Statistics of Planning and Social Functionality, Social Support, and Satisfaction with Life Scales

	N	Minimum	Maximum	Mean	Standard Deviation
SWL	312	5.00	34.00	18.6763	6.79235
SF	291	6.00	47.00	31.5773	6.70435
SS	305	14.00	72.00	51.1082	12.7959
Planning	315	2.00	8.00	6.1460	1.45559

**SS: Multi-dimensional Perceived Social Support *SWL: Satisfaction with Life *SI: Social Functionality*

Young people have higher levels of social support and social functionality than the mean level of satisfaction with life. Evaluating the higher levels of social support and social functionality with the dynamism that youth contain within itself will be meaningful.

Table 3. Correlation Statistics of Planning, Social Functionality, Social Support, Satisfaction with Life, and Some Sociodemographic Variations

No	Variables	1	2	3	4	5	6	7
1	SF							
2	SS	0.410***						
3	SWL	0.506***	0.482***					
4	Planning	0.298***	0.426***	0.291***				
5	Age	0.085	0.007	-0.064	0.060			
6	Gender	-0.050	-0.052	0.080	-0.078	-0.039		
7	TFP	0.353***	0.311***	0.227***	0.140*	0.085	-0.168**	
8	Education	0.235***	0.172**	0.209***	0.096	0.321***	-0.033	0.157**

p<.05, **p<.01, *p<.001*

**TFP: Turkish Friend Presence*

Social functioning, social support, satisfaction with life, and planning coping style all have significant correlations. (p<.001) Some socio-demographic variables were also found to have significant p-value correlations with various factors.

Mediator and Moderator Analysis

This chapter contains the Process model 5 analysis output, which is the conceptual model of the research problem. Control variables included educational status and Turkish friend presence. First, the effects of the control variables and the independent variable on the mediator variable are

included, followed by the effects of the independent, control, and mediator variables on the dependent variable.

Table 4. Direct Effects on Satisfaction with Life

Step 1					
	B	se	P	LLCI	ULCI
constant	21.1083	2.4065	,0000	16.3700	25.8465
SS	,2359	,0289	,0000	,1790	,2928
Education	1.7396	,5111	,0008	,7332	2.7460
TFP	1.8786	,7819	,0170	,3391	3.4181
F=24,1979					
r ² =.3118					
p=<.001					

*SS: Social Support *TFP: Turkish Friend Presence

Social support had a positive and significant direct effect on the mediator variable (B=.2359 p<.001). Education was found to have a positive and significant effect on satisfaction with life (B=1.7396 p<.001). The Turkish friend presence had a positive and significant effect on satisfaction with life (B=1.8786 p=.017).

Table 5. Direct Effects on Social Functionality

Step 2					
	B	se	p	LLCI	ULCI
constant	19.7257	2.5325	,0000	14.7392	24.7123
SS	,0617	,0316	,0523	-.0006	,1240
SWL	,3309	,0569	,0000	,2188	,4429
Planning	,8050	,2678	,0029	,2777	1.3324
SP x Planning	,0409	,0150	,0069	,0113	,0705
Education	,8119	,4817	,0930	-.1365	1.7603
TFP	2.5034	,7293	,0007	1.0675	3.9393
p=<.001					
F=18,7649					
r ² =.3625					

*SS: Social Support *SWL: Satisfaction with Life *TFP: Turkish Friend Presence

The effect of social support on social functionality was found to be realized through the

variable of satisfaction with life with the effect of full mediation.

Table 6. Mediating Effect of Satisfaction with Life

	Effect	BootSE	BootLLCI	BootULCI
SWL	,0780	,0160	,0486	,1115

*SWL: Satisfaction with Life

In this regard, the direct effect of social support on social functionality was insignificant. (B=.0617 p=.052). The direct effect of satisfaction with life on social functionality was found to be significant at the (B=.3309 p<.001) level. The direct effect of planning coping style on social functioning was at the (B=.8050 p=.0029) level. The interaction of planning coping style on social functionality of Social Support was found to be significant at the (B=.0409 p=.006) level. It was understood that the Turkish friend presence had a significant effect on social functionality at the (B=2.5034 p=<.001) level.

Educational status did not have a significant effect on social functioning. However, it was determined that the effect of this variable on satisfaction with life was significant and positive. The conditional direct effect of the planning coping style of social support on social functionality was found to be significant at the (B=.1217 p=.002) level.

Table 7. Conditional Direct Effect of Planning Coping Style

Planning	B	se	LLCI	ULCI
-1.4671	,0016	,0368	-.0709	,0740
,0000	,0617	,0316	-.0006	,1240
1.4671	,1217	,0403	,0425	,2010

It has been observed that the use of a planning coping style has a moderating effect on the relationship between perceived social support and social functionality.

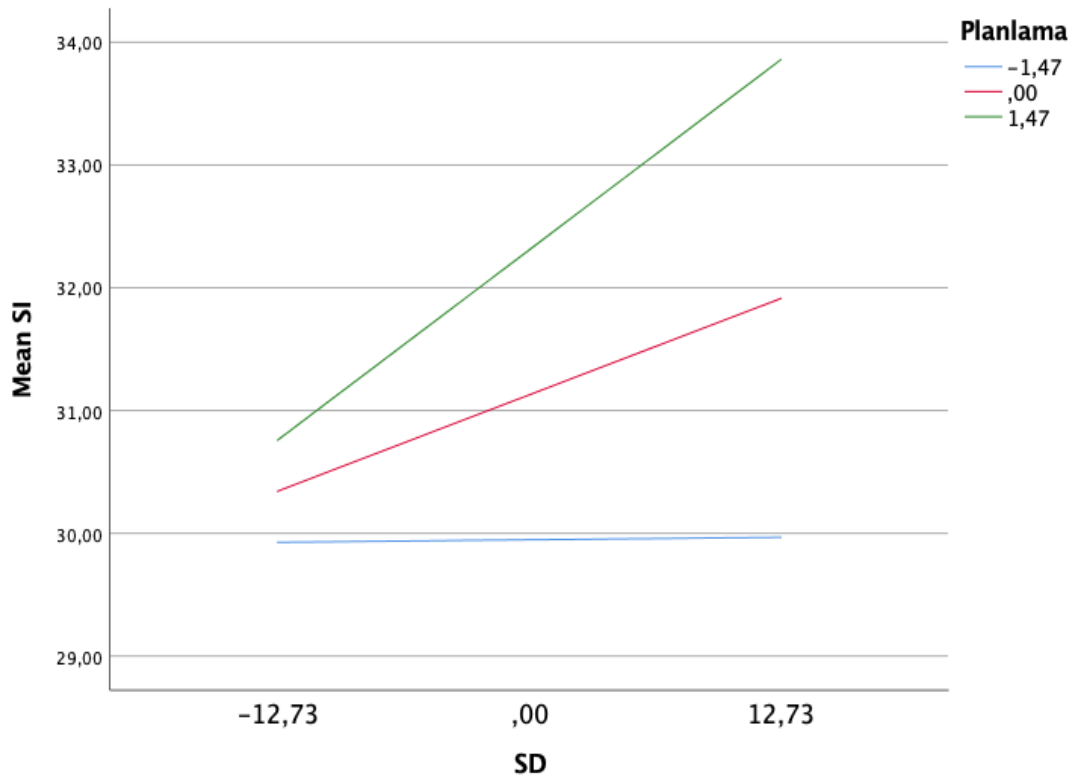


Figure 2. Conditional Direct Effect of Planning Coping Style Graphic
*SI: Social Functioning

In conclusion, Syrian youth's social support affects their social functionality, and satisfaction with life mediates this relationship. Satisfaction with life is positively and significantly affected by the following variables: social support, education, and Turkish friend presence. Satisfaction with life has a fully mediating effect on social functionality.

Discussion

Many studies have been conducted on the perceptions of social exclusion and vulnerability risks among Syrian youth in their tenth year in Türkiye. The present study does not aim to attract attention but to strengthen Syrian youth's social functionality against the social exclusion, discrimination, and material and moral disadvantages they experience or may experience in their daily lives, and thus, to ensure their full participation as individuals in Turkish society. The study was conducted and completed in line with this aim. It was observed that perceived social support positively affects social functionality via satisfaction with life. When the literature on the

findings is examined, it is seen that there is a relationship between these factors and there are studies stating that perceived social support has a mediating effect on social functionality via satisfaction with life (Kristiansen, et al., 2006; Fernandez, et al., 2015; Birman, et al., 2014).

It was found that planning, an active coping style, has a positive effect on social functionality. When the literature regarding this result is examined, it is seen that there are studies stating that using active coping styles may positively affect social functionality (Tsai, et al., 2012; Posselt, et al., 2018, p.11-12; Buz & Dikmen, 2020; Cardoso, 2018; Ahmad, et. al., 2020).

Advanced educational background has a positive effect on satisfaction with life. When the related literature is examined, it is seen that there are gaps regarding this result. In the research conducted by Attar and Küçükşen (2019) on Syrian and Turkish students in Mersin, attention is drawn to the positive effect of participation in training on social adaptation. The International Crisis Group's (2019) fieldwork in Şanlıurfa draws attention to the fact that they lack access to educational opportunities and emphasizes the negative effect

this has on their social adaptation and psychosocial well-being. In the study on Syrian youth in İstanbul conducted by Yüksek, Tekin, and Taşğın (2021), it is stated that Syrian youth dropped out of school before and after the migration. However, they would like to study at a university and have future plans. Though there are no clear studies stating that an increase in education positively affects satisfaction with life, it is evaluated that these studies in the literature and this result are compatible.

Being friends with Turkish people has a positive effect on social functionality and satisfaction with life. Examining the literature related to this result reveals that there are studies stating that establishing sustainable relationships positively affects social functionality (Tuzcu & Bademli, 2014).

As a result of the study, it is observed that there are many factors positively affecting the youth's social functionality. These factors are satisfaction with life, perceived social support, planning, an active coping style, Turkish friend presence, and educational background that positively affect satisfaction with life. The research questionnaire was answered in this regard; it was discovered that there are factors that increase and strengthen the social function of youth.

The research findings suggest that young people should connect more with their social environment in order to improve their social functionality, their participation in education should be promoted, and they should undertake social adaption programs to improve their satisfaction with life and perceived social support.

Conclusion and Recommendations

As a result of the study, it is observed that there are many factors positively affecting the youth's social functionality. These factors are satisfaction with life, perceived social support, planning, an active coping style, Turkish friend presence, and educational background that positively affect satisfaction with life.

Within the context of the research outcomes, several recommendations were made. Academicians and researchers should study the situations that positively affect and strengthen the

Syrian youth's relationships with family, friends, and other people in society. Within the context of the outcomes of this study, it is recommended to develop social adaptation programs via public and/or NGOs. It is evaluated that social adaptation programs that will be carried out especially in the context of Sakarya province will have beneficial effects on the field. The interviews conducted with Syrian citizens during the research process showed that, in contrast to İstanbul and İzmir, there are not enough social adaptation activities in the field. In order to increase their social functionality, their satisfaction with life should also be increased. Within this context, it is recommended to organize social support programs that will increase the perceived social support by increasing and maintaining youth's participation in education.

When the positive effect of interacting with and being friends with Turkish peers on social functionality and satisfaction with life is considered, it is recommended to create a network within the social services. Creating a network aims to organize the relationships among individuals in society via Syrian youth's bonds of friendship.

When the positive effect of planning, an active coping style, on the relationship between social functionality and social support is considered; it is recommended that non-governmental organizations and associations providing psychosocial support for forced migrants such as the Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM), and Turkish Red Crescent Community Centers provide training for young, forced migrants about improving active coping styles.

Ethical Information Related to the Study

This study was submitted to İstanbul University-Cerrahpaşa Social Sciences and Humanities Research Ethical Committee. The committee decision dated 21.01.2021 numbered 12708 reported that this study is ethically appropriate.

Conflict of Interest

The present study does not contain any potential conflicts of interest.

References

- Özcan, Z. (2019). Göçün travmatik etkilerini azaltmada sosyal desteğin rolü üzerine deneysel bir araştırma. *Bilimname*, 37, 1001-1028. <https://doi.org/10.28949/bilimname.518401>.
- Özen, Ş., Antar, S., Altındağ, A., & Oto, R. (2001). İç göç yaşayan bir grup lise öğrencisinde ruhsal belirti şiddetinin cinsiyet ile ilişkisi. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 8(3), 156-162.
- Acartürk, C. (2016). Göç ve ruh sağlığı ilişkisi. *Akademik Sosyal Araştırmalar Dergisi*, 4(25), 137-150. 10.16992/ASOS.1104.
- Afshar, H., Roohafza, H. R., Keshteli, A. H., Mazaheri, M., Feizi, A., & Adibi, P. (2015). The association of personality traits and coping styles according to stress level. *Journal of Research in Medical Sciences*, 20(4), 353-358. PMID: 26109990.
- Ahmad, F., Othman, N., & Lou, W. (2020). Posttraumatic stress disorder, social support and coping among Afghan Refugees in Canada. *Community Mental Health Journal*. <https://doi.org/10.1007/s10597-019-00518-1>.
- Akıncı, B., Nergiz, A., & Gedik, E. (2015). Uyum süreci üzerine bir değerlendirme: Göç ve toplumsal kabul. *Göç Araştırmaları Dergisi*, 1(2), 58-83.
- Akhtar, S. (2018). *Göç ve kimlik: Kargaşa, sağaltım ve dönüşüm*. (S. Ayhan, Çev.) Sfenks Kitap.
- Akkaya, C., Sarandöl, A., Danacı, A. E., Sivrioğlu, E. Y., Kaya, E., & Kırılı, S. (2008). Sosyal uyum kendini değerlendirme ölçeği (SUKDÖ) Türkçe formunun geçerlik ve güvenilirliği. *Türk Psikiyatri Dergisi*, 19(3), 292-299.
- Attar, G. E., & Küçükşen, D. (2019). Somehow familiar but still a stranger: Syrian students in Turkish higher education. *Journal of International Migration and Integration*, 20(4), 1041-1053.
- Ayon, C., & Naddy, M. B. (2013). Latino immigrant families' social support networks: Strengths and limitations during a time of stringent immigration legislation and economic insecurity. *Journal of Community Psychology*, 41(3), 359-377. <https://doi.org/10.1002/jcop.21542>.
- Bacanlı, H., Sürücü, M., & İlhan, T. (2013). Başa Çıkma Stilleri Ölçeği Kısa Formunun (BÇSÖ-KF) psikometrik özelliklerinin incelenmesi: Geçerlik ve Güvenirlik Çalışması. *Kuram ve Uygulamada Eğitim Bilimleri*, 13(1), 81-96.
- Berg, B. L., & Lune, H. (2015). *Sosyal bilimlerde nitel araştırma yöntemleri*. (H. Aydın, Çev.) Konya: Eğitim Yayınevi.
- Bertalanffy, L. V. (2004, Nisan 27). Ecological system approach. <http://www.users.globalnet.co.uk/~ebstudy/strategy/ecosys.htm>. adresinden alındı
- Bhugra, D. (2004). Migration and mental health. *Acta Psychiatrica Scandinavica*, 109, 243-258. <https://doi.org/10.1046/j.0001-690X.2003.00246.x>.
- Birman, D., Simon, C. D., Chan, W. Y., & Tran, N. (2014). A life domains perspective on acculturation and psychological adjustment: a study of refugees from the former Soviet Union. *American Journal of Community Psychology*, 53, 60-72. <https://doi.org/10.1007/s10464-013-9614-2>.
- Bloom, J. R., & Spiegel, D. (1984). The relationship of two dimensions of social support to the psychological well-being and social functioning of women with advanced breast cancer. *Social Science & Medicine*, 19(8), 831-837. [https://doi.org/10.1016/0277-9536\(84\)90400-3](https://doi.org/10.1016/0277-9536(84)90400-3).
- Buz, S., & Dikmen, A. (2020). Zorunlu göçe maruz kalan bireylerin psikososyal iyilik hali. *Toplum ve Sosyal Hizmet*, 31(1), 227-250. <https://doi.org/10.33417/tsh.728689>.
- Cardoso, J. B. (2018). Running to stand still: Trauma symptoms, coping strategies, and substance use behaviors in unaccompanied migrant youth. *Children and Youth Services Review*, 92(1) 143-152.
- Carver, C. S. (1997). You want to measure coping but your protocol' too long: Consider the brief cope. *International Journal of Behavioral Medicine*, 4(1), 92-100. https://doi.org/10.1207/s15327558ijbm0401_6
- Chemin, J. E. (2017). Zorunlu göç araştırmalarında metodolojik sorunlar: Türkiye'deki Suriye diasporası bağlamında travma, yılmazlık, din ve güven sorunu. *Middle East Journal of*

- Refugee Studies*, 2(2), 257-279. <https://doi.org/10.12738/mejrs.2017.2.2.0105>
- Danuş, M. Z. (2006). Davranış bilimlerinde ekolojik sistem yaklaşımı. *Aile ve Toplum Dergisi*, 3(9), 45-53.
- Dağlı, A., & Baysal, N. (2016). Yaşam Doyumu Ölçeğinin Türkçe'ye uyarlanması: Geçerlik ve güvenilirlik çalışması. *Elektronik Sosyal Bilimler Dergisi*, 15(59), 1250-1262. <https://doi.org/10.17755/esosder.263229>.
- Deniz, A. Ç., Ekinci, Y., & Hülür, A. B. (2016). "Bizim Müstakbel Hep Harap Oldu" Suriyeli sığınmacıların gündelik hayatı: Antep-Kilis çevresi. İstanbul Bilgi Üniversitesi Yayınları.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49(1), 71-75. https://doi.org/10.1207/s15327752jpa4901_13.
- Durak, M., Senol-Durak, E., Şakiroğlu, M., & Faigov, O. (2019). The factors associated with life satisfaction among Ahıska Turkish older adults suffering forced migration: Social support and emotional approach coping. 6. *Uluslararası Multidisipliner Çalışmaları Kongresi Sosyal Beşeri ve İdari Bilimler Tüm Metin Bildiri Kitabı* (p.869-874). Gaziantep: Asos Yayınevi.
- Duyan, V. (2003). Sosyal hizmetin işlev ve rolleri. *Toplum ve Sosyal Hizmet*, 14(2), 1-22.
- Duyan, V., Yolcuoğlu, İ. G., & Artan, T. (2014). *Dünü, bugünü, yarınıyla insanı anlamak (İnsan Davranışının Kökenleri ve Sosyal Çevrenin Etkileri)*. Nar Yayınevi.
- Eker, D., Arkar, H., & Yaldız, H. (2001). Çok boyutlu Algılanan Sosyal Destek Ölçeği'nin Gözden geçirilmiş formunun faktör yapısı, geçerlik ve güvenilirliği. *Türk Psikiyatri Dergisi*, 12(1), 17-25.
- Eren, E. Y. (2018). *Mülteci hukukunda geçici koruma*. Seçkin Yayıncılık.
- Ergin, E. (2020). Göçmen ve mültecilerin psikososyal gereksinimleri. S. Buz, & H. Çevik (Ed.) içinde, *Göç ve Entegrasyon Uygulama Alanları, Politikalar ve Paydaşlar*. p.75-97, Nika Yayınevi.
- Fergusson, D. M., McLeod, G. F., Horwood, L. J., Swain, N. R., Chapple, S., & Poulton, R. (2015). Life satisfaction and mental health problems (18 to 35 years). *Psychological Medicine*, 45(11), 2427-2436. <https://doi.org/10.1017/S0033291715000422>.
- Guzmán, J., Green, J. G., Oblath, R., & Holt, M. K. (2020). Life satisfaction mediates the association between mental health risk and perceptions of school functioning among children and adolescents. *Contemporary School Psychology*, 24, 389-399. <https://doi.org/10.1007/s40688-019-00257-w>.
- Hartmann, H. (2016). *Ben psikolojisi ve uyum sorunu*. (B. Büyükkal, Çev.) Metis Yayınları.
- Headey, B., Kelly, J., & Wearing, A. (1993). Dimensions of mental health: Life satisfaction, positive affect, anxiety and depression. *Social Indicators Research*, 29, 63-82. <https://doi.org/10.1007/BF01136197>.
- Hombrados-Mendiata, I., Millan-Franco, M., Gomez-Jacinto, L., Gonzalez-Castro, F., Martos-Mendez, M. J., & Garcia-Cid, A. (2019). Positive influences of social support on sense of community, life satisfaction and the health of immigrants in Spain. *Frontiers in Psychology*, 10, 1-17. <https://doi.org/10.3389/fpsyg.2019.02555>.
- Hynie, M., Crooks, V., & Barragan, J. (2011). Les réseaux sociaux des immigrantes et des réfugiées: les déterminants et les conséquences du soutien social chez les femmes nouvellement arrivées au Canada. *CJNR*, 43(4), 26-46.
- International Crisis Group. (2019). *Mitigating Risks for Syrian Refugee Youth in Turkey's Şanlıurfa*. Brussels: International Crisis Group.
- İstanbul. (2019). 24 Haziran'dan 31 Mart'a iki seçim arası Türkiye'de siyasal kutuplaşma. İstanbul. Retrieved from www.istanpol.org/yayinlar Eylül 2021
- İstanbul. (2020). İstanbul'da Suriyeli sığınmacılara yönelik tutumlar. İstanbul. Retrieved from www.istanpol.org/yayinlar Eylül 2021
- Itziar, F., Silvan-Ferrero, P., Molero, F., Gaviria, E., & Garcia-Ael, C. (2015). Perceived discrimination and well-being in Romanian immigrants: The role of social support. *Journal of Happiness Studies*, 16(4), 857-870. <https://doi.org/10.1007/s10902-014-9537-0>.
- Kararmak, Ö., & Önder, E. (2020). Göç bağlamında travma ve travmatik etkileri. A. Doğan, & D. Y. Kağnıcı (Ed.) içinde, *Göçmen Çocuk ve Ergenler: Kültürleşme, Uyum ve Eğitim* (p.57-81). Ankara: Nobel.
- Kasprzak, E. (2010). Perceived social support and life-satisfaction. *Polish Psychological Bulletin*,

- 41(4), 144-154. <https://doi.org/10.2478/v10059-010-0019-x>.
- Koçak, O. (2021). The effects of religiosity and socioeconomic status on social distance towards refugees and the serial mediating role of satisfaction with life and perceived threat. *Religions*, 12(737), 1-24. <https://doi.org/10.3390/rel12090737>.
- Kristiansen, M., Mygind, A., & Krasnik, A. (2006). Health effects of migration. *Ugeskrift Laeger*, 168, 3006-3008.
- Lamis, D. A., Wilson, C. K., King, N. M., & Kaslow, N. J. (2014). Child abuse, social support, and social functioning in African American children. *Journal of Family Violence*, 29, 881-891. <https://doi.org/10.1007/s10896-014-9639-9>.
- Lombardo, P., Jones, W., Wang, L., Shen, X., & Goldner, E. M. (2018). The fundamental association between mental health and life satisfaction: results from successive waves of a Canadian national survey. *BMC Public Health*, 18(342). <https://doi.org/10.1186/s12889-018-5235-x>.
- Lu, L., & Chen, C. S. (1996). Correlates of coping behaviours: Internal and external resources. *Counselling Psychology Quarterly*, 9(3), 297-307. <https://doi.org/10.1080/09515079608258709>.
- Mülteciler Derneği. (2021). Türkiyedeki Suriyeli sayısı Haziran 2021. Mülteciler Derneği. Retrieved from <https://mülteciler.org.tr/turkiyedeki-suriyeli-sayisi/> Temmuz 2021
- Moksnes, U. K., Løhre, A., Lillefjell, M., Byrne, D. G., & Haugan, G. (2014). The association between school stress, life satisfaction and depressive symptoms in adolescents: Life satisfaction as a potential mediator. *Social Indicators Research*, 125(1), 339-357. <https://doi.org/10.1007/s11205-014-0842-0>.
- Mulvaney-Day, N. E., Alegria, M., & Sribney, W. (2007). Social cohesion, social support, and health among Latinos in the United States. *Social Science & Medicine*, 64(2), 477-495. <https://doi.org/10.1016/j.socscimed.2006.08.030>.
- Payne, M. (2020). Makro uygulama, toplumsal kalkınma ve sosyal pedagoji. *Modern Sosyal Hizmet Kuramı*. (Ö. Gözen, Çev.) içinde Nika Yayınevi.
- Plaza, S. H., Alonso-Morillejo, E., & Munoz, C. P. (2006). Social support interventions in migrant populations. *British Journal of Social Work*, 36(7), 1151-1169. <https://doi.org/10.1093/bjsw/bch396>.
- Simich, L., Beiser, M., & Mawani, F. N. (2003). Social support and the significance of shared experience in refugee migration and resettlement. *Western Journal of Nursing Research*, 25(7), 872-891. <https://doi.org/10.1177/0193945903256705>.
- Simich, L., Beiser, M., Stewart, M., & Mwakarimba, E. (2005). Providing social support for immigrants and refugees in Canada: challenges and directions. *Journal of Immigrant Health*, 7(4), 259-268. <https://doi.org/10.1007/s10903-005-5123-1>.
- Siriwardhana, C., & Stewart, R. (2013). Forced migration and mental health: prolonged internal displacement, return migration and resilience. *International Health*, 5, 19-23. <https://doi.org/10.1093/inthealth/ihs014>.
- Solberg, Ø., Sengoelge, M., Nissen, A., & Saboonchi, F. (2021). Coping in Limbo? The moderating role of coping strategies in the relationship between post-migration stress and well-being during the asylum-seeking process. *International Journal of Environmental Research and Public Health*, 18(1004), 1-16. <https://doi.org/10.3390/ijerph18031004>.
- Sundquist, J., Bayard-Burfield, L., Johansson, L. M., & Johansson, S. E. (2000). Impact of ethnicity, violence and acculturation on displaced migrants: psychological distress and psychosomatic complaints among refugees Sweden. *J Nerv Ment Dis*, 188(6), 357-365. <https://doi.org/10.1097/00005053-200006000-00006>.
- Teater, B. (2015). *Sosyal hizmet kuram ve yöntemleri: Uygulama için bir giriş*. (A. Karatay, Çev.) Nika Yayınevi.
- Thoits, P. A. (1982). Conceptual, methodological, and theoretical problems in studying social support as a buffer against life stress. *Journal of Health and Social Behavior*, 23(2), 145-159. <https://doi.org/10.2307/2136511>.

- Tsai, J., Harpaz-Rotem, I., Pietrzak, R. H., & Southwick, S. M. (2012). The role of coping, resilience, and social support in mediating the relation between PTSD and social functioning in veterans returning from Iraq and Afghanistan. *Psychiatry. Interpersonal and Biological Processes*, 75(2), 135-149. <https://doi.org/10.1521/psyc.2012.75.2.135>.
- Tuzcu, A., & Bademli, K. (2014). Göçün psikososyal boyutu. *Psikiyatride Güncel Yaklaşımlar*, 6(1), 56-66. <https://doi.org/10.5455/cap.20130719123555>.
- Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock*. Routledge.
- Watson, D., & Hubbard, B. (1996). Adaptational Style and Dispositional Structure: Coping in the Context of the Five-Factor Model. *Journal of Personality*, 64(4), 738-774. <https://doi.org/10.1111/j.1467-6494.1996.tb00943.x>.
- Yükseker, D., Tekin, U., & Taşğın, N. Ş. (2021, Ocak). Türkiyeli ve Suriyeli genç erkeklerin gündelik yaşam deneyimleri: Küçükçekmece ve Sultanbeyli üzerine bir araştırma. *Anadolu Kültür*.
- Young, K. W. (2005). Social support and life satisfaction. *International Journal of Psychosocial Rehabilitation*, 10(2), 155-164.
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assesment*, 52(1), 30-41. https://doi.org/10.1207/s15327752jpa5201_2.

Securitization and Identity: The Speech Acts of Bashar al-Assad

Havva Dümen¹

¹ Expet, Presidency of the
Republic of Turkey,

Ankara/Türkiye
ORCID: [0000-0001-8573-8191](https://orcid.org/0000-0001-8573-8191)

E-Mail:
havvabatu@hotmail.com

Corresponding Author:
Havva Dümen

November 2022

Volume:19

Issue:50

DOI: 10.26466//opusjsr.1171798

Abstract

Security is one of the crucial concepts in International Relations. Due to diversity of the security issues encountered by the states, there is a lack of consensus on the definition of the concept. The traditional understanding of the security focuses on threats militarily and state was at the center. However, different approaches emerged to re-conceptualize the concept by the end of the Cold War. The Copenhagen School and its offshoot securitization is one of these approaches which is being frequently used in International Relations. The aim of this study is to analyze the securitization process of opposition, different identities and other actors by President Bashar al-Assad during the Civil War. This research argues that the opposition is securitized with the help of different identities in order to convince both Syrians and regional and international actors so that the securitizing actor can take the extraordinary measures. This study conducts the methods of literature review to clarify the concept of securitization and under which conditions it took place and discourse and content analysis to highlight the speech acts of Bashar al-Assad during the process. To this end, 46 different speeches and interviews of President Bashar al-Assad are analyzed. In all, it is concluded that speeches/discourses adopted by Assad had implications which served the aims and the targets of his rule and government during the Syrian Civil War.

Keywords: Copenhagen School, Securitization, Syria, Syrian Civil War, Identity.

Öz

Güvenlik, Uluslararası İlişkiler disiplininin çok önemli kavramlarından bir tanesidir. Devletlerin karşılaştığı güvenlik sorunlarının çeşitliliği nedeniyle kavramın ne anlam ifade ettiği üzerinde fikir birliği yoktur. Geleneksel güvenlik anlayışı, askeri tehditlere odaklanmakta ve devleti merkeze almaktadır. Ancak, Soğuk Savaş'ın sona ermesiyle güvenliği yeniden kavramsallaştırmak için farklı yaklaşımlar ortaya çıkmıştır. Uluslararası İlişkilerde sıklıkla kullanılan bu yaklaşımlardan biri de Kopenhag Okulu ve güvenikleştirme. Bu çalışmanın amacı, iç savaş sırasında Devlet Başkanı Beşar Esad'ın muhalefeti güvenikleştirme sürecini analiz etmektir. Bu çalışmanın temel argümanı, güvenikleştirici aktörün muhalefete karşı olağanüstü önlemler alabilmek adına, farklı kimlikler yardımıyla hem Suriyelileri hem de bölgesel ve uluslararası aktörleri ikna etmek için muhalefeti güvenikleştirildiğidir. Bu çalışmada, güvenikleştirme kavramının hangi koşullar altında gerçekleştiğini ortaya çıkarmak için literatür taraması ve Beşar Esad'ın süreç içindeki söz edimlerine ışık tutmak adına söylem ve içerik analizi yapılmıştır. Bu amaçla, Devlet Başkanı Beşar Esad'ın 46 farklı konuşması ve röportajı analiz edilmiştir. Sonuç olarak, Suriye İç Savaşı sırasında Devlet Başkanı Beşar Esad'ın söz edimlerinin iktidarının ve hükümetinin amaçlarına ve hedeflerine hizmet eden bulguları olduğu sonucuna varılmaktadır.

Anahtar Kelimeler: Kopenhag Okulu, Güvenikleştirme, Suriye, Suriye İç Savaşı, Kimlik.

Citation:
Dümen, H. (2022). Securitization and identity: The speech acts of Bashar al Assad. *OPUS- Journal of Society Research*, 19(50), 824-837.

Introduction

The Arab Spring was a peaceful and democratic protests that started in Tunisia at end of 2010. A Tunisian vendor, Mohammad Bouazizi, did not just pour gasoline on himself but also on the neighboring countries of Middle East (Friedman, 2011) which are still on fire even today. Soon after, it spread to the different countries of the Middle East with the hope of new beginnings like the name suggested. New ideas, the complaints and the frustration of the people motivated the “the Arab Spring” which had different effect on different countries where mainly financial reasons and the misconduct of the regimes were the main driving forces behind it (Jones, 2012, p.449-462). Thus, their demands were the fair economic opportunities, the basic human and democratic rights. These were the primary reasons for the uprising and it eventually turned out to be a civil war which did not have any sectarian or identity basis at the beginning. It is important to add that even though it did not start because of sectarian connections, it became core factor for the war through time (Salamandra, 2013, p.303-304). Like in other countries, it started as peaceful protests against Bashar al-Assad who was unable to establish legitimacy for his rule and himself and led to a violent civil war which effected the country internally, regionally and internationally. Thus, the instability situation that emerged as street protests quickly transformed into a civil war and with the involvement of different regional and global powers, the Syrian Civil War became one of the major problem areas threatening international peace and security (Tinas, 2019:137).

The uprising was a big surprise for Bashar al-Assad. He was in a belief that his country was immune from the “virus of protests” which could happen only in other Arab countries (Lesch, 2012, p.2). Despite of his unforesightful views, country faced protests and tension which was responded harshly by the Syrian regime. This harsh response incited already repressed groups to take action and caused even more radical opposition.

In this respect, Bashar was desperately looking for domestic, regional and international support. This research uses the constructivist approach through its one of the main offshoots;

securitization, in order to analyze how discourse is being used by Bashar al-Assad and his political approach towards other political actors in getting this support. Securitization is theory of Copenhagen School that had made big contributions to the concept of security after the Cold war. It broadened the understanding of security which was developed by traditional approaches. Ole Wæver came up with the concept of securitization in 1990’s in his book “Securitization and Desecuritization” in 1995 and further it was advanced by other studies (Wæver, 1995, and Buzan, Wæver and Wilde, 1998, Buzan and Wæver, 2003). Securitization theory is a useful tool for an actor to formalize something as a security issue which helps to convince the audience to allow him to take extreme measures that is otherwise would not be possible. Securitization helps one issue to become existential threat through use of language. It needs a referent object (what is to be securitized), a securitizing actor, an audience who will accept the act and the facilitating factors. Bashar was the securitizing actor who performed certain speech acts for the purpose of securitizing the certain issue through which he wished to gain the support of the audience so that he could take the extraordinary measures. Identity is one of the most important tools which helps the securitizing actor to convince people for his securitization move.

Societal security cannot be separated from identity which means security is not only about individuals, state or economy but a collective identities that can be characterized as “we identities” (Buzan, Wæver and Wilde, 1998, p.120). Identities can be related with religion, family and friends, political party, and the state. All these identities could be used to create conflict or support by the securitizing actor. The relation between identity and security can be seen in the analysis of the Copenhagen School (Buzan et al., 1998). It is useful to explain position of the referent object when there is a securitization initiative. People like to get more security which gives a chance to the political authorities to produce security discourses (Huysmans, 2008, p.170). This claim of asking for more security, which is taken for granted by decision-makers in the field of security, provides legitimacy to the authority to

ask more power so that they can protect the citizens against threat and their survival.

In this study, discourse analysis will be used. It is the use of language to draw a meaning. This is mainly because securitization theory tries to understand how elites securitize an issue over speech acts. The way I use this method in this study will be in accordance with the specific framework of securitization theory which is a linguistic way of pointing a certain issue as an existential threat to the referent object. It conceptualizes the security as a 'speech-act' where speech of the actor itself is the act. Key concepts (audience, referent object, audience, and facilitating actors) of the theory will be utilized in order to clarify the securitization of Assad as a securitizing actor. Audience (who needs to be induced about the securitization act) is crucial for the process because they need to be convinced by the securitizing actor so that they will cooperate with the crucial decisions such as going war which otherwise will not be done. Referent object (what is to be securitized) is vital for the relevant audience and needs to be protected at any cost. We will understand the change in discourses by looking at the referent objects in securitization process. Moreover, securitizing actor who performs speech act and declares a matter as a threat for the survival of the referent object such as the state. Accordingly, how Assad presented a specific issue as a security threat and to which audience through his speech acts as a political elite will be examined. Moreover, his discursive changes towards audiences according to their characteristics will be determined. For this purpose, different speeches and interviews are analyzed in order to specify the speech acts used. Additionally, the success of the securitization process of the securitizing actor during the Syrian Civil War will be examined. Main focus of this research is to analyze the speech act and its role in politics and security with reference to the different identities. The time frame for the speeches and the interviews to be selected is limited between the dates of the first speech of the securitizing actor after the Civil War begin which is March 30, 2011 and March, 2020. 2020 is chosen because it was the

date where "the cease-fire is largely protected" (Anadolu Agency, 2021).

The Concept of Security and Securitization

Even though security is one of the most used concepts in international relations, it is not being conceptualized and defined clearly. Even though is difficult to define the concept of security just like power, justice and freedom, it would be put as a quest to be free from threats (Buzan, 1991, p.333). Each nation faced different forms of conflict in the last century which led to several views to be born to explain 'what is security?'. The traditional understanding of security focuses on the existential threats from other states and on maximizing military capacity to deal with those threats. During the Cold War, the concept of security was mostly about deterrence, national security and sovereignty of the state. Therefore, the referent object of analysis is mainly the state. After the cold war, this narrow apprehension of security changed and the discussion moved beyond interstate relations where new fields came into attention like economics, migration, environment and identity. Changes in international conditions, such as acceptance of nonmilitary factors, have affected the research in the security studies (Walt, 1991, p.228). This new way of looking at the concept of security gave birth to new approaches. One of these approaches was Copenhagen school.

The Copenhagen School is an academic school which is formed by group of scholars, like Barry Buzan, Ole Wæver, Jaap de Wilde, Morten Kelstrup, Pierre Lemaitre and Elzbieta Tromer, who work on the concept of security at the Centre for Peace and Conflict Research – then became Conflict and Peace Research Institute of Copenhagen. The School applies critical approach to security studies and believe that it is socially constructed. The securitization theory of the school give reflexive approach to security analysis which means it is not just defining the given security situation but it is helpful to examine and explain any security issue that arise. Securitization

conceptualizes the security as a 'speech-act' where speech of an actor itself is the act. Issues become security matters with the usage of language through which an ordinary issue turns into an issue of high politics. According to the Copenhagen School securitization is something to be avoided (Williams, 2003, p.523). The authors of the School claim to prefer less security and more politics (Wæver, 1995, p.7). The School identifies four key concepts of securitization act which are the referent object (what is to be securitized), the securitizing actor, the audience (who needs to be convinced about the securitization act) functional actors whose activities effects the security making (Buzan et al., 1998).

Without determining the referent object, any process of security will fail. It is an object which is vital for the relevant audience and is announced as being threatened and needs to be protected. The referent object has a legitimate right to survive so it has to be saved at any cost (Buzan et al., 1998, p.36). Other unit of securitization process the securitizing actor who performs speech acts for securitizing an issue and declares certain matter as a threat for the survival of the referent object like the state, the individual, society, freedom to get the audience's support towards a course of action. In fact, the securitizing actor carry out the whole process of securitization; by claiming that there is a referent object which is threatened and is valuable enough to save; by demanding the right to take extraordinary measures to tackle the threat and by convincing the audience about above all. Consequently, that issue overrides the other issues and becomes foremost priority. Of all, audience may be most crucial unit. Audience are those who have to be aligned with the process for the securitization move to be successful. It is the target of the securitization to be convinced about the issue as a security threat. This is the phase of the process which is the out of control of the securitizing actor. After the process of securitization starts, audience receives and interprets the whole process. Therefore, it is important for the securitizing actor to be well informed about his target community so that the audience can be successfully mobilized. Moreover, just the speech act of securitizing actor is not enough in securitization process. These acts have

to be supported by functional actors like media which differs from one sector to another in which it will take place. Functional actors are those who are not directly involved but influence the process of security related relations without being the referent object or the actors of the securitization (Buzan et al., 1998).

There are certain implications of something transforms form being not security to being security so it is useful to keep issues in the realm of normal politics. The securitizing actor might gain the ability to act urgently but it is like a bilateral trade where there is always a price of labeling an issue as a security matter. It is crucial to point out a threat which requires extra ordinary measures and an audience who accepts the situation along with verbal communication of the security (Williams, 2003, p.526). Securitization is always a political choice (Buzan et al., 1998, p.29). Therefore, it is up to the actor's choice because the actor decides whether or not to start the process.

Identity and Security

In the 1980s, there was a move to widen and go beyond the classical approaches of interpretation of the concept of security. It is not possible to say that the study of identity was missing during the Cold War but it was not given much attention. Traditional approaches take identity as pre-given and can't be changed or built. Self-help understanding of state identity focus on only power balancing and live no room for other explanations. Critical approaches realized that identity is not all about race and religion and anything of that sort but it includes "a wide range of 'self-other' dynamics" (Bilgin, 2010, p.81). Identity is richly ambiguous term and thus can have different meanings (Brubaker and Cooper, 2000, p.6-7). It is quite difficult to find a statement that summarizes the concept of identity adequately due to its wide range of meanings so it is not being used heterogeneously. It is simply the difference between "we" and the "other" and is self-consciousness of an individual or a group. One defines oneself with the help creation of the others.

Identity refers to an individual or a community in general and gives idea about social categories. Therefore it plays crucial role for individuals and

the communities because of its effect on their very way of thinking. This idea of 'other' has potential to create a loop which can lead to a conflict and that can be manipulated easily by the political elites. Additionally, an individual can possess more than one identity such as religion (different sects in religion), language, gender, race and political view and etc. These different forms of identities become lenses through which people start to see reality. Collective identity, groups with specific ethnic, religious, and other features, becomes the referent object for the securitization theory of Copenhagen School.

Identities in Syria

After the Ottoman Empire rule, the Syrian Arab Republic is a country in the Middle East which was established by British and French after the World War I and gained its independence in 1946. The area was divided by British and French into Jordan, Palestine, Syria and Lebanon as a result of divide, control and rule method which had negative effect on efforts of shaping national identity for Syria. The unfair division of these states caused a lot of disputes in the area until this very day which affected not only the region and neighboring countries but the whole world is influenced. There were different sources internally and externally that effected in shaping the existing identities and also in awakening of new aspects to the Syrian identities such as anti-Israel views over the time.

Moreover, policies of the French created extremely fractionated society which could be seen in the performance of the Syrian governments throughout the 1950s and 60s that prevented them in their effort to pursue a sustainable political stability (Zisser, 2006, p.182). This had certain effect on the population such as awakening the minority feelings which caused instability in the region even today. They strengthened one group against the other awakening the rivalry between different communities. This resulted in failing to create a collective Syrian identity which further made it difficult to form a state which could be seen in the period after independence.

The Ba'th Party (Arab Socialist Renaissance Party) was a mile stone for Syrian history. Eventually, they became popular in other Arab countries as well. In 1970, with Hafiz al-Assad, the Ministry of Defense, the Ba'ath came to power permanently through a military coup. Hafiz al-Assad was born in an Alawi peasant family and he was a member of Ba'th Party through which he gained the political authority (Hinnebusch, 2001, p.8). This made the Alawi sect the most important political entity in the Ba'th Party and in the country.

After gaining the power, Hafiz al-Assad wanted to consolidate the strength of his regime with the help of different strategies: the emplacing the trusted members of the Alawite family coup-critical positions to balance the ones who has less loyalty for the regime; establishing multiple security agencies to monitor military and each other having overlapping jurisdiction with the capability of communicating the leader directly and creating parallel military forces; and financing all these steps (Quinlivan, 1999, p.133-134). It produced "anxiety-inducing simulacrum" where people were forced to behave in a certain manner with the fear of security apparatus (Buchs, 2009, p.26). In other words the country was transformed into an intelligence state.

Hafiz al-Assad implemented multi-layered identity-building steps for which both pan-Syrianism and pan-Arabism were adopted (Philips, 2013, p.40-44). He appointed his family members and other Alawis on the key positions but he did not neglect other minorities and promoted them as well. Additionally, he gave importance to key Sunni figures.

As a result, Hafez al-Assad established a fragile system based on fear which was also implemented by his son Bashar al-Assad who faced this fragility of the system at the end of his time. Bashar al-Assad who was the choice of Hafez al-Assad as his successor came to power in 2000, after his father's death. He adopted from the beginning what his father established and followed his father's footsteps (Zisser, 2006, p.179). He used Arab nationalist ideology to gain popularity internally and externally and perceived it as a tool with

which communal conflict could be suppressed and therefore Sunni Arab Muslims, Alawites, Christians, Druze, and Kurds could live together (Rubin, 2007, p.140).

Each of these identities lived in the certain geographic regions and had its own unique characteristics. These identities used to pursue mostly to their ethnic or religious communities. At the beginning of French mandate, the Sunni majority was powerful as it was under Ottoman rule. French wanted to break the power of Sunnis and empowered the minorities like Alawites by granting them a semi-autonomous status. This gave an opportunity to improve their status in the society and creates a conjuncture for emergence for a small group to make a political breakthrough.

When it comes to Druzes, The Druzes, located mostly in Jabal al Druze, are one of the sectarian identities and constituted 3 percent of the population in Syria (The UN Refugee Agency, 2018). Effect of Druzes went beyond their population percentage and the mountain they lived in the country. They are supporters of the regime because they saw the Alawites as a guarantee for their position in terms of economic and personal security (Zisser, 2007, p.48). At the beginning, they were not involved much in the Uprising. When it turned out to be a struggle between two different religious identities, Sunnis and Alawites, they preferred Alawi predominance (Rabinovich and Valensi, 2021, p.44).

Kurds are another minority in Syria who are mostly Sunni Muslims and are non-Arab minority in Syria. They consisted of approximately 9 percent of the Syrian population. Kurdish community in Syria has stressed relations with the Syrian state because of raise of Arab nationalism which increased intolerance towards minorities in the country. They were regarded as an obstacle to promote state's Arab identity in the region which was accord with pan-Arabism. The policies of Ba'th Party did not treat Kurds equally and had discriminatory policies against them. Kurdish community had little support for the protestors in the Uprising and mostly just watched the demonstrations which in return paid them well. Bashar gave them some right that they were not able to get before the uprising.

Securitization of Bashar al-Assad

Bashar al-Assad as a securitizing actor uses certain issues (domestic, regional and international) as an existential threat to the referent object and actors that help him for securitization process in his speech act during the Civil War. He focused on such threats which could affect the life of Syrians dramatically through which he could take extreme measure if necessary not just against opposition but against Syrian citizens themselves such as ceasing up the usage of democratic rights.

The opposition was one of the mostly utilized reference point which could be the most important justification for taking extraordinary measures. Following speeches show that how a securitizing actor (Bashar al-Assad) securitizes a certain issue (protests/protestors) with the help of speech acts and referent object (Syria – Syrian state) in order to convince the audience and get their support (Syrians) so that he could take extraordinary measures such as ceasing up the usage of democratic rights and continue to rule the country according to his way:

....Terrorists are concerned neither with reform nor with dialogue. They are criminals who have set themselves a task.... They will never stop unless we stop them (President Bashar al-Assad, 2012).

...we cannot discuss, for example, al-Qaeda and its offshoots and organizations that are affiliated to al-Qaeda, for example, terrorists.... we have to focus on getting rid of the terrorists, their terrorism and their ideology (SANA, 2013c).

....Opposition means national, it means working for the interests of the Syrian people.... But you have to separate the national and the puppets....some of the groups are puppets, as I said, of other countries.... the majority are al Qaeda, which is ISIS and al-Nusra, with other similar factions that belong to al Qaeda but are smaller (SANA, 2015b).

When we think about the environment in the world where people were conscious about terrorism and al –Qaeda after attacks to twin towers in U.S., this speech act of Assad became more meaningful for the securitization act. He securitized the opposition by associating them with the terrorists from al-Qaeda via using the feeling of insecurity and fear. Thus with this speech act, his targeted audience is not just Syrians

but other actor in the region and ultimately in the world. Furthermore, in the following speech, Bashar securitizes the opposition through religious identities:

....What is happening on the street has three components.... The third and more dangerous component, despite its small size, consists of those who have extremist and takfiri ideology....The ideology we see today is no different from that we saw decades ago. It is exactly the same. What has changed, however, is the methods and the persons. This kind of ideology lurks in dark corners in order to emerge when an opportunity presents itself or when it finds a handy mask to put on (SANA, 2011c).

.... In fact, the terrorists have not attacked minorities. They attack everybody in Syria, and the minorities have not been singled out in themselves, but this language has been necessary for them to create divisions within Syrian society (SANA, 2015c).

He depicted the opposition as extremist and not true believers who tried to penetrate Syria. He tried to persuade Syrians as his main audience with this speech that opposition was an existential threat and thereby extraordinary measures had to be taken through which opposition had to be eliminated in order to protect the referent object that was Syria and the unity of Syrians.

He implies that the opposition attacks the minorities as well. Those minorities were Alawites, Druzes, Christians and Kurdish Syrians who supported regime because they feared from Sunniled government and what might follow afterwards (Philips, 2016:51-52). Fear of the other identity can be very strong drive to attack one another or be in the favor of an authoritarian rule because of greater threat from "other" as it is the case in Syria. Assads' political applications of having absolute control of army and security forces, establishing good relations with business class, Sunni elites and minorities such as Alawites and Druzes helped regime to survive. Additionally, he used especially ISIS for securitizing process as an example of Islamist extremism by using the sensibility of west for Christian minority. Hence, extraordinary measures could be taken to stop the religious extremism.

.... I speak to you at this exceptional moment when events and developments pose a great test to our unity and self-denial. It is a test which is repeated every now and then because of the continued conspiracy against this country. Thanks to our will, solidarity, and the will of God that we succeed in facing it every time in a manner which enhances our strength and pride.... My responsibility remains that I should protect the security of this country and ensure its stability.... We acknowledge that they had been smart in choosing very sophisticated tools in what they have done; but at the same time we realize that they have been stupid in choosing the country and the people, for such conspiracies do not work with our country or our people (Al-Bab, 2011a).

In this part of his speech, he claims that there is a conspiracy against the country for which there are certain useful tools (opposition) to achieve their goals. He implies that the state (referent object) is in great danger and needs to be protected. This protection is his responsibility so that the audience (Syrians) must understand and allow him to take the precautions and the crucial decisions that are taken during and after the protests. It is especially important to convince the audience to the referent object to be in existential threat not his own regime. Otherwise, he was unable to take extreme measures such as responding to protestors in a very hard way.

There are support groups in more than one governorate linked to some countries abroad. There are media groups, forgery groups and groups of "eye-witnesses".... Daraa is on the frontline with the Israeli enemy; and it is the first line of defense for the hinterland....With is chaos, using reform as a cover, using sectarianism, where sects become nervous, they clash with each other, virtual defeat is achieved in another form.... In any case, I am sure there will be someone on the satellite T.V. stations who will say that this is not enough. What is enough for them will destroy our country and we simply cannot afford that (Al-Bab, 2011a).

This speech gives a good example of Assad's securitization move through speech act in which he pointed out that Syria was always facing a struggle with others outside the borders through which he tried to undermined the opposition in the

country by portraying them as those of who act together with the enemy. In order to convince audience about the referent object to be in danger, it is important to create a common enemy which was behind the protests or to use already created ones. Al-Assad used this methodology in this part of the speech through pointing out Israel. Thereby, people were going to be united against a common enemy. In the speech, he refers more than one enemy as external forces but names only Israel which makes it even more useful tool. With this way, he could create more common enemies if necessary.

As explained earlier, a securitizing actor must get the support of the audience for a successful process. For this purpose, the securitizing actor must be well aware of the characteristics of the audience. In other words, the act itself have to reflect the habits, beliefs, history and practices of the targeted public. This support of the audience could be formal (state institutions) or moral (public). Bashar al-Assad guaranteed the formal support with the help of his father's implementations of putting the members of his sect, Alawites, and trusted Sunni elites to important positions. Therefore, Bashar al-Assad was supposed to get the moral support of the public, Syrians. The Palestine issue and Israel were at the heart of historical background, feelings and interests of the Syrian public which in return made it to be a more useful and popular topic of securitization process and speech acts of the President. Because of the above reasons, Israel was used by Bashar al-Assad in different speeches and interviews throughout the civil war. Following part of an inauguration speech given by the President Bashar was a good example of a securitization process:

The existence of these countries is the West's most important achievement and the most significant cause for Israel's successes and continued existence. There is no clearer evidence than their current stand regarding the Israeli aggression against Gaza. Where is the 'alleged' zeal and ardour that they showed towards Syria or the Syrian people? Why haven't they supported Gaza with arms and money? Where are their jihadists; and why haven't they sent them to defend our people in Palestine?...from the occupation of Palestine, to the invasion of Iraq and trying to divide it now and

the division of the Sudan all planned by Israel and the West and always executed by the states of tyranny and backwardness in our Arab world ... (SANA, 2014c).

Getting support domestically would not be enough for securitizing actor to securitize the certain issue. Earning regional and international support is as important as domestic backing up. International support was especially important for Assad because of the danger of the intervention to Syria directly. To that end, Bashar tried to convince other countries with his speech acts through speeches and interviews about the opposition for being danger not just for his people (his regime) but for regional and international community as well. He tried to securitize the opposition for the possible consequences on the interest of regional and international countries. As a result, referent object changes according to the characteristics of the targeted audience. Iran was one of those regional powers.

... They (Iranians) understand that this is one region, and consequently if there is a fire in Syria, it is bound to spread to neighboring countries and later to countries further away, including Iran. Iran bases its policies on these foundations and also on the grounds that it is the Syrian people's right to solve their own problems.... what is important for us is the essence of Iranian policy towards Syria; and once again I stress that in essence it is objective and achieves stability for our region, if different parties in Syria have adopted the Iranian vision (SANA, 2013b).

In this interview to al-Manar TV, President al-Assad securitizes the civil war for his targeted audience, Iran. He put emphasis on regional stability which is supposed to be also important for Iranians. He suggests that Iran would not be immune from the incidents happening in Syria. Therefore, his referent object is as wide as Iran's stability itself. With this successful securitization process, Bashar gained Iran's support in every aspect such as militarily through Hezbollah.

With the revolution, Iran changed its policy towards Israel and started to follow different policy that is anti-Zionism. As a consequence, Israel and Palestine became the common issue the two countries had same understanding about. In the following interview, Bashar uses the issue as speech act to get Iran's support which shows the pragmatic character of the securitizing actor where

he chooses referent object (Palestine and peace of the region) according to the character of the audience (Iran).

....Israel is an aggressive state. It was created based on expansion. It occupies other people's land and kills the people surrounding it. It has killed numerous Palestinians for over six decades. It killed numerous Lebanese and many Egyptians, Syrians and others using assassinations, bombing, terrorism and other methods. Today it plays the same role by supporting the terrorists directly in the areas adjacent to the Syrian front, i.e. near the occupied Golan, where it provides them with logistic and medical support and also with information, weapons and ammunition....

....As for Israeli nuclear weapons....nobody talks about them because Israel, the aggressive state, the rogue state, enjoys full support from the United States in all its policies. It covers up all its crimes. As long as this process of covering up continues inside the United States, in the Security Council and the United Nations, in the international organizations, including the IAEA, it's no longer surprising that any weapon anywhere in the world can be discussed, but not Israeli weapons. This is the prevailing logic in the world, the logic of hegemony, of colonialism, the logic of force (SANA, 2013b)

He securitizes opposition for being Israel's puppet and naming other regional countries to stress upon the terrorist activities carried out by Israel. His securitization act towards Iran was somehow served his aims and targets because the relationship of two countries was unbroken in despite of the fact that some other important countries stood against Bashar during civil war in the region. The interest of Iran and Syria was overlapping which was also another important factor for securitization process

Iran's support was one of the most important factor for Bashar to survive from civil war along with Russia.

....The same thing is happening now in Ukraine. And this is what they aim for in Russia. They don't like President Putin, so they demonize him.... You know that this is one of the things which some foreign countries have tried to manipulate, even in Russia, by supporting extremist groups which are conducting terrorist acts.... They rather aim at creating a division

in Russian society which leads to weakening the country and the state and maybe dividing Russia itself. This is what they had in mind for Russia and this is what they had in mind for Syria....As far as we are concerned, the stronger this presence is in our region, the better it is for the region's stability, because the Russian role is important for the stability of the world.... The conflict for the past decades, including this crisis, is actually linked to what is happening in Ukraine, first because Syria and Ukraine concern Russia, and second because the objective is clear: weakening Russia (SANA, 2015c).

....President Putin was characterized as a tsar. He is portrayed as a dictator suppressing opposition in Russia, and that he came to power through undemocratic means, despite the fact that he was elected in democratic elections.... For the West, it means that as long as you are there, we will continue to support terrorism, because the Western principle followed now in Syria and Russia and other countries is changing presidents, changing states, or what they call bringing regimes down. Why? Because they do not accept partners, and they do not accept independent states. What is their problem with Russia? What is their problem with Syria? (SANA, 2015f).

In these two interviews, Assad as the securitizing actor aims to effect decision of his audiences who are Russians and the Russian President Putin. He gives the example of Ukraine in order to justify his situation in the country. With this way, he seeks to equate the situation of a peacefully started and turned out to be a bloody civil war with Russian case in Ukraine. Thus, he implies that he is right about his cause and hopes to get the support of Russia against the opposition for the stability of the region and of the world. Otherwise, it in return would affect the countries in the region and in the world negatively such as Russia himself.

The securitization of Bashar al-Assad served his rule and means in a successful way especially for Russia because his speech acts for securitization of opposition was used by Russia in UN while vetoing a draft resolution. (Security Council, 2011, p.4.)

Even though, the countries that were against Bashar's response to the opposition were higher in

number as compare to those who were in the favor, they could not depose him.

Conclusion

Since each state has a distinctive geographical and political environment, they face different forms of security threats. Because of this diversity, it is difficult to define the concept of security. During the Cold War, state was in the center and the interstate relations determined the understanding of security threat. This changed after the Cold War and new fields like environment and identity came into attention which broadened and deepened the concept which created a way to re-conceptualize security. In other words, referent object changed which caused emergence of new approaches. The Copenhagen School is one of these approaches and its key concepts, referent object(s), securitizing actor, audiences and functional actor(s), of the securitization process are informative to elaborate the securitization move of the securitizing actor.

In order to analyze the securitization process of President Bashar al-Assad with reference to the different identities comprehensibly, examining the facilitating conditions which helps the securitizing actor during the process are also important. These conditions may be created throughout the history. Syria is one of the oldest civilizations and its goes beyond the current borders where different identities live together which was disturbed with the conscious policies of the colonial powers. These policies created a fractionated society which resulted in political instability. After independence, Syria went through politically unstable period. With Hafez al-Assad, Syria became relatively stabilized with an authoritarian character. Secularism, Pan-Arabism and socialism were main ideologies under the Ba'th regime. The policies of Hafez al-Assad reinforced consciousness of the sectarian identity. The core of the regime was comprised of mostly Alawi community. This gave the advantages and power for President Bashar al-Assad to perform securitization move. Additionally, it gave opportunity to get for the formal support easier during the process.

Some Sunni elites were close to the regime however they never had executive control. They

were kept close enough to control but kept far enough to prevent to be in the critical positions. Different identities and their historical background is again vital for the securitization process. These different identities presented optimal conditions to Bashar for his securitization move. It is important to note that, sectarian policies are not formally implemented. Even Assad denied sectarian understanding however we can see the inferential outcomes of formal policies of the regime as in favoring Alawi sect which caused resentment in other sects such as Sunnis. Moreover, regional and international actors who affected the process too. Historical perception of the audience about certain actors such as Israel and fear, coming from past experiences, of the 'other' are also crucial factors in order to comprehend the atmosphere during the process of securitization.

Convincing the audience(s) is one of the indicators that show the success of the securitization process so that extraordinary measures can be taken. Syrians are the most fundamental targeted audience by the President Bashar al-Assad which is important for moral support. He had enough backing especially from the minorities to carry out his extraordinary measures. Even though opposition had large number of supporters, they could not break the loyalty of the minorities especially Alawites who had the critical positions in the army. Apart from all these, the opposition could not unite and was fragmented which used against effectively by Bashar. Additionally, he could maintained the support from formal institutions which was mostly occupied by Alawites. Most importantly, he sustained the support of Sunni elites. This indicates that the securitizing actor implemented a successful securitization process.

There can be various factors that affect the ideas and the decisions of the people. Therefore, securitization process is just one of the factors that influence the people's ideas during the Syrian Civil War. Securitization is such a useful tool like a magical key which can be changed and improved according to the criticism. This study analyzes the securitization process in convincing the targeted audience to undermine the opposition. This work further aims to demonstrate how a securitization

process can be more effective with combination of other factors such as identity.

In result of an investigation conducted about speech acts of Bashar al-Assad during his government covering 2011-2020, It can be concluded that securitization process via speech acts is frequently utilized. Hence, it can be argued that securitization was instrumental for Assad's rule. At national, regional and international levels speeches/discourses adopted by Assad had implications which served the aims and the targets of his rule and government.

References

- Abc NEWS, (2011). ABC's Barbara Walters' interview with Syrian President Bashar al-Assad. <https://abcnews.go.com/International/transcript-abcs-barbara-walters-interview-syrian-president-bashar/story?id=15099152>. (Accessed: 04.10.2021).
- Al-Bab, (2011a). Speech by President Bashar al-Assad at Damascus University. https://al-bab.com/albaborig/albab/arab/docs/syria/bashar_assad_speech_110330.htm. (Accessed: 01.09.2021)
- Al-Bab, (2011b). Speech Delivered by President Bashar al-Assad. <https://al-bab.com/documents-section/syria-speech-bashar-al-assad-0>. (Accessed: 13.06.2021).
- Al-Bab, (2011c). Speech by President Bashar al-Assad at Damascus University. https://al-bab.com/albaborig/albab/arab/docs/syria/bashar_assad_speech_110620.htm. (Accessed: 30.06.2021).
- Anadolu Agency, (2021, March 15). 10 years since start of Syrian civil war. <https://www.aa.com.tr/en/middle-east/10-years-since-start-of-syrian-civil-war/2175768>
- Austin, J. (1962). *How to do things with words*. Harvard University Press.
- Bilgin, P., (2010). Identity/security. Burgess P. (Ed.), *in the Roudledge Handbook of New Security Studies*. Routledge.
- Brubaker, R. & Cooper, F. (2000). Beyond identity. *In Theory and Society*, 29, 1-47.
- Buchs, A. (2009). *The Resilience of authoritarian rule in Syria under Hafez and Bashar Al-Asad*. GIGA Working Papers, No. 97, German Institute of Global and Area Studies (GIGA), Hamburg.
- Buzan, B., (1991). *People, states and fear: An agenda for international security studies in the post-cold war era*. Lynne Rienner Pub.
- Buzan, B., Wæver, O. & de Wilde, J. (1998). *Security: A new framework for analysis*. Lynne Rienner.
- Buzan, B. & Wæver, O. (2003). *Regions and powers*. Cambridge University Press.
- Friedman, G. (2011, August 15). *Re-examining the arab spring*. Rane. <https://worldview.stratfor.com/article/re-examining-arab-spring>.
- Goodarzi, J. (2013). Syria and Iran alliance cooperation in a changing regional environment. *Ortadoğu Etütler*, 4, 31-54.
- Hinnebusch, R. (2001). *Syria: Revolution from above*. London and New York. <http://presidentbasharassad.blogspot.com/2013/01/>(Accessed: 05.11.2021).
- <http://www.sana.sy/en/?p=20381>, (Accessed: 05.11.2021).
- <https://presidentbasharassad.blogspot.com/2012/> (Accessed: 05.11.2021).
- Huysmans, J. (2008). The jargon of exception on Schmitt, Agambem, and the absence of political society. *International Political Sociology*, 2(2), 165-183.
- Jones, P., (2012). The Arab Spring: Opportunities and implications. *International Journal*, 67, 447-463.
- Krause, K. & Williams, M. (1996). Broadening the agenda of security studies: Politics and methods. *Mershon International Studies Review*, 4(2), 229-254. <https://doi.org/10.2307/222776>.
- Lesch, D. W. (2012). *Syria: The fall of the house of Assad*. Yale University Press.
- Minority Rights Group International. (2018, March 11) World directory of minorities and indigenous peoples - Syria : Druze. <https://www.refworld.org/docid/49749ca18.html>
- Philips, C. (2013). *Everyday Arab Identity: The daily reproduction of the Arab World*. Routledge.
- Phillips, C. (2016). *The battle for Syria: International rivalry in the new Middle East*. Yale University Press.

- Presidentbharassad, (2013). Speech Delivered by H.E. President Bashar al-Assad at the People's Assembly. <http://presidentbharassad.blogspot.com/2012/>. (Accessed: 05.05.2021).
- Presidentbharassad, (2013). The West has Brought Terrorists to Syria. <http://presidentbharassad.blogspot.com/2014/12/president-bashar-al-assads-historic.html>. (Accessed: 02.05.2021).
- Quinlivan, J., (1999). Coup-Proofing: Its practice and consequences in the Middle East. *International Security*, 24(2), 131-165.
- Rabinovich, I. & Valensi, C. (2021). *Syrian requiem: The civil war and its aftermath*. Princeton University Press.
- Rubin, B., (2007). *The Truth about Syria*. Palgrave Macmillan.
- Salamandra, C. (2013). Sectarianism in Syria: Anthropological Reflections. *Middle East Critique*, 22(3), 303-306.
- SANA, (2013a). President al-Assad to CCTV: Syria isn't worried over draft resolution on chemical weapons proposed at Security Council. <http://www.sana.sy/en/?p=3706>. (Accessed: 20.07.2021).
- SANA, (2013b). Interview of President Bashar al-Assad to TeleSUR TV. <https://www.sana.sy/en/?p=3709>. (Accessed: 25.07.2021).
- SANA, (2013c). President al-Assad: We focus today on getting rid of terrorists and their ideology. <http://www.sana.sy/en/?p=3712>. (Accessed: 10.07.2021)
- SANA, (2014a). President al-Assad to Der Spiegel: All decisions taken by the West for the past ten years have been in support of al-Qaeda. <http://www.sana.sy/en/?p=3717>. (Accessed: 10.07.2021).
- SANA, (2014b). Interview of President Bashar al-Assad to Agence France Presse. <https://www.sana.sy/en/?p=3723>. (Accessed: 10.07.2021).
- SANA, (2014c). "Speech Delivered by President Bashar al-Assad at the People's Assembly". <http://www.sana.sy/en/?p=6859>. (Accessed: 05.11.2021).
- SANA, (2014d). President al-Assad: Syria won't be a puppet state for the West. <http://www.sana.sy/en/?p=6859>. (Accessed: 05.11.2021).
- SANA, (2015a). President al-Assad: Killing civilians is terrorism, events in France brought European policies to account. <http://www.sana.sy/en/?p=25117>. (Accessed: 23.04.2021).
- SANA, (2015b). "Interview of President Bashar al-Assad to Foreign Affairs Magazine. <https://www.sana.sy/en/?p=26278>. (Accessed: 2.08.2021).
- SANA, (2015c). Interview of President Bashar al-Assad to Russian media. <https://www.sana.sy/en/?p=33642>. (Accessed: 01.12.2021).
- SANA, (2015d). Interview of President Bashar al-Assad to Expressen Newspaper. <https://www.sana.sy/en/?p=36449> (Accessed: 01.10.2021).
- SANA, (2015e). President al-Assad: Terrorists are the true tool of the Israeli aggression, and confronting Israel requires confronting its tools first. <http://www.sana.sy/en/?p=52585>. (Accessed: 08.03.2021).
- SANA, (2015f). President al-Assad to Russian media outlets. We cannot implement anything unless we defeat the terrorism. The army is the most important symbol for any society. <https://www.sana.sy/en/?p=54857>. (Accessed: 23.07.2021).
- SANA, (2015g). Interview of President Bashar al-Assad to the Khabar TV. <https://www.sana.sy/en/?p=56697>. (Accessed: 08.10.2021).
- SANA, (2015h). President al-Assad to French magazine Valeurs Actuelles.. Whoever fights terrorism somewhere, will protect the rest of the world. <http://www.sana.sy/en/?p=61879>. (Accessed: 18.07.2021).
- SANA, (2015i). President al-Assad to Chinese PHOENIX TV Channel.. From the very first day, we were determined to fight terrorism. <http://www.sana.sy/en/?p=62206>. (Accessed: 07.07.2021).
- SANA, (2015j). President al-Assad to Czech TV: Defeating terrorism will remove obstacles in front of any political process. <http://www.sana.sy/en/?p=63209>. (Accessed: 11.08.2021).
- SANA, (2015k). President al-Assad: Russia's policy towards Syria is based on values and interests, the West is not serious in fighting

- terrorists. <http://www.sana.sy/en/?p=63857>. (Accessed: 03.09.2021).
- SANA, (2016a). President Assad: Cessation of military operations requires preventing terrorists from using it to improve their position. <http://www.sana.sy/en/?p=70035>. (Accessed: 25.05.2021).
- SANA, (2016b). President Assad to ARD TV: Terrorists breached cessation of hostilities agreement from the very first hour, Syrian Army refrained from retaliating. <http://www.sana.sy/en/?p=70991>. (Accessed: 28.08.2021).
- SANA, (2016c). President al-Assad to RIA Novosti and Sputnik: Syria is not prepared for federalism. <https://www.sana.sy/en/?p=73304>. (Accessed: 16.08.2021).
- SANA, (2016d). President al-Assad to RIA Novosti and Sputnik: We are prepared to accept any militant willing to drop arms. <https://www.sana.sy/en/?p=73373>. (Accessed: 25.04.2021).
- SANA, (2016e). President al-Assad to RIA Novosti and Sputnik: We have the will to clean Syria completely of terrorists. <https://www.sana.sy/en/?p=73547>. (Accessed: 18.03.2021).
- SANA, (2016f). President al-Assad to SBS Australia: Western nations attack Syrian government openly and deal with it secretly. <http://www.sana.sy/en/?p=81447>. (Accessed: 19.10.2021).
- SANA, (2016g). *President al-Assad: United States fails everywhere, but it succeeds in creating problems.* <http://www.sana.sy/en/?p=89986>, (Accessed: 22.10.2021).
- SANA, (2016h). President al-Assad to Denmark's TV 2: Moderate opposition is a myth... We won't accept that terrorists will take control of any part of Syria. <http://www.sana.sy/en/?p=89763>. (Accessed: 10.10.2021).
- SANA, (2016i). President al-Assad to Swiss SRF 1 TV channel: Fighting terrorists is the way to protect civilians in Aleppo. <http://www.sana.sy/en/?p=91031>. (Accessed: 03.09.2021).
- SANA, (2016j). President al-Assad: United States and its Western allies are to blame for failure of latest ceasefire. <http://www.sana.sy/en/?p=92287>. (Accessed: 19.09.2021).
- SANA, (2016k). President al-Assad: Syrians will not accept hope or dream of Western and some regional countries of dividing Syria. <http://www.sana.sy/en/?p=96185>. (Accessed: 03.05.2021).
- SANA, (2016l). President al-Assad: Military operations will not stop after liberating Aleppo, we will liberate Palmyra again. <http://www.sana.sy/en/?p=96184>. (Accessed: 18.05.2021).
- SANA, (2017a). President al-Assad: Astana talks will focus on ceasefire and allowing terrorist groups to join reconciliation. <http://www.sana.sy/en/?p=98592>. (Accessed: 22.07.2021).
- SANA, (2017b). President al-Assad: The US's only way to defeat terrorism in Syria is through cooperation with Syrian government. <http://www.sana.sy/en/?p=99897>. (Accessed: 18.11.2021).
- SANA, (2017c). President al-Assad to French TF1 and EUROPE 1: We fight for the Syrian people, therefore, they support their government, army and President. <http://www.sana.sy/en/?p=10036>. (Accessed: 11.11.2021).
- SANA, (2017d). President al-Assad : Khan Sheikhoun incident fabricated..The West and the US blocked the investigation because it will find that all their allegations and narratives were lies. <http://www.sana.sy/en/?p=104753>. (Accessed: 05.06.2021).
- SANA, (2017e). President al-Assad to Wion TV: Situation in Syria has improved dramatically, Wahhabi terrorist extremist groups are retreating. <http://www.sana.sy/en/?p=10744>., (Accessed: 16.09.2021).
- SANA, (2018a). President al-Assad: We will liberate every part of Syria...The Americans should leave; somehow they're going to leave ...Israel is losing the dear ones of al-Nusra and ISIS and that's why it is panicking. <http://www.sana.sy/en/?p=139186>. (Accessed: 14.09.2021).
- SANA, (2018b). President al-Assad to Mail on Sunday: UK publicly supported White Helmets that are a branch of Al Qaeda, US

- and UK existence in Syria is invasion. <http://www.sana.sy/en/?p=139864>. (Accessed: 17.10.2021).
- SANA, (2019a). Interview of President Bashar al-Assad to Al-Sourea and al-Ikhbariya TVs. <http://www.sana.sy/en/?p=177331>. (Accessed: 21.10.2021).
- SANA, (2019b). President al-Assad in an interview with Russian RT-UK TV Channel: In spite of all aggression, majority of Syrian people support their Government, Russia helps Syria as terrorism and its ideology have no borders. <http://www.sana.sy/en/?p=178031>. (Accessed: 28.10.2021).
- SANA, (2019c). President al-Assad: "The Belt and Road Initiative" constituted worldwide transformation in international relations...There will be no prospect for US presence in Syria. <http://www.sana.sy/en/?p=180579>. (Accessed: 03.11.2021).
- Speech Delivered by President Bashar al-Assad at the People's Assembly, (2012).
- Speech Delivered by President Bashar al-Assad at the People's Assembly, (2013).
- Tinas, M. (2019). Suriye'de Devlet ve 2011 sonrası otoriterliğin direnci. In Tinas, M., & Sarı, B., (Eds.), *Doğu Akdeniz'den Basra'ya Krizler ve Düzen*. Polis Akademisi Yayınları, p.137-148.
- Tür, Ö. & Tinas, M. (2020). Lebanon and the Syrian Civil War: Sectarian perceptions and positions. *Journal of Balkan and Near Eastern Studies*, 23, 1-18.
- Wæver, O. (1995). Securitization and Desecuritization. in Ronnie L., (Ed.), *On Security*. New York.
- Walt, S., (1991). The renaissance of security studies. *International Studies Quarterly*, 3(5), 211-239.
- Wendt, A., (1992). Anarchy is what States Make of it: The social construction of power politics. *International Organization*, 46(2), 391-425.
- Williams, M. (2003). Words, images, enemies: Securitization and International Politics. *International Studies Quarterly*, 47(4), 511-531.
- Zisser, E., (2006). Who's Afraid of Syrian Nationalism? National and State Identity in Syria, *Journal of Middle Eastern Studies*, 42(2), 179-198.
- Zisser, E. (2007). *Commanding Syria: Bashar Al-Asad and the first years in power*. I.B. Tauris.

Metaverse Awareness of Turkish Generation Z Preservice Teachers

Ayşenur Kuloğlu¹ | Burhan Akpınar² | Fatih Selim Erdamar³

¹ Assist. Prof. Dr., Firat University, Elazığ/Türkiye
ORCID: [0000-0003-0217-8497](https://orcid.org/0000-0003-0217-8497)
E-Mail: adonder@firat.edu.tr

² Prof. Dr., Firat University, Elazığ/ Türkiye
ORCID: [0000-0003-3509-0475](https://orcid.org/0000-0003-3509-0475)
E-Mail: bakpinar23@gmail.com

³ Assist. Prof. Dr., Şirnak University, Şirnak/ Türkiye
ORCID: [0000-0001-7449-1437](https://orcid.org/0000-0001-7449-1437)
E-Mail: fatiherdamar@hotmail.com

Corresponding Author:
Ayşenur Kuloğlu

Abstract

The aim of this study was to examine the metaverse awareness of Turkish Generation Z pre-service teachers with regard to several variables. A total of 1048 pre-service teachers born after 2000 participated in the study in which the descriptive survey model was used. The data were collected through a questionnaire and analyzed using descriptive statistical techniques. The findings revealed that the participants had low metaverse awareness and experience of this technology. Differing from the global Generation Z, they perceived the metaverse more in the context of game and entertainment. The participants thinking that the metaverse is partially beneficial for education emphasized its role as a technological tool that supports education rather than the role of the metaverse as an educational ecosystem itself. This finding may be related to the fact that the Turkish Generation Z preservice teachers were not fully aware of the virtual and digital technology phenomenon such as the metaverse and they were not aware of its educational potential. The low awareness of the T Turkish Generation Z preservice teachers about the metaverse can be considered as a deficiency in terms of compliance of the Turkish Education System with the Information Age. It was concluded as a result of this study that the awareness of Turkish Generation Z preservice teachers, who differ from their global counterparts in some features, about virtual and digital technology is not yet ready for the transformation of Turkish Education System to into a completely virtual and digital form. Thus, this unity should be ensured through intermediate forms such as the Hybrid Model.

Keywords: Turkish Generation Z, Metaverse, Generation Z Preservice Teachers, Metaverse and Education.

November 2022
Volume:19

Issue:50

DOI: [10.26466//opusjsr.1113997](https://doi.org/10.26466//opusjsr.1113997)

Citation:

Kuloğlu, A., Akpınar, B. and Erdamar, F. S. (2022). Metaverse awareness of Turkish Generation Z preservice teachers. *OPUS– Journal of Society Research*, 19(50), 838-852.

Öz

Bu araştırmanın amacı, öğretmen adayları Türk Z Kuşağının metaverse farkındalıklarını belirlemek ve bunları çeşitli değişkenlere göre değerlendirmektir. Betimsel tarama modelinde kurgulanan ve yürütülen araştırma, 2000 yılı sonrasında doğmuş toplam 1048 öğretmen adayı üzerinde yürütülmüştür. Araştırmada veriler, anketle toplanmış ve betimsel istatistiki tekniklerle analiz edilmiştir. Bu analizlere dayalı olarak ulaşılan sonuçlar şunlardır: Araştırmaya katılan öğretmen adaylarının metaverse farkındalıkları ile bu teknolojiyi deneyimleme oranları düşüktür. Bu özellikleriyle küresel Z kuşağından ayrılan Türk Z Kuşağı öğretmen adayları, metaverseyi daha çok oyun-eğlence bağlamında algulamaktadırlar. Metaverseyi eğitim için kısmen faydalı bulan öğretmen adayları, metaversenin bizzatlı eğitim ekosistemi olma rolünden ziyade, eğitimi destekleyen teknolojik araç rolünü benimsemişlerdir. Araştırmada bu durum, Türk Z Kuşağı öğretmen adaylarının metaverse gibi sanal ve dijital teknoloji olgusunun tam ayırında olmamaları ve bunun eğitim potansiyelini bilmedikleriyle ilişkilendirilmiştir Türk Z kuşağına mensup öğretmen adaylarının metaverse olgusuna dair düşük farkındalıkları, Türk Eğitim Sisteminin Bilgi Çağı eğitim paradigmasına uyumu bakımından eksiklik olarak görülebilir. Bazı boyutlarda küresel çağdaşlarından ayrılan Türk Z Kuşağı öğretmen adaylarının sanal ve dijital teknolojiye dair farkındalık düzeyleri, Türk Eğitim Sisteminin tamamen sanal ve dijital bir forma dönüştürülmesine henüz hazır olmadığı; dolayısıyla bu uyumun Hibrit Model gibi ara formlar üzerinden yapılmasının daha doğru olacağı şeklinde değerlendirilmiştir.

Anahtar Kelimeler: Türk Z Kuşağı, Metaverse, Z Kuşağı Öğretmen Adayları, Metaverse ve Eğitim.

Introduction

The metaverse phenomenon, fictional background of which is based on the books "Dungeons & Dragons" (1974), "Neuromancer" (1984) and Neil Stephenson's "Snow Crash" (1992), is a relatively new development in education (Lee, 2021; Damar, 2021). Metaverse, the advanced version of Augmented Reality (AR) based on a new generation internet technology (Hazneci, 2019; Duan et al., 2021), is a three-dimensional (3D) virtual ecosystem (Kim, 2021). Etymologically, metaverse consists of the words 'meta' (abstract, virtual) and 'verse' (universe) and refers to "virtual universe" (Choi & Kim, 2017). Metaverse is a technological platform that combines real and virtual worlds (Göker, 2017). This platform consists of elements such as AR, avatar, Second Life, simulation, life diary and mirror worlds (Warburton, 2009), wearable technology such as virtual goggles and sensor suits (Park and Kim, 2022), data warehouse and a 3D web infrastructure (Duan et al., 2021). With this tools, the metaverse enables individuals to participate in a virtual ecosystem in which senses of sight, hearing and touch become possible through their virtual personality, that is their "avatar" (Lee, 2021). Such a situation possibly transforms the relationship between education and technology into a very significant place.

In terms education, the metaverse goes beyond the role of technology that supports the teaching process and refers to an education ecosystem. Metaverse, which is a virtual education ecosystem, offers students great stimuli and messages, surpassing the time and place constraints. In this ecosystem, the student finds the opportunity to go through experiences that are not possible in the classical school and classroom environment (Choi & Kim, 2017). Thus, students can gain many experiences that they cannot have in real life because of different reasons whether individually or with a group (Yoo & Keung, 2021). Especially, students can participate in the learning content by creating and realizing their own fiction in the metaverse education ecosystem, in which they join with their avatar, which is a kind of hologram. Thus, the students have the opportunity to learn almost any subject they want, without time and

place constraints, individually or with a group. With these features, it can be argued that the metaverse, which supports Constructivism (Avcı, 2017), is an education ecosystem suitable for the Generation Z, who is also familiar with the virtual and digital environment, due to the opportunity to combine entertainment and education in the virtual environment. Generation Z, who were born after 2000 and some of them are in the higher education age group (Kesgin, 2019), are called the learners of the digital age (Ardıç & Altun, 2017). In fact, this generation appears in almost 90% of new generation internet technologies, virtual and social media platforms and is extremely familiar with *gaming, chatting and getting information* in these platforms (Taş, Demirdövmöz & Küçüköğlü, 2017). In this respect, the metaverse ecosystem seems to match with the learning preferences of this generation. It is also clear that the existing education and teaching regulations do not appeal to this generation (Halisdemir, 2015). In this sense, a suitable and attractive educational environment in line with their virtual and digital communication habits should be provided to the Generation Z who constitutes approximately 14% of the population of Turkey (Deniz & Ünal, 2019). Furthermore, in this age, education cannot be thought in isolation from virtual and digital technologies, which reflect the spirit of the time. Existing in a world moving towards the Society 5.0 Smart Society, in which applications such the Metaverse will be included in all aspects of life, is possible by being aware of these technologies, being a user, and being the producer of these them. At this point, metaverse awareness of higher education students, especially the Generation Z, is of critical importance for the accommodation of future generations to the aforementioned smart systems since new generations will fail to adopt an innovation that their teachers are not aware of. Therefore, it is important for the Generation Z preservice teachers to be aware of the relationship between education and the metaverse, in terms of the adaptation of these and similar technologies to the education system.

The relationship between metaverse and education can be briefly regarded metaversal education (Akpınar & Akyıldız, 2022). The reason behind the appropriateness of metaversal education

for the Generation Z preservice teachers is that this generation exists in virtual media in ontological terms (Yardımcı, 2021; Taş, Demirdövmöz & Küçüköğlü, 2017) and familiar with digital information in epistemological terms (Taşlıbeyaz, 2019). In this sense, the metaverse, which connects technology and Generation Z, can play a role in the education of this generation as an "epistemic-cognitive" (Tsai et al., 2013) and "ontological" stakeholder. With the new generation virtual and digital internet technology in education, the existing teaching process transforms into a metaverse education ecosystem. This transformation lead to many new situations and contexts in education and learning. In the timeless, spaceless and virtual metaverse education ecosystem, the school transforms into a decentralized ecosystem (Duan et al., 2021), the student into the avatar, and the teacher into a moderator (Akpınar & Halitoğlu, 2022). Similarly, learning transforms from a stimulus-response (S-R) process to a digital information/stimulus-avatar (DS-A) relationship in the metaverse education ecosystem. As a result of these transformations, it is expected that there will be changes in the currents ontological and epistemological meanings of education. Although this virtual educational environment, which goes beyond the known and familiar meanings, contexts and relationships in education and learning, is not suitable for the Generation Y and X, this is not valid for the Generation Z, who were born into internet technology and mental schemas of whom were formatted with virtual and digital stimuli. Therefore, recognizing the Generation Z from many dimensions, including education is of crucial importance.

The concept of generation comes from the words "generire" in Latin (Halisdemir, 2015). In order to address and examine the generation phenomenon scientifically, classifications were made in the sociological context. In the classification of generations, the factors and characteristics that distinguish one generation from the others are considered. These factors are historical, social, political and economic events that have an impact on the course of life (Erden,

2012; Kesgin, 2019). As a result of these events, the course of life is changed on average every 20-30 years (Adıgüzel, Batur, & Ekşili, 2014) and a new generation with common behavioral patterns that are different from the previous ones emerges. Hence, the generation can be described as a group that shares certain social, economic and political events in relation to certain birth years (Gürbüz, 2015). Members of the same generation are expected to have common habits and values (Taş, Demirdövmöz, & Küçüköğlü, 2017). Based on this definition, the generations in our century are listed as follows: Silent Generation (1927-1945), Baby Boomer (1946-1964), Generation X (1965-1979), Generation Y (1980-1999) and Generation Z (2000 and after) (Deniz & Tutgun Unal, 2019:1028).

In recent years, the technology has regarded as one of the factors in generation classification. Washburn (2000) explains the match between generation and technology as follows: Baby Boomers - phone; Generation X - TV; Generation Y - the Internet and e-mail (cited in Erden, 2012). From this perspective, Generation Z can be matched with virtual and digital technology. Therefore, the internet technology is the dominant factor that characterize Generation Y and Generation Z (Kesgin, 2019; Fettahlioğlu, Birin, & Yiltay, 2018). However, the difference between generations is that while the Generation Y uses the internet mostly for communication and information, internet-based virtual and digital technologies and social media are an area of existence for the Generation Z. This means that although the internet is a tool for communication, perception and learning for the Generation Y, the internet is almost a living space for the Generation Z. Based on this relationship, even though the internet plays a supportive role in the communication, perception and learning of the Generation Y, the internet is both an ontological and an epistemic living area and environment for the Generation Z, who is integrated with this technology. In the context of the integration of Generation Z with the internet technologies, Duan et al. (2021) define the relationship between Generation Z and the internet as "human-centered informatics". The fact that the members of

Generation Z were born after the year 2000, when internet-based virtual and digital technologies were widespread, plays a crucial role for them to be the internet generation. In fact, these technologies and stimulations have a great effect on the mental coding of the Generation Z on which their perception, thinking and learning are based. In line with this argument, Ardiç and Altun (2017) reported that the Generation Z uses technology for information and learning purposes. Similarly, Zapalska and Brozik (2006) highlighted the fact that the mental processes of the Generation Z operate differently as a result of technology (cited in Erden, 2017). The Generation Z is actually innate screen learners since their cognitive functioning operates according to the neurological bombardment full of digital and virtual messages (Karadoğan, 2019). As Artkan and Kaya (2021) indicate, the Generation Z, today's higher education students, are visual and image-oriented learners with a perception style facilitated by multiple visual flows and instant information. Therefore, it is important to understand the relationship this generation has established with new generation internet technologies such as the metaverse from their perspective. However, the number of studies on this issue is very limited (Akça, 2016). In this sense, this study, the aim of which was to investigate the metaverse awareness of Generation Z preservice teachers, who will build the future with the students they will train, will contribute to the literature.

Method

Research Model

This study, which aimed to examine the metaverse awareness of Turkish Generation Z preservice teachers, adopted the survey model which is one of quantitative research models. The survey model is suitable for research conducted on large samples, in which the views, skills, interests and attitudes of the participants regarding an event or subject are observed and described in accordance with the purpose of the research in social and human disciplines (Karasar, 2018).

Universe (Population) and Sample

The universe of this research consisted of 1977 students studying in the 1st and 2nd grades of the Fırat University Faculty of Education (n=965) and Dicle University Faculty of Education (n=1012) in the 2021-2022 academic year. A total of 1048 1st and 2nd grade students who were born in and after 2000 participated in the study. In the study, convenience sampling, a purposive sampling method, was used and the participation was on a voluntary basis. In convenience sampling, a sample that is easy to access is included in the study in order to enhance speed and practicality to the study (Patton, 2005; Yıldırım & Şimşek, 2008). Based on the fact that a sample of 351 participants is sufficient for the population size of 4000 people according to the confidence level of ".95" (Balci, 2009), it can be argued that a sample of 1048 people is sufficient to represent the population. The demographic characteristics of the are presented in Table 1.

Table 1. The demographic characteristics of the participants

Variables		f	%
Gender	Female	736	70,2
	Male	312	29,8
University	Dicle	616	58,8
	Fırat	432	41,2
Department	Verbal	522	49,8
	Quantitative	332	31,7
	Foreign Language	194	18,5
Time spent on the Internet	1 hour	113	10,7
	2 hours	176	16,8
	3 hours	315	30,1
	4 hours and more	444	42,4
Course taken on Information and Communication Technologies.	Yes	960	91,6
	No	88	8,4

Data Analysis

In this study, the data were collected through the "Metaverse Awareness Questionnaire of Turkish Generation Z" (MAQTGZ) developed by the researchers. During the development of the questionnaire, first, a draft pool of 36 items was developed through a literature review. Then, opinions of 31 students (Fırat University n=17; Dicle Universities n=14), who were 1st and 2nd grade students studying at the Education Faculties of Fırat and Dicle Universities in the Spring Semester of the 2021-2022 Academic Year, about these draft items were obtained. Similarly, expert opinion about the draft items was obtained from

six academicians (2 Prof. Dr, 2 Assoc., Prof. and 2 Assis. Prof.) working in the Department of Educational Sciences, Curriculum and Instruction of these two faculties. In line with the received feedback, the items in the draft form were examined in terms of relevance to the research topic, clarity and comprehensibility, and 1 item related to demographic information and 6 items related to metaverse awareness were eliminated. Thus, MAQTGZ included a total of 35 items, five of which are about personal information and 30 of which are related to the aim of the study. In MAQTGZ, 30 items related to metaverse awareness were graded as "3 Yes", "2 Partially" and "1 No". After obtaining the necessary permissions for the study, a total of 1200 forms were administered to 1st and 2nd grade students of the aforementioned faculties. After the two-week application period, 1067 questionnaires were returned. 19 of them were eliminated due to incomplete filling, duplicate marking, etc., and the remaining 1048 questionnaires were entered to SPSS package program for data analysis. Frequency and percentage, which are descriptive statistical techniques, were used in the analysis of these data. In addition, Chi-square test was used in the analysis of students' opinions with regard to demographic variables. Before the Chi-square test, the normality of the data was tested. Fisher test for values less than "5" in each cell in the distribution; The Chi-square test (Karagöz, 2016) was applied to the data where more than this distribution was accepted as normal, to determine whether the frequencies obtained were compatible with a certain hypothesis or theoretical distribution or whether they were different. The Fisher's test was applied to each cell in the distribution for values less than "5", and where the distribution was considered normal, the Chi-square test was applied to the data to investigate whether the obtained frequencies satisfied a certain hypothesis or theoretical distribution or whether they were different (Karagöz, 2016). $p=0.05$ was accepted as the level of significance.

Findings and Discussion

1. Opinions of Turkish Generation Z Preservice Teachers on the Metaverse Phenomenon

1.1. Metaverse Awareness

The opinions of the participants on metaverse awareness are given in Table 2.

Table 2. The participants' opinions about metaverse awareness

No	Opinions	Yes		Partial		No	
		f	%	f	%	f	%
1	Do you know the meaning of the term "metaverse"?	218	20.7	229	21.8	601	57.5
2	Do you know the structure and function of Metaverse technology?	140	13.4	287	27.4	621	59.3
3	Do you know which technological devices the metaverse covers?	126	12.0	256	24.4	666	63.5
4	Do you know how to participate in the metaverse environment on the Internet?	98	9.4	193	18.4	757	72.2
5	Do you know the headset and glasses that give the feeling of seeing and looking around in the virtual environment?	183	17.5	352	33.6	509	48.9
6	Do you know the gloves that give the feeling of touch in the virtual environment?	173	16.5	274	26.1	601	57.3
7	Do you know that Facebook changed its name to "Meta"?	363	34.6	157	15.0	528	50.4

In the Information Age, virtual and digital technologies have important indications on education as well as daily life. According to Avcı (2017), who cited various sources (Dalgarno & Lee, 2010; Papachristos, Vrrellis, Natsis & Mikropoulos, 2014 cited in Avcı, 2017), the metaverse, which has been described as a new generation internet-based virtual and digital ecosystem in the decade, has a significant potential for education. As in numerous countries, the metaverse-like 3D virtual ecosystem, which has been implemented as a virtual campus and virtual classroom in Turkey, is likely to be one of the educational environments of the future (Bartle, 2003, cited in Avcı, 2017). Besides, an education, structured on the basis of 3D virtual and digital technologies, is suitable for the Generation Z, which is called the digital generation. However, the adaptation of an education system to these technologies depends on the awareness, attitudes, knowledge and skills of the current Generation Z preservice teachers.

In this context, Table 2 showed that the participants had lower levels of awareness about the metaverse, which is a combination of 3-D virtual and digital technology. It was revealed that the participants were hardly aware of the concept of metaverse, its structure and function, the devices in this ecosystem and how to participate in this system. This finding clearly showed that the participants did not have an adequate knowledge of the metaverse. Krumsvik (2008) argues that teachers' digital competence lies at the intersection of awareness and practice skills (cited in Bayrakçı, 2020). The only topic that the participants were relatively aware of was that Facebook's name was changed to "Meta" (34.6% Yes; 15% Partially). The possible reason for this finding may be that they are the social media generation and the social media is the area of existence of the Generation Z (Yardımcı, 2021). On the other hand, it was found that the participants "partially" aware of the metaverse, its structure and function, the devices in this technology, and the use of the system. This finding indicates that the participants' metaverse knowledge was at the surface level. This may be due to the fact that the metaverse phenomenon has not yet been satisfactorily included in Turkish Education System (TES) and that there are not enough courses and activities for metaverse in the

education faculties of the participants. The low awareness of the participants about the metaverse, which is a combination of virtual and digital technology, differentiates them from the global Generation Z. In general, it is stated that the Generation Z has a higher level of awareness about these technologies (Çavuşoğlu & Yalçın, 2021).

Chi-square (X^2) test was performed to examine whether there was a significant difference between participants' opinions regarding the items in Table 2 with regard to demographic variables. The findings showed that there was no significant difference between the participants' opinions according to grade, age and course taken on information and communication technologies. However, it was found that the participants significantly differed by gender in Item 2 ($X^2(df=2)=12.800$; $p=0.002$) and Item 7 ($X^2(df=2)=9.004$; $p=0.011$). Accordingly, female participant (No 62.1%; $n=457$) had less knowledge of the structure and function of the metaverse than males (No 52.6%; $n=164$). Similarly, male participants had higher levels awareness (Yes 39.4%; $n=123$) about the fact that Facebook changed its name to "Meta" than that of females (Yes 32.6%; $n=240$). This finding, which indicated that male participants had a higher awareness about the metaverse, may be due to the fact that males use the internet technologies more intensively (Koçak, Karakuş, Yılmaz & Göktaş, 2018). In addition, there was a significant difference between the opinions of the participants in Item 5 ($X^2(df=4)=25.630$; $p=0.000$) and Item 7 ($X^2(df=4)=26.400$; $p=0.000$) in terms of the department. In this sense, participants at the quantitative departments (Yes 48.4%; $n=148$) had more knowledge about the virtual helmet and glasses required for the metaverse than those at the verbal departments (Yes 25.2%; $n=77$). This finding may be due to the fact that digital branches are more closely related to technology in general. However, the awareness of participants about the change of Facebook's name to "Meta" at the verbal departments (Yes 51.2%; $n=186$) were higher than those at quantitative (Yes 27.0%; $n=98$) and language departments (Yes 21.8%; $n=79$). The reason for this finding may be that verbal departments are more sensitive to the latest news. For example, Can and Gündüz (2021) found that

virtual classroom proficiency of classroom teachers was higher than those of branch teachers. In terms of the variable of time spent on the internet, there was a significant difference between the opinions of the participants in Item 1 ($X^2(df=6)=16.720;p=0.010$). It was found that the participants who spend 4 hours a day on the Internet (Yes 30.0%; n=133) were more aware of the meaning of the metaverse concept than those who spend 1 hour a day (Yes 21.6%; n=38). This may possibly be due to the interest in the Internet and familiarity with these technologies.

1.2. Metaverse Experience

The opinions of the participants about experiencing the metaverse are presented in Table 3.

Tablo 3. Opinions of generation Z preservice teachers on metaverse experience

No	Opinions	Yes		Partially		No	
		f	%	f	%	f	%
8	Have you had any experience of participating in the metaverse environment?	81	7.7	113	10.8	854	81.5
9	Have you experienced playing games in the metaverse environment?	100	9.5	91	8.7	857	81.8
11	Have you created your own avatar in the metaverse environment?	57	5.4	66	6.3	925	88.3
12	Have you experienced the virtual headset and glasses in the metaverse environment?	70	6.7	58	5.5	920	87.5
13	Have you tried the haptic gloves in the metaverse environment?	36	3.4	65	6.2	947	90.4

Being aware of the metaverse, which has a very abstract meaning and complex structure, requires experiencing this technology as well as knowing

about it. Table showed that the Generation Z participants did not have metaverse experience at all. Considering their lower levels of metaverse awareness, such a finding is expected. Being competent in a topic requires both information (knowledge) and experience (skill) since they are significant behavioral stages that complement each other. In this sense, Lichtenberg, Woock, and Wright (2008) argue that success in the 21st century depends on both the development of knowledge and skills (cited in Saçmalioğlu, 2019). The participants' lack of metaverse experience may be due to several reasons. The first is that Turkish Generation Z has not yet become skilled at new generation internet technologies such as metaverse. Second, the Turkish Generation Z is the consumer of internet technologies instead of the producer. However, regardless of the reason, it was revealed that the Turkish Generation Z differed from its global contemporaries in some aspects such as being knowledgeable about technology. This finding indicates that the argument that "generations all over the world have become similar to each other with globalization" (Görmez, 2021) does not fully reflect the current situation in Turkey. There are technological as well as sociological reasons for this.

Chi-square (X^2) test was performed to examine whether there was a significant difference between the opinions on the items in Table 3 with regard to demographic variables. The findings showed that there was no significant difference between the participants' opinions in terms of grade, age and course taken on Information and Communication Technologies. However, it was found that there was a significant difference in item 9 with regard to gender ($X^2(df=2)=10.370; p=0.006$). Male participants (Yes 13.1%; n=41) had more experience of playing games in the metaverse environment than females (Yes 8.0%; n=59). Although the rate was low, the fact that male teacher candidates had more virtual gaming experience may be related to the gender role. In addition, a significant difference was found in Item 11 ($X^2(df=4)=23.020; p=0.000$) and Item 12 ($X^2(df=4)=13.040; p=0.011$) in terms of department. It was found that the participants at quantitative

departments (Yes 49.2%; n=28) had more experience in creating avatars than those at verbal (Yes 26.3%; n=15) and language (Yes 24.6%; n=14) departments. Similarly, the participants at quantitative departments (Yes 44.3%; n=31) had more experience about the virtual headset and glasses than those at language (Yes 30.0%; n=21) and verbal (Yes 25.7%; n=18) departments. These findings suggest that the participants at quantitative departments are better in creating avatars and experiencing the virtual headset and glasses, which play a crucial role in the metaverse, than those at the verbal and language departments. With regard to the time spent on the Internet, there was a significant difference in Item 9 ($X^2(df=6)=14.230$; $p=0.027$). In this sense, the participants who spend 4 hours a day on the Internet (Yes 11.3%; n=50) had more experience of playing games in the metaverse than those who spend 2 hours on the Internet (Yes 5.1%; n=9). This finding indicates a linear relationship between the time spent on the internet and the metaverse experience. This finding is in line with the study of Doğruluk (2017) in which a relationship between the internet habits of pre-service teachers and their effectiveness in these platforms was found.

1.3. Metaverse Usage Areas

The opinions of Turkish Z Generation preservice teachers in the study on the metaverse usage areas are shown in Table 4.

Table 4. Opinions of the participants on metaverse usage area

No Opinion	Yes		Partially		No	
	f	%	f	%	f	%
19 Do you agree that the metaverse is more suitable for virtual games/entertainment?	248	23.7	434	41.4	366	34.9
20 Do you agree that metaverse is more suitable for economy/cryptocurrency?	205	19.6	444	42.4	399	38.1
21 Do you agree that metaverse is more suitable for defense and security?	157	15.0	450	42.9	441	42.1
22 Do you agree that metaverse is more suitable for social communication and interaction?	238	22.7	421	40.2	389	37.1
23 Do you agree that metaverse is more suitable for education and training?	188	17.9	464	44.3	396	37.8

Metaverse represents the latest point reached by digital and virtual technologies, which have already surpassed the traditional game and entertainment purposes and turned into a life form

(Şahin, 2016). In addition, today it has entered many fields from economy to security, and education to health. The opinions of the participants about the usage areas of metaverse are presented in Table 4. The findings showed that the Turkish Generation Z preservice teachers in this study perceived the metaverse mostly in the context of game-entertainment (Yes 23.7%; n=248), followed by social communication and interaction (Yes 22.7%; n=238), economy/cryptocurrency (Yes 19.6%; n=205), education (Yes 17.9%; n=188) and defense-security (Yes 15.0%; n=157), respectively. This finding suggests that Turkish Generation Z preservice teachers had surface level knowledge of metaverse. However, although the metaverse, the combination of new generation internet technologies, started in the context of games and entertainment (Gennett, 2010), it has gone far beyond this purpose. Even, it is proposed that metaverse-like technologies will have global effects in the economic, political and social fields and will transform the Z generation into global citizens (Ardıç & Altun, 2017). The inadequacy of the participants in metaverse usage areas is a lack of adaptation of TES to a technology-based Smart Society such as Industry 5.0. Therefore, the programs of education faculties should be revised in order to include and pay more attention to these technological developments.

Chi-square (X^2) test was used to investigate whether there was a significant difference between the opinions of the participants regarding the items in Table 4 in terms of demographic variables. The findings did not reveal a significant difference between the participants' opinions with regard to the class, age, course taken on Information and Communication Technologies and department. However, it was found that there was a significant difference in Item 20 ($X^2(df=2)=16.720$; $p=0.006$) and Item 21 ($X^2(df=2)=9.318$; $p=0.009$) in terms of gender. Accordingly, male participants (Yes 26.9%; n=84) thought that metaverse is more suitable for the economy-crypto-money context than females (Yes 16.4%; n=121). Similarly, male participants (Yes 19.9%; n=62) considered the defense-security context of the metaverse more than females (Yes 12.9%; n=95). The reason for these findings may be that male preservice teachers are more sensitive to the issues of economy and defense-security in

terms of their gender role. In addition, There was a significant difference in Item 19 ($X^2(df=6)=20.190$; $p=0.003$) with regard to the time spent on the internet. Accordingly, the participants who spend 4 hours a day on the Internet (Yes 29.3%; $n=130$) though that metaverse is more suitable for virtual games and entertainment than those who spend 1 hour on the Internet (Yes 14.2%; $n=16$). This finding indicates that the time spent on the internet and the type of activity have an influence on the perception of the metaverse. In this sense, it can be anticipated that pre-service teachers who spend 4 hours a day on the Internet most likely participate in games and entertainment activities. The study of Kırnık, Pepeler, and Özbek (2018) also supports this argument. In this sense, Christakis, Ebel, Rivara, and Zimmerman (2004) argued that there was a significant increase in the time children spend on computer games in the last 30 years (cited in Uluyol, Demiralay, Şahin, & Eryılmaz, 2014).

1.4. The relationship between Metaverse and Education

The opinions of the participants on the relationship between metaverse and education are presented in Table 5.

Table 5. Opinions of generation Z preservice teachers on the relationship between metaverse and education

No	Opinion	Yes		Partially		No	
		f	%	f	%	f	%
16	Do you know that the metaverse is used in education?	192	18.3	308	29.4	548	52.3
17	Is it useful to use the metaverse for education?	360	34.4	424	40.5	264	25.2
18	Is the distance education you receive during the pandemic considered as a metaverse?	144	13.7	479	45.7	425	40.6
24	Do you agree with the view that Metaverse is the way children in our age learn?	201	19.2	442	42.2	405	38.6
25	Do you think that students learn by themselves without a teacher in the virtual environment?	172	16.4	475	45.3	401	38.3
26	Do you think it is correct for students to learn by themselves in the virtual environment?	160	15.3	439	41.9	449	42.8
27	Do you agree that there is no need for face-to-face education at school with the development of the Internet?	118	11.3	330	31.5	600	57.3
28	Do you agree that it is more appropriate to use the internet and virtual environment to support education at school?	389	37.1	384	36.6	275	6.2

Today, virtual and digital technological applications such as the metaverse have exceeded the context of games and entertainment and have reached a point where they offer a number of opportunities for education, especially language teaching (Ulaş, 2013; Demirbağ, 2020). An extensive body of literature has developed on the educational potential of these technologies (Pamukçu & Çakır, 2020; Şahin, 2016; Yıldırım, 2013). Now, it is predicted that metaverse-like ecosystems will be an integral part of education in the near future, depending on the required infrastructure and hardware facilities. Table 5 shows participants' opinions on the relationship between metaverse and education. It was found that the participants regarded the metaverse useful for education and training (Yes 34.4%; Partially 40.5%). However, considering the rate of acceptance, it can be put forward that they had a *cautious optimism* that the metaverse is beneficial for education. This may be as a result of the fact that the participants were not fully aware of the metaverse and did not have experience, as revealed in the study (Table 2, Table 3). In fact, the fact that the participants considered the role of the internet and virtual environment as "supporting education at school" (Yes 37.1%; Partially 36.6%) supports this argument. However, although the internet played this role before the metaverse (Koçer & Aydın, 2019), as the new generation internet technology, the metaverse have gone beyond this role and started to act as an alternative education ecosystem (Duan et al., 2021). In addition, the lower rates of participants' agreement to the items in Table 4 supports that they are not yet ready for metaverse education. Similarly, the fact that 57.3% of the participants said "No" to the statement that "There is no need for face-to-face education at school with the development of the Internet" indicates that they are not fully ready for virtual education. Accordingly, it can be anticipated that it is uncertain that teachers adopt the transformation of education into a completely virtual and digital structure in Turkey, thus Hybrid Models that combine traditional face-to-face education and

virtual education are more accepted (Koç-Akran, 2021).

Chi-square (X^2) test was performed to examine whether there was a significant difference between the opinions of the participants regarding the items in Table 5 in terms of demographic variables. The findings did not reveal significant difference between the participants' opinions with regard to the grade, age, course taken on Information and Communication Technologies, department and time spent on the internet. However, it was found that the participants significantly differed by gender in Item 27 ($X^2(df=2)=14.030$; $p=0.001$). Accordingly, male participants (Yes 14.7%; $n=46$) agreed the statement that "there is no need for face-to-face education at school with the development of the Internet" more than females (Yes 9.8%; $n=72$). This finding may be associated to the higher digital literacy levels of male teacher candidates. In line with this finding, Yeşildal (2018) and Acar (2015) reported that men had higher digital literacy levels.

Conclusion and Recommendations

In this study, the aim of which was to examine the metaverse awareness of the Turkish Generation Z preservice teachers with regard to various variables, the following results were obtained. These results were achieved from the opinions and the related literature of the 1st and 2nd grade Turkish Generation Z preservice teachers since they were born in 2000 and later (Kesgin, 2019; Savaş & Karataş, 2019). The studies outside Turkey indicated that the most distinctive feature of the Generation Z from is that they have an internet technology-mediated lifestyle (Şahbaz, 2019; Ardiç & Altun, 2017; Fettahlıoğlu, Birin & Yiltay, 2018). Whether this global feature of Generation Z is valid for the Turkish Generation Z is controversial due to socio-cultural reasons and the prevalence of internet technology in Turkey. In this context, this study primarily investigated the awareness of Turkish Generation Z on metaverse, which is a combination of new generation internet technologies that forms their ontological and epistemological background (Tsai et al., 2013) since the awareness is the first requirement of knowing and using the technology (Çavuşoğlu & Yalçın,

2021). Accordingly, it was found that the metaverse awareness of Turkish Generation Z preservice teachers was insufficient. It was even lower among female participants, those at the verbal departments and those who spend less time on the Internet. This may be a significant feature that distinguishes the Turkish Generation Z from its global counterparts. However it is an important shortcoming in terms of benefiting from the educational potential of the metaverse. In the near future, it is expected that metaverse-like virtual and digital technologies, which have the potential to offer unique experiences for learning, contribute greatly to education and transform traditional education (Dickey, 2005; Sheehy, Ferguson & Clough, 2007 cited in Demirbağ, 2020). The low metaverse awareness of the Turkish Generation Z preservice teachers in this study may be due to the fact that the education faculties are not yet fully ready for the new generation internet technology in terms of infrastructure and hardware. However, regardless of the reason, this can be considered as a deficiency for the compatibility of TES with the virtual and digital technology-based 21st century education paradigm. For Turkey's adaptation to virtual and digital technologies-based education in the future, preservice teachers should be introduced with new generation internet technologies such as metaverse and Second Life (Ulaş, 2013), which have significant educational potential, as in the example of METU (Tokel, 2022). The applications such as Second Life (Şahin, 2016), 3D MUVE (Yıldırım, 2013) and Collaborative Virtual Environment (Yıldız, Çalık, Koç, & Şimşek, 2016) under the umbrella of metaverse are said to contribute to the academic and affective development of preservice teachers. As in these application, abstract environment such as the metaverse, which is an imaginary space (Kayapa, 2010), can be gained through education that includes abstract mental activities as in the examples.

It was also found in this study that the Turkish Generation Z preservice teachers also had low metaverse experiences. It was also lower among female participants, those at the verbal departments and those who spent less time on the Internet. Considering that knowledge and skill are two outcomes complementing each other in

education, this situation is expected. In this respect, the very low metaverse experience of the participants may be related to the lack of knowledge on metaverse and the prevalence of these environments in Turkey. In this sense, Kuru and Yılmaz (2018) reported that "teachers who know digital technologies can apply them with help", which shows that teachers have problems in practicing virtual and digital technologies. Therefore, it is recommended that environments where all Generation Z students, including preservice teachers and university students, experience virtual and digital technologies should be provided.

Participants experienced the metaverse mostly in playing games even if it was very low as 9.5%. This finding indicates that the Turkish Generation Z preservice teachers in this study, have a little experience of virtual and digital ecosystems because they are not fully aware of these technologies. Therefore, it can be put forward that the participants could not go beyond experiencing the game, which is the early development stage of the metaverse (Çavuşoğlu & Yalçın, 2021). The first appearance of the metaverse, which has a history of almost 25 years, was in the context of games and entertainment, and its emergence in many fields, including education, have taken place in the last decade (Erkiliç & Dönmez, 2020). Hence, it can be said that Turkish Generation Z preservice teachers differ from their global contemporaries in terms of metaverse experience and being aware of new generation internet technologies. This may be due to the fact that Turkish Generation Z preservice teachers are not fully under the global virtual and digital technology hegemony. In addition to socio-cultural and geographical factors, technological factors also play a crucial role in this disintegration (Kesgin, 2019) because the main distinguishing factor of the Generation Z is the intensive use of internet technology (Kul, 2019; Kesgin, 2019). Since the preservice teachers are the teachers of the future, these findings can be regarded as a shortcoming in terms of adaptation of TES to the virtual and digital education ecosystem. On the basis of the findings of this study, it is recommended that courses and activities about

virtual ecosystems should be included to the curricula of education faculties since the teachers who will take part in virtual and digital technology-based education in the future will need to have technology-pedagogy-content knowledge together (Tatlı, Akbulut, & Altınışık, 2016: 660). Virtual campus, virtual library and virtual classrooms constitute some of good examples. Furthermore, traditional education practices are inadequate for the Generation Z (Şahin, 2016). The fact that Turkish Z generation teacher candidates have "digital wisdom" with virtual knowledge and skills (Savaş & Karataş, 2019) is of critical importance in terms of moving future generations from "using the technology of the age to being the producer of them" (Ardıç & Altun, 2017).

In terms of the usage areas of the metaverse, the participants mostly matched metaverse with game and entertainment which was followed by social communication and interaction, economy/cryptocurrency, education-training and defense-security, respectively. Male participants associated metaverse with economics and defense matching more than female participants. However, since the participants were preservice teachers, they were expected associate the metaverse with education. The failure to meet this expectation may be due to the fact that the participants were not very aware of the relationship between metaverse and education. This may be as a result of the participants' access to virtual and digital technologies (Yılmaz, 2019) and the time they spend on the internet (Yılmaz, Şahin, & Akbulut, 2016). In this regard, Çelik and Bindak (2005) reported that access to technologies affects perception and attitude towards them. On the other hand, the very low agreement to all of the items in Table 5 (23.7%-15.0%) indicates that the Turkish Generation Z preservice teachers in this study did not have sufficient knowledge about the metaverse, especially its usage areas.

In the context of the relationship between education and the metaverse, it was found that the Turkish Generation Z preservice teachers thought that the use of the metaverse in education was *partially* beneficial. The cautious optimism of the participants may be due to their unawareness of

the educational potential of the metaverse phenomenon. The fact that they partially related distance education to the metaverse showed that they were not fully aware of the metaverse phenomenon. In this vein, similar studies reported that pre-service teachers used virtual and digital technologies more for games, music, communication, less for learning and education, and their digital perceptions were low (Tonbulođlu, 2017; Cořkun, 2016). In addition, the fact that the participants regarded the virtual environment, which is another expression of the metaverse, as supportive tool in education indicates that they consider the metaverse as a phenomenon that supports the educational environment. This may be interpreted as that that participants were not fully aware of and did not adopt the role of the metaverse as education ecosystem (Kim, 2021). However, despite the cautious attitudes of the participants (males were more optimistic), it should be noticed that they partially agreed the items such as the metaverse is a "contemporary" and "self-learning way" and "the metaverse is beneficial for education ". Therefore, it can be put forward that the Turkish Generation Z preservice teachers in this study were open to similar virtual and digital technological innovations, even if they did not know the meaning, educational role and scope of the metaverse. Hence, it is recommended that education faculties provide opportunities for these innovative attitudes of the Turkish Generation Z preservice teachers.

In sum, this study revealed that T the Turkish Generation Z preservice teachers had a cautious positive opinion of the metaverse, by partially agreeing the statements about the meaning, structure, function, educational potential, scope and role of the metaverse phenomenon. Based on the findings of this study, it can be concluded that it would be more appropriate to adopt a gradual course such as the Hybrid Model in the adaptation of TES to new generation virtual and digital technologies such as metaverse.

References

- Acar, Ç. (2015). *Anne ve babaların ilkokul ortaokul ve lise öğrencisi çocukları ile kendilerinin dijital okuryazarlıklarına ilişkin görüşleri*. Yüksek Lisans Tezi. Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Teknolojisi Bilim Dalı.
- Adıgüzel, O., Batur, H. Z. & Ekşili, N. (2014). Kuşakların deđişen yüzü ve Y kuşađı ile ortaya çıkan yeni çalışma tarzı: Mobil yakalılar. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(19), 165-172.
- Akça, B. E. (2016). Teknolojik tutuculuk karşısında Z kuşađını anlamak; Ortaokul gençliđinin internet kullanım algıları. *Hece*, 20(234), 343-354.
- Akpınar, B. & Akyıldız, T. Y. (2022). Yeni eğitim ekosistemi olarak metaversal öğretim. *Tarih Okulu Dergisi*, 15(56), 873-895. <http://dx.doi.org/10.29228/joh.56881>
- Akpınar, B. & Halitođlu, S. (2022). Digital transformation in education: metavaryal. *4th International Symposium on Global Pandemics and Multidisciplinary Covid-19 Studies*, Ankara, 155-167.
- Ardıç, E. & Altun, A. (2017). Dijital çağın öğreneni. *Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi*, 1, 12-30.
- Artkan, M. & Kaya M. (2021). Mimarlık eğitimini Z kuşađı ile yeniden düşünmek: Bir görsel öğrenme biçimi olarak "Bricolage". *International Design and Art Journal*, 3(1), 54-69.
- Avcı, K. Ş. (2017). *3 boyutlu sanal öğrenme ortamında probleme dayalı öğrenmenin, kavramsal anlama ve problem çözmeye dayalı öğrenme performansları üzerindeki etkisi*. Yayımlanmamış Doktora Tezi. Sakarya Üniversitesi, Eğitim Bilimleri Enstitüsü, Bilgisayar ve Öğretim Teknolojileri Bilim Dalı.
- Balcı, A. (2009). *Sosyal bilimlerde araştırma*. Pegem Akademi.
- Bayrakçı, S. (2020). *Dijital yetkinlikler bütünü olarak dijital okuryazarlık: Ölçek geliştirme çalışması*. Yayımlanmamış Doktora Tezi. Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, Bilişim Bilim Dalı.
- Can, E. & Gündüz, Y. (2021). Öğretmenlerin sanal sınıf yönetimi yeterlikleri. *Manisa Celal Bayar*

- Üniversitesi Sosyal Bilimler Dergisi, 19(3), 49-68. <https://doi.org/10.18026/cbayarsos.875435>
- Choi, H.S & Kim, S.H. (2017). A content service deployment plan for metaverse museum exhibitions-centering on the combination of beacons and HMDs. *International Journal of Information Management*, 37, 1519-1527. <https://doi.org/10.1016/j.ijinfomgt.2016.04.017>
- Coşkun, M. K. (2016). *Sosyal bilgiler öğretmen adaylarının teknolojik pedagojik alan bilgisi yeterliliklerinin incelenmesi*. Yüksek Lisans Tezi. Erzincan Üniversitesi, Sosyal Bilimler Enstitüsü, Sosyal Bilimler Bilim Dalı.
- Çavuşoğlu, S. & Yalçın, M. (2021). Üniversitelerde kuşaklararası farklılık ve erişilebilirlik: kavramsal bir değerlendirme. *Üçüncü Sektör Sosyal Ekonomi Dergisi*, 56(2), 1021-1045.
- Çelik, C. & Bindak, R. (2005). İlköğretim okullarında görev yapan öğretmenlerin bilgisayara yönelik tutumlarının çeşitli değişkenlere göre incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 6(10), 27-38.
- Damar, M. (2021). *Metaverse ve Eğitim Teknolojisi* (p.162-192) İçinde Eğitimde Dijitalleşme ve Yeni Yaklaşımlar (Ed. T. Talan). Efe Akademi.
- Demirbağ, İ. (2020). Üç boyutlu sanal dünyalar. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 6(4), 97-112.
- Deniz, L. & Tutgun Ünal, A. (2019). Sosyal medya çağında kuşakların sosyal medya kullanımı ve değerlerine yönelik bir dizi ölçek geliştirme çalışması. *OPUS-Uluslararası Toplum Araştırmaları Dergisi*, 11(18), 1025-1057. <https://doi.org/10.26466/opus.557240>
- Doğruluk, S. (2017). *Öğretmen adaylarının sosyal medya kullanım alışkanlıkları ile internet bağımlılıkları arasındaki ilişki*. Yüksek Lisans Tezi. Kahramanmaraş Sütçü İmam Üniversitesi, Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Anabilim Dalı.
- Duan, H., Li, J., Fan, S., Lin, Z., Wu, X. & Cai, W. (2021). Metaverse for social good: A university campus prototype. In *Proceedings of the 29th ACM International Conference on Multimedia (MM '21)*, China.
- Erden, N. S. (2017). Yeni nesillere yeni öğretim yöntemleri: Z kuşağının öğrenme stilleri ve yükseköğrenim için öneriler. *International Journal of Academic Value Studies*, 3(12), 249-257. <https://doi.org/10.23929/javs.329>
- Erden, S. (2012). *Kültürel değişimlerin örgütlerde kuşaklararası çatışmalara etkisinin incelenmesi: Akademisyenlere yönelik bir araştırma*. Doktora Tezi. Çanakkale Onsekiz Mart Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Bilimleri Anabilim Dalı.
- Erkılıç, H. & Dönmez, S. C. (2020). Sanal gerçeklik anlatısının izini sürmek: Trinity VR ve selyatağı VR örnekleri. *Sine Filozofi Dergisi Özel Sayı*, 318-344. <https://doi.org/10.31122/sinefilozofi.674107>
- Fettahloğlu, S., Birin, C. & Yiltay, S. (2018). Teknoloji kabul modeline göre kuşaklar arası farklılığın incelenmesi: Akıllı telefon uygulamaları kullananlara yönelik bir araştırma. *Journal of Social And Humanities Sciences Research*, 5(29), 3904-3915. <https://doi.org/10.26449/JOSHAS.33>
- Gennett, Z. A. (2010). *Shortfall online: The development of an educational computer game for teaching sustainable engineering to millennial generation students*. Master thesis. Northeastern University Boston, The Department of Mechanical and Industrial Engineering.
- Göker, G. (2017). Dijital heterotopyalar: "Başka" bir bağlamda yeni media. *Selçuk İletişim*, 9(4), 164-188.
- Görmez, B. (2021). Neoliberal özne olarak Z kuşağı. *Hacı Bayram Veli Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 23(2), 509-530.
- Gürbüz, S. (2015). Kuşak farklılıkları: Mit mi, gerçek mi? *İş ve İnsan Dergisi* 2(1), 39-57. <http://dx.doi.org/10.18394/iid.80342>
- Halisdemir, M. (2015). *Okul yöneticilerinin Z kuşağına yönelik tutumları ve Z kuşağının okul yöneticisi algısı*. Yüksek Lisans Tezi. Maltepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Yönetimi ve Denetimi Bilim Dalı.
- Hazneci, U. Ö. (2019). Güncel artırılmış gerçeklik uygulamalarının eğitim alanında kullanımı üzerine bir inceleme. *Ondokuz Mayıs Üniversitesi Uluslararası 100.Yıl Eğitim Sempozyumu*, Samsun. p. 499-508.
- Karadoğan, A. (2019). Z kuşağı ve öğretmenlik mesleği. *Ağrı İbrahim Çeçen Üniversitesi Sosyal*

- Bilimler Enstitüsü Dergisi*, 5(2), 9-42.
<https://doi.org/10.31463/aicusbed.597636>
- Karagöz, Y. (2016). *SPSS ve AMOS 23 uygulamalı istatistiksel analizler*. Nobel Akademi.
- Karasar, N. (2018). *Bilimsel araştırma yöntemi*. Nobel Akademi.
- Kayapa, N. (2010). *Gerçek ve sanal gerçeklik ortamları arasındaki algısal farklılıklarda görselleştirmeye ilişkin özelliklerin araştırılması*. Yayımlanmamış Doktora Tezi. Yıldız Teknik Üniversitesi Fen Bilimleri Enstitüsü Mimarlık Anabilim Dalı Bilgisayar Ortamında Mimarlık Programı.
- Kesgin, G. (2019). *X,Y,Z Kuşaklarının yaşlılara yönelik tutumunun ölçülmesi; İstanbul ili, Kadıköy ilçesi örneği*. Yüksek Lisans Tezi. İstanbul Üniversitesi, Lisansüstü Eğitim Enstitüsü, Sosyal Hizmetler Bilim Dalı.
- Kim, J.G. (2021). A study on Metaverse culture contents matching platform. *International Journal of Advanced Culture Technology*, 9(3), 232-237.
- Kirnik, D., Pepeler, E. & Özbek, R. (2018). Öğretmen adaylarının sosyal medya kullanımına ilişkin tutumları: Malatya II örneği. *Manas Sosyal Araştırmalar Dergisi*, 7(1), 25-45.
- Koçak, Ö., Karakuş Yılmaz, T. & Göktaş, Y. (2018). Bir öğrenme ortamı olarak sanal dünyaların tasarımında karşılaşılan pedagojik zorluklar. *Eğitim Teknolojisi Kuram ve Uygulama*, 8(2), 90-106.
- Koç-Akran, S. (2021). Öğretmen adaylarının "Hibrit Eğitim" kavramına ilişkin algılarının belirlenmesi: Bir Metafor Analizi Çalışması. *International Journal of Humanities and Education*, 7(16), 432-463.
- Koçer, M. & Aydın, H. (2019). Okul topluluğu üyelerinin internet ve mobil iletişim teknolojilerinin sunduğu fırsat alanları üzerine görüşleri. *Uluslararası Sosyal Araştırmalar Dergisi*, 12(64) 804-817.
<http://dx.doi.org/10.17719/jisr.2019.3396>
- Kul, H. (2019). *Kuşaklara göre yakın ilişkilerde yaşantılar, romantizm ve eş seçimi tutumları arasındaki ilişkilerin araştırılması*. Yayımlanmamış Yüksek Lisans Tezi. Yakın Doğu Üniversitesi, Sosyal Bilimler Enstitüsü, Psikoloji Anabilim Dalı.
- Kuru, E. & Yılmaz, M. B. (2018). Branş öğretmenlerinin BT ve yazılım dersi öğretmenleri ile bir araya gelme nedenleri ve sıklıkları. *12. Uluslararası Bilgisayar ve Öğretim Teknolojileri Sempozyumu*, 2-4 Mayıs, İzmir.
- Lee, J.Y. (2021). A study on metaverse hype for sustainable growth. *International Journal of Advanced Smart Convergence*, 10(3), 72-80.
- Pamukcu, B. S. & Çakır, H. (2020). İşbirlikli öğrenmeyi destekleyen üç-boyutlu sanal öğrenme ortamı geliştirilmesi: Bir durum çalışması. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 49, 530-563.
<https://doi.org/10.9779/pauefd.582519>
- Park, S. M. & Kim, Y. G. (2022). Metaverse: Taxonomy, components, applications, and open challenges. *IEEE Access*, 10, 4209-4251.
<http://dx.doi.org/10.1109/ACCESS.2021.3140175>
- Patton, M. Q. (2005). *Qualitative research*. John Wiley & Sons.
- Saçmalhoğlu, M. G. (2019). *Spor eğitimi programı beden eğitimi öğretmen adaylarının, mesleki öğrenme topluluğu aracılığıyla 21. Yüzyıl becerilerini ortaya çıkarma süreçlerinin keşfedilmesi*. Yayımlanmamış Yüksek Lisans Tezi. Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Beden Eğitimi ve Spor Anabilim Dalı Spor Eğitim Programı.
- Savaş, S. & Karataş, S. (2019). Z kuşağı öğrencisini tanımak. *Eğitim Araştırmaları*, 223-237.
- Şahbaz, E. (2019). *Çalışma yaşamında Y ve Z kuşağının liderlik tipi algılarının karşılaştırılması: turizm sektöründe bir araştırma*. Yayımlanmamış Yüksek Lisans Tezi. İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, Çalışma Ekonomisi ve Endüstri İlişkileri Anabilim Dalı.
- Şahin, G. (2016). *Second life oyununun sosyal bilgiler öğretiminde deneysel öğrenmeye yönelik bir model olarak kullanılması*. Lisans tezi. Muğla Sıtkı Koçman Üniversitesi, Eğitim Bilimleri Enstitüsü, Sosyal Bilgiler Öğretmenliği Bilim Dalı.
- Taş, H. Y., Demirdöğmez, M. & Küçüköğlü, M. (2017). Geleceğimiz olan z kuşağının çalışma hayatına muhtemel etkileri. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 7(13), 1031-1048.
<https://doi.org/10.26466/opus.370345>
- Taşlıbeyaz, E. (2019). Z kuşağı ile ilgili araştırma eğilimlerinin ve eğitime yönelik katkılarının analizi. *Dokuz Eylül Üniversitesi Sosyal*

- Bilimler Enstitüsü Dergisi*, 21(3), 715-729.
<https://doi.org/10.16953/deusosbil.456533>.
- Tatlı, Z., Akbulut, H. İ & Altınışık, D. (2016). Öğretmen adaylarının teknolojik pedagojik alan bilgisi özgüvenlerine Web 2.0 araçlarının etkisi. *Turkish Journal of Computer and Mathematics Education*, 7(3), 659-678.
- Tokel, T. (2022). Türk araştırmacılar, okulları "metaverse" ortamına taşıyan teknoloji. <https://www.aa.com.tr/>. (03-03-2022).
- Tonbuloğlu, İ. (2017). Öğretmen adaylarının mobil teknolojileri öğretim amaçlı kullanım kabullerinin incelenmesi. Doktora Tezi. Sakarya Üniversitesi, Eğitim Bilimleri Enstitüsü, Bilgisayar ve Öğretim Teknolojileri Eğitimi Anabilim Dalı.
- Tsai, C.-C., Chai, C.-S., Wong, B. K. S., Hong, H.-Y., & Tan, S. C. (2013). Positioning design epistemology and its applications in education technology. *Educational Technology & Society*, 16(2), 81-90.
- Ulaş, İ (2013). *Yabancı dil öğretiminde üç boyutlu sanal dünyalar uygulaması*. Yayımlanmamış Yüksek Lisans Tezi. Ege Üniversitesi, Fen Bilimleri Enstitüsü, Bilgisayar ve Öğretim Teknolojileri Eğitimi Anabilim Dalı.
- Uluyol, Ç., Demiralay, R., Şahin, S. & Eryılmaz, S. (2014). Öğretmen adaylarının oyun tercihleri ve bilgisayar oyunu oynama alışkanlıklarının incelenmesi: Gazi Üniversitesi örneği. *Journal of Instructional Technologies & Teacher Education*, 3(2), 1-7.
- Warburton, S. (2009). Second Life in higher education: Assessing the potential for and the barriers to deploying virtual worlds in learning and teaching. *British Journal of Educational Technology*, 40(3), 414-426.
<https://doi.org/10.1111/j.1467-8535.2009.00952.x>
- Yardımcı, Y. (2021). *Z kuşağının sosyal medya kullanım alışkanlıklarıyla değerlerin incelenmesinde medya okuryazarlığının önemi: Sakarya Üniversitesi İletişim Fakültesi örneği*. Yayımlanmamış Yüksek Lisans Tezi. Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü, Basın ve Yayın Anabilim Dalı.
- Yeşildal, M. (2018). *Yetişkin bireylerde dijital okuryazarlık ve sağlık okuryazarlığı arasındaki ilişki: Konya örneği*. Yüksek Lisans Tezi. Necmettin Erbakan Üniversitesi, Sağlık Bilimleri Enstitüsü, Sağlık Yönetimi Anabilim Dalı.
- Yıldırım, D. (2013). *Üç-Boyutlu çok-kullanıcılı sanal ortamların işbirlikli takım çalışmaları için kullanılması*. Yüksek Lisans Tezi. Hacettepe Üniversitesi, Fen Bilimleri Enstitüsü, Bilgisayar ve Öğretim Teknolojileri Eğitimi Anabilim Dalı.
- Yıldırım, A. & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayınları.
- Yıldız, E., Çalıklar, Ş., Koç, Y. & Şimşek, Ü. (2016). Gazların kinetik teorisinin öğretiminde üç farklı aktif öğrenme yönteminin etkisi. 12. *Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi, KARADENİZ Teknik Üniversitesi Fatih Eğitim Fakültesi*, 28-30 Eylül 2016, Trabzon.
- Yılmaz, E., Şahin, Y. L. & Akbulut, Y. (2016). Öğretmenlerin dijital veri güvenliği farkındalığı. *Sakarya University Journal of Education*, 6(2), 26-45.
<https://doi.org/10.19126/suje.29650>
- Yılmaz, M. (2019). *Öğretmen adaylarının dijital vatandaşlık düzeylerinin belirlenmesi: Mersin Üniversitesi Eğitim Fakültesi örneği*. Yüksek Lisans Tezi. Mersin Üniversitesi, Eğitim Bilimleri Enstitüsü, Bilgisayar ve Öğretim Teknolojileri Eğitimi Anabilim Dalı.
- Yoo, G. S. & Keung, C. (2021). A study on the development of a game-type language education service platform based on metaverse. *Journal of Digital Contents Society*, 22(9), 1377-1386.

Comparative Analysis of HQS, JCI and HIMSS-EMRAM Quality Assessment Models Widely Used in Turkey

Sinem Cece¹ | İlker Köse²

¹ PhD Student, İstanbul Medipol

University, Department of
Management and Strategy,
İstanbul/Türkiye

ORCID: [0000-0002-5421-4392](https://orcid.org/0000-0002-5421-4392)

E-Mail:

scece@saglik40.com.tr

² Assist. Prof. Dr., İstanbul

Medipol University, Department
of Health Management,
İstanbul/ Türkiye

ORCID: [0000-0002-5549-5579](https://orcid.org/0000-0002-5549-5579)

E-Mail:

ikose@medipol.edu.tr

Corresponding Author:

Sinem Cece

November 2022

Volume:19

Issue:50

DOI: [10.26466//opusjsr.1127671](https://doi.org/10.26466//opusjsr.1127671)

Citation:

Cece, S. and Köse, İ. (2022).
Comparative analysis of HQS,
JCI and HIMSS-EMRAM quality
assessment models widely used
in Turkey. *OPUS- Journal of
Society Research*, 19(50), 853-862.

Abstract

The standards developed for measuring quality ensure the management of the dynamic structure of health services, the reduction of uncertainties, and the prevention of errors since quality relies on measurement, evaluation, and continuous improvement. Additionally, the models used in measuring health service quality are divided into two: case-based and indicator-based. Using the document analysis method, this study compared the Joint Commission International (JCI), Healthcare Quality Standards (HQS) and Healthcare Information and Management Systems Society (HIMSS) – Electronic Medical Record Adoption Model (EMRAM) models, which are included in the indicator-based health quality measurement models, in terms of the concepts, processes, and standards featured in them. Within the scope of the study, a total of 1,141 standards from all three models were examined. Ethical approval was taken from local ethics committee on 10/08/2020. Upon the comparison, it was understood that the HQS and JCI models were more similar in "presence rates" than the HIMSS-EMRAM model in terms of concept (83%), process (66%), and standard (64%). It was concluded that HIMSS EMRAM standards can be used as a very useful tool for making improvements and identifying deficiencies in HQS and JCI processes.

Keywords: Medical Informatics, Healthcare Quality, Quality Indicators, Healthcare Standard, Healthcare Information Management.

Öz

Kalitenin ölçülmesi için geliştirilen standartlar; sağlık hizmetlerinin dinamik yapısının yönetilmesini, belirsizliklerin azaltılmasını ve hataların önlenmesini sağlamaktadır. Çünkü kalite; ölçme, değerlendirme ve sürekli iyileştirmeye dayalıdır. Sağlık hizmet kalitesinin ölçümünde kullanılan modeller de vaka bazlı ve gösterge bazlı olarak iki gruba ayrılmaktadır. Bu çalışmada, gösterge bazlı sağlık kalite ölçüm modelleri arasında yer alan Joint Commission International (JCI), Sağlıkta Kalite Standartları (SKS) ve Healthcare Information and Management Systems Society (HIMSS) – Electronic Medical Record Adoption Model (EMRAM) değerlendirme ölçütleri doküman incelemesi yöntemi kullanılarak içerdikleri kavram, süreç ve kriter açısından karşılaştırılmıştır. Çalışma kapsamında her üç dokümanda yer alan 974 değerlendirme ölçütü incelenmiştir. Yapılan karşılaştırma sonucunda, SKS ve JCI değerlendirme ölçütlerinin "varlık oranları" kavram (%83), süreç (%66) ve kriter (%64) bakımından HIMSS-EMRAM değerlendirme ölçütüne göre daha benzer olduğu görülmüştür. Aynı zamanda HIMSS EMRAM kriterlerinin SKS ve JCI süreçlerinde iyileştirmeler yapılması ve eksikliklerin tespit edilmesi için çok faydalı bir araç olarak kullanılabilceği sonucuna varılmıştır.

Anahtar Kelimeler: Sağlık Bilişimi, Sağlık Bakım Kalitesi, Kalite Göstergeleri, Sağlık Bakım Standartları, Sağlık Bilgi Yönetimi.

Introduction

Quality is a set of activities carried out to offer a product or service at a low cost and in a way that can meet the needs of customers at the maximum level (Bakan et al., 2015). The concept of quality should be structured so that it covers all the services provided, enables the efficiency of the service to be measured, associates the processes with the results and is limited to technical, mechanical and scientific knowledge and is constantly changing (Arpat et al., 2014). *Service quality* is defined as the customer's general judgment about the superiority or excellence of a product or service (Devebakan, 2015). *Healthcare service quality*, on the other hand, refers to all efforts to prevent potential adverse circumstances on the health condition of individuals or to ensure the recovery of individuals (Aygır & Önsüz, 2017). Therefore, measuring and evaluating the quality of healthcare services is pivotal in terms of determining the areas for improvement in healthcare services and increasing the quality of the service provided. In this way, it is possible to provide a health service that covers all actors in health institutions and meets the expectations and needs (Kıdak et al., 2015).

Case-based and indicator-based models are used to measure the quality of healthcare services in Turkey. This study discusses the Healthcare Quality Standards (HQS) and the Electronic Medical Record Adoption Model (EMRAM) developed by the Joint Commission International (JCI) and the Healthcare Information and Management Systems Society (HIMSS), which are indicator-based models. This study, which examines documents about JCI, HQS and HIMSS-EMRAM models by using the document analysis method, compares the concepts used by and the processes examined by these models, and the measurement criteria.

Healthcare Quality Standards (HQS) in Turkey National Quality Evaluation

The purpose of establishing HQS is to enhance the safety and satisfaction of both healthcare professionals and individuals who intend to make use of healthcare services, by following international developments, paying attention to the needs and expectations of patients, and making the services provided by health institutions and organizations measurable (Ertaş & Çelik, 2018). The Ministry of Health provides training to HQS evaluators on all processes related to the establishment, development, implementation and evaluation of these standards (Güdük & Kılıç, 2017). HQS evaluators are selected from individuals who have completed at least one basic medical undergraduate program and have 2 years of experience in the field.

Healthcare Quality Standards-Hospital was established in 2005. A pilot scheme was put into action in 2007. New standards were added in 2007 and 2008. In 2009, private hospitals were additionally included in the evaluation. HQS were revised in 2011 and 2015 (Ertaş & Çelik, 2018). The latest version (version 6) was used by health institutions initially in 2020. When the 2005 and 2020 versions of the constantly updated HQSs are compared, it is understood that many improvements have been made.

The activities carried out concerning Healthcare Quality Standards (HQS) within the scope of the "Regulation on the Development and Evaluation of Healthcare Quality" to regulate the practices based on the establishment and development of the required standards, the evaluation of the practices adopted by health institutions, and the provision of quality service to meet the expectations are undertaken by the General Directorate for Healthcare Services, Department of Healthcare Quality Accreditation and Employee Rights Department (TC. Sağlık Bakanlığı, 2020; Uysal & Yorulmaz, 2018).

Healthcare Information Management System Society (HIMSS)

HIMSS was founded in 1961 in the US. The model developed by the society has been applied in private and public hospitals since its establishment. HIMSS continues to operate in 6 regions: America, Europe, Asia, Latin America, the Middle East, and the United Kingdom. HIMSS evaluators are selected from among those who have been trained in health and informatics-related occupational groups and have experience in their field (Güler et al., 2010).

HIMSS measures the extent to which the electronic health record (EHR) of healthcare providers is adopted to improve clinical care quality and patient safety. HIMSS, whose vision is to improve healthcare by making better use of technology and information, measures the stage (maturity) of health service providers according to HIMSS standards and shares these results with the entire health sector (Demir & Güler, 2022). HIMSS evaluates the institutions providing healthcare services from a different perspective, considers the proper use of health systems regarding technology, and completely relies on the concept of patient safety. This evaluation is based on an analytical questionnaire filled in by health institutions. If the result of the survey is stage 6 or 7 out of 7, the stage measured by the questionnaire is validated with an on-site visit upon the request of the hospital. shows that it is advanced. The validation of a hospital in accordance with level 6 or 7 standards indicates that the said hospital offers the proper treatment by prioritizing patient safety and is digitally advanced (HIMSS Europe, 2020).

Joint Commission International (JCI)

The first accreditation body in the health sector, JCI was established in 1950 as the "Joint Commission on Accreditation of Healthcare Organizations" (JCAHO). In addition, it is recognized as the Joint Commission International (JCI) in Turkey (Kaptanoğlu, 2011). The Joint Commission International (JCI) is an institutional and global organization for quality improvement and patient safety in healthcare.

JCI's reported mission is to continually improve public healthcare services in collaboration with other stakeholders by evaluating healthcare providers and inspiring them to excel in providing the highest quality, safe and effective care. Its vision is to ensure that all individuals experience the safest, highest quality and most valuable healthcare service anywhere and anytime. JCI provides services to hospitals and healthcare institutions that provide outpatient services, continuity of care (behavioural health, home health care), clinical laboratories, and nursing care centre services. JCI evaluators are clinicians who are experts in their field (JCI, 2017).

A set of JCI Standards Principles is formulated to guide the standards development process. JCI standards were accredited in 2011 by ISQua which leads the organizations conducting accreditation programs in the world. ISQua, which is also supported by the World Health Organization, leads the organizations that carry out accreditation programs in healthcare services. Within the scope of international accreditation programs, JCI was audited and accredited in June 2011 by the International Health Services Quality Society (ISQua) for its own audit process, quality and standards as part of i) the sets of standards used by institutions in their accreditation activities, ii) auditor training programs and iii) international common standards for external evaluators (Donahue & Vanostenberg, 2000; Kayral, 2018).

Equipped with expertise in infection control, drug safety, patient care and treatment, patient evaluation, and facility safety, JCI focuses on improving healthcare quality and on patient safety (JCI, 2017).

Literature Review

The literature includes a range of studies on the comparison of quality measurement models in healthcare services.

In the study conducted by Fu et al. in 2012, an online quality assessment system was developed to standardize different quality assessment approaches adopted in the US. In this system, the data from different quality assessments are standardized and compared to each other,

followed by the conduct of efforts for improvement(Fu et al., 2012).

In 2000, Donahue and Vanostenberg defined the components of the JCI accreditation program for hospitals and compared the four quality measurement models of their choice within the scope of the ExPeRT project, using the JCI standards and criteria along with the focus group interview method, and reported that such models had common characteristics(Donahue & Vanostenberg, 2000).

The study conducted by Tabrizi et al. in 2011 searched six systems in the SID, Ovid Medline & PubMed databases, including JCAHO from the US, the Canadian program of CCHSA, and the accreditation programs of the UK, Australia, New Zealand, and France. Upon this screening, the pros and cons of accreditation programs were revealed. The search was carried out based on the determined keywords. After the screening, 23 characteristics defining the pros and cons of different accreditation approaches were determined and a comparison was made based on these characteristics. The comparison demonstrated that the accreditation programs applied in the US and Canada are more advantageous(Tabrizi et al., 2011).

In the study conducted by Hussey et al. in 2004, the Commonwealth Fund International Quality Indicators Working Group collected data on 21 indicators that reflect medical care in Australia, Canada, New Zealand, the United Kingdom, and the United States. Indicators include five-year relative cancer survival rates, thirty-day case fatality rates after acute myocardial infarction and stroke, breast cancer screening rates, and asthma death rates. Upon this comparison, it is argued that each country has at least one area of care that it can learn from international experience(Hussey et al., 2004).

The study conducted by Yousefian et al. in 2013 compared the Excellence Model developed in Iran with the JCI criteria. As a result of the study, it is stated that all the requirements of the JCI accreditation system are covered by the Excellence Model developed, and it is argued that the

Excellence Model is highly comprehensive(Yousefian et al., 2013).

The study conducted by Şahin in 2020 compared HQS with the Healthcare Accreditation Standards (SAS) hospital standards and JCI standards by the document analysis method. When HQS and SAS are evaluated based on dimensions and departments, it is understood that the standards are similar but structured differently. The comparison demonstrated that the SAS-Hospital set standards were prepared for hospitals on a very comprehensive basis and were similar to the JCI standards in many aspects, with some sections being even more detailed(Şahin, 2020).

An assessment was conducted by Virginio and Dos Reis in 2019 to determine the relationships between JCI and EMRAM requirements. Experts were asked to approve and present their opinion on these relationships for the standards which a correlation was identified with. 127 relationships were found between JCI requirements and EMRAM and/or HIS (Healthcare Information System) requirements. It was understood that EMRAM has fulfilled many standards expected to be fulfilled by JCI. It is argued that the standards found in JCI but not in EMRAM will contribute to the improvement of the model(Virginio & Dos Reis, 2019).

Studies on this subject were screened in Web of Science, ScienceDirect, Google Scholar, Dergi Park and Sci-hub databases, and no study was found, which deals with HQS, JCI and HIMSS-EMRAM models in the comparison of quality measurement models and prefers the document analysis method as the research method.

Methodology

523 standards in the HQS-Hospital Version 6, 168 standards in the HIMSS-EMRAM Preparatory Guide 2020, and 450 standards in the 6th Edition of JCI Accreditation Standards for Hospitals were reviewed. The study used the document analysis method comparatively and the data were given a qualitative form. The documents were compared

and the results of this comparison were converted into numerical data (Figure 1).

Document analysis under the Comparative Method was carried out using two research methods specified by Yıldırım and Şimşek (Yıldırım & Şimşek, 2016):

1. Present or absent: If the determined concepts are present in the relevant documents, they are given the value of "1" and the value of "0" if absent. Thus, the qualitative data were quantified.
2. Percentage distribution: It was established how much share (in percentages) the determined concepts have in the related documents by score.

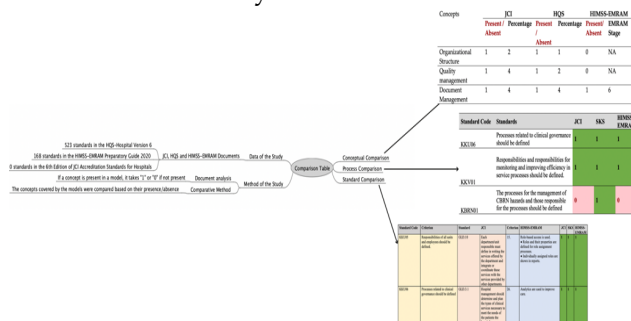


Figure 1. Tables Analysis Process

Conceptual Comparison: Models were conceptually compared by two methods. In the first model, the concepts covered by the models were compared based on their presence/absence. If a concept is present in a model, it takes "1" or "0" if not present. The second model considered how much the standards related to the concepts covered by the models scored out of 100. It has been tried to determine, how much the concepts covered by the models exist in the standards mentioned in the models as a percentage. Thus, the standards under the determined concepts were scored in percentages for any model.

Process Comparison: The items, which are among the standards of the JCI, HQS and HIMSS models and which question the existence of certain processes in the hospital (for example, closed-loop

medication administration, clinical decision support systems, pre-operative controls, etc.), though actually seeming to be standards, were discussed and the processes covered by these models were compared. The process comparison considered the existing processes in all three models based on their presence/absence. If a process is present in a model, it takes "1" or "0" if not present.

Standard Comparison: For N standards to be included in the combination of JCI, HQS and HIMSS-EMRAM models, the models in which these standards are present were determined and compared. The standards present in all models were discussed and compared based on presence/absence status. If a standard model exists, it is scored "1" or "0" if not present. For example, the standard coded SHBO4 of the HQS document says, "A care plan should be prepared for inpatients in line with their care needs". The standard coded COP2.1 of the JCI document says, "A patient-specific care plan should be prepared and documented for each patient." The standard 62 of the HIMSS EMRAM document questions the existence of the "Care Plan". Here, all three models question the existence of the "care plan" applied to the patients, asking different questions. In such a case, all three documents were deemed to include the standard and were scored "1".

Findings

While HQS and JCI documents are evaluated in percentages since they make a score-based evaluation, the HIMSS-EMRAM document cannot be incorporated into the calculation in percentages as it makes a level-based evaluation. Therefore, the calculation in percentages appears as (0%*). However, the level at which the concepts discussed in the models correspond to the HIMSS-EMRAM document is given in Table 1.

Table 1. Conceptual Comparison Table of JCI-HQS and HIMSS-EMRAM Documents

Concepts	JCI		HQS		HIMSS-EMRAM	
	Present/Absent	Percentage	Present zAbsent	Percentage	Present/Absent	EMRAM Stage
Organizational Structure	1	2	1	1	0	NA
Quality management Document	1	4	1	2	0	NA
Management	1	4	1	4	1	6
Risk management	1	2	1	2	0	NA
Organizational Efficiency	1	2	1	1	0	NA
Undesirable Event Reporting System	1	2	1	2	0	NA
Disaster and Emergency Management	1	2	1	2	0	NA
Management of Chemical, Biological, Radiological and Nuclear Hazards	1	2	1	2	0	NA
Education Management	1	2	1	2	0	NA
Social Responsibility	0		1	1	0	NA
Patient Experience	1	2	1	2	0	NA
Access to Service	1	2	1	2	0	NA
End of Life Services	1	2	1	1	0	NA
Healthy Working Life	1	2	1	1	0	NA
Patient Care	1	4	1	4	1	1
Medication Administration	1	4	1	4	1	6
Prevention and Control of Infections		2	1	2	1	7
Cleaning, Disinfection and Sterilisation Services	1	4	1	4	0	NA
Transfusion Services	1	4	1	4	1	6
Therapeutic Apheresis Services	1	2	1	1	0	
Radiation Safety	1	2	1	2	1	1
Emergency Room	1	4	1	4	1	3
Operating Room	1	2	1	2	0	
Intensive Care Unit	1	4	1	4	1	7
Newborn Intensive Care Unit	0		1	4	1	6
Birth Services	0		1	2	1	6
Dialysis Unit	0		1	1	0	
Psychiatric Services	1	4	1	4	1	6
Community Mental Health Services	0		1	1	0	NA
Laboratories	1	4	1	4	1	1
Chemotherapy Services	0		1	2	0	NA
Organ and Tissue Transplantation Services	1	2	1	2	0	NA
Physical Medicine and Rehabilitation Services	1	2	1	2	1	6
Palliative Care Clinic	1	2	1	1	0	NA
Home Health Services	0		1	1	0	NA
Facility Management	1	2	1	1	0	NA
Hospitality Services	0		1	1	0	NA
Information Management System	1	4	1	4	1	2
Material and Device Management	1	2	1	1	0	NA
Medical Record and Archive Services	1	2	1	1	0	NA

Concepts	JCI		HQS		HIMSS-EMRAM	
	Present/Absent	Percentage	Present zAbsent	Percentage	Present/Absent	EMRAM Stage
Waste Management	1	2	1	2	0	NA
Outsourcing	1	2	1	1	0	NA
Disaster Recovery and Business Continuity	0		0		1	6
Governance - Clinical Business Intelligence	0		0		1	6
Health Information Exchange	0		1	1	1	4
Authentication Using Technology	0		0		1	6
Medical and Surgical Services	1	2	1	2	1	6
Clinical Documentation	1	2	1	2	1	3
Computerized Order Entry	1	2	1	1	1	4
Medical Documentation	0		0		1	6
Medical Device Integration	0		0		1	1
Medical Imaging - Interventional Radiology	1	2	1	1	1	1
Pharmacy	1	2	1	2	1	1
		100		100		

Table 2 shows the percentage distribution table for conceptual comparison. Here, the striking aspect is that 83% of the concepts contained in the HQS and JCI documents are present in both documents. This rate seems very high. Since the HIMSS-EMRAM model makes a level-based evaluation, the percentage cannot be given. Therefore, the presence and absence rates in the HIMSS-EMRAM model are *0% as given in Table 3. However, Table 2 shows what level the concepts in the HQS and JCI models correspond to in the HIMSS-EMRAM model conceptually.

Table 2. Conceptual Comparison Percentage Distribution of HQS, JCI and HIMSS EMRAM Documents

Models Compared	Presence Rate	Absence Rate
HQS-HIMSS EMRAM	0%*	0%*
HQS- JCI	83%	17%
JCI-HIMSS EMRAM	0%*	0%*
HQS-JCI-HIMSS EMRAM	0%*	0%*

Table 3 gives the percentage of presence/absence of words containing processes and algorithms in documents. According to the analysis, the presence rate of standards containing processes and algorithms is the highest (66%) in HQS and JCI documents. The lowest presence rate (20%) is in JCI and HIMSS-EMRAM documents. Among all three documents, the presence rate of the standards containing processes and algorithms is 19% and the absence rate is 81%. When these

rates are evaluated comparatively, the high rate of presence among HQS and JCI standards, which contain the words of process and algorithm, is due to the fact that hospitals question the existence of similar processes. While JCI and HQS seem more similar in terms of concepts, both are less similar to HIMSS EMRAM since they evaluate processes in hospitals from different perspectives. HIMSS EMRAM evaluates processes from a digital hospital perspective.

Table 3. Process Comparison Percentage Distribution of HQS, JCI and HIMSS EMRAM Documents

Models Compared	Presence Rate	Absence Rate
HQS-HIMSS EMRAM	21%	79%
HQS- JCI	66%	34%
JCI-HIMSS EMRAM	20%	80%
HQS-JCI-EMRAM	HIMSS19%	81%

The analysis shows that 64% of the standards in the HQS-JCI documents are present in both documents, as seen in Table 4. It is understood that the standards in JCI and HIMSS-EMRAM documents are present in both guides at a rate of 21%. This is the lowest rate obtained by pairwise comparisons following the analysis. When the presence/absence of a total of 974 models discussed as part of the study is analysed, it is understood that the standards exist in all three documents at a rate of 19%. When all three guides are evaluated comparatively, the high rate of standard

comparison between HQS and JCI is due to the fact that hospitals question the existence of similar processes.

Table 4. Standard Comparison Percentage Distribution of HQS, JCI and HIMSS EMRAM Documents

Models Compared	Presence Rate	Absence Rate
HQS-HIMSS EMRAM	21%	79%
HQS- JCI	64%	36%
JCI-HIMSS EMRAM	20%	80%
HQS-JCI- HIMSS EMRAM	19%	79%

Table 5.HQS, JCI and HIMSS-EMRAM Documents Concept, Standard and Process Comparison Percentage Distribution

Models Compared	Presence Rate	Absence Rate
Conceptual Comparison	0%*	0%*
Process Comparison	19%	81%
Standard Comparison	19%	81%

When the presence and absence rates were evaluated in line with 974 models discussed in the JCI, HQS and HIMSS EMRAM documents within the scope of the study, the presence rate was found to be 19% in the process comparison and the absence rate to be 81%. The presence rate in the standard comparison was 19% and the absence rate was 81% (Table-5). Since the HIMSS-EMRAM document makes a level-based evaluation, it cannot be included in the calculation in percentages. Therefore, the calculation in percentages appears as (0%*). When compared in terms of concept, process and standard, the absence rate is seemingly very low. The similarity rate of all three documents is considered low.

Discussion and Conclusion

This study examined HQS, HIMSS-EMRAM and JCI models which are indicator-based models used in healthcare quality measurement. With the analysis conducted within the scope of the study, all three models were compared in terms of the concepts, processes and standards contained in them. Considering the analysis results of all three models, it is understood that the "presence rate" (83%) of the concepts in HQS and JCI documents is high and similar in the conceptual comparison. Due to the level-based evaluation of the model in

HIMSS-EMRAM, the conceptual comparison could not be made, and the levels to which the concepts corresponded were determined. The "presence" rates (19%) obtained through process comparison and standard comparison are understood to be low. This shows that all three guides have varying standards when considered jointly. Conceptual comparison (83%), process comparison (66%) and standard comparison (64%) of JCI and HQS models were found to be the highest. We can interpret these results as JCI-HQS models are very similar in terms of concept, process and standard. The comparisons of HQS and JCI documents with the HIMSS-EMRAM model indicate that the rates of concept comparison, process comparison and standard comparison are very low. This is considered to be caused by the fact that the HQS and JCI models deal with the processes in hospitals in more detail and comprehensively, while the HIMSS EMRAM model features standards related to the digitalization perspective.

Some studies that are similar to the subject of the research were carried out. The study conducted by Yousefian et al. in 2013 compared the Excellence Model developed in Iran with the JCI criteria and concluded that JCI made a very comprehensive assessment. In this study, it was concluded that HQS and JCI are more comprehensive than the HIMSS-EMRAM model. In a study conducted by Şahin in 2020, HQS and Health Accreditation Standards (SAS) hospital standards and JCI standards were compared, resulting in the understanding that the standards were similar but structured differently. Upon this study, it was understood that HQS and JCI models had similar standards. Virginio and Dos Reis compared the requirements of JCI and EMRAM in 2019. The comparison demonstrated that the set of SAS-Hospital standards was prepared very extensively for hospitals and are similar to the JCI standards in many aspects, with some sections being even more detailed. Upon this study, it was understood that the HQS and JCI models have similar standards, but the standards of the HIMSS-EMRAM model have a digital perspective. In addition, it was

understood that the HIMSS-EMRAM model can be used as a very useful tool in fulfilling the standards related to digitalization in HQS and JCI models.

Our study is considered to bring benefits to the hospitals that intend to be accredited by JCI, HQS and HIMSS EMRAM models. The similarity of HQS and JCI documents shows that a JCI requirement is also fulfilled while fulfilling an HQS requirement. While the standards related to digitalization in HQS and JCI documents are fulfilled, the standards related to the HIMSS EMRAM model are met. It is thought that the harmony between the documents will be beneficial for a hospital in terms of managing the evaluation processes.

One of the innovative aspects of the study is that HQS, JCI and HIMSS-EMRAM documents were not been analysed comparatively before. When the earlier studies in the literature were examined, no study was found, which dealt with the three models used in the research. In addition, the methods used in other studies in the literature are mostly based on qualitative data. In our study, the data were digitized and quantified. This is considered to bring innovation and value to the study.

References

- Arpat, B., Şaşmaz, N. & Yürekli, E. (2014). Sağlık hizmetlerinde kalite maliyetleri. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 19, 313–332.
- Aygar, H. & Önsüz, M. F. (2017). Sağlık hizmetlerinde kalite yönetimi. *Eskişehir Türk Dünyası Uygulama ve Araştırma Merkezi Halk Sağlığı Dergisi*, 2, 26–32.
- Bakan, İ., Erşahan, B., Büyükbeşe, T., Sezer, B., Taş, F. & Şirikçi, A. (2015). Sağlıkta hizmet kalitesi, öğrenen örgüt ve iş tatmini ilişkisi: Bir alan araştırması. *Kahramanmaraş Sütçü İmam Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 4(2), 189–202.
- Demir, B., & Güler, H. (2022). Türkiye sağlık hizmetlerinde ruhsatlandırma ve kalite. In *Hizmetlerinde Kalite- Sağlık Politikaları* (Issue March, p.119–135).
- Devebakan, N. (2015). Sağlık işletmelerinde hizmet kalitesi standartlarının çalışan güvenliği açısından çalışanlar tarafından değerlendirilmesi: İzmir İlinde bir araştırma. *Hacettepe Sağlık İdaresi*, 18(2), 123–142.
- Donahue, K. T. & Vanostenberg, P. (2000). Joint commission international accreditation: Relationship to four models of evaluation. *International Journal for Quality in Health Care* 12(3), 243-246.
- Ertaş, H., & Çelik, Ö. (2018). Sağlıkta kalite standartları üzerine nitel bir değerlendirme. *Sağlık Yönetimi Dergisi*, 2, 18–40.
- Fu, P. C., Rosenthal, D., Pevnick, J. M. & Eisenberg, F. (2012). The impact of emerging standards adoption on automated quality reporting. *Journal of Biomedical Informatics*, 45(4), 772–781. <https://doi.org/10.1016/j.jbi.2012.06.002>
- Güdük, Ö. & Kılıç, C. H. (2017). Sağlık hizmetleri akreditasyonu ve Türkiye’de gelişimi. *Düzce Üniversitesi Sağlık Bilimleri Enstitüsü Dergisi*, 7, 102–107.
- Güler, H., Öztürk, A., & Tarhan, D. (2010). Kalitenin yeni adı: Hizmet kalite standartları. *Sağlık Düşüncesi ve Tıp Kültürü Platformu Dergisi*, 15.
- Health Information Management System Society. (HIMSS) (2019). *Maturity Models*. <https://www.himssanalytics.org/about> (Erişim Tarihi: 21.04.2021)
- Hussey, P. S., Anderson, G. F., Osborn, R., Feek, C., McLaughlin, V., Millar, J., & Epstein, A. (2004). How does the quality of care compare in five countries? An international quality comparison shows that each country performs best and worst in at least one area of care. *Health Affairs*, 23(3), 89–99. <https://doi.org/10.1377/hlthaff.23.3.89>
- Joint Comission International (JCI) (2017). Joint comission international hastane akreditasyonu standartları. <https://www.jointcommissioninternational.org/about-jci/> (Erişim Tarihi: 21.04.2021)
- Kaptanoğlu, A. (2011). *Sağlık yönetimi* (1.Baskı), Beşir Kitabevi, s.21.
- Kayral, İ. H. (2018). Dünya’da ve Türkiye’de Sağlık Hizmetleri Akreditasyonu. *Sağlıkta Kalite ve Akreditasyon Dergisi*, 1(1), 27–31.
- Kıdak, L. B., Nişancı, Z. N., & Burmaoğlu, S. (2015). Sağlık hizmetlerinde kalite ölçümü: Kamu hastanesi örneği. *Yönetim ve Ekonomi Celal Bayar Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 22, 483–500. <https://doi.org/10.18657/yecbu.23543>.

- Şahin, D. (2020). JCI Akreditasyonu ile Türkiye' de sağlık hizmetlerinin kalite ve akreditasyonu ile ilgili kuruluşların çalışmalarına ilişkin araştırma Derya Şahin Özet. *A Research on JCI Accreditation with Health Care Quality with Accreditation Organizations in Turkey Der.* 26, 16–26.
- Tabrizi, J. S., Gharibi, F., & Wilson, A. J. (2011). Advantages and disadvantages of health care accreditation models. *Health Promotion Perspectives*, 1(1), 1–31. <https://doi.org/10.5681/hpp.2011.001>.
- TC. Sağlık Bakanlığı. (2020). *Türkiye sağlıkta kalite sistemi*. Sağlıkta Kalite Akreditasyon ve Çalışan Hakları Dairesi Başkanlığı. <https://kalite.saglik.gov.tr/TR,24824/oecd-hcqi-turkiye-hakkinda.html> (erişim: 01-05-2022)
- Uysal, B., & Yorulmaz, M. (2018). Sağlıkta Kalite Standartları ve Bilişsel Mahremiyet. *Selçuk Üniversitesi Sosyal ve Teknik Araştırmalar Dergisi*, 16, 24–33.
- Virginio, L., & Dos Reis, J. C. (2019). Finding relations between requirements for healthcare information systems use in hospitals: A study on EMRAM and JCI. *Proceedings - 2019 12th International Congress on Image and Signal Processing, BioMedical Engineering and Informatics, CISP-BMEI 2019*. <https://doi.org/10.1109/CISP-BMEI48845.2019.8965782>
- Yousefian, S., Harat, A. T., Fathi, M., & Ravand, M. (2013). A Proposed adaptation of Joint commission international accreditation standards for hospital- JCI to the health care excellence model. *Advances in Environmental Biology*, 7(6), 956–967.

Effect of Leadership Behavior Styles on Performance a Field Study on Civil Aviation Ground Services¹

Mesut Yeter¹ | Nil Konyalılar²

¹ Lecturer, Erzincan Binali Yildirim University, Erzincan/Türkiye

ORCID: [0000-0003-4876-2947](https://orcid.org/0000-0003-4876-2947)

E-Mail: mstyeter@gmail.com

² Assist. Prof. Dr., Rumeli University, İstanbul/ Türkiye

ORCID: [0000-0002-7310-7799](https://orcid.org/0000-0002-7310-7799)

E-Mail: nilkonyalilar@hotmail.com

Corresponding Author: Mesut Yeter

Abstract

Nowadays, the rapid growth of the civil aviation sector has brought with it great difficulties that cannot be predicted. Under these conditions, known classical leadership models have become more limited in effect. Today, the most fundamental problems of companies are that they do not have effective leaders who enable competition and performance. Organizations that are exposed to great changes, especially with the rapid growth in the sector and the development of technology, need leaders who can manage change and affect employee performance in order to overcome the challenges they face. In this study, the effect of leadership styles on job performance in ground handling companies, which have an important place in the aviation sector, was examined. The effect of inclusive and transformative leadership on job performance was investigated by using scales consisting of a total of twenty questions covering the variables of inclusive leadership, transformational leadership, and job performance. Data were collected from 213 employees working in ground handling companies at airports located in different regions of Turkey, by survey method, and analyzed with the help of Amos and SPSS. As a result of the analyzes made, it has been determined by this study that inclusive and transformative leadership approaches affect the work performance of the employees positively, that when these leadership approaches are exhibited, the employees express their ideas more effectively and adopt the organizational goals as their own goals by being a partner in change.

Keywords: Leadership Styles, Business Performance, Transformational Leadership, Inclusive Leadership, Civil Aviation Ground Handling.

Öz

Günümüzde sivil havacılık sektörünün hızla büyümesi tahmin edilemeyen büyük zorlukları da beraberinde getirmiştir. Bu koşullar altında, bilinen klasik liderlik modelleri daha sınırlı etki düzeyine sahip hale gelmişlerdir. Günümüzde şirketlerin en temel problemleri, rekabet ve performans oluşturmaya olanak tanıyan, etkili liderlere sahip olamamasıdır. Özellikle sektörde yaşanan hızlı büyümeler ve teknolojinin gelişmesi ile, büyük değişikliklere maruz kalan organizasyonlar, karşılaştığı zorlukların üstesinden gelebilmek için değişimi yöneten ve çalışan performansını etkileyebilecek liderlere ihtiyaç duymaktadır. Bu çalışmada havacılık sektöründe önemli bir yere sahip olan yer hizmetleri kuruluşlarında liderlik tarzlarının iş performansı üzerine olan etkisi incelenmiştir. Kapsayıcı liderlik, dönüştürücü liderlik ve iş performansı değişkenlerini kapsayan toplam yirmi sorudan oluşan ölçekler kullanılarak kapsayıcı ve dönüştürücü liderliğin iş performansı üzerindeki etkisi araştırılmıştır. Türkiye de farklı bölgelerde bulunan havalimanlarında yer hizmetleri kuruluşlarında görev yapan 213 çalışandan anket yöntemi ile veriler toplanarak Amos ve SPSS yardımı ile analiz edilmiştir. Yapılan analizler sonucunda kapsayıcı ve dönüştürücü liderlik yaklaşımlarının çalışanların iş performansını olumlu etkilediği, bu liderlik yaklaşımları sergilediğinde çalışanların fikirlerini daha etkin bir şekilde ifade ettiği ve değişime ortak olarak organizasyon hedeflerini kendi hedefleri olarak benimsediği bu çalışma ile tespit edilmiştir.

Anahtar Kelimeler: Liderlik Tarzları, İş Performansı, Dönüştürücü Liderlik, Kapsayıcı Liderlik, Sivil Havacılık Yer Hizmetleri.

Citation:

Yeter, M. and Konyalılar, N. (2022). Effect of leadership behavior styles on performance a field study on civil aviation ground services. *OPUS- Journal of Society Research*, 19(50), 863-876.

¹ This study was produced from the master's thesis named "The Effect of Leadership Behavior Styles on Performance: Field Study on Civil Aviation Ground Handling".

Introduction

Having a person about what leadership is also a challenging issue for academics and people alike. Since leadership was a subject of academic introspection, first-century definitions have come so far as to keep moving forward (Northhouse, 2015). Since ancient times, small tribes and large armies have won many victories thanks to good leaders. Thus, leadership has been used in many different areas of life and each field has found different leadership definitions according to its own subjects. In general, leadership can be defined as meeting expectations, solving emerging problems, bringing together for goals and activating according to these goals, the art of influencing the attitudes, behaviors and thoughts of those who follow them (Erer, 2018). A leader looks ahead, defines the path, and helps others walk. To achieve a vision, others, namely the followers, can fulfill many of their duties, the leader is to inspire with a vision, take responsibility for the result and collaborate with others. In the globalizing world, organizations need effective leaders who can quickly adapt to change and understand the complex order within the system. The positive emotions experienced by the employees pave the way for creative activities in the organization. These feelings enable them to reach more perfect work processes, to increase their performance, to evolve their attitudes in this direction, and to expand their horizons and make more creative applications (Drewniak et al., 2020). Organizations need strong, confident, and effective leaders and managers to deliver effective and efficient outputs. They need leaders who challenge the existing order, create a realistic vision in line with goals, and inspire followers to realize that vision. It also needs managers who make detailed plans, follow the processes, manage and supervise the daily operations for the continuity of the organization (Robbins et al., 2018). Employee satisfaction is a vital aspect that can be helpful in organizations. Improving employee performance, driving results, increasing employee motivation and satisfaction, retaining

employees can be a challenging task for leaders and costly for the organization. Maximizing revenue and providing the best performance is a top priority for many large organizations. To achieve this, companies implement a variety of strategies aimed at influencing employee behavior and perception as well as promoting exceptional leadership approaches. They often emphasize workforce retention while aiming to meet key obligations and goals, such as minimizing organizational attrition rates. Basically, employees need to be familiar with various aspects of the organization, including leadership attitudes, culture, and company benefits. Companies of all types today recognize that to survive in rapidly changing uncertain and complex environments, they need different leadership skills and organizational abilities than those that helped them succeed in the past. Therefore, employees need to constantly improve themselves, be open to innovations and take the necessary steps to reach the higher level to gain the standardized expertise they need. In many previous and current studies, studies have been conducted on how leadership affects employee performance (Ogbeide et al., 2008). The leadership styles implemented by the leader in the organization significantly affect the relationship between the employee and the leader, as well as the efficiency of the employee's performance. Thus, this reveals that the success or failure of an organization depends on the leadership qualities applied (Khajeh, 2018). It assumes that appropriate leadership styles increase employee performance and therefore increase the productivity of employees in various parts of the economy (Lewis & Gilman, 2005) In this context, in an environment where today's world is changing rapidly and diversity is increasing, in order to adapt quickly to changing conditions and to display a more inclusive approach, the relationship between the work performance of transformative and inclusive leadership has been investigated in this research. The rapid development of the aviation industry today and accordingly the importance of the performance of the employees working in the

industry is obvious. In conclusion, these studies demonstrate the importance of leadership styles that encourage employees to willingly strive to achieve the organization's predetermined goals and objectives. Employee encouragement is essential because when people are motivated to join an organization, they necessarily want to achieve organizational goals. Motivation is a purposeful trait that helps a person achieve their goals. It forces a person to work hard to achieve their goals. A manager must have the right leadership qualities to influence motivation (Yeşil, 2016)

Literature Review

Inclusive Leadership

Many definitions have been made about inclusive leadership. The dictionary tells us it means something that is all-encompassing or not limited to certain people. In the field of leadership theory, it has been used to highlight the need for greater diversity and better leader-taker relationships (Wuffli, 2017). First proposed by Nembhard and Edmondson, leader inclusivity was defined as the words and actions of a leader or leaders for people to appreciate them. (Nembhard & Edmonson, 2006) Inclusive leadership has different working styles from other leadership types. In this style, the leader can expand his domain to connect with team members. It can bring people with different thoughts and motivations together and channel them to work together (Sweeney & Bothwick, 2016). Inclusive leadership is a leader who is transparent and accessible to followers, creating a psychologically safe structure for people to express their ideas that do not exist in a certain pattern, revealing newer ideas (Carmeli et al., 2010). The inclusive leader is about relationships that can get things done together for mutual benefit. It means doing things together rather than as individuals. They are leaders who focus on the abilities of group members, not just one person's abilities, to achieve desired results. At the same time, the inclusive leader exhibits a management approach in which inputs and outputs are distributed fairly. Respects competition and cooperation. The overall goal is to develop the goal of effective leadership.

The leader usually has more influence and initiative, but followers are vital in inclusive leadership. They can become leaders with the support they need. Leadership is a two-way street rather than a one-way street. Active followers are utilized within the unity, including an upward influence (Hollander, 2009). They showed employees that they are principled individuals who make impartial decisions that increase reliability. One critical way inclusive leaders show support for employees is to take responsibility for the end results, especially when new ideas fail (Nembhard & Edmonson, 2006). Leadership-specific research is constantly renewed and constantly improved in organizations and large-scale corporate companies. A review of the literature recognizes that diversity and inclusive leadership are critical. Inclusive leadership adopts fairness and respect towards a wide variety of talents, regardless of previously accepted practices in organizations, prioritizes existing values and belonging, and emphasizes high performance through trust and inspiration. Leaders and group members engage in a number of activities in the leadership process and constantly seek to understand the full scope of leadership (Adapa & Sheridan, 2018).

Transformational Leadership

Burns (1978) divided leadership into transactional and transformative leadership. He stated that transformational leadership is a process in which "leaders and followers help each other to progress to a higher level of morale and motivation." He emphasized that expectations and wishes are reshaped by the changing perceptions of employees. With the concept of interactive leader, the importance of the exchanges between the leader and the followers, that is, some bargains, comes to the fore. Employees can influence their subordinates by rewarding them if they do the work assigned to them (Burns, 1978; W. George, 2006). When evaluated in terms of time orientation and association, it can be said that transactional leadership reconciles the past and present, while transformative leadership reconciles the present with the future. While transactional leadership focuses on traditions and the past,

transformational leadership looks to the future with an openness to innovation and change. (Güney, 2020, p.369). Transformational leadership defines the leader as an exemplary model for followers and inspires them with a clear vision to achieve their goals (Bass & Riggio, 2006). Transformational leadership approach can be defined as a leadership behavior that is open to change and inspires followers, thus exceeding personal interests for the benefit of the organization and increasing their performance above expectations. It can be said to promote trust, development, enthusiasm, fairness, and team spirit among followers, thus encouraging followers to be more engaged in achieving trust and organizational goals (Minja, 2010). Transformational leadership is one of the leadership styles that is more effective in promoting positive behavior for employees extra roles (Yang et al., 2020). By driving changes in the organization's manifesto, mission, existing structure and culture to promote a product and business innovation, it can create significant changes for followers and organizations (Bass & Riggio, 2006, p.104–107). It is believed that transformational leadership can lead to superior performance in an organization that is faced with the demands of renewal and transformation. Transformational leadership seeks to create favorable climates for the development of innovation and creativity. Disagreement is often seen as a common phenomenon. Leaders motivate their subordinates to come up with more effective solutions by encouraging them to solve the problems they have. Therefore, subordinates are highly involved and efficient in problem and solution formulation processes. The individual attention shown by a transformational leader is one of the reasons why leaders have the ability to build trust and respect to motivate their subordinates to exceed expectations. (Avolio & Bass, 2001) Transformational leadership is a multidimensional construct that encompasses four basic behavioral sub-dimensions. "idealized impact", "inspiring motivation", "intellectual stimulation" and "individualized assessment"

(Avolio & Bass, 2001). Idealized influence (charisma), leaders seek vision and mission, instill pride, elicit respect and trust. Inspirational motivation refers to speech, which is not related to influence, such as exhibiting action, showing the employee as an example through verbal communication, and a tendency to be goal-oriented (Bednall et al., 2018). Individualized assessment consists of a few processes such as guiding. Giving challenging tasks, tracking their performance, and providing appropriate feedback and support. Intellectual stimulation, motivating and encouraging followers to overcome challenges (Yukl, 2013, p.324–327)

Job Performance

The concept of job performance is one of the most researched topics such as the concept of leadership. The emergence of the concept in a scientific sense and having an important effect in organizations is based on the work measurement practices made by Frederick Winslow Taylor in the early 1900s (Koçel, 2020, p.46). Work measurement practices and performance evaluations, which started to be applied after, gained speed with the change of environment and personality traits after 1930s. Especially in America, these applications have been developed every year based on business or different criteria. Work performance has been studied many times before. Although there is no general understanding about the definition of this concept and how it will be measured, it can be defined as the behavior exhibited by the employees with the goals set by the organizations (Campbell et al., 1990). Job performance refers to the agreement between the employee and the employer, as well as the sum of the activities performed by the employees in their current jobs (Yılmaz, 2020). Job performance is the success of a particular task, measured against previously known standards of accuracy, completeness, cost, and speed. Employee performance is employee contribution. In order to achieve the organizational purpose, employees are expected to achieve an acceptable level of standards, and managers

monitor and evaluate the performance of employees to achieve the stated goals (Armstrong, 2006, p.167–175) Performance defines the expertise with which employees at the individual level act together when they engage in behaviors that apply to the organization. The performance performed by the employee is the series of results caused by his attitudes and behaviors at work (Bingöl, 2014, p.367–369). In general terms, job performance defines how an employee in the organization behaves in the relationship between goals and how much he contributes. Factors may vary according to the environment or the desired environment to be used (Koopmans et al., 2012). It is still being discussed that many studies have been conducted on job performance and how to measure the individual's contribution and motivation to the job from these studies and make them meaningful. In the examinations made, it is stated that it would be appropriate to evaluate the job performance as a multidimensional process, not as a one-dimensional process (Polatçı & Yılmaz, 2018). Studies on job performance have brought with it how the performance will be evaluated and the methods by which these evaluations will be made. Performance appraisal is the measurement of the compatibility of the current ways of doing business according to certain criteria of the organization and the future potential of the employees in order to achieve their organizational goals (Colquitt et al., 2015). Another evaluation is to determine to what extent the employees comply with the qualifications and requirements of the job, with a few methods and syntheses, to make organizational decisions, which is one of the main duties of human resources. Performance evaluation plays an active role in making important decisions about employees. Determining the training and development needs of employees enables decisions to be made on many issues such as wage and salary planning (Yılmaz, 2020, p.198). Performance evaluation is important for the organization as well as for the employee. Particularly successful employees want to receive their work in return for their efforts in wage and career planning. An employee who demonstrates all his goodwill and power to work will gradually experience reluctance to work and loss of motivation if he sees that he is evaluated the

same as someone with low performance and indifferent to the job (Barutçugil, 2002). Although job performance models include many different dimensions, two main categories of job performance can be found among the models: in-role (task) performance and out-of-role (contextual) performance (Motowidlo et al., 1997). The performance related to the task can be evaluated as the performance that measures the jobs in the job description in a way that meets the predetermined criteria within the scope of the task (Koopmans et al., 2012). Job performance covers all processes for fulfilling the terms of the verbal or signed contract between the job learner and the employer. It covers how well a person performs in line with the goals set by the organization, it refers to the whole of the actions that affect the formal process. It consists of the activities of transforming the technical or administrative tasks that arise in this context into services (Williams & Karau, 1991). Organizational citizenship behavior can be defined as voluntary behaviors that cannot be clearly defined but that support the goals and policies of the organization, although they do not have a duty in organizations. Its origin was not effectively studied until the late 1970s. Researchers Dennis Organ, Walter Borman, Stephen Motowidlo, Phillip Podsakoff, and Scott Mac Kenzie were instrumental in the development and dissemination of this structure (Dooley, 2008, p. 103). Employees exhibit extra role behaviors when they find a suitable environment (Morrison, 1994). Extra role performance is defined as extra discretionary behavior in line with the goals of the organization, even though it does not directly affect the productivity of the employee. Contextual performance defines organizational effectiveness as actions that go beyond what the employee is required to do in formal job descriptions and are largely dependent on such extra-role actions (MacKenzie et al., 1991). Although it is known that an individual working in an organization will not receive any negative feedback if he does not do so even though it is not in his job description, he prefers to support in line with his sense of responsibility and goals of the business, strives to solve these problems in a problem he encounters, expresses their support on a voluntary basis (Koçel, 2020, p.470).

Method

Research Model and Hypotheses

This research aims to investigate the relationship between ground handling workers' perceptions of inclusive and transformative leadership and their job performance. It is assumed that transformational leadership and inclusive leadership have a significant and positive connection with the job performance of ground handling workers working at airports. In the literature review, no study was found in which both leadership types were carried out in ground handling companies in domestic and foreign sources. In this context, two hypotheses have been developed.

H1: *Inclusive leadership affects the job performance of employees in a meaningful and positive way.*

H2: *Transformational leadership affects the job performance of employees in a meaningful and positive way.*

To achieve this aim, data collection method by means of questionnaire, which is one of the quantitative research methods, was applied as a research model. Reliability test was applied to analyze the reliability of the scales used in the research. In line with the data obtained, the normality test, which measures whether the data show a normal distribution or not, reliability analysis was performed to analyze whether the scale items used measure the same structure, and the factor structure was estimated. From the item scores, verification of the content validity of the test items, verification of the prediction, testing the theory of the test, factor analysis to verify the construct validity, correlation analysis to find the relationship between the job performance of transformative and inclusive leadership were performed. All analyzes were analyzed with Amos26 and SPSS 26.

Sampling

The research consists of ground handling company's employees at airports in Turkey.

Although airports are spread over almost all cities in our country, there are a total of 59 active airports and 3 ground handling companies. Ground handling companies also employ personnel at these airports according to the number of flights. In this study, questionnaires obtained from the scales were sent to 298 people working at 17 airports from each region, and 222 people returned. 9 of the questionnaires were not evaluated due to incomplete data entry and data were collected from 213 people in total. There are 800-1000 employees in ground handling companies in total at 17 airports where data are collected. Descriptive information about the 213 ground services employees participating in the research is presented in Table 1.

Table 1. Descriptive Information Regarding Ground Handling Employees

Variables	Categories	f	%
Gender	Female	88	41,3
	Male	125	58,7
Age	25 and Sip	64	30
	26-31	76	35,7
	32-37	57	26,8
	38 and above	16	7,5
Marital Status	Married	82	38,5
	Single	131	61,5
Seniority	4 Years and Below	81	38
	5-9 Years	86	40,4
	10-14 Years	38	17,8
	15 Years and above	8	3,8
Title	Ramp Worker	94	44,1
	Passenger Services Officer	75	35,2
	Operation Officer	33	15,5
	Administrative Officer	4	1,9
	Chief	7	3,3
TOTAL		213	100

According to Table 1, in the gender distribution of the participants, it is seen that there are female participants (41.3%), male participants (58.7%), and men are more than women (17.4%). According to age groups, the rates were between 26-31 (35.7%), 25 and below (30%), 32-37 age group (26.8%), 38 and above (7.5%). According to the results, the highest number of participants is in the age group of 26-31, the least number of participants is in the age group of 38 and above, single participants (61.5%), married participants (38.5%) and according to this distribution, singles are more. According to the distribution of working

years, those who work for 5-9 years (40.4%), those who work for 4 years and below (38%), those who work for 10-14 years (17.8%), 15 years and more (3.8%) is According to this distribution, the majority of those who participated in the survey were 5-9 years (40.4%), and the distribution according to their titles was ramp/worker (44.1%), passenger services officer (35.2%), operations officer (15.5%), chief (3.3%) and administrative officer (1.9%). According to the results, it is seen that most of the participants are composed of ramp/workers, and at least the employees with the title of administrative officer.

Data Collection Tools

A quantitative method was used in the research. The purpose of using a quantitative research method is to produce quantitative statistics or to obtain numerical explanations about some aspect of the population. In both samples, data were collected using an online questionnaire. Foreign and domestic studies on the concepts of inclusive leadership, Transformational leadership, and business performance have been examined and it has been researched which measurement tools will be used. English versions of inclusive leadership, transformative leadership, and job performance scales were found in the initial reviews. Then, the Turkish versions used in many studies were found and the scale were prepared. Questions consisting of 5 items were administered to determine the individual characteristics of the participants such as "Gender, age, marital status, seniority, title" in demographic information. Inclusive leadership consists of 9 statements, transformational leadership consists of 7 statements, and job performance consists of 4 statements. Information on creating scale is given below. The inclusive leadership scale developed by Carmeli, Reiter-Palmon, and Ziv (2010) was used in the study. Although the related scale is a scale used to measure behavior, it was adapted into Turkish by (Gül & Çakıcı, 2021). Practitioners who developed the scale determined the Cronbach Alpha value as 0.94. The reliability coefficient of the scale is 0.94. The scale is a 5-point Likert type and consists of one dimension. Transformative Leadership Scale developed by Carless, Wearing, and Mann (2000)

and a one-dimensional scale translated into Turkish by (Yavuz, 2010) were used to measure transformative leadership. The scale consists of 7 items and one dimension. Yavuz (2010) found the Cronbach Alpha value of the scale to be 0.83 in his study. The Job Performance Scale developed by Kirkman, and Rosen (1999) and Sigler and Pearson (2000) was used in the study. It aimed to understand the perceptions of the employees on their performance. The related scale is a widely used scale in academic studies to measure the job performance of employees. The scale consists of 4 items and one dimension. The scale was adapted to Turkish by (Çöl, 2008). As a result of the analyzes made, it was determined that the scale was reliable and valid. In the Turkish literature, the Cronbach Alpha value of the scale was found to be 0.827. The scale is 5-point Likert type.

Data Analysis

The obtained data were analyzed through the SPSS 26 program, and it was checked whether they exhibited a normal distribution. Evaluation of the Normality assumption in this context is essential for most statistical procedures. It is important to use a parametric statistical test to analyze the data because they normally operate on the assumption that the data are normally distributed. This normality test was performed with SPSS data analysis program and Kolmogorov-Smirnov and Shapiro-Wilk results were examined. A significant result of this test with a confidence interval of 95% indicates that the data are not significantly distributed. As a calculation method, the value obtained by dividing each one by its standard error value in skewness and kurtosis calculations is expressed as the "Z" value. Some information about these values is given in the literature. Values between -2 and +2 for asymmetry and kurtosis are considered acceptable to prove a normal univariate distribution (Cevahir, 2020; D. George & Mallery, 2010). When Table 2 was examined, it was seen that the Z values were outside the normal standards, and the test results were significant in the Kolmogorov-Smirnov and Shapiro-Wilk tests. In this context, it was decided to analyze the data with non-parametric tests, not parametric tests.

Table 2. Skewness and Kurtosis Analyzes

Points	N	Skewn	Kurtosis	Kolmogorov	Shapiro-Wilk
		ess		-Smirnov	
		Z	Z	Statis	Statisti
				tics	Significa
				nce	nce
Inclusive Leadership	213	-2,7	-2,77	0,167	0,876
Transformational Leadership	213	-6,05	6,024	0,181	0,866
Job Performance	213	-5,86	2,35	0,200	0,847

Reliability Analysis of the Inclusive Leadership Scale

Reliability and confirmatory factor analysis will be applied in line with the data obtained for the inclusive leadership scale used in the study. The related scale consists of 9 items and a single dimension. In the study, Cronbach's Alpha coefficient, which analyzes whether the items measure the same structure, was calculated in line with the answers given to the questions consisting of 9 items belonging to the inclusive leadership scale. The rule for the scale to be at an acceptable level is that an α value of 0.6-0.7 indicates an acceptable level of confidence, and a value of 0.8 or greater indicates a high level. The score correlation must be greater than 0.30 to arrive at an appropriate factor among the variables (Hays, 1983).

Table 3. Inclusive Leadership Scale Cronbach's Alpha Analyzes

Number	Mean	Std. Deviation	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha If Item Deleted
IL1	4,53	0,537	36,03	14,117	0,700	0,930
IL2	4,49	0,546	36,08	13,853	0,757	0,927
IL3	4,47	0,611	36,09	13,516	0,744	0,928
IL4	4,54	0,578	36,02	13,849	0,708	0,930
IL5	4,53	0,554	36,03	13,673	0,793	0,925
IL6	4,49	0,555	36,07	13,679	0,790	0,925
IL7	4,53	0,554	36,04	13,725	0,778	0,926
IL8	4,46	0,586	36,11	13,550	0,773	0,926
IL9	4,52	0,595	36,04	13,550	0,758	0,927
General	40,56	4,151		17,228		Cronbach Alpha ,935

When the findings of the table 3 are examined, it is seen that the Cronbach alpha value is high

(.935) and in the high confidence interval. When any of the items in the questionnaire is removed, it is seen that the consistency continues and there will be no significant change. Therefore, it was not necessary to remove any item.

Reliability Analysis of the Transformational Leadership Scale

In line with the answers given to the questions consisting of 7 items belonging to the transformative leadership scale, the Cronbach Alpha coefficient was calculated to analyze whether the items measure the same structure. The rule for the scale to be at an acceptable level is that an α value of 0.6-0.7 indicates an acceptable level of confidence, and a value of 0.8 or greater indicates a high level.

Table 4. Transformational Leadership Scale Cronbach's Alpha Analyzes

Number	Mean	Std. Deviation	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha If Item Deleted
TL1	4,42	0,693	26,77	10,124	0,620	0,900
TL2	4,45	0,654	26,73	9,961	0,714	0,889
TL3	4,46	0,618	26,72	10,109	0,725	0,888
TL4	4,45	0,696	26,73	9,621	0,749	0,885
TL5	4,44	0,653	26,75	9,803	0,760	0,883
TL6	4,50	0,619	26,69	10,113	0,722	0,888
TL7	4,46	0,655	26,72	9,977	0,709	0,889
General	4,45	4,15		17,22		Cronbach Alpha ,903

Looking at the findings in the table 4, it is seen that the Cronbach's alpha value is high (0.903), the total score correlation is greater than 30, and it is in the confidence interval. When any of the items in the questionnaire is removed, it is seen that the consistency continues and there will be no significant change. Therefore, it was not necessary to remove any items (Eren & Balkar, 2021).

Reliability Analysis of The Job performance Leadership Scale

Scales will be tested by performing reliability and confirmatory factor analyzes of job performance. In the study, the Cronbach Alpha coefficient,

which analyzes whether the items measure the same structure or not, was calculated in line with the answers given to the questions consisting of 4 items belonging to the job performance scale. The rule for the scale to be at an acceptable level is that an α value of 0.6-0.7 indicates an acceptable level of confidence, and a value of 0.8 or greater indicates a high level.

Table 5. Job Performance Leadership Scale Cronbach's Alpha Analyzes

Number	Mean	Std. Deviation	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
JP1	4,50	0,596	13,45	2,815	0,657	0,831
JP2	4,54	0,602	13,41	2,696	0,720	0,806
JP3	4,42	0,679	13,53	2,439	0,746	0,794
JP4	4,49	0,656	13,46	2,627	0,671	0,827
General	17,95	2,11		4,48		Cronbach Alpha ,855

When the findings in the table 5 are analyzed, it is seen that the Cronbach alpha value is high (0.903), the total score correlation is greater than 30, and it is in the confidence interval. When any of the items in the questionnaire is removed, it is seen that the consistency continues and there will be no significant change.

Finding

Various fit indices were used to decide whether the data obtained from the sample fit the model used in the study. In this study, confirmatory factor analysis was used to reveal the adequacy of inclusive leadership and transformational leadership in the relationship between job performance (Ilhan & Çetin, 2015). To accept that the fit or significance of the model is acceptable, it must be within the index values (Sandalcı, 2020). In this context, data are shared in Table 6 by applying confirmatory factor analysis to inclusive leadership, transformational leadership and work performance.

Table 6. Transformational Leadership (TL), Inclusive Leadership (IL) and job Performance (JP) Confirmatory Factor Analysis

Compliance Criteria	Good Fit Range	Acceptable Fit Range	IL	TL	JP
CMIN/DF	$0 \leq \chi^2/df \leq 3$	$3 < \chi^2/df \leq 5$	1,62 4	2,66	1,57
RMSEA	$0 \leq RMSEA \leq 0,05$	$0,05 < RMSEA \leq 0,08$	0,54	0,79	0,52
NFI	$0,95 \leq NFI \leq 1,00$	$0,90 \leq NFI < 0,95$	0,91	0,95	0,92
CFI	$0,97 \leq CFI \leq 1,00$	$0,95 \leq CFI < 0,97$	1	5	2
GFI	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI < 0,95$	0,94	0,97	0,99
AGFI	$0,90 \leq AGFI \leq 1,00$	$0,85 \leq AGFI < 0,90$	1	1	7
IFI	$0,95 \leq IFI \leq 1,00$	$0,90 \leq IFI < 0,95$	0,94	0,94	0,99
TLI	$0,95 \leq TLI \leq 1,00$	$0,90 \leq TLI < 0,95$	8	1	3
			0,91	0,88	0,96
			4	5	3
			0,94	0,97	0,99
			3	2	7
			0,92	0,95	0,99
			1	5	1

As a result of the tests, it was seen that the factor loads were among the standardized good fit values and accordingly, there was no need to remove questions from the scale used.

Within the scope of the research, correlation analysis was conducted to examine the effect of inclusive leadership and transformational leadership on job performance. Correlation analysis is a method used to determine the strength in the relations of two continuous variables that can be measured numerically. With this analysis, it is possible to determine whether there is a linear relationship between the two variables, and if there is a relationship, the severity and direction of this relationship can be determined. According to the results of the normality test, if the data is normally distributed, the Pearson correlation coefficient is considered, and if the data is not normally distributed, the Spearman Rank correlation coefficient is taken into account. If the correlation coefficient value is between $0 < r > 0.30$, the relationship is low, if it is between $0.30 < r > 0.70$, the relationship is medium, and if it is between $0.70 < r > 1.00$, the relationship is high. Since the data did not show normal distribution as a result of the normality test performed in the study, the nonparametric Spearman test was applied (Senthilnathan, 2019).

Table 7. Correlation Analysis

Number	Variables	N	Average	1	2
1	Transformational Leadership	213	4,54	0,535**	
2	Inclusive Leadership	213	4,5		0,589**

** $p < 0,01$

According to the Spearman correlation analysis given in the table, the connection between transformational leadership and job performance is Good and positive ($r = .535$; $p < .05$), the connection between inclusive leadership and job performance is Good and positive ($r = .589$; $p < .05$) significant appears to be highly related. In this case, it can be interpreted that an increase in the job performance of the employees can be observed when the managers exhibit transformative leadership approaches. We can say that this situation confirms the claim that “inclusive leadership has a positive effect on job performance” in Hypothesis 1, while it confirms the claim that transformative leadership stated in Hypothesis 2 “has a positive effect on job performance”.

Discussion and Conclusion

It is possible to make some inferences based on the findings of the study. Among the factors affecting the efficiency of an organization, job performance has an important position (Vigoda-Gadot, 2007). Therefore, one of the main interests of organizations is to make the performance of employees more efficient and to improve their performance. As revealed by the study, it has been seen that the presence of transformative and inclusive leaders in the organization affects the job autonomy of the employees and thus they show higher job performance. It has been found that there is a significant and positive link between job performance and inclusive leadership when managers exhibit an inclusive leadership approach. This analysis is in line with previous studies (Gong et al., 2021). In this case, it has been seen that managers who exhibit an inclusive leadership approach play a positive role in increasing the performance of their employees. Likewise, a positive and positive relationship was determined between business performance and

transformational leadership when managers exhibited a transformative leadership approach. This analysis is in line with previous studies (Chebon et al., 2019; Koçak, 2021). It is important to understand the impact of leadership on productivity, as academics see leadership as an important driving factor for improving job performance. In empirical studies, it has been found that leadership is directly related to beliefs, attitudes and job performance (Zhu et al., 2005). Today, it is seen that globalization causes a rapid change in organizations and that more diverse groups come together to form the basis of organizations. Globalization has imposed a number of additional tasks and functions that are much more difficult to the understanding of leadership (Şimşeker et al., 2008) It has become a necessity rather than a necessity for leaders to manage change and direct employees by setting a clear vision. If inclusive leadership is the driving force for a company's sustainable growth, transformative leadership is the fuel that drives development. It means being flexible rather than giving up after the first few tries. It means leading innovation in a time of uncertainty. A transformational leader mobilizes energy to overcome any setbacks or negativities that may arise. A transformational leader can take a fresh look at things and focus on a direction that is not so obvious or obvious at first glance. Critically, a transformative leader is one who understands the new dynamic and finds creative solutions to address it. Studies have shown that the transformative leadership of contributes greatly to the development of employees' creativity and harmony among them (Żywiłtek et al., 2022). Many organizations today know about the benefits of diversity and inclusion as well as strong leaders. Therefore, this information has only been used when appropriately applied to help employers gain a great competitive advantage in today's economic world. From now on, inclusive leaders can play a vital role in reducing company and employee concerns by collaborating and incorporating a different way of thinking in organizations. In addition, rapidly changing

organizations need transformative leaders who can adapt quickly to change and set a clear vision for the future by inspiring their followers (Gül & Koçak, 2021).

With this study, motivation, commitment and organizational citizenship behaviors come to the forefront in organizations where transformative and inclusive leadership styles are applied, which are compatible with previous studies, and the perspectives of employees working in the aviation sector are especially emphasized by the presence of leaders who guide them, initiate change, and value their ideas (Bernarto et al., 2020; Bose & Haque, 2021; Çop et al., 2021; Siangchokyoo et al., 2020) It was concluded with this study that their performance was positively affected. Therefore, all managers working in the sector should be encouraged to practice inclusive and transformative leadership styles. For example, with leadership training programs, more effective mechanisms can be created by giving some training to managers. By investing more in these leadership models, serious contributions can be made to the more effective and productive work of the employees. In a world where environmental conditions are changing rapidly, it can enable them to produce more competitive and sustainable company policies in terms of competition and profitability (Karcioğlu, 2013). For more effective job performance, employees generally tend to see their managers as role models. This plays an important role in creating a more creative environment in increasing the performance and commitment of employees (Tian et al., 2020).

Limitations Of the Study

In this research, the relationship between inclusive and transformative leadership on performance was examined. As in all other studies, there are some limitations in this study. The data collected in the study is collected in a single time by means of a cross-sectional study, and accordingly, there is the possibility of method variance error if there is data on the current perceptions or psychological states of the respondents. In future studies, the problem of method variance can be solved with different data collection methods or data to be collected at different times. A second limitation in

the research is that ground services employees are only employed on station basis. Employees working in regional directorates and general directorates in the future are also included in the research. The third limitation is that only inclusive and transformative leadership styles are considered in the research. As a result of changing conditions (technology and generations) in the future, new leadership styles can be modeled and compared among themselves.

References

- Adapa, S., & Sheridan, A. (2018). Inclusive leadership. In *Palgrave Studies in Leadership and Followership*. <https://doi.org/10.1007/978-3-319-60666-8>.
- Armstrong, M. (2006). Performance management key strategies and practical guidelines. In *Performance management roles* (3rd ed., p.167). Kogan Page London and Philadelphia.
- Avolio, B. J., & Bass, B. M. (2001). Developing potential across a full range of leadership cases on transactional and transformational leadership. In *Lawrence Erlbaum Associates Publishers*.
- Barutçugil, İ. (2002). Performans yönetimi. In C. Başoğlu (Ed.), *Kariyer Yayıncılık İletişim Eğitim Hizmetleri* (Vol. 2).
- Bass, B. M., & Riggio, R. E. (2006). Transformational leadership. In *Transformational Leadership: Second Edition*. Psychology Press. <https://doi.org/10.4324/9781410617095>.
- Bednall, T. C., E. Rafferty, A., Shipton, H., Sanders, K., & J. Jackson, C. (2018). Innovative behaviour: How much transformational leadership do you need? *British Journal of Management*, 29(4), 796–816. <https://doi.org/10.1111/1467-8551.12275>.
- Bernarto, I., Bachtiar, D., Sudibjo, N., Suryawan, I. N., Purwanto, A., & Asbari, M. (2020). Effect of transformational leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidences from indonesian teachers. *International Journal of Advanced Science and Technology*, 29(3), 5495–5503.
- Bingöl, D. (2014). İnsan kaynakları yönetimi. *Eğitim Yönetimi*, 9, 367. <https://doi.org/10.14527/9786052415306.09>.

- Bose, T. K., & Haque, E. (2021). Transformational leadership: Concepts, applications, criticisms and evaluations. https://www.researchgate.net/publication/344320611_Transformational_Leadership_Consepts_Evaluations. (Accessed: 09.10.2022).
- Burns, M. G. (1978). Leadership. In *Harper & Row Harper Colophon Books Harper torchbooks* (5th ed.).
- Campbell, J. P., McHenry, J., & Wise, L. L. (1990). Modeling Job Performance in a Population of Jobs. *Personnel Psychology*, 43(2), 313–575. <https://doi.org/10.1111/j.1744-6570.1990.tb01561.x>.
- Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, 22(3), 250–260. <https://doi.org/10.1080/10400419.2010.504654>.
- Cevahir, E. (2020). SPSS ile nicel veri analizi rehberi. In R. Ö. Çatar (Ed.), *Kibele Yayınları* (Vol. 1). www.kibelegrup.com.
- Chebon, S. K., Aruasa, D. W. K., & Chirchir, L. K. (2019). Effect of inspirational motivation and idealized influence on employee performance at moi teaching and referral hospital, eldoret, Kenya. *International Journal of Business and Social Science*, 10(7). <https://doi.org/10.30845/ijbss.v10n7p14>.
- Çöl, G. (2008). Algılanan güçlendirmenin işgören performansını üzerine etkileri. *Doğuş Üniversitesi Dergisi*, 1(9), 35–46. <https://doi.org/10.31671/dogus.2019.220>.
- Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2015). Organizational Behavior, Improving Performance and Commitment in Work Place. In *Mc. GrawHill Education*. https://www.academia.edu/31695709/Organizational_behavior (Accessed: 05.09.2022).
- Çop, S., Olorunsola, V. O., & Alola, U. V. (2021). Achieving environmental sustainability through green transformational leadership policy: Can green team resilience help? *Business Strategy and the Environment*, 30(1), 671–682. <https://doi.org/10.1002/bse.2646>.
- Dooley, K. J. (2008). Organizational Psychology. In S. G. Rogelberg (Ed.), *Chaos and Complexity in Psychology* (p.434–451). Cambridge University Press. <https://doi.org/10.1017/CBO9781139058544.015>.
- Drewniak, R., Drewniak, Z., & Posadzinska, I. (2020). Leadership styles and employee expectations. *European Research Studies Journal*, 33(1), 398–411.
- Eren, A. S., & Balkar, O. E. (2021). Antecedents and Consequences of Indigenous Innovation: Evidence from Mobile Phone Producers in Turkey. *Pacific Business Review International*, 13(8), 34–48.
- Erer, B. (2018). Modern liderlik yaklaşımlarına genel bir bakış. *Journal Of Institute Of Economic Development And Social Researches*, 4(13), 647–656. <https://doi.org/10.31623/ikad.109>.
- Eryılmaz, İ. (2020). İş performansı. In S. Polatçı (Ed.), *Kurumsal Temelleriyle Örgütsel Davranış Ölçekleri Rehberi* (p.195–200). Nobel Akademik Yayıncılık.
- George, D., & Mallery, M. (2010). *SPSS for Windows Step by Step: A Simple Guide and Reference* (10. Baskı). Pearson.
- George, W. (2006). Transformational leadership. In *Enterprise Transformation* (p.69–77). John Wiley & Sons, Inc. <https://doi.org/10.1002/0470007826.ch4>.
- Gong, L., Liu, Z., Rong, Y., & Fu, L. (2021). Inclusive leadership, ambidextrous innovation and organizational performance: the moderating role of environment uncertainty. *Leadership and Organization Development Journal*, 42(5), 783–801. <https://doi.org/10.1108/LODJ-06-2020-0253>.
- Gül, E., & Çakıcı, A. B. (2021). Kapsayıcı Liderlik Ölçeğinin Türkçe Uyarlaması ve Kapsayıcı Liderliğin İş Performansı Üzerindeki Etkisinde Psikolojik Güvenliğin Aracı Rolü. *Selçuk Üniversitesi Sosyoloji Bilimler Meslek Yüksekokulu*, 24(2), 323–339.
- Gül, E., & Koçak, D. (2021). İşle ilgili kaygı ölçeğinin Türkçe uyarlaması ve dönüştürücü liderlik ile iş performansı arasındaki ilişki: İş özerkliğinin aracı ve işle ilgili kaygının düzenleyici rolü. *Eskişehir Osmangazi*

- Üniversitesi İktisadi ve İdari Bilimler Dergisi, 16(3), 821–841. <https://doi.org/10.17153/oguiibf.973763>.
- Güney, S. (2020). *Örgütsel davranış*. Nobel Akademik Yayıncılık Eğitim Danışmanlık.
- Hays, W. L. (1983). Review of using multivariate statistics. In *Contemporary Psychology: A Journal of Reviews*, 28(8), 642–651. <https://doi.org/10.1037/022267>.
- Hollander, E. P. (2009). Inclusive leadership. In E. A. Fleishman & J. N. Cleveland (Eds.), *The Essential Leader-Follower Relationship* (p.3–21). Taylor & Francis Group, LLC.
- Ilhan, M., & Çetin, B. (2015). Sosyal ve kültürel zekâ arasındaki ilişkinin yapısal eşitlik modeli ile incelenmesi. *Turkish Journal of Education*, 3(17344), 0. <https://doi.org/10.19128/turje.181078>.
- Karcioğlu, F. (2013). Dönüştürücü Liderlik anlayışının yaratıcılığa ve yeniliğe etkisi. *Kafkas Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 4(5), 99–111.
- Khajeh, E. H. Al. (2018). Impact of leadership styles on organizational performance. *Journal of Human Resources Management Research*, 2018(2018), 1–10. <https://doi.org/10.5171/2018.687849>.
- Koçak, D. (2021). Dönüştürücü liderler çalışanların ses davranışlarını nasıl etkilerler? İşe yabancılaşmanın rolü. *KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi*, 23(41), 328–342.
- Koçel, T. (2020). *İşletme yöneticiliği*. Beta Basım Yayın Dağıtım A.Ş.
- Koopmans, L., Bernaards, C., Hildebrandt, V., Van Buuren, S., Van Der Beek, A. J., & de Vet, H. C. W. (2012). Development of an individual work performance questionnaire. *International Journal of Productivity and Performance Management*, 62(1), 6–28. <https://doi.org/10.1108/17410401311285273>.
- Lewis, C. W., & Gilman, S. C. (2005). *The ethics challenge in public service*. John Wiley & Sons, Inc. All rights reserved. Published (2nd ed.).
- MacKenzie, S. B., Podsakoff, P. M., & Fetter, R. (1991). Organizational citizenship behavior and objective productivity as determinants of managerial evaluations of salespersons' performance. *Organizational Behavior and Human Decision Processes*, 50(1), 123–150. [https://doi.org/10.1016/0149-7757\(91\)90037-T](https://doi.org/10.1016/0149-7757(91)90037-T).
- Minja, D. (2010). Leadership practices: A case of selected corporate institutions in Nairobi, Kenya. *Journal of Language, Technology & Entrepreneurship in Africa*, 2(2), 1–30. <https://doi.org/10.4314/jolte.v2i2.61519>.
- Morrison, E. W. (1994). Role definitions and organizational citizenship behavior: The importance of the employee's perspective 07:07:24 AM All use subject to JSTOR terms and conditions. *Source: The Academy of Management Journal*, 37(6), 1543–1567.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10(2), 71–83.
- Nembhard, I. M., & Edmonson, A. C. (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. *Journal of Marriage and Family*, 27(1), 941–966.
- Northouse, P. G. (2015). *Leadership eighth edition*. SAGE Publications.
- Ogbeide, G. C. A., Groves, J. L., & Cho, S. (2008). Leadership styles of foodservice managers' and subordinates' perceptions. *Journal of Quality Assurance in Hospitality and Tourism*, 9(4), 317–336. <https://doi.org/10.1080/15280080802520529>.
- Polatçı, S., & Yılmaz, H. (2018). Örgütsel adalet algısı ve personel güçlendirmenin iş performansına etkisi örgütsel sinizmin rolü. *Uluslararası Sosyal Bilimler Dergisi*, 1(2), 286–308.
- Robbins, S. P., Judge, T. A., & Beward, K. E. (2018). *Essentials of organizational behavior*. Pearson Canada Inc. All rights reserved.
- Sandalcı, U. (2020). Mükellef memnuniyetinin idari yönden yapısal eşitlik modeli ile analizi. *Gümüşhane Üniversitesi Sosyal Bilimler Enstitüsü Elektronik Dergisi*, 11(2), 229–244.
- Senthilnathan, S. (2019). Usefulness of correlation analysis. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3416918>.
- Siangchokyoo, N., Klinger, R. L., & Campion, E. D. (2020). Follower transformation as the linchpin of transformational leadership theory: A systematic review and future research agenda. *Leadership Quarterly*, 31(1),

101341.
<https://doi.org/10.1016/j.leaqua.2019.101341>
- Şimşeker, M., & Ünsar, S. (2008). Küreselleşme Süreci ve Liderlik. *Journal of Yasar University*, 3(9), 1029-1045.
- Sweeney, C., & Bothwick, F. (2016). *Inclusive Leadership The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally*. Pearson.
- Tian, H., Iqbal, S., Akhtar, S., Qalati, S. A., Anwar, F., & Khan, M. A. S. (2020). The impact of transformational leadership on employee retention: mediation and moderation through organizational citizenship behavior and communication. *Frontiers in Psychology*, 11(March), 1–11.
<https://doi.org/10.3389/fpsyg.2020.00314>.
- Vigoda-Gadot, E. (2007). Leadership style, organizational politics, and employees' performance: An empirical examination of two competing models. *Personnel Review*, 36(5), 661–683.
<https://doi.org/10.1108/00483480710773981>
- Williams, K. D., & Karau, S. J. (1991). Social loafing and social compensation: The effects of expectations of co-worker performance. *Journal of Personality and Social Psychology*, 61(4), 570–581. <https://doi.org/10.1037/0022-3514.61.4.570>
- Wuffli, P. A. (2017). *Inclusive leadership a framework for the global era*. Springer Cham Heidelberg New York Dordrecht London.
https://doi.org/10.1007/978-3-319-53309-4_9
- Yang, C., Chen, Y., Zhao, X., & Hua, N. (2020). Transformational leadership, proactive personality and service performance: The mediating role of organizational embeddedness. *International Journal of Contemporary Hospitality Management*, 32(1), 267–287. <https://doi.org/10.1108/IJCHM-03-2019-0244>
- Yavuz, M. (2010). Adaptation of the leadership practices inventory (LPI) to Turkish Liderlik Uygulamaları Ölçeği'nin Türkçe'ye uyarlama çalışması. *Science*, 35(158), 158.
- Yeşil, A. (2016). Liderlik ve motivasyon teorilerine yönelik kavramsal bir inceleme. *Uluslararası Akademik Yönetim Bilimleri Dergisi*, 2(3), 158–180.
- Yukl, G. (2013). *Leadership in organizations eighth edition*. Pearson Education, Inc., publishing as Prentice Hall (Vol. 8).
- Zhu, W., Chew, I. K. H., & Spangler, W. D. (2005). CEO transformational leadership and organizational outcomes: The mediating role of human–capital-enhancing human resource management. *The Leadership Quarterly*, 16(1), 39–52.
<https://doi.org/10.1016/j.leaqua.2004.06.001>.
- Żywiołek, J., Tucmeanu, E. R., Tucmeanu, A. I., Isac, N., & Yousaf, Z. (2022). Nexus of transformational leadership, employee adaptiveness, knowledge sharing, and employee creativity. *Sustainability (Switzerland)*, 14(18), 1–16.
<https://doi.org/10.3390/su141811607>.