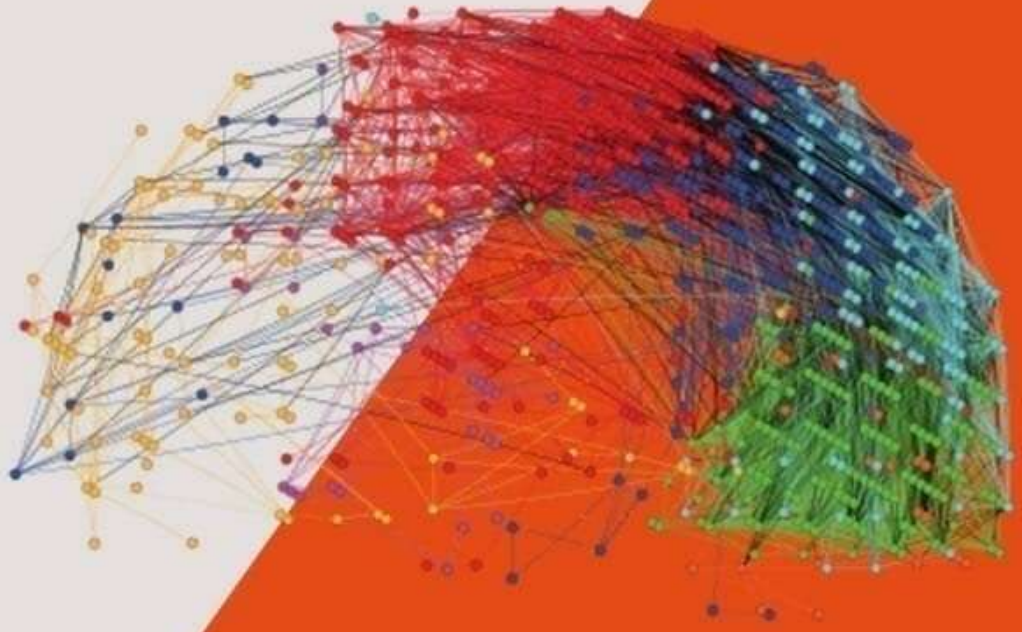


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EDITOR’S NOTE...

As the International Journal of New Approaches in Social Studies (IJONASS), we present to you important research and innovative studies in the field of social studies education, focusing on various aspects of social studies education. Thanks to the devoted work of our authors and experienced referees, we aim to bring a new perspective to our field by focusing on topics such as social sciences in general and history of education, digital learning, political and cultural literacy, cultural diversity, innovative methods in education and social awareness in particular, in the context of social studies education and training.

Our journal, enriched with interdisciplinary studies and contributions from different perspectives, sheds light on the future of social studies. We invite all researchers who are doing innovative studies in the field of social studies to contribute to our journal. There are five different studies in this issue of our magazine, of which I am the guest editor. With the advantage of the richness of content brought by the interdisciplinary structure of social studies education, this issue includes research on topics “examining the knowledge and awareness levels of educational leaders regarding child abuse”, “examining the behavioral patterns of tourists during the global epidemic”, “participation in the modern olympic games of the Ottoman Empire period”, “examining the historical curiosity of high school students”, “interaction problems of international students focused on purchasing goods and services”. It can be said that the studies in this issue, as in our previous issues, will bring a different perspective to social studies education/training with an interdisciplinary approach and open new horizons.

I believe that future issues of our journal will continue to encourage in-depth research in this field and provide valuable contributions to the field. I wish success to our journal and would like to thank our contributing authors and referees.

Assoc. Dr. İbrahim SARI

Kütahya Dumlupınar University Academic Member

December – 2023



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Investigation of Education Leaders' Knowledge and Awareness Levels on Child Abuse

İdris KINASAKAL^{*1} & Selahattin KAYMAKCI²

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Abstract:

Due to both sociological and psychological effects, the diagnosis, effective handling, and minimization of abuse are of vital importance. In recent years, the management, prevention, diagnosis, and reporting of abuse cases within the school environment, which has seen a notable increase, are crucial for the recognition and prevention of abuse incidents. In this regard, teachers and educational leaders working in schools play a key role in addressing abuse issues. This research was conducted to determine the knowledge and awareness levels of educational leaders about child abuse. The research utilized a basic qualitative research method. The study's participant group consisted of 15 educational leaders working in the city center of Karabük during the 2021-2022 academic year. Data were collected through semi-structured interviews, and the collected data were analyzed through content analysis. As a result of the research, it was revealed that educational leaders possess correct but incomplete information about child abuse; however, their knowledge and awareness about how to proceed and behave when faced with abuse are at a low level. These findings suggest the necessity of including abuse-related topics in the pre-service and in-service training of educational leaders.

Anahtar Kelimeler: Education leader, child, abuse, school.

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INTRODUCTION

The term "child" represents a specific stage in human life. It typically encompasses the age range from birth to adolescence (Schapiro, 1999). A child is an individual who has not yet reached the level of maturity, both physically and emotionally, and has not achieved adulthood and maturity. The first article of the United Nations Convention on the Rights of the Child, adopted on November 20, 1989, stipulates that unless a person has attained the age of eighteen and is considered an adult, every individual is considered a child until they reach the age of eighteen or begin their nineteenth year. However, it should be noted that these expressions may vary according to cultural and social factors (Karadoğan, 2019).

Children generally represent a period in which they shape the future of societies, experiencing processes of growth, development, and learning. Therefore, it is of great importance for children to grow and develop in a healthy and supportive environment. On the other hand, among the negative events that children may encounter in their life processes, abuse is also present. According to the Turkish Language Association (TDK), abuse is defined as the misuse of good intentions. Child abuse, on the other hand, refers to the behavior of parents or caregivers who are responsible for the child, which negatively affects the physical, mental, and emotional development of the child for any reason other than accidents, harming the child's physical and mental health (Kaytez, et al., 2018). The critical point regarding child abuse is that the action or behavior negatively affects the child's mental, physical, psychosocial development, and health. When examining the literature, it is noteworthy that child abuse is categorized under four main headings: physical abuse, sexual abuse, emotional abuse, and economic abuse (Aral, 2001).

Physical abuse is defined as the accidental injury of a child. While physical abuse is the easiest type of abuse to diagnose, sexual abuse is considered the most challenging to identify. In families where sexual abuse is common, certain pathological characteristics such as early parenthood, divorce, alcohol and substance abuse, and violence stand out (Adalı, 2007; Beter, 2010; Bulut, 1996; Hancı, 2002; Kara, Biçer & Gökalp, 2004; Kozcu, 1991; Ünal, 2008). Anxiety disorders, nightmares, and phobias are often seen in children who have experienced sexual abuse. Emotional abuse, another form of abuse, can exist in the presence of sexual and physical abuse or continue to exist even when these two forms of abuse are eliminated. Emotional abuse can lead to aggression, loss of self-esteem, mental and physical developmental delays, tension, and other issues in children who have been subjected to it (Tıraşçı & Gören, 2007). Economic abuse is described as caregivers making a profit from children by employing them or having children work in jobs that hinder their physical and emotional development, violate their rights, or work as low-paid labor (Aydın, 2018).

Child abuse is a highly sensitive issue that dates back to ancient times in human history. However, it has been perceived as an international problem and efforts to find solutions have spanned approximately a century. Cases of child abuse, such as throwing babies into rivers, selling children as slaves, sacrificing them, and subjecting them to inhumane treatment, were prevalent in densely populated countries like India and China. In Roman society, there were laws that allowed the sale or even killing of children. The burial of live girls was also a common practice (Pelendecioğlu & Bulut, 2009).

The first medical evaluation of child abuse was conducted in 1860 by the French forensic medicine professor Ambres Tardieu. Ambres Tardieu brought the issue to the forefront for the first time by conducting a study involving thirty-two children who were beaten to death as a result of sexual and physical abuse. In 1946, "Caffey Syndrome" was added to the literature by Caffey, and in 1961, "Battered Child Syndrome" was added by Kempe. In the 1970s, the importance of sexual abuse was realized, and after the 1980s, it became clear that emotional abuse is as important as other forms of abuse (Acehan, et al., 2013).

Although child abuse is a comprehensive phenomenon, physical abuse takes precedence within the scope of child abuse. For example, in a study conducted by Aral (1997), it was found that 65.72% of children had experienced physical abuse by their parents. According to the Child Abuse and Domestic Violence Survey in Turkey, it is understood that 56% of children aged 7-18 in Turkey have been subjected to physical abuse (Büyükyazıcı et al., 2010, cited in Aydın, 2018).

There are certain risk factors for child abuse. These risk factors consist of social risks, family-related risks, and child-related risks. Among the social risks are high unemployment, poverty, high crime rates, the absence or scarcity of social services, while family-related risk factors include single parenthood, step-parenting, emotional inadequacy, poor communication, physical and sexual abuse during childhood, alcohol or drug addiction. Child-related risk factors often include low birth weight, disability, and prematurity (Deveci & Açık, 2003).

Child abuse is a highly sensitive and critical issue that requires close attention. Since teachers play significant roles in preventing abuse and managing the process, some school-based interventions are directed at them. Teachers are in a crucial position as they are involved in direct communication with children, especially in identifying high-risk groups. Abused children often experience more behavioral, emotional problems, and learning difficulties compared to other children. Therefore, it is essential that teachers take an active role in identifying these children, closely monitoring them, and referring them to the necessary units with early guidance and counseling services. Schools spend a significant amount of time with children, particularly during the compulsory twelve-year education period, compared to their homes. Therefore, educational institutions and the teachers and educational leaders working in them bear a significant responsibility in preventing child abuse. On the other hand, educational institutions can also be places where child abuse occurs. Increasing the awareness of teachers who interact closely with school-age children is a priority in terms of preventive measures (Tugay, 2008). In this regard, the main responsibilities of educational leaders include taking preventive measures against abuse and neglect, creating a safe school environment, ensuring healthy crisis management in case of emergency, including stakeholder education, having competence in legal aspects, and conducting activities to increase public awareness (Koçtürk, 2018).

When reviewing the related international and national literature, it can be seen that some research has been conducted on child abuse and educational leaders. Among these, the study conducted by Newberger and Cook (1983) aimed to raise awareness about child abuse among parents. McIntyre (1987) examined teachers' awareness of child abuse and neglect. In another study conducted by Dias, Smith, DeGuehery, Mazur, Li, Shaffer (2005), an attempt was made to determine who the perpetrators of abuse typically are. A study by McKee & Dillenburger (2009) aimed to identify the needs of teacher candidates regarding child abuse and neglect. Kürklü (2012) determined the level of awareness of teachers about child abuse and neglect, while Can-Yaşar, İnal-Kızıltepe & Kandır (2014) attempted to reveal the awareness of teacher

candidates regarding physical abuse. Erol (2015) raised awareness about the symptoms of abuse among teachers working in preschool education institutions, while Üstündağ, Şenol & Maden (2015) identified parents' knowledge about child abuse. In a study by Yaşar & Şenol (2015), the attitudes of teacher candidates towards child sexual abuse were examined, and Kaytez, Yücelyiğit & Kadan (2018) conducted research on child abuse and its types.

As can be seen, in the literature, various studies have been conducted that attempt to determine the knowledge and awareness levels of different stakeholders regarding child abuse. However, regarding research conducted on the knowledge and awareness levels of educational leaders about child abuse, there appear to be some limitations in terms of quantity and quality. Therefore, it is believed that this research will fill the existing gaps in the literature, provide guidance to educational leaders, teachers, students, and researchers in preventing child abuse cases and advocating for the rights of victims, and serve as an inspiration for future research.

The Aim of Study

The purpose of this research is to reveal the knowledge and awareness levels of educational leaders regarding child abuse. The research sought answers to the following questions:

1. What are the thoughts of educational leaders regarding the concept and content of abuse?
2. What are the thoughts of educational leaders regarding cases of child abuse occurring in schools?
3. What recommendations do educational leaders have for the prevention of child abuse cases in schools?

METHOD

Research Model

While all qualitative research is concerned with how meaning is constructed, the primary purpose of basic qualitative research is to uncover and interpret these meanings (Merriam, 2018). Basic qualitative research is a qualitative approach that encompasses all types of qualitative research. As known, qualitative research can be conducted as basic qualitative research without being confined to a specific design. Most field research conducted in the field of education using qualitative methods is inherently interpretive. Researchers may employ a more flexible research design instead of adopting a specific research design such as grounded theory, phenomenology, case study, narrative inquiry, or ethnography. This flexible design can be described as generic, basic, or interpretive. However, since all qualitative research is interpretive, and the term "generic" may lead to vague interpretations, it has been suggested that the term "basic qualitative research" is more appropriate for these types of studies. The main goal of basic qualitative research is to interpret and uncover the meanings constructed through social interactions (Merriam & Tisdell, 2016). In this research, limitations such as the difficulty of reaching the sample group and the refusal of educational leaders who initially agreed to participate in the research to later participate have been effective, despite its broader scope and flexible framework compared to other qualitative research designs.

Study Group

In this research, purposive sampling methods, specifically typical case sampling, were employed. It is well known that typical case sampling is frequently used in qualitative research. This method allows the researcher to select typical and representative examples to understand a specific situation or phenomenon, thereby facilitating the use of examples that best symbolize the situation or phenomenon under investigation. These examples should provide comprehensive and meaningful data for analysis while also possessing the characteristics targeted by the research (Yıldırım & Şimşek, 2011). Due to its ability to allow in-depth research and reveal rich situations in terms of information, typical case sampling was utilized in the study.

The study group of the research is comprised of 15 educational leaders working in state schools in the central district of Karabük province under the Ministry of National Education (MNE). Data related to the participants are presented in Table 1. According to the table, 5 of the participants are female, and 10 are male. The age range of the participants varies between 39 and 60. In terms of professional experience, periods ranging from 12 to 35 years are prominent, while the types of schools where they serve include 6 primary schools, 6 middle schools, and 3 high schools.

Table 1. Participants' information

Nickname	Gender	Age	Job Experience (Year)	Type of School
K1	Female	48	26	Primary School
K2	Female	39	16	Secondary School
K3	Female	51	28	Primary School
K4	Female	35	12	Secondary School
K5	Female	41	17	Secondary School
K6	Male	57	35	High School
K7	Male	51	29	High School
K8	Male	44	20	Secondary School
K9	Male	40	17	Primary School
K10	Male	42	18	Secondary School
K11	Male	55	23	Primary School
K12	Male	55	20	Primary School
K13	Male	39	14	Secondary School
K14	Male	48	25	High School
K15	Male	60	35	Primary School

Data Collection Tool and Development

In basic qualitative research, data can be collected through interviews, observations, and documents (Merriam and Tisdell, 2016: 24). In this research, data were collected using a semi-structured and non-directive interview technique. As known, an interview is a data collection technique carried out through oral communication (Karasar, 2002). The interview form technique is prepared to obtain the same type of information from different individuals by focusing on similar topics (Patton, 1987). Interviews are often based on open-ended questions. In addition, in this research, the semi-structured interview was used due to its potential to provide systematic and comparable information from different individuals in a structured form, in line with a pre-prepared interview protocol.

For a study to gain scientific validity, it must be subjected to an evaluation based on validity and reliability criteria (Yıldırım & Şimşek, 2011). In this regard, while developing the interview form, the relevant literature was first reviewed. In the second stage, the draft semi-structured interview form was presented to 1 expert in educational sciences, 2 experts in human rights education, and 1 language expert. In the third stage of the research, the draft interview form was applied to three educational leaders who were not included in the sample group for pilot testing. After the pilot testing, the questions in the interview form were examined to determine if they covered the topic, and if the questions were clear and understandable to everyone. Based on the feedback received, the semi-structured interview form was finalized.

Data Collection

In collecting data, initial interviews were conducted with the sample group. Face-to-face interviews were carried out in the offices of educational leaders at different times during the 2021-2022 academic year by the researchers. Participants were provided with information about the purpose and significance of the research. After giving the participants preliminary information, the process was carried out based on voluntariness and confidentiality. Participants were given a specific time to answer the questions effectively. Each interview was completed in a single session within an approximate fifteen-minute time frame. Voice recording equipment was used for data recording. The audio recordings were transcribed into written text, and participant confirmation was obtained.

Data Analysis

In this research, data were analyzed using content analysis. Content analysis is described as "any effort to reduce and make sense of large qualitative material to identify the basic consistencies and meanings" (Patton, 2014, p. 453). Content analysis was preferred in this research due to its ability to reveal the general trend on the subject and guide future research of this kind.

In the analysis of data obtained in the research, codes and themes were initially created. The results were consolidated around these identified themes, and the frequencies and percentages of recurrence were presented in tables. The opinions of two experts in the fields of education and human rights education were sought regarding the created codes and themes, and their agreement was checked. The data obtained from the research were categorized into criteria, distinctions, benefits, dimensions, and potential issues based on the statements of the participating educational leaders. Additionally, quotations were taken from the expressions of the participating educational leaders and coded with pseudonyms (K1, K2, K3...) for anonymity.

To ensure the validity and reliability of the research data, the following strategies were employed: credibility (internal validity), transferability (external validity), confirmability (external reliability), and dependability (internal reliability). In this context, to establish the credibility of the research, certain information about the participants was provided, and the condition of transferability was attempted by presenting statements based on the participants' views. To ensure the confirmability of all data obtained in the research, all data were shared directly and preserved for review by relevant parties. Furthermore, to ensure the reliability of the data, researcher triangulation, a method of triangulation, was used. Triangulation is generally used to examine data from different sources, and it is used to construct a consistent validation of themes (Creswell, 2016, p. 201). Researcher triangulation, on the other hand, involves the presence of multiple researchers in the process from data collection to analysis and

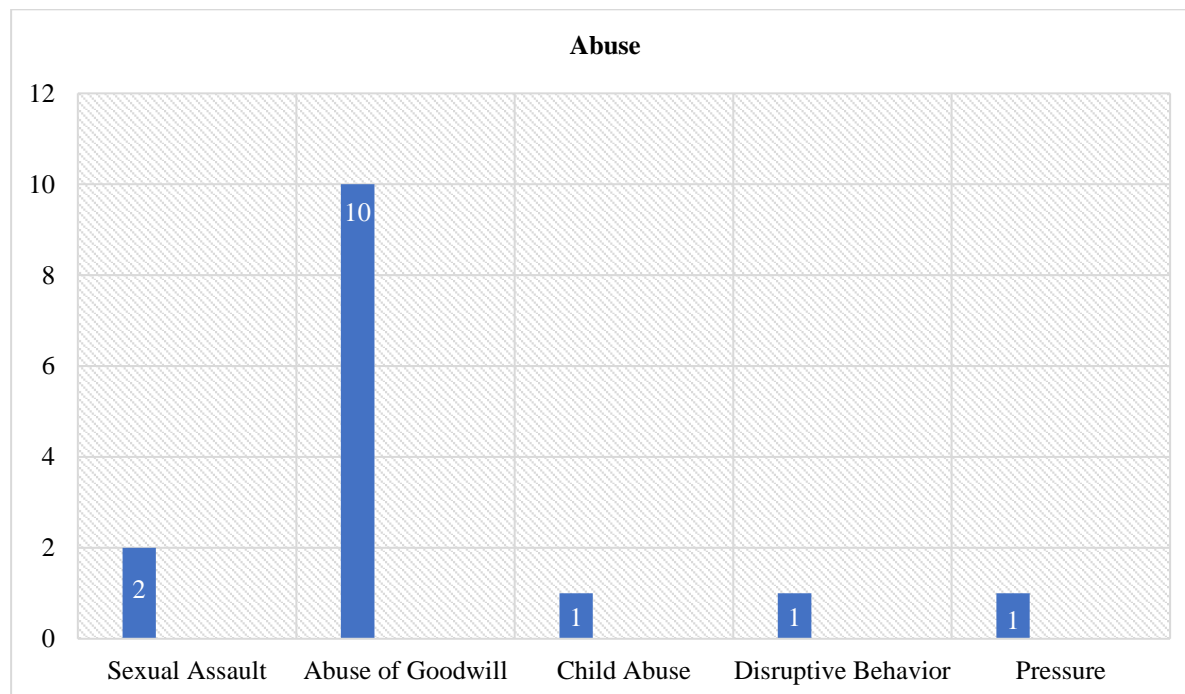
interpretation (Denzin, 1978, as cited in Başkale, 2016). In this context, by using the Miles and Huberman formula ($\Delta = C / (C + \square) \times 100$), data were analyzed by a social studies education specialist other than the researchers to check for agreement. In this formula, Δ represents the reliability coefficient, C indicates the number of terms on which consensus is reached, and \square is the number of terms on which consensus is not reached. A minimum consensus rate of at least 80% is required between two coders (Baltacı, 2017). In this research, the reliability coefficient between the researchers was found to be 87%, and data analysis was considered reliable.

FINDINGS

This section includes the findings obtained as a result of the analysis of the research data:

Opinions on the views of educational leaders regarding the concept and content of abuse: In the context of this research question, the nature of abuse, its types, and categories of perpetrators have come to the forefront. The findings are explained below under subheadings:

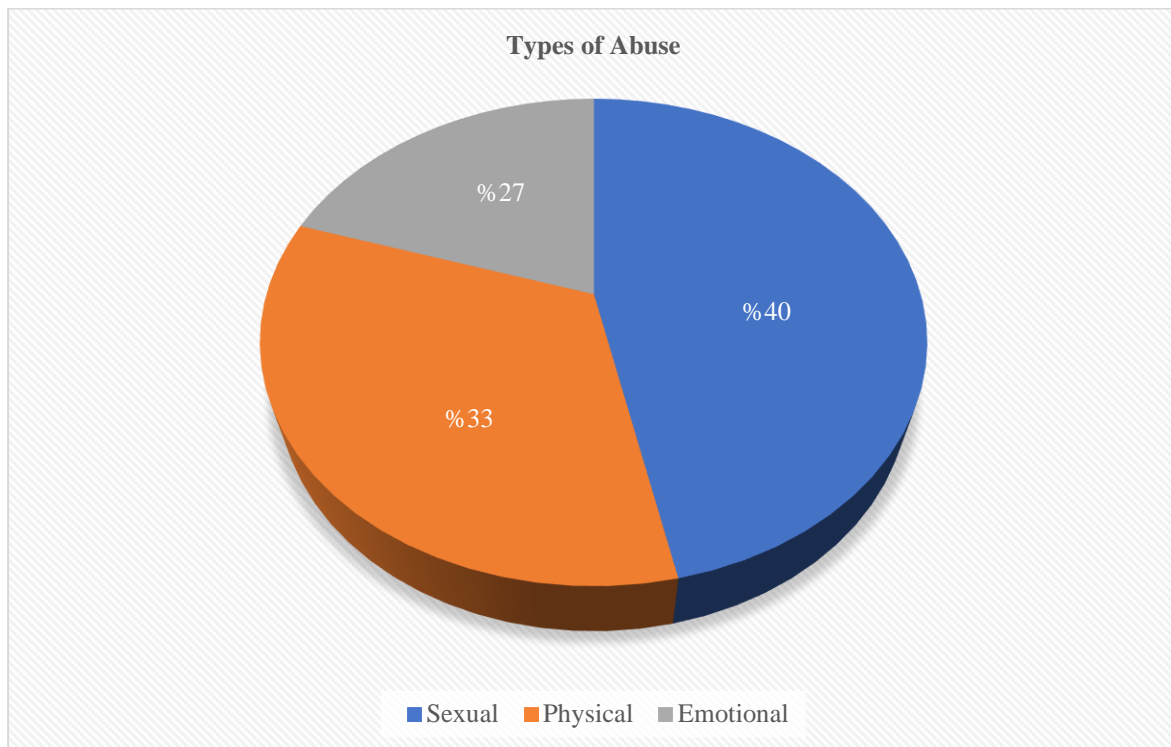
Participants' views on the concept of abuse: As seen in graph 1, a significant proportion of participants (66%) define abuse as the misuse of good intentions. The percentage of those defining abuse as sexual assault (13.33%), child abuse (6.66%), breach of trust (6.66%), and pressure (6.66%) is quite low. According to Participant 7 (P7), abuse is defined as "the misuse of good intentions," a definition that directly aligns with the one provided by the Turkish Language Association (TDK). It is noteworthy that the majority of those who view abuse as the misuse of good intentions are men. On the other hand, according to Participant 15 (P15), abuse is "sexual assault."



Graph 1. Data regarding participants' views on the concept of abuse

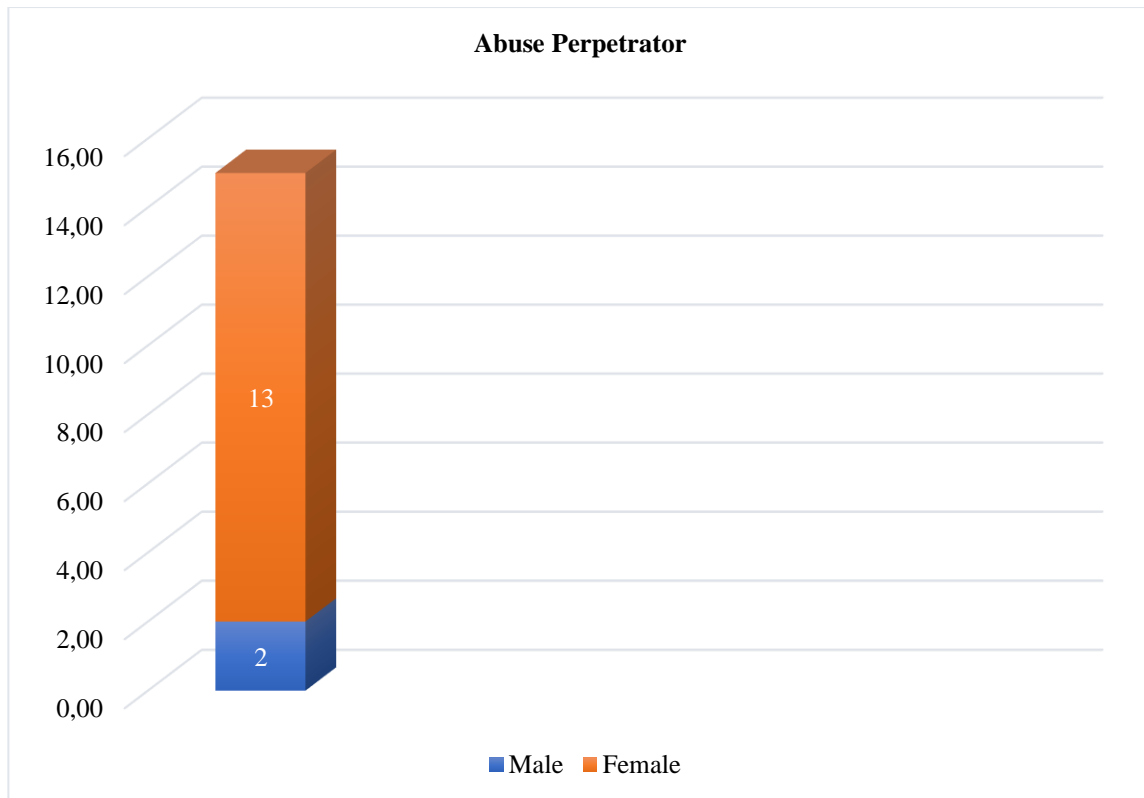
Participants' views on types of abuse: In graph 2, participants' opinions regarding the types of abuse are presented. Accordingly, 40% of the participants ranked sexual abuse as the most recognized type of abuse. According to Participant 1 (P1), the most well-known type of abuse

is expressed as, "When we talk about abuse, the first thing that comes to mind is sexual abuse." Following sexual abuse, physical (33%) and emotional (27%) abuse come in succession. It is worth noting that while the concept of abuse primarily refers to the misuse of good intentions, in the ranking of abuse types, sexual abuse (40%) stands out as the most well-known form of abuse. There is a discrepancy between these two themes. On the other hand, Participant 13 (P13) expressed the most well-known type of abuse as, "Physical abuse is the type of abuse I have encountered and known the most." Participant 14 (P14) responded to the same question, "I was often subjected to emotional abuse as a child. That's why my answer is emotional abuse." While participants argue that the most common form of abuse is sexual abuse, they describe abuse not as sexual assault but as the misuse of good intentions.



Graph 2. Data on participants' views on types of abuse

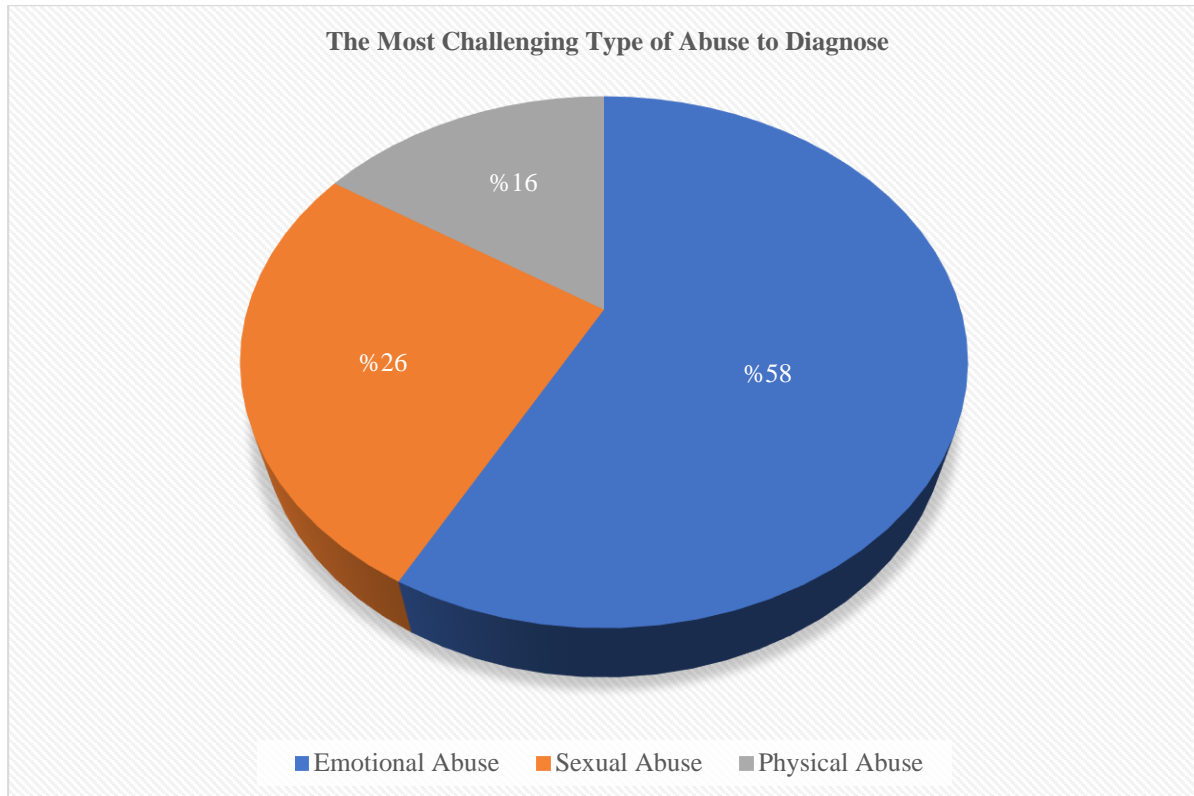
Participants' views on abuse perpetrators: In academic language, translate to English: Nearly all of the participants (86.66%) stated that perpetrators of abuse are generally men. This perception is prevalent worldwide. Especially in cases of sexual, physical, and emotional abuse of children, men tend to play a dominant role (Gannon & Rose, 2008; Sevim & Ataş, 2016; TTB, 2022). In cases of domestic abuse, figures such as fathers, stepfathers, and older brothers can be the perpetrators of these abuses. According to K4, abusers are described as follows: "Abuse is usually carried out by men against the opposite sex." Participant 6 (K6) expressed a similar view, stating, "Most of the abusers are men." Participant 10 (K10) shared their perspective by saying, "As a man, unfortunately, I have often seen that the perpetrators of abuse are usually my fellow men."



Graph 3. Data on participants' opinions towards abuse perpetrators

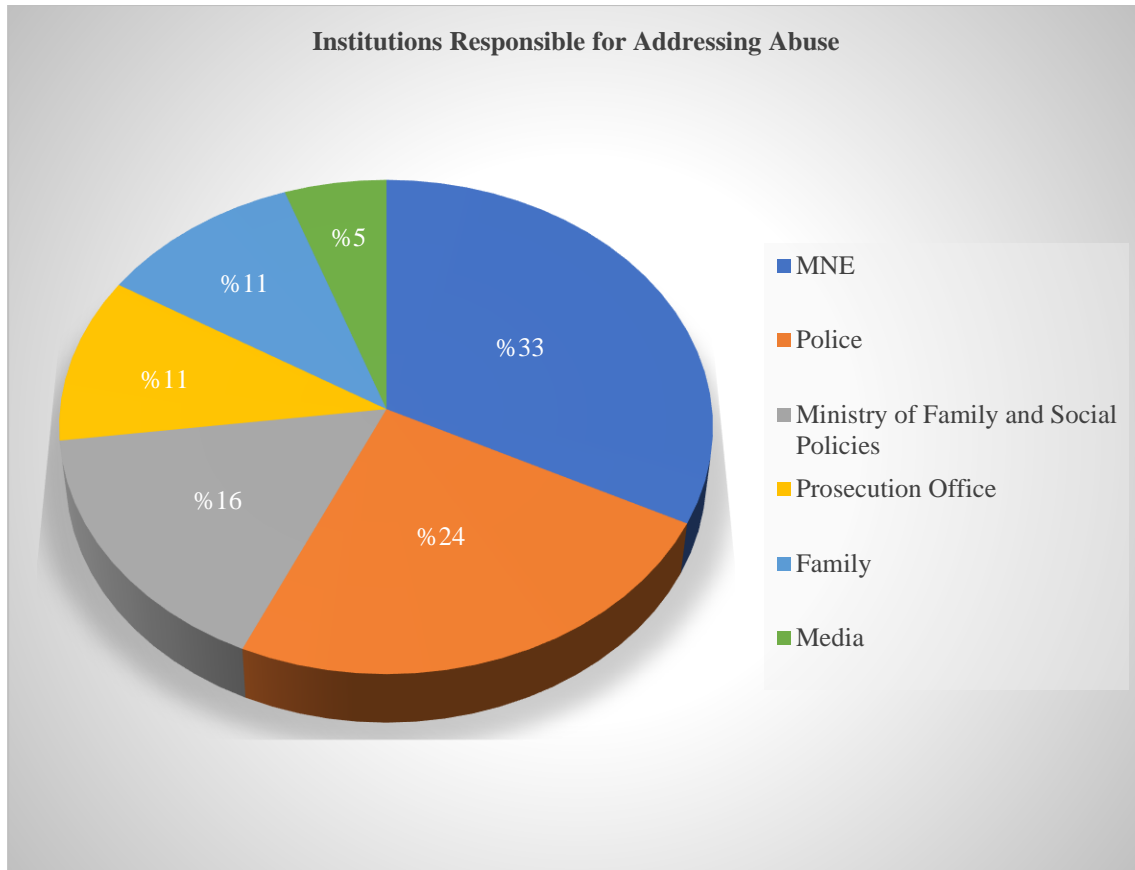
Opinions on educational leaders' thoughts regarding child abuse cases that occur in schools: Within the scope of this research question, the most challenging type of abuse to diagnose, the variables determining the institutions they hold responsible for abuse, and the awareness levels regarding abuse cases have emerged as prominent categories. The findings are explained in subheadings below:

Participants' opinions on the most challenging type of abuse to diagnose: In graph 4, participants' opinions on the most challenging type of abuse to diagnose are presented. Emotional abuse (58%) emerged as the most difficult type of abuse to diagnose. It was followed by sexual abuse (26%) and physical abuse (16%). Emotional abuse is also the least encountered type of abuse, as seen in graph 2. According to Participant 2 (P2), the most challenging type of abuse to diagnose is emotional abuse. They stated, "Emotional abuse may require expertise in diagnosing, while identifying sexual or physical abuse may be easier." Participant 4 (P4) expressed, "Sexual abuse is a form of abuse that is very apparent both physically and mentally, so it may be easier to diagnose." On the other hand, Participant 9 (P9) said, "Diagnosing emotional abuse requires separate expertise."



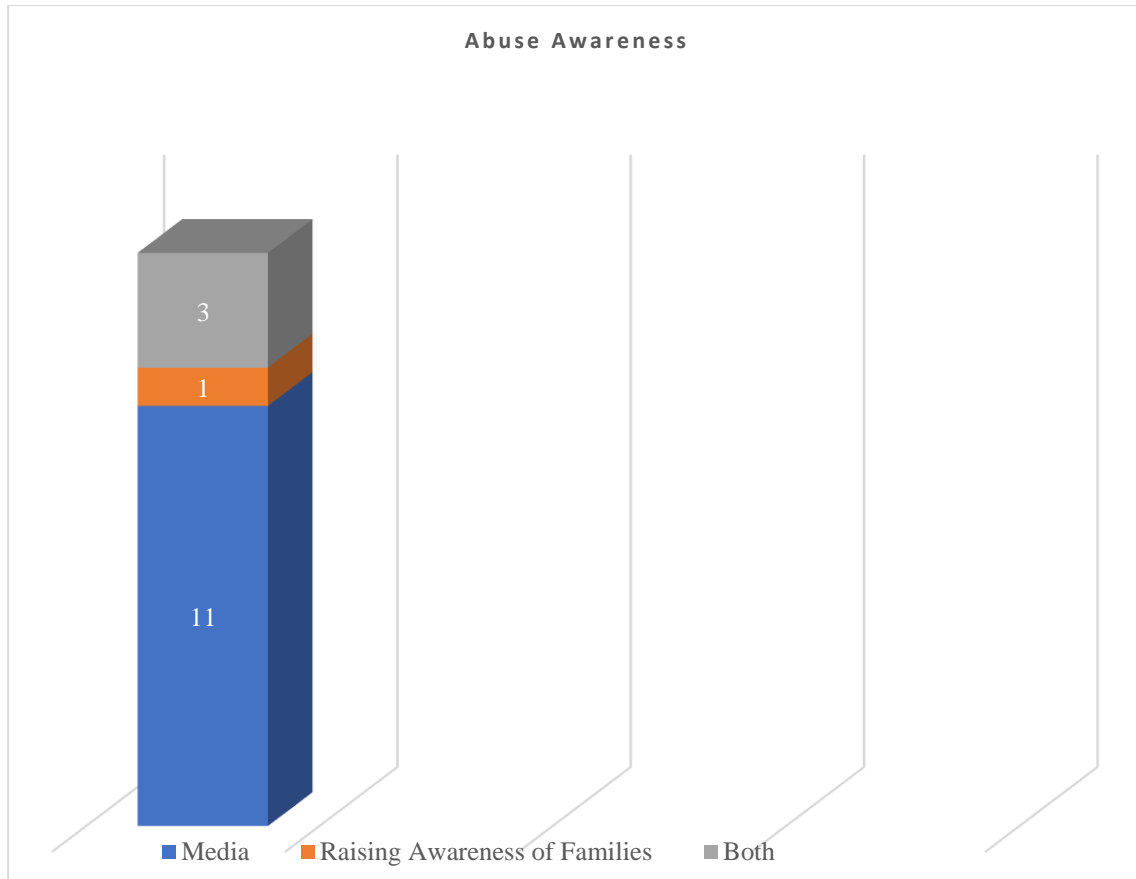
Graph 4. Data regarding the participants' opinions on the most challenging type of abuse to diagnose

Participants' views on the institutions they hold responsible for abuse: In graph 5, participants' views on the institutions they hold responsible for abuse are examined. According to the data, participants identify the Ministry of National Education (MNE) as the main institution responsible for addressing abuse and bearing the most significant responsibility, with 33%. 24% of the participants mentioned that the biggest responsibility concerning abuse lies with the Police Organization. However, whether the Police Organization bears responsibility before the Ministry of National Education in any abuse case is a subject of debate. Participant 5 (P5) indicated the Ministry of National Education by stating, "We can overcome many problems through education and awareness initiatives." Participant 8 (P8) has assigned primary responsibility to the Police Organization by expressing, "A reduction in the number of abuse cases can be achieved through more meticulous and sensitive work by law enforcement agencies." On the other hand, Participant 15 (P15) stated that awareness-raising efforts by the Ministry of Family and Social Policies can prevent abuse cases, emphasizing that the responsibility for addressing abuse lies with the Ministry of Family and Social Policies.



Graph 5. The data regarding participants' views on the institutions they hold responsible for abuse

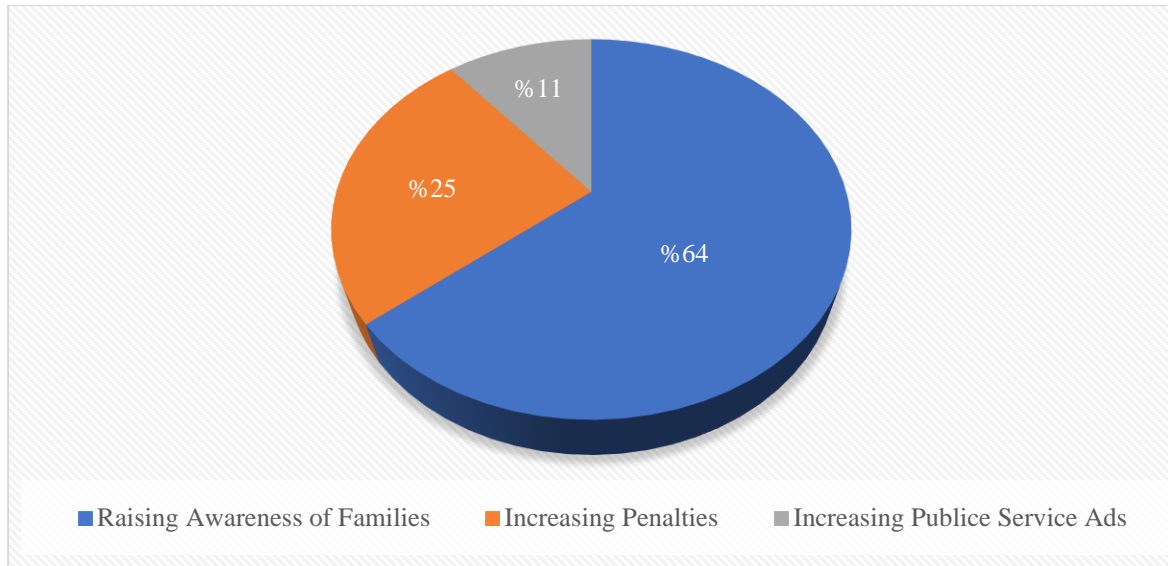
Opinions on the Factors Influencing Awareness of Abuse Cases: In Graph 6, participants' opinions on the factors influencing awareness of abuse cases are presented. The majority of participants (73.33%) attributed the increase in abuse cases or their increased visibility to media organizations. It was stated that pre-existing cases of abuse became more widely known through media outlets. On the other hand, only one participant mentioned that awareness of abuse cases was due to families becoming more informed. Three participants expressed their views on this matter, indicating that both media organizations and families becoming more aware were effective. Participant 3 (P3) stated: "As the media covers abuse cases more extensively, people's awareness of this issue also increases." Participant 11 (P11) stated, "Today, the increasing awareness of families and the more frequent coverage of this issue in the media have contributed to raising awareness of abuse cases."



Graph 6. Data regarding the participants' opinions on the variables that determine the awareness levels of abuse cases

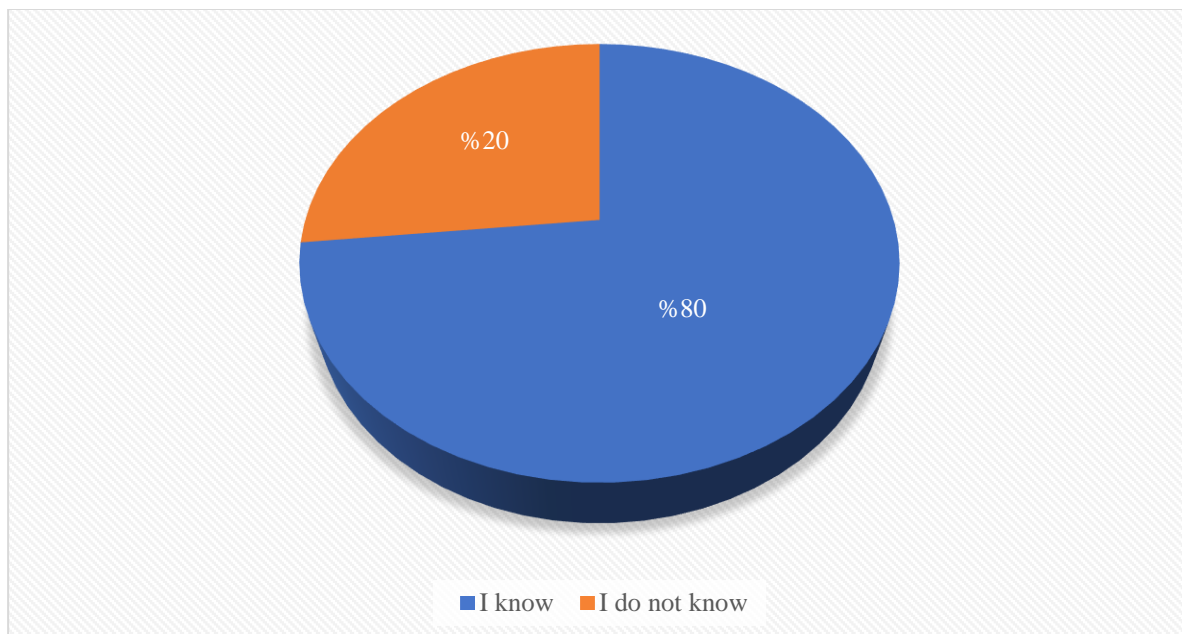
Opinions on recommendations made by educational leaders to prevent child abuse cases occurring in schools: In the scope of this research question, various categories emerged, including what can be done to prevent abuse cases, the paths to follow in case of abuse cases, a roadmap for handling abuse cases, and the need for education on abuse. The findings are explained below in subheadings:

Participant Views on Preventing Abuse Cases: In graph 7, participants emphasize that the most crucial factor in preventing or minimizing abuse cases is raising awareness among parents (64%). Participant 10 (P10) mentioned, "To prevent child abuse, the first step should be raising awareness among parents." On the other hand, Participant 14 (P14) expressed the opinion, "To prevent various crimes, including abuse, I believe that punishments should be much more deterrent."



Graph 7. Data on participants' opinions on what can be done to prevent abuse cases

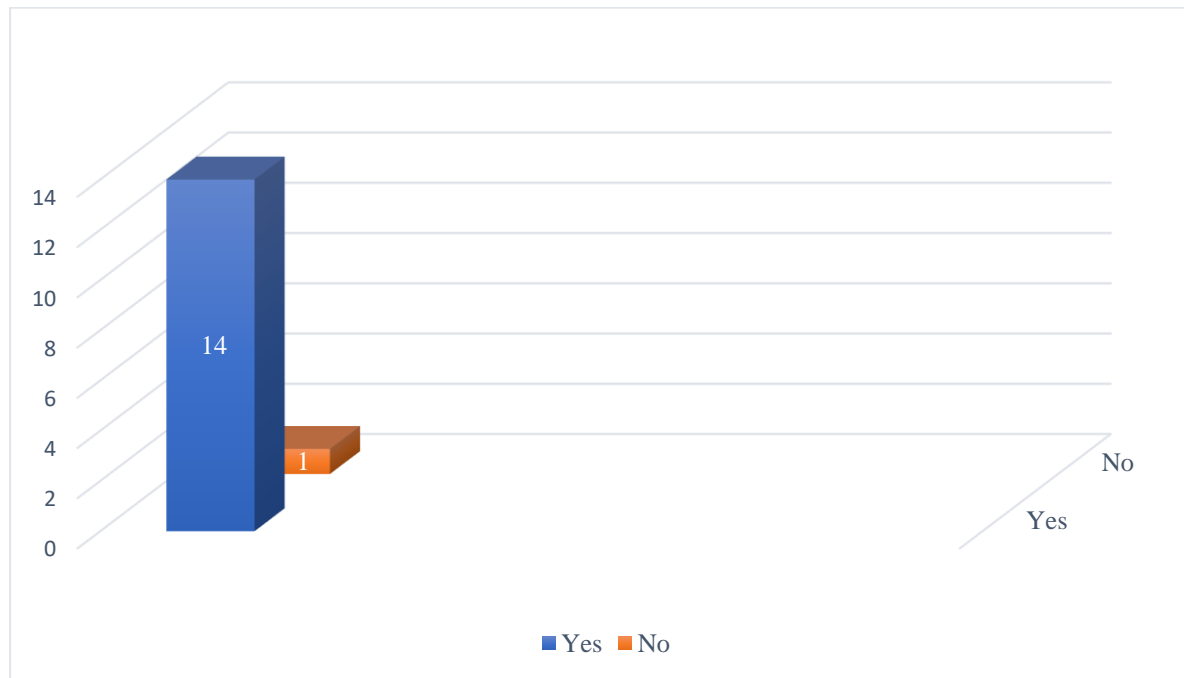
Participant Views on the Paths to Follow in Case of Abuse Cases: In Figure 8, data related to participants' experiences with abuse cases and the roadmap to follow in such situations are presented. The majority of the participants (80%) have not encountered any abuse cases so far, and therefore, they mentioned that they do not know where to turn and what steps to take in a crisis situation. Participant 1 (P1) expressed their views by stating, "I have not come across a person who has been abused so far. If I encounter one, I don't know what to do." Participant 7 (P7) shared their experience, saying, "One of our students was abused by a parent. We immediately reported it to the police."



Graph 8. Data on the steps to be followed in case of abuse

Participants' Need for Training on Child Abuse: In graph 8, it was concluded that participants do not have any idea about where to turn in case of any abuse situation. In this context, Figure 9 reveals a similar pattern, with nearly all participants expressing a need for in-service training

related to child abuse (93.33%). Participant 6 (P6), regarding this matter, stated, "As a public servant, one of our legal responsibilities is to report abuse incidents to the competent authorities. However, I do not believe I have enough knowledge at this point." Another participant, Participant 12 (P12), who elaborated on this point, expressed the need for training, saying, "Throughout my undergraduate education and my professional career, I have not received any training on this issue. Consequently, I feel inadequate and lacking in this area." In-service training activities will be informative about the scope of these activities, how education leaders and teachers should respond if they encounter any abuse cases, and where to seek help.



Graph 9. Data regarding participants' needs for education about abuse

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Abuse, regardless of its type, has a destructive and profound impact on individuals. When it comes to children, abuse requires even more careful consideration. Cases of sexual, physical, emotional abuse, and violence endured by children significantly affect their entire lives. Findings obtained as a result of this study, which examined the level of knowledge and awareness of education leaders regarding child abuse, are discussed below in line with the research questions:

From the findings, it can be observed that a majority of participants defined abuse as the misuse of goodwill, emphasizing a negative interpretation of abuse. Education leaders typically focus on emotional aspects rather than physical aspects when dealing with abuse. In the literature, it is noted that Guner, Guner and Sahan (2010) and Kara, Bicer, and Gokalp (2004) have also provided similar definitions of abuse. Therefore, it can be said that the participants have a basic level of awareness of the concept of abuse.

The findings indicate that participants are concerned with three different types of abuse: sexual, physical, and emotional abuse. These forms of abuse resemble the results of studies conducted

by Pelendecioglu & Bulut (2009) and Altun & Uzuner (2016). Furthermore, participants predominantly associate abuse with sexual abuse. Hence, it can be argued that the increased awareness about abuse in recent years initially centered on sexual abuse. However, it should not be forgotten that children often experience emotional or physical abuse at schools.

Participants' views point out that males are mainly considered as the perpetrators of abuse. These results are consistent with a study conducted by Dias, Smith, DeGue, Mazur, Li, Shaffer (2005). According to this study, abuse perpetrators are usually fathers or stepfathers. It can be concluded that despite the years passing, abuse perpetrators remain mostly the same. The reason men are more likely to engage in abuse than women can be attributed to their different mental and physical makeup compared to women.

The findings indicate that participants find it easier to diagnose sexual and physical abuse than emotional abuse. Although various studies have been conducted on sexual and physical abuse, the number of studies on emotional abuse is considerably lower. In the studies conducted, the content generally covers the definition, types, and measures to prevent emotional abuse (Ustundag, 2022). These results are consistent with the study findings.

Participants assign responsibility for handling abuse cases primarily to the Ministry of National Education (MEB) and the Police Organization. When it comes to child abuse, it is expected that the MEB is the first institution that comes to mind. In a study, Koca (2012) stated that teachers have an obligation to report to the competent authorities when they learn that a crime has been committed against one of their students. Similarly, Celiloglu (2018) and Kocturk (2018) also aimed to outline the responsibilities and duties of school staff to reduce and prevent abuse cases. Furthermore, a study conducted by Buber and Taylan (2023) emphasized that reports of abuse incidents made by schools and law enforcement agencies are quite high.

Participants place the primary responsibility for raising awareness about abuse cases on media organizations. In a study by Turk, Hamzaoglu, Yayak, and Senyuva (2021), it was emphasized that associating child abuse with specific professions is not sufficient to solve the problem and that it is important to consider abuse as a societal problem. It was suggested that informative public service announcements in written and visual media should be prepared. In recent years, the increased focus of media organizations on the issue aligns with these findings.

Participants emphasized the importance of raising awareness among parents as the most significant factor in preventing or minimizing abuse cases. They believe that parents should be informed to prevent child abuse. In addition, parents should be educated about what abuse is, what it encompasses, and what should be done in case of abuse. It is crucial to establish boundaries and convey these to the child with the help of family members, who are responsible for the care and supervision of children, including being conscious of abuse. Similarly, a study by Ustundag, Senol, and Magden (2015) concluded that parents lack sufficient knowledge about sexual abuse. This situation corroborates the findings of this study. It is essential to educate parents on which behaviors are risky for children, how to say no when necessary, and who and where to seek help in case of emergency (Kaytez, et al., 2018; Turkbay, et al., 1998).

As the initial response to abuse cases, especially child abuse, is crucial, education leaders should receive in-service and pre-service training in this regard. A module should be developed to provide information to education leaders about the Child Protection Law, signs of sexual abuse, and the units that should be contacted in case of encountering sexual abuse. Information

regarding the legal aspects (laws, sanctions, legal process, places for reporting, how to contact these places, rehabilitation process, etc.) should be included in educational programs.

As a country that has signed the Convention on the Rights of the Child, Turkey is committed to protecting children from maltreatment and working on related efforts at the international level. However, in Turkey, there is no educational or legal regulation regarding the roles of educators in preventing child abuse. Therefore, it is necessary to develop a module that also includes legal arrangements related to the roadmap that education leaders should follow in cases of child abuse.

In Turkey, the issue of child abuse requires comprehensive and multidisciplinary approaches involving professionals from various disciplines (pediatricians, psychologists, counselors, teachers, social workers, etc.). Preventing child abuse necessitates a collective effort by society, starting with education leaders, teachers, and other stakeholders who spend time with children. It is of utmost importance to increase awareness through workshops and trainings conducted by multi-disciplinary teams, consisting of child psychologists and professionals working in the field of child sexual abuse. These efforts should be coordinated to effectively handle potential abuse cases, considering their multidimensional nature. Therefore, it is crucial to raise awareness in society about children's rights and abuse, and to establish a national action plan against child abuse, ensuring better coordination between various institutions and individuals, including the Ministry of National Education, the Ministry of Health, the Ministry of Justice, the Ministry of Family and Social Policies, the Ministry of the Interior, the Ministry of Labor, the Turkish Medical Association, and the Bar Associations, as well as voluntary individuals and organizations.

In conclusion, education leaders, school counselors, and guidance counselors play a critical role in preventing, identifying, and intervening in child maltreatment. Counseling services in schools should not be provided randomly, and those who provide counseling should be qualified. In addition to education leaders, a similar study can be conducted with school guidance counselors, who are considered the second-degree responsible for handling abuse cases.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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Eğitim Liderlerinin Çocuk İstismarına Yönelik Bilgi ve Farkındalık Düzeylerinin İncelenmesi

Öz:

Gerek sosyolojik gerekse psikolojik etkileri nedeniyle istismarın teşhisi, minimum hasarla atlatılması ve olabildiğince en aza indirgenmesi hayati önem taşımaktadır. Son yıllarda kayda değer artış gösteren okul içi istismar vakalarında krizi yönetme, önleme, teşhis ve bildirim gibi durumlar istismar olaylarının tanınması ve durdurulması açısından oldukça önemlidir. İstismar konusunda ise kilit noktayı okullarda görev yapan öğretmenler ve eğitim liderleri oluşturmaktadır. Bu araştırma, eğitim liderlerinin çocuk istismarı hakkında bilgi ve farkındalık düzeylerini belirlemek amacıyla yapılmıştır. Araştırmada temel nitel araştırma yöntemi kullanılmıştır. Araştırmanın katılımcı grubunu 2021-2022 eğitim-öğretim yılında Karabük il merkezinde görev yapan 15 eğitim lideri oluşturmuştur. Veri toplama aracı olarak yarı yapılandırılmış görüşmenin kullanıldığı araştırma kapsamında toplanan veriler içerik analizi aracılığıyla çözümlenmiştir. Araştırma sonucunda eğitim liderlerinin çocuk istismarı konusunda doğru ancak eksik bilgilere sahip olmakla birlikte; istismar karşısında nasıl bir yol izleyecekleri ve nasıl davranacakları konusunda bilgi ve farkındalıklarının düşük düzeyde olduğu ortaya çıkmıştır. Bu sonuçların eğitim liderlerinin hizmet öncesi ve hizmet içi eğitimlerinde istismar konusuna da yer verilmesinin gerekliliğine işaret ettiği söylenebilir.

Anahtar Kelimeler: Eğitim lideri, çocuk, istismar, okul.

GİRİŞ

Çocuk, insan yaşamının belirli bir evresini temsil eden bir terimdir. Genellikle doğumdan ergenlik dönemine kadar olan yaş aralığını kapsar (Schapiro, 1999). Çocuk, henüz fiziksel, duygusal ve toplumsal açıdan yetişkinlik ve olgunluk seviyesine erişmemiş bir bireydir. 20 Kasım 1989 yılında kabul edilen Birleşmiş Milletler Çocuk Hakları Sözleşmesi'nin ilk maddesinde; şahsın erken bir zaman diliminde reşitliği söz konusu değilse, on sekiz yaşına ulaşınca kadar her birey çocuk kabul edilirken, on sekiz yaşını doldurmuş diğer bir anlatımla on dokuzundan gün almaya başlamış bireyler genç (yetişkin) kabul edilmektedir. Ancak bu ifadelerin kültürel ve toplumsal faktörlere göre değişkenlik gösterebildiği de unutulmamalıdır (Karadoğan, 2019).

Genel olarak çocuklar, toplumların geleceğini şekillendiren, büyüme, gelişme ve öğrenme süreçlerini deneyimledikleri bir dönemi temsil ederler. Bu nedenle, çocukların sağlıklı ve destekleyici bir çevrede büyümeleri ve gelişmeleri büyük önem taşır. Öte yandan çocukların yaşam süreçlerinde karşılaşılabileceği olumsuz olaylar içerisinde istismar da bulunmaktadır. Türk Dil Kurumu'na (TDK) göre istismar; iyi niyetin kötüye kullanımı olarak tanımlanmaktadır. Çocuk istismarı ise ebeveynlerin ya da çocuğa bakmakla yükümlü olan yetişkinlerin, kaza dışında herhangi bir nedenle çocuğun fiziksel, ruhsal ve duygusal gelişimini olumsuz yönde etkileyebilecek, beden ve ruh sağlığına zarar verecek şekilde davranmasıdır (Kaytez, vd., 2018). Çocuk istismarı konusunda kritik nokta, yapılan hareket veya davranışın çocuğun zihinsel, fiziksel, psikososyal gelişiminin ve sağlığının olumsuz yönde etkileniyor olmasıdır. Alanyazına bakıldığında çocuk istismarı fiziksel istismar, cinsel istismar, duygusal istismar, ekonomik istismar olarak dört ana başlık altında toplandığı dikkati çekmektedir (Aral, 2001).

Fiziksel istismar en kapsamlı tanımı ile bir çocuğun kaza dışı yaralanmasıdır. Fiziksel istismar en kolay tanı koyulabilecek olan istismar türüken, cinsel istismar ise tanı konulması en zor

olan istismar türü olarak nitelendirilmektedir. Cinsel istismarın sıklıkla görüldüğü ailelerde erken yaşta anne-baba olma, boşanma, alkol ve madde kullanımı ile şiddet gibi belli başlı patolojik özellikler dikkat çekmektedir (Adalı, 2007; Beter, 2010; Bulut, 1996; Hancı, 2002; Kara, vd., 2004; Kozcu, 1991; Ünal, 2008). Cinsel istismara uğramış çocuklarda kaygı bozuklukları, kâbuslar, fobiler sıklıkla görülmektedir. Diğer bir istismar türü olan duygusal istismar cinsel ve fiziksel istismar ile var olabildiği gibi bu iki istismar türü ortadan kalktığına da varlığını devam ettirebilmektedir. Duygusal istismara maruz kalmış çocuklarda saldırganlık, özgüven kaybı, zihinsel ve fiziksel gelişim geriliği, gerginlik gibi durumlar ortaya çıkabilmektedir (Tıraşçı & Gören, 2007). Ekonomik istismar ise bakmakla yükümlü kişilerin çocukları çalıştırarak onlar üzerinden kazanç elde etmesi veya çocukların fiziksel ve duygusal açıdan gelişimlerini engelleyici, haklarını ihlal edici işlerde çalışması ya da düşük ücretli iş gücü olarak çalışması veya çalıştırılması olarak tarif edilmektedir (Aydın, 2018).

Çocuk istismarı konusu oldukça hassas bir konu olmakla beraber kökeni insanlık tarihinde oldukça eskilere dayanmaktadır. Buna rağmen uluslararası anlamda bir problem olarak algılanıp, çözüm arayışlarına gidilmesi ise yaklaşık yüz yıllık bir süreyi kapsamıştır. Hindistan ve Çin gibi nüfusun kalabalık olduğu ülkelerde bebeklerin nehirlere atılması, çocukların köle olarak satılması, kurban edilmeleri ve insanlık dışı muamelelere maruz kalmaları, Roma toplumunda çocukları satma hatta öldürme izni veren kanunlar bulunması, kız çocuklarının diri diri gömülmesi gibi birçok çocuk istismarı vakası bulunmaktadır (Pelendecioğlu & Bulut, 2009).

Çocuk istismarı ile ilgili ilk tıbbi değerlendirme 1860 yılında Fransız adli tıp profesörü Ambres Tardieu tarafından yapılmıştır. Ambres Tardieu, Paris Tıp Akademisinde yürüttüğü çalışmada, cinsel ve fiziksel istismar sonucu dövülerek öldürülen otuz iki çocuk üzerinden konuyu ilk kez gündeme taşımıştır. 1946 yılına gelindiğinde Caffey tarafından “Caffey Sendromu”; 1961 yılında da Kempe tarafından “Hırpalanmış Çocuk Sendromu” literatüre eklenmiştir. 1970’lerde cinsel istismarın önemi kavranırken, 1980’lerden sonra ise duygusal istismarın da en az diğer istismar türleri kadar önem arz ettiği ortaya çıkmıştır (Acehan, vd., 2013).

Çocuk istismarı kapsamlı bir olgu olmasına karşın çocuğa yönelik istismar kapsamında fiziksel istismar ön plana çıkmaktadır. Örneğin Aral (1997) yaptığı çalışmada çocukların %65,72’sinin anne ya da babası tarafından fiziksel istismara uğradıklarını tespit etmiştir. Öte yandan Türkiye’de Çocuk İstismarı ve Aile İçi Şiddet Araştırmasına göre; Türkiye’de yaşayan 7-18 yaşlar arasındaki çocukların yüzde 56’sının fiziksel istismara uğradığı anlaşılmaktadır (Büyükyazıcı vd, 2010, akt. Aydın, 2018).

Çocuk istismarı için bazı risk faktörleri bulunmaktadır. Bu risk faktörleri toplumsal riskler, aile ile ilgili riskler, çocukla ilgili risklerden oluşmaktadır. Toplumsal riskler arasında yüksek işsizlik, fakirlik ve suç oranı ile sosyal servislerin yokluğu ve azlığı başı çekerken; aile ile ilgili risk faktörlerinin arasında tek ebeveyn, üvey ebeveyn, duygusal yetersizlik, zayıf iletişim, çocuklukta fiziksel ve cinsel istismar, alkol veya uyuşturucu bağımlılığı gibi risk faktörleri bulunmaktadır. Çocuklarla ilgili risk faktörleri arasında ise düşük doğum ağırlığı, engellilik durumu ve prematüre ön plana çıkmaktadır (Deveci & Açık, 2003).

Çocuk istismarı konusu oldukça hassas ve çok dikkat edilmesi gereken bir konudur. İstismarın önlenmesi ve sürecin yönetilmesi konusunda öğretmenler de önemli rollere sahip olduklarından okul temelli müdahalelerin bir kısmı da onlara yöneliktir. Öncelikli olarak risk gruplarının belirlenmesinde öğretmenler çocuklarla birebir iletişimde bulunan kişiler olarak önemli bir

konumdadırlar. Çünkü istismar edilen çocuklar diğer çocuklara göre daha fazla davranışsal, duygusal sorunlar ve öğrenme sorunları yaşadıkları için bu çocukların erken dönemde rehberlik ve danışmanlık hizmetleriyle belirlenmesi, yakından takip edilmesi ve gerekli birimlere yönlendirilmesinde aktif bir rol üstlenmeleri gerekmektedir (Brassard Rivelis & Diaz, 2009).

Türkiye açısından durum değerlendirildiğinde her bir çocuğun on iki yıllık zorunlu eğitim kapsamında evlerinden ziyade okulda vakit geçirdikleri görülmektedir. Bu nedenle çocuk istismarını önlemede eğitim kurumlarına, bu kurumlarda görev yapan öğretmen ve eğitim liderlerine büyük sorumluluk düşmektedir. Öte yandan eğitim kurumları çocuk istismarının yaşandığı yerler olarak da karşımıza çıkabilmektedir. Eğitim çağındaki çocuklarla yakından etkileşim kuran öğretmenlerin konuya ilişkin farkındalıklarının artırılması önleyici tedbirler açısından öncelikliyen (Tugay, 2008) bu noktada asıl sorumluluk ise eğitim liderlerine düşmektedir. Dolayısıyla eğitim liderlerinin başlıca görevleri; istismar ve ihmali önleyici tedbirler almak, güvenli bir okul ortamı oluşturmak, kriz anında sağlıklı bir süreç yönetimi sağlamak, paydaş eğitimleri, adli boyuta hâkimiyet ve toplumsal bilinci artırıcı çalışmalara yer vermektir (Koçtürk, 2018).

İlgili uluslararası ve ulusal literatür tarandığında çocuk istismarı ve eğitim liderlerini konu edinen birtakım araştırmaların yapıldığı görülmektedir. Bunlar içerisinde Newberger ve Cook (1983) tarafından yürütülen araştırmada çocuk istismarı konusunda ebeveyn farkındalığı ortaya konulmaya çalışılmıştır. McIntyre (1987) tarafından yapılan araştırmada öğretmenlerin çocuk istismarı ve ihmaliye yönelik farkındalıkları incelenmiştir. Dias, Smith, DeGuehery, Mazur, Li, Shaffer (2005) tarafından yürütülen bir başka çalışmada, istismar uygulayıcılarının genellikle kimlerden oluştuğu tespit edilmeye çalışılmıştır. McKee ve Dillenburger (2009) tarafından birlikte yürütülen araştırmada çocuk istismarı ve ihmaliye yönelik öğretmen adaylarının ihtiyaçları tespit edilmiştir. Kürklü (2012) tarafından yapılan araştırmada, öğretmenlerin çocuk istismarı ve ihmaliye yönelik farkındalık düzeyleri belirlenmiş, Can-Yaşar, İnal-Kızıltepe & Kandır (2014) tarafından yürütülen çalışmada ise öğretmen adaylarının fiziksel istismara ilişkin farkındalıkları ortaya konulmaya çalışılmıştır. Öte yandan Erol (2015) tarafından yürütülen araştırmada okulöncesi eğitim kurumlarında görev yapan öğretmenlerin istismar belirtilerine karşı farkındalık düzeyleri ortaya konulurken, Üstündağ, Şenol ve Maden'in (2015) yaptıkları araştırmada ebeveynlerin çocuk istismarına yönelik bilgi düzeyleri belirlenmiştir. Yaşar & Şenol'un (2015) araştırmasında öğretmen adaylarının çocuğa yönelik cinsel istismara ilişkin tutumları incelenmişken, Kaytez, Yücelyiğit ve Kadan, (2018) tarafından yapılan araştırmada çocuk istismarı ve çeşitleri incelenmiştir.

Görüldüğü üzere literatürde yapılan ve burada bir kısmı sunulan araştırmalarda eğitimin farklı paydaşlarının çocuk istismarı hakkındaki bilgi ve farkındalık düzeylerinin ortaya konulmaya çalışıldığı anlaşılmaktadır. Ancak okullarda sistemin işleyişinden ve sağlıklı bir eğitim-öğretim ortamının hazırlanmasından sorumlu olan eğitim liderlerinin çocuk istismarına yönelik bilgi ve farkındalık düzeylerinin neler olduğuna yönelik yapılan araştırmalarda nicelik ve nitelik açısından birtakım sınırlılıklar bulunduğu dikkati çekmektedir. Dolayısıyla bu araştırmayla ilgili literatürde bulunan eksiklik giderileceğine, eğitim liderlerine, öğretmenlere, öğrencilere ve araştırmacılara çocuk istismar vakalarının önüne geçilmesinde ve mağdurların haklarının savunulmasında yol göstericilik yapılacağına ve gelecek araştırmalara esin kaynağı olunacağına inanılmaktadır.

Araştırmanın Amacı

Bu araştırmanın amacı eğitim liderlerinin çocuk istismarına yönelik bilgi ve farkındalık düzeylerini ortaya koymaktır. Araştırmada aşağıdaki sorulara cevap aranmıştır:

1. Eğitim liderlerinin istismar kavramına ve içeriğine yönelik düşünceleri nelerdir?
2. Eğitim liderlerinin okullarda meydana gelen çocuk istismarı vakalarına yönelik düşünceleri nelerdir?
3. Eğitim liderlerinin okullarda meydana gelen çocuk istismarı vakalarının önlenmesine yönelik önerileri nelerdir?

YÖNTEM

Araştırma Modeli

Bütün nitel araştırmalar anlamın nasıl inşa edildiğiyle ilgiliyken temel nitel araştırmanın öncelikli amacı bu anlamları açığa çıkarmak ve yorumlamaktır (Merriam, 2018). Temel nitel araştırma, nitel araştırma türlerinin tamamını içine alan bir niteliktedir. Bilindiği gibi nitel araştırma, belirli bir tasarıma sıkıştırılmadan temel nitel araştırma olarak yürütülebilmektedir. Eğitim alanında nitel yöntemle yürütülen çoğu saha araştırması, kökeninde yorumlayıcıdır. Araştırmacılar temellendirilmiş kuram, olgubilim, örnek olay, anlatı araştırması veya etnografi gibi özel bir araştırma tasarımı benimsemek yerine daha esnek bir araştırma tasarımı kullanabilmektedirler. Bu esnek tasarım jenerik, temel veya yorumlayıcı olarak tanımlanabilmektedir. Ancak bütün nitel araştırmalar yorumlayıcı olduğundan ve jenerik ifadesi de belirsiz bir anlama yol açabileceğinden, temel nitel araştırma ifadesinin bu araştırmalar için daha uygun olacağı ifade edilmiştir. Temel nitel araştırmanın ana hedefi, sosyal etkileşimler sonucu inşa edilen anlamın yorumlanması ve ortaya konulmasıdır (Merriam & Tisdell, 2016). Bu araştırmada diğer nitel araştırma tasarımlarına göre daha kapsayıcı olması ve esnek bir çerçeve sunmasının yanı sıra örneklem grubuna ulaşma zorluğu ve önceden görüşmeye katılmayı kabul eden eğitim liderlerinin daha sonra araştırmaya katılmayı reddetmeleri gibi sınırlılıklar da etkili olmuştur.

Çalışma Grubu

Bu araştırmada amaçlı örnekleme yöntemlerinden tipik durum örneklemesine seçilmiştir. Bilindiği gibi tipik durum örneklemesine (typical case sampling) nitel araştırmalarda sıklıkla başvurulmaktadır. Bu yöntem, araştırmacının belirli bir durumu veya fenomeni anlamak için tipik ve temsil edici örnekleri seçmesine, dolayısıyla araştırmanın ele aldığı durumu veya fenomeni en iyi şekilde simgeleyen örneklerden faydalanılmasına olanak sağlar. Bu örnekler analiz için kapsamlı ve anlamlı veriler sunmalı, aynı zamanda da araştırmanın hedeflediği özelliklere sahip olmalıdır (Yıldırım & Şimşek, 2011). Derinlemesine araştırma yapmaya fırsat tanınması ve bilgi açısından zengin durumları ortaya koymayı sağlaması gibi nedenlerle araştırmada tipik durum örneklemesi kullanılmıştır.

Araştırmanın çalışma grubunu, MEB'e bağlı Karabük ili merkez ilçesinde bulunan devlet okullarında görev yapan 15 eğitim lideri oluşturmaktadır. Araştırmanın katılımcılarına ait veriler Tablo 1'de gösterilmiştir. Buna göre katılımcıların 5'i kadın, 10'u ise erkektir. Katılımcıların yaş aralıkları 39 ile 60 arasında değişmektedir. Öte yandan mesleki deneyimler noktasında 12 ila 35 yıl arasındaki dönemler ön plana çıkarken, görev yapılan okul türlerinde ise 6 ilkokul, 6 ortaokul ve 3 lise eğitim liderinin varlığı dikkati çekmektedir.

Tablo 1. Katılımcılara ait bilgiler

Rumuz	Cinsiyet	Yaş	Mesleki Deneyim (Yıl)	Görev Yaptığı Okul Türü
K1	Kadın	48	26	İlkokul
K2	Kadın	39	16	Ortaokul
K3	Kadın	51	28	İlkokul
K4	Kadın	35	12	Ortaokul
K5	Kadın	41	17	Ortaokul
K6	Erkek	57	35	Lise
K7	Erkek	51	29	Lise
K8	Erkek	44	20	Ortaokul
K9	Erkek	40	17	İlkokul
K10	Erkek	42	18	Ortaokul
K11	Erkek	55	23	İlkokul
K12	Erkek	55	20	İlkokul
K13	Erkek	39	14	Ortaokul
K14	Erkek	48	25	Lise
K15	Erkek	60	35	İlkokul

Veri Toplama Aracı ve Geliştirilmesi

Temel nitel araştırmada veriler, mülakat, gözlem ve dokümanlar aracılığıyla toplanabilir (Merriam ve Tisdell, 2016: 24). Bu araştırmada veriler yarı yapılandırılmış ve yönlendirici olmayan görüşme tekniği kullanılarak toplanmıştır. Bilindiği gibi görüşme sözlü iletişim yoluyla gerçekleştirilen bir veri toplama tekniğidir (Karasar, 2002). Görüşme formu tekniği, benzer konulara yönelmek yoluyla değişik insanlardan aynı tür bilgilerin alınması amacıyla hazırlanır (Patton, 1987). Görüşmeler çoğunlukla açık uçlu sorulara dayanır. Buna ilaveten, önceden hazırlanmış görüşme protokolüne bağlı olarak sürdürme fırsatı tanınması ile farklı bireylerden sistematik ve karşılaştırılabilir bilgiyi belirli bir forma dayalı bir şekilde elde etmeye olanak sağlaması nedeniyle araştırmada yarı yapılandırılmış görüşmeden yararlanılmıştır.

Bir araştırmanın, bilimsel bir nitelik kazanabilmek için geçerlilik ve güvenilirlik kriterlerine dayalı bir değerlendirmeye tabi tutulmalıdır (Yıldırım & Şimşek, 2011). Bu doğrultuda görüşme formu geliştirilirken öncelikle ilgili literatür taranmıştır. İkinci aşamada oluşturulan taslak yarı yapılandırılmış görüşme formu 1 eğitim bilimleri uzmanı, 2 insan hakları eğitimi uzmanı ve 1 dil uzmanının görüşüne sunulmuştur. Araştırmanın üçüncü aşamasında taslak görüşme formu ön uygulama amacıyla örneklem grubuna dâhil edilmeyen üç eğitim liderine uygulanmıştır. Ön uygulamanın ardından görüşme formunda yer alan soruların ele alınan konuyu kapsayıp kapsamadığı, soruların herkes tarafından açık ve net bir şekilde anlaşılır olup olmadığı incelenmiştir. Alınan geribildirimler doğrultusunda yarı yapılandırılmış görüşme formuna son hali verilmiştir.

Verilerin Toplanması

Verilerin toplanmasında öncelikle örneklem grubu ile gerekli ön görüşmeler yapılmıştır. Farklı zamanlarda eğitim liderlerinin odalarında yüz yüze yürütülen görüşmeler, 2021-2022 eğitim-öğretim döneminde araştırmacılar tarafından gerçekleştirilmiştir. Katılımcılara araştırmanın amacı ve önemi hakkında bilgiler verilmiştir. Katılımcılara ön bilgilendirme yapıldıktan sonra

gönüllülük ve gizlilik esasına dayalı olarak süreç yürütülmüştür. Verimli bir şekilde soruları cevaplandırmaları için katılımcılara belirli bir süre verilmiştir. Her bir görüşme yaklaşık on beş dakikalık bir zaman diliminde tek oturumda bitirilmiştir. Veriler kaydedilmesinde ses kayıt cihazından faydalanılmıştır. Ses kayıtları düz yazıya çevrilmiş ve katılımcıların teyidi de alınmıştır.

Verilerin Analizi

Araştırma verileri içerik analizi kullanılarak çözümlenmiştir. İçerik analizi, “hacimli olan nitel materyali alarak temel tutarlılıkları ve anlamları belirlemeye yönelik herhangi bir nitel veri indirgeme ve anlamlandırma çabası” olarak ifade edilmektedir (Patton, 2014, s. 453). Konuya ilişkin genel eğilimin ortaya konulması ve ileride yapılacak bu tür araştırmalara yol göstermesi gibi amaçları gerçekleştirmeye imkân vermesi nedeniyle araştırmada içerik analizinin kullanılması tercih edilmiştir (Ültay, vd., 2021).

Araştırma kapsamında elde edilen veriler çözümlenirken öncelikle kod ve temalar oluşturulmuştur. Sonuçlar belirlenen bu temalar etrafında birleştirilmiş olup yinelenme sıklıkları (frekansları) ve yüzdelik oranları tablolar halinde açıklanmıştır. Oluşturulan kod ve temalara ilişkin eğitim bilimleri ve insan hakları eğitimi alan uzmanı iki kişinin görüşlerine başvurulmuş ve uyumları kontrol edilmiştir. Araştırmadan elde edilen veriler tanım, ayırım ölçütü, fayda, boyut ve karşılaşılabilecek olası sorunlar olarak kategorilere ayrılmıştır. Ayrıca araştırmaya katılan eğitim liderlerinin ifadelerinden alıntılar yapılmış ve takma isimler verilerek (K1, K2, K3...) kodlanmıştır.

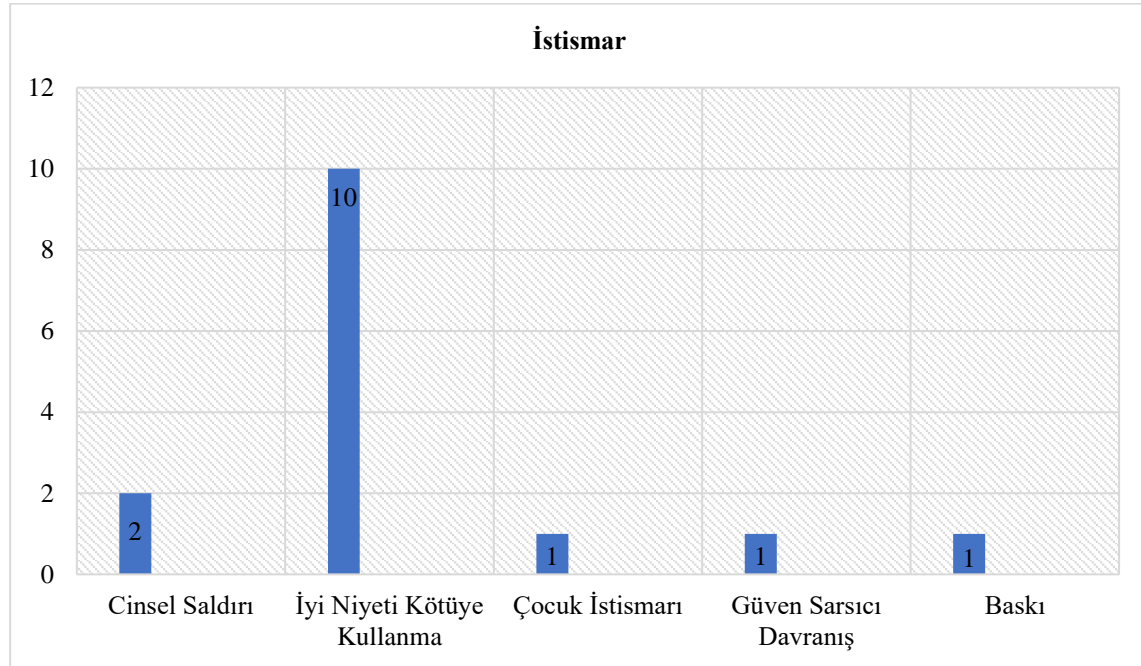
Araştırma verilerinin geçerliğini ve güvenilirliğini sağlamada inandırıcılık (iç geçerlik), aktarılabilirlik (dış geçerliğini), teyit edilebilirlik (dış güvenilirliğini) ve tutarlılık (iç güvenilirliğini) yollarına başvurulmuştur. Bu bağlamda araştırmanın inandırıcılığını sağlamak amacıyla katılımcılara ilişkin birtakım bilgilere yer verilmiştir. Katılımcıların belirtmiş oldukları görüşlerden ifadeler yer verilerek aktarılabilirlik koşulu gerçekleştirilmeye çalışılmıştır. Araştırma kapsamında elde edilen tüm veriler tutarlılığı sağlamak amacıyla doğrudan paylaşılmış ve tüm veriler ilgililerin inceleyebilmesi için saklanarak teyit edilebilirlik koşulu sağlanmaya çalışılmıştır. Ayrıca verilerin güvenilirliğini sağlamak amacıyla üçgenleme (triangulation) yöntemlerinden araştırmacı üçgenlemesi kullanılmıştır. Üçgenleme genel olarak, “Kaynaklardan delillerin incelenmesiyle bilginin farklı veri kaynaklarını gösterir ve temaların tutarlı bir doğrulamasını inşa etmek için kullanılmaktadır.” (Creswell, 2016, s. 201). Araştırmacı üçgenlemesi ise, verilerin toplanması aşamasından analizi ve yorumlanması aşamasına kadar olan süreçte birden fazla araştırmacının bulunmasıdır (Denzin, 1978, akt. Başkale, 2016). Bu bağlamda Miles ve Huberman formülü ($\Delta = C \div (C + \square) \times 100$) kullanılarak araştırmacılar dışında bir sosyal bilgiler alan eğitimi uzmanınca veriler çözümlenmiş ve uyuma bakılmıştır. Bu formülde Δ : Güvenirlik katsayısını, C: Üzerinde görüş birliği sağlanan konu/terim sayısını, \square : Üzerinde görüş birliği sağlanmayan terim sayısını ifade etmektedir ve iki kodlayıcı arasındaki görüş birliği oranının en az % 80 olması gerekmektedir (Baltacı, 2017). Bu araştırmada araştırmacılar arasındaki güvenirlilik katsayısı %87 olarak bulunmuş ve veri analizi güvenilir olarak kabul edilmiştir.

BULGULAR

Bu bölümde araştırma verilerinin analizi sonucunda ulaşılan bulgulara yer verilmiştir:

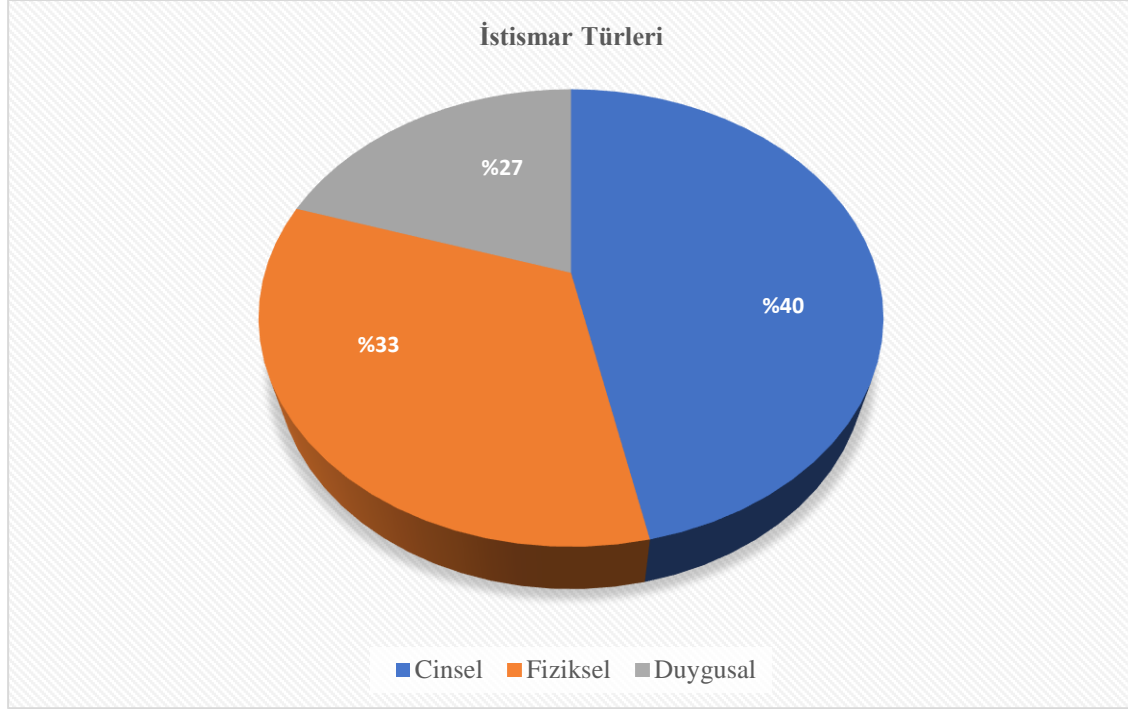
Eğitim liderlerinin istismar kavramına ve içeriğine yönelik düşüncelerine yönelik görüşler: Bu araştırma sorusu kapsamında istismarın ne olduğu, türleri ve uygulayıcıları kategorileri ön plana çıkmıştır. Ulaşılan bulgular aşağıda alt başlıklar halinde açıklanmıştır:

Katılımcıların istismar kavramına yönelik görüşleri: Grafik 1’de görüldüğü üzere istismarı, iyi niyetin kötüye kullanılması olarak savunan katılımcıların oranı (%66) oldukça fazladır. İstismarı, cinsel saldırı (%13,33), çocuk istismarı (%6,66), güven sarsıcı hareket (%6,66) ve baskı (%6,66) olarak tanımlayanların oranı ise oldukça düşüktür. Katılımcı 7 (K7)’ye göre istismar: “İyi niyetin kötüye kullanılması durumudur.” Bu ifade kavramın TDK tarafından yapılan tanımıyla birebir örtüşmektedir. Burada dikkat çekici olan nokta istismarı iyi niyetin kötüye kullanılması olarak görenlerin çoğunluğunun erkeklerden oluşmasıdır. Öte yandan Katılımcı 15 (K15)’e göre istismar: “Cinsel saldırdır.”



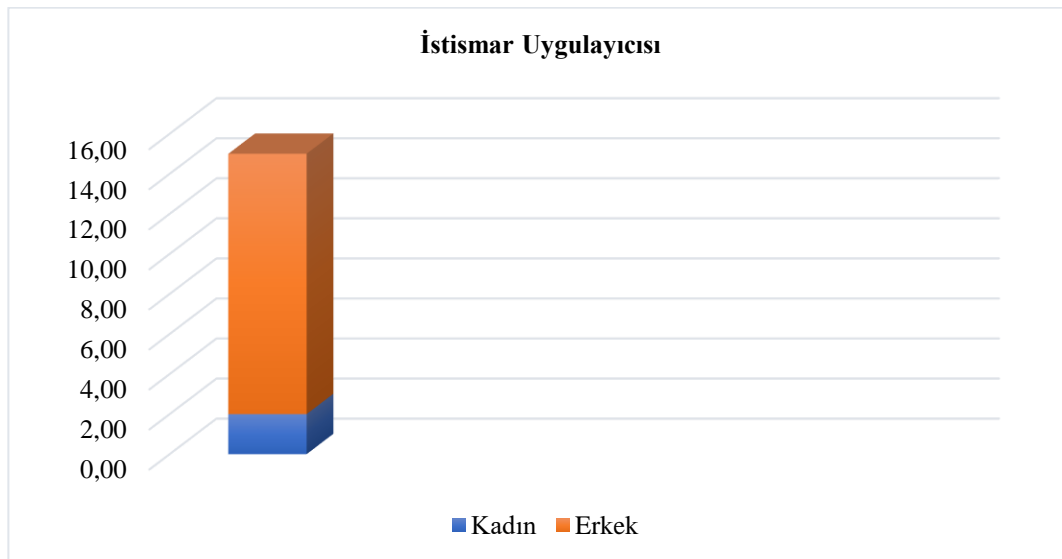
Grafik 1. Katılımcıların istismar kavramına yönelik görüşlerine ilişkin veriler

Katılımcıların istismar türlerine yönelik görüşleri: Grafik 2’de katılımcıların istismar türlerine yönelik görüşlerine yer verilmiştir. Buna göre katılımcıların %40’ı en bilinen istismar türü olarak cinsel istismarı ilk sırada göstermiştir. Katılımcı 1 (K1)’e göre en bilinen istismar türü, “İstismar denilince akla ilk olarak cinsel istismar geliyor.” şeklinde ifade edilmiştir. Cinsel istismarın ardından ise sırasıyla fiziksel (%33) ve duygusal (%27) istismar gelmektedir. Burada dikkat edilmesi gereken nokta Grafik 1’de istismar denildiğinde akla ilk gelen iyi niyetin kötüye kullanılması durumuyken; istismar türleri sıralamasında cinsel istismarın en çok bilinen istismar türü (%40) olarak ön plana çıkmış olmasıdır. Bu iki tema arasında bir uyumsuzluk bulunmaktadır. Öte yandan Katılımcı 13 (K13) en çok bilinen istismar türünü, “Fiziksel istismar benim en çok karşılaştığım, bildiğim istismar türü.” olarak dile getirmiştir. Katılımcı 14 (K14) aynı soruya, “Çocukken sıklıkla duygusal istismara maruz kalmıştım. Bu nedenle cevabım duygusal istismar.” şeklinde bir cevap vermiştir. Katılımcılar en yaygın istismar türünün cinsel istismar olduğunu savunurken; istismarı cinsel saldırı olarak değil de iyi niyetin kötüye kullanılması olarak adlandırmaktadır.



Grafik 2. Katılımcıların istismar türlerine yönelik görüşlerine ilişkin veriler

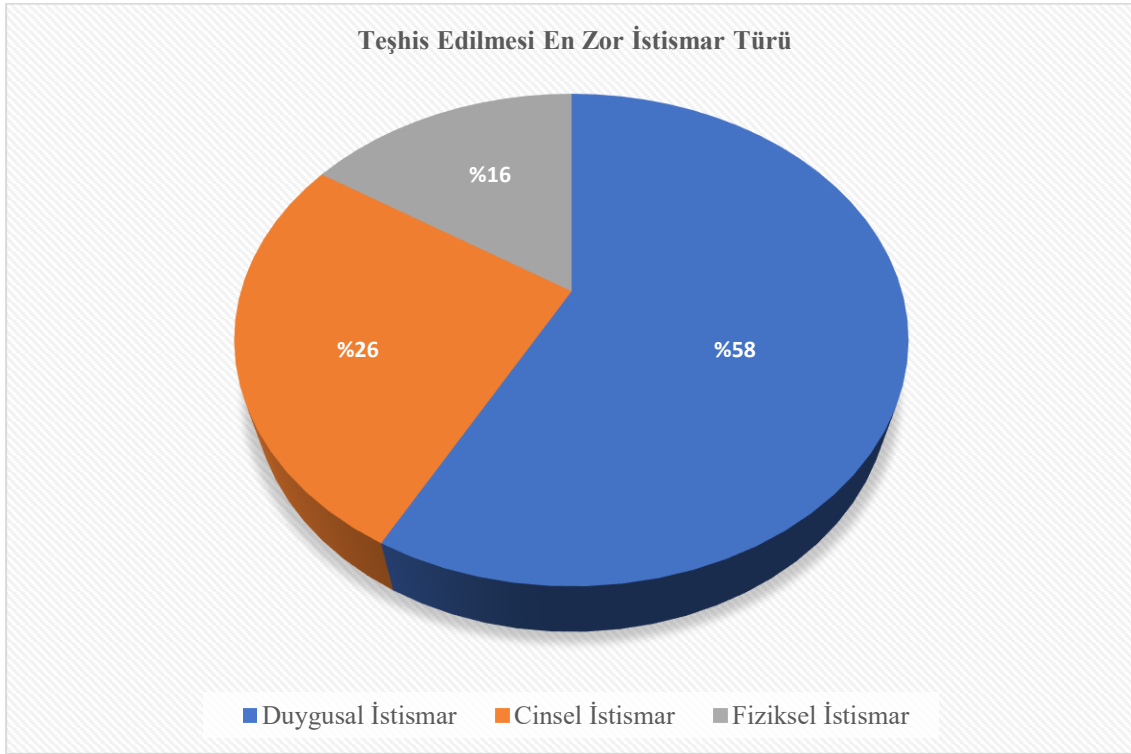
Katılımcıların istismar uygulayıcılarına yönelik görüşleri: Katılımcıların tamamına yakını (%86,66), istismar uygulayanların genellikle erkekler olduğunu belirtmiştir. Dünya genelinde de böyle bir algı bulunmaktadır. Özellikle çocuklara uygulanan cinsel, fiziksel ve duygusal istismar olaylarında erkekler başat rolü oynamaktadır (Gannon & Rose, 2008; Sevim & Ataş, 2016; TTB, 2022). Aile içi istismarlarda da baba, üvey baba, abi gibi figürler bu istismarların uygulayıcıları olabilmektedir. K4'e göre istismar uygulayıcıları: "Genellikle erkekler tarafından karşı cinse istismar uygulanır." Katılımcı 6 (K6) benzer bir ifadeyle "En çok istismar uygulayanlar erkeklerdir." şeklinde görüş belirtmiştir. Katılımcı 10 (K10) ise, "Bir erkek olarak maalesef genellikle istismar uygulayıcılarının hemcinslerim olduklarını gördüm." diyerek görüşlerini ifade etmiştir.



Grafik 3. Katılımcıların istismar uygulayıcılarına yönelik görüşlerine ilişkin veriler

Eğitim liderlerinin okullarda meydana gelen çocuk istismarı vakalarına yönelik düşüncelerine yönelik görüşler: Bu araştırma sorusu kapsamında en zor teşhis edilen istismar türü, istismar konusunda sorumluluk yükledikleri kurumlar ile istismar vakalarına yönelik farkındalık düzeylerini belirleyen değişkenler kategorileri ön plana çıkmıştır. Ulaşılan bulgular aşağıda alt başlıklar halinde açıklanmıştır:

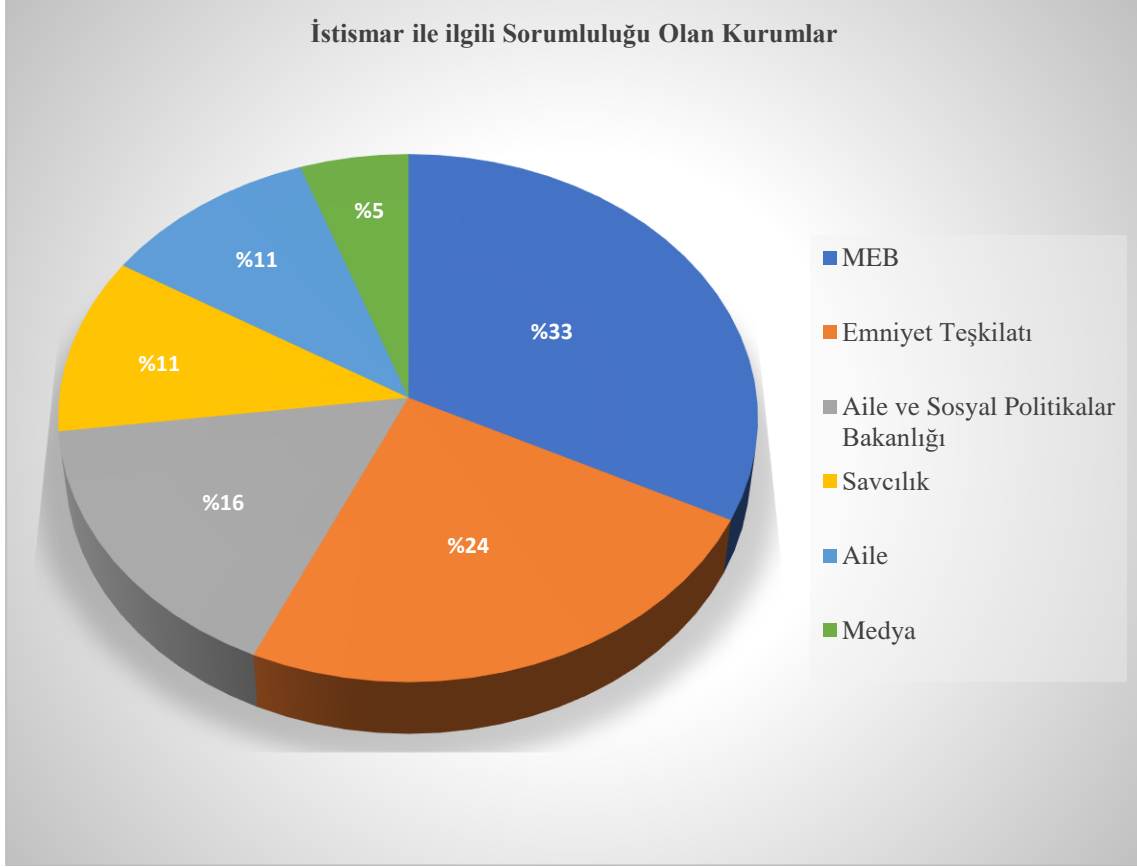
Katılımcıların en zor teşhis edilen istismar türüne yönelik görüşleri: Grafik 4'te katılımcıların en zor teşhis edilen istismar türüne yönelik görüşlerine yer verilmiştir. Buna göre duygusal istismar (%58), teşhis edilmesi en zor istismar türü olarak ortaya çıkmıştır. Bu istismar türünü cinsel istismar (%26) ve fiziksel istismar (%16) takip etmiştir. Duygusal istismar aynı zamanda en az rastlanan istismar türüdür. Grafik 2'de de bu durum görülmektedir. Katılımcı 2 (K2)'ye göre en zor teşhis edilen istismar türü: "Duygusal istismardır. Cinsel ya da fiziksel istismarı teşhis etmek kolay olabilir ama duygusal istismarı tanıma noktasında uzmanlık gerekebilir." Katılımcı 4 (K4)'e göre ise: "Cinsel istismar bedenen ve ruhen kendini çok belli eden bir istismar şeklidir, dolayısıyla teşhis edilmesi daha kolaydır." Öte yandan Katılımcı 9 (K9): "Duygusal istismarı teşhis etmek için ayrı bir uzmanlık gerekir." şeklinde düşüncelerini ifade etmiştir.



Grafik 4. Katılımcıların en zor teşhis edilen istismar türüne yönelik görüşlerine ilişkin veriler

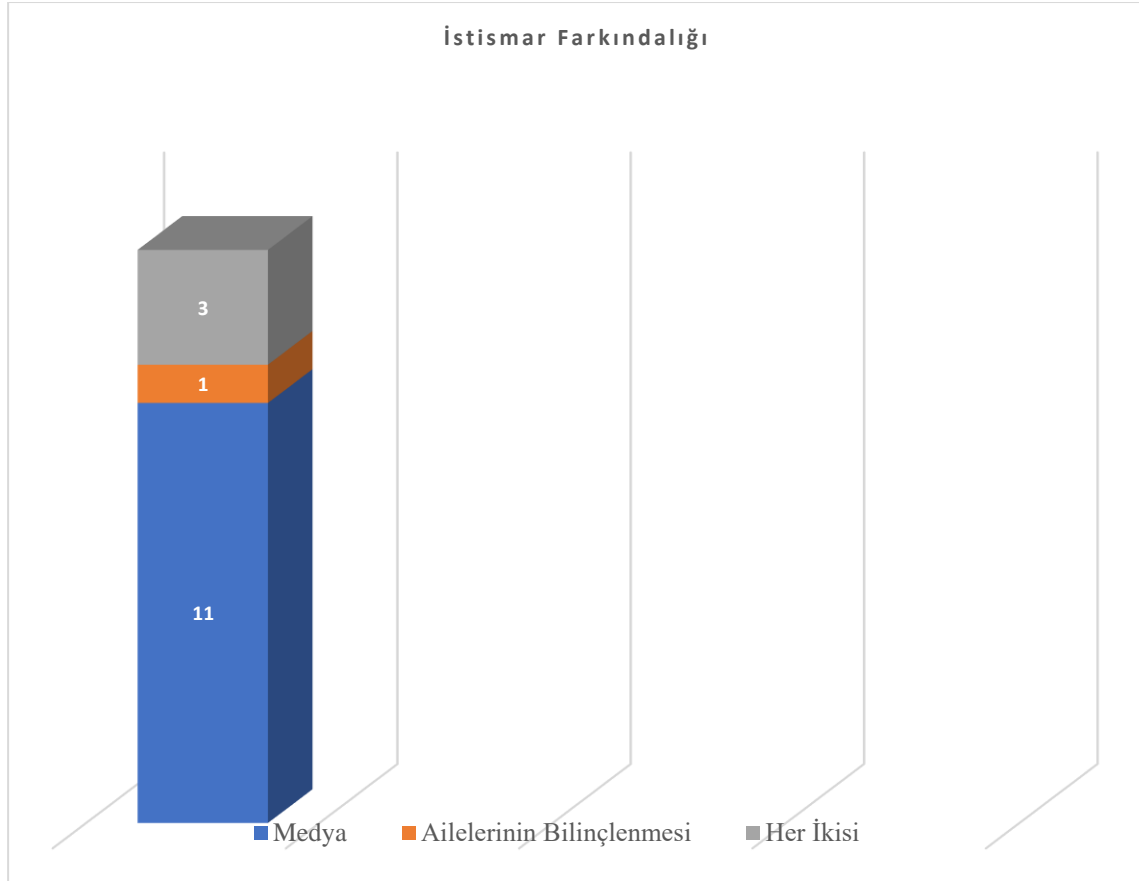
Katılımcıların istismar konusunda sorumluluk yükledikleri kurumlara yönelik görüşleri: Grafik 5'te katılımcıların istismar konusunda sorumluluk yükledikleri kurumlara yönelik görüşleri incelenmiştir. Buna göre katılımcılar istismarla ilgili sorunların çözüm noktası ve en çok sorumluluk üstlenmesi gereken kurum olarak Milli Eğitim Bakanlığı'nı (MEB) (%33) işaret etmektedir. %24'lük kısım ise istismar ile ilgili en büyük sorumluluğun Emniyet Teşkilatına düştüğünü belirtmiştir. Ancak herhangi bir istismar durumunda MEB'den önce Emniyet Teşkilatının sorumluluğun olup olmadığı tartışma konusu olmaktadır. Katılımcı 5 (K5): "Eğitim ve farkındalık çalışmaları yoluyla birçok sorunun üstesinden gelebiliriz." diyerek MEB'i işaret

etmiştir. Katılımcı 8 (K8) ise: “Emniyet güçlerinin daha titiz ve hassas çalışmaları sonucunda istismar vakalarının sayısı azaltılabilir.” şeklinde görüş belirterek öncelikle Emniyet Teşkilatına sorumluluk yüklemiştir. Öte yandan Katılımcı 15 (K15): “Aile ve Sosyal Politikalar Bakanlığı tarafından yapılacak bilinçlendirme çalışmaları sayesinde istismar vakalarının önüne geçilebilir.” diyerek istismar konusunda sorumluluğun Aile ve Sosyal Politikalar Bakanlığına ait olduğunu belirtmiştir.



Grafik 5. Katılımcıların istismar konusunda sorumluluk yükledikleri kurumlara yönelik görüşlerine ilişkin veriler

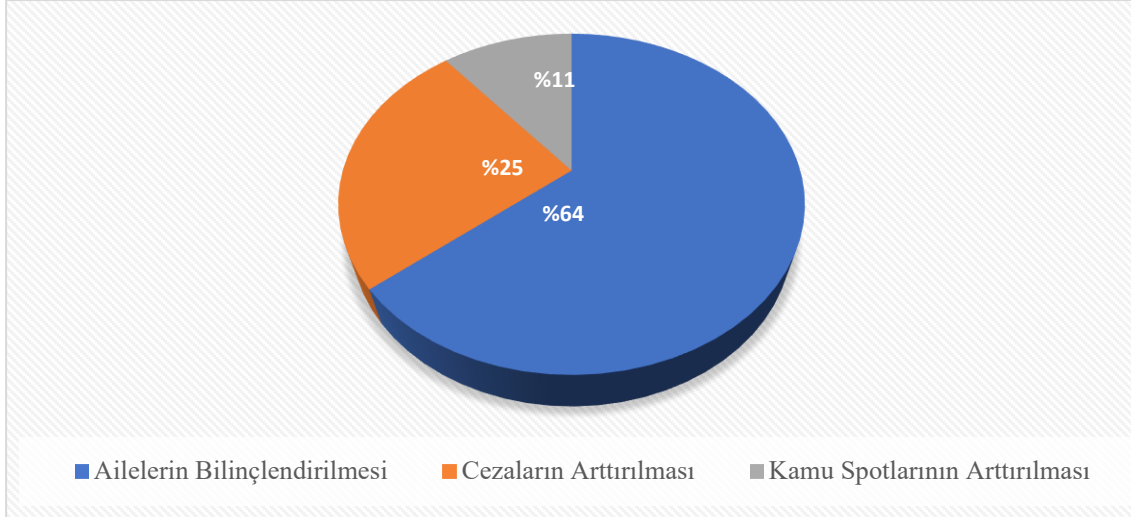
Katılımcıların istismar vakalarının farkındalık düzeylerini belirleyen değişkenlere yönelik görüşleri: Grafik 6’da katılımcıların istismar vakalarının farkındalık düzeylerini belirleyen değişkenlere yönelik görüşlerine yer verilmiştir. Katılımcıların çoğunluğu (%73,33) istismarın artmasının veya daha görünür hale gelmesinin sebebini medya kuruluşlarına bağlamıştır. Önceden de var olan istismarın medya kuruluşları aracılığı ile daha bilinir hale geldiği belirtilmiştir. Diğer yandan yalnızca bir katılımcı istismar vakalarındaki farkındalığın ailelerin bilinçlenmesinden kaynaklandığını belirtmiştir. Üç katılımcı ise bu konudaki görüşlerini ifade ederken hem medya kuruluşlarının hem de ailelerin bilinçlenmesinin etkili olduğunu ifade etmişlerdir. Katılımcı 3 (K3) konu hakkında şöyle demiştir: “Medya istismar olaylarının üstüne gittikçe bu olayları haber yaptıkça insanların da bu konuya ilişkin farkındalıkları da artmış oluyor.” Katılımcı 11 (K11) ise “Günümüzde gerek ailelerin daha bilinçli hale gelmesi gerekse bu konunun medyada kendine daha sık yer bulması istismar vakalarına yönelik farkındalıkların da artmasını sağladı.” şeklinde düşüncesini açıklamıştır.



Grafik 6. Katılımcıların istismar vakalarının farkındalık düzeylerini belirleyen değişkenlere yönelik görüşlerine ilişkin veriler

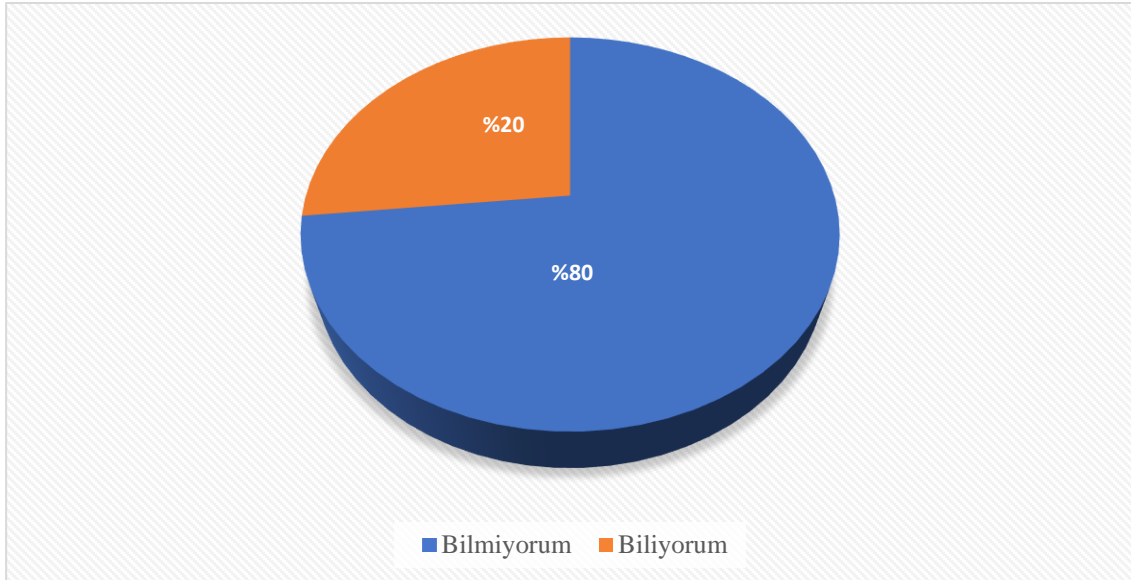
Eğitim liderlerinin okullarda meydana gelen çocuk istismarı vakalarının önlenmesine yönelik önerilerine yönelik görüşler: Bu araştırma sorusu kapsamında istismar vakalarının önlenmesi için neler yapılabileceği, istismar vakaları durumunda izlenmesi gereken yollar, istismar vakaları durumunda izlenecek yol haritası ve istismar konusunda eğitim alma ihtiyaçları kategorileri ortaya çıkmıştır. Ulaşılan bulgular aşağıda alt başlıklar halinde açıklanmıştır:

Katılımcıların istismar vakalarının önlenmesi için yapılabilecekler: Grafik 7’de katılımcılar istismar vakalarının önlenmesi veya en aza indirilmesinde en önemli faktörün ailelerin bilinçlendirilmesi (%64) olduğu vurgulanmaktadır. Katılımcı 10 (K10): “Çocuk istismarının önüne geçebilmek için öncelikle anne ve babaları bilinçlendirmek gerekir.” demiştir. Öte yandan Katılımcı 14 (K14) ise: “İstismar da dâhil birçok suçun önüne geçilebilmesi için cezaların çok daha caydırıcı olması gerektiğini düşünüyorum.” şeklinde görüş belirtmiştir.



Grafik 7. Katılımcıların istismar vakalarının önlenmesi için yapılabileceklere yönelik görüşlerine ilişkin veriler

Katılımcıların istismar vakaları durumunda izlenmesi gereken yollar: Grafik 8’de katılımcıların istismar vakalarıyla karşılaşma durumu ve izlenecek yol haritasına ilişkin veriler yer almaktadır. Katılımcıların büyük bir bölümü (%80) bugüne kadar herhangi bir istismar vakasıyla karşı karşıya kalmadıkları, dolayısıyla ihtiyaç duymadıkları için kriz anında nereye başvuracaklarını, nasıl bir yol izleyeceklerini bilmediklerini ifade etmiştir. Katılımcı 1 (K1): “Bugüne kadar istismara uğramış bir kişiyle karşılaşmadım. Karşılaşırsam da ne yaparım bilmiyorum.” diyerek görüşlerini ifade etmiştir. Katılımcı 7 (K7) ise: “Bir öğrencimiz velisi tarafından istismara uğramıştı. Hemen polise haber vermiştik.” demiştir.

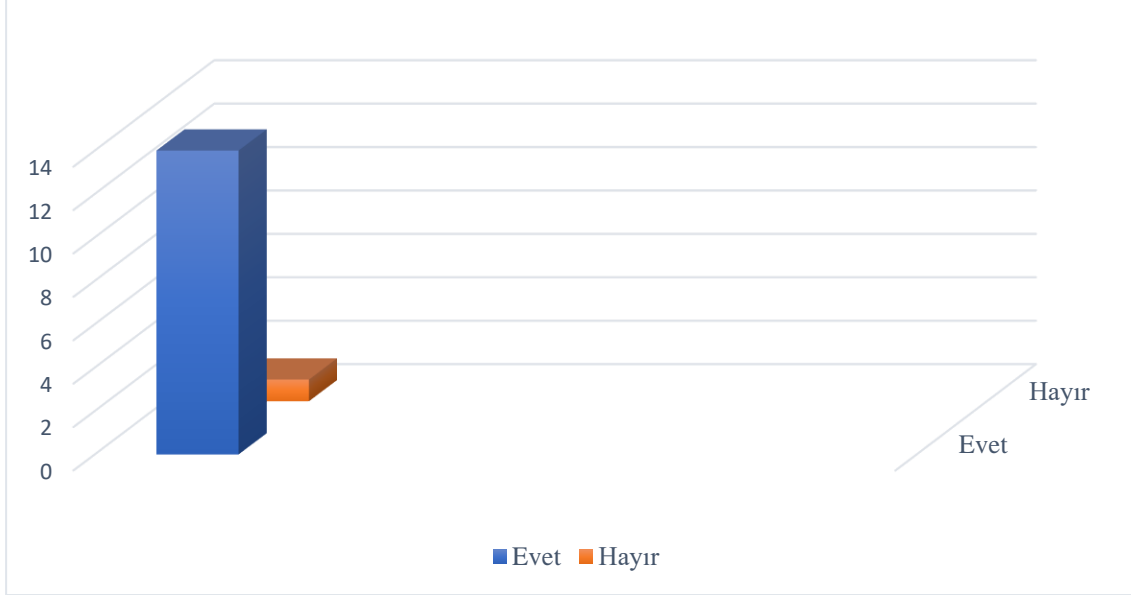


Grafik 8. İstismar vakaları durumunda izlenmesi gereken yollara ilişkin veriler

Katılımcıların istismar konusunda eğitim alma ihtiyaçları: Grafik 8’de katılımcıların herhangi bir istismar durumunda nereye başvuracakları hakkında herhangi bir fikre sahip olmadıkları sonucuna ulaşılmıştır. Bu bağlamda Grafik 9’da da benzer şekilde katılımcıların neredeyse tamamının istismar ile ilgili bir hizmet içi eğitim faaliyetine ihtiyaç duydukları (%93,33) görülmektedir. Konuya ilişkin olarak Katılımcı 6 (K6); “Kamu görevlisi olarak yasal sorumluluklarımızdan biri de istismar olaylarını yetkili mercilere bildirmek. Ama bu noktada

yeteri kadar bilgi sahibi olduğumu düşünmüyorum.” demiştir. Bu noktada görüşünü açıklayan başka bir Katılımcı 12 (K12) “*Lisans eğitimim süresince ve meslek hayatımda bu konuda herhangi bir eğitim almadım. Dolayısıyla kendimi bu alanda yetersiz ve eksik hissediyorum.*” diyerek eğitim ihtiyacını dile getirmiştir. Hizmet içi eğitim faaliyetlerinin kapsamı, eğitim liderlerinin, öğretmenlerin herhangi bir istismar vakasıyla karşılaşmaları durumunda nasıl tepki vermeleri ve nereden yardım almaları gerektiği hususlarında bilgilendirici olacaktır.

Grafik 9. Katılımcıların istismar konusunda eğitim alma ihtiyaçlarına yönelik veriler



Grafik 8. İstismar vakaları durumunda izlenmesi gereken yollara ilişkin veriler

TARTIŞMA, SONUÇ VE ÖNERİLER

İstismar hangi türde olursa olsun insanlar üzerinde yıkıcı ve derin izler bırakıcı bir etkiye sahiptir. Söz konusu çocuk olduğunda ise istismarın üzerinde çok daha fazla düşünülmesi gerekmektedir. Çocukların uğramış olduğu cinsel, fiziksel, duygusal istismar ve şiddet onların tüm hayatlarını derinden etkileyen bir olgudur. Eğitim liderlerinin çocuk istismarına yönelik bilgi ve farkındalık düzeylerinin incelendiği bu araştırma sonucunda elde edilen bulgular araştırma soruları doğrultusunda aşağıda tartışılmıştır:

Bulgulardan katılımcıların istismar kavramına yönelik tanımlarında, eğitim liderlerinin büyük bir bölümünün istismarı iyi niyetin kötüye kullanılması şeklinde bir tanımlama yaptıkları görülmektedir. Eğitim liderlerinin istismarı genellikle fiziksel olarak değil duygusal olarak ele aldıkları görülmüştür. Literatüre bakıldığında Güner, Güner ve Şahan (2010) ve Kara, Biçer ve Gökalp (2004) tarafından da istismar kavramına yönelik benzer bir tanım yapıldığı görülmektedir. Bu noktadan hareketle katılımcıların, istismar kavramına ilişkin temel düzeyde farkındalık sahibi oldukları ifade edilebilir.

Bulgulardan katılımcıların istismar türlerine ilişkin üç farklı istismar türüne odaklandıkları görülmektedir. Bu istismar türleri cinsel, fiziksel ve duygusal istismardır. Bu görüşlerin ilgili literatürdeki araştırmalardan Pelendecioğlu & Bulut (2009) ile Altun ve Uzuner (2016) tarafından yürütülen araştırmaların sonuçlarıyla benzerlik göstermesi oldukça önem arz etmektedir. Öte yandan katılımcılar istismarı çoğunlukla cinsel istismar olarak düşünmektedir. Buradan hareketle istismar konusunda son yıllarda artış gösteren farkındalığın ilk olarak cinsel

istismar üzerinde odaklandığı ileri sürülebilir. Ancak okullarda çocuklar duygusal veya fiziksel istismara daha fazla maruz kaldığı da unutulmamalıdır.

Bulgulardan, katılımcıların istismar olaylarının uygulayıcıları olarak çoğunlukla erkekleri işaret ettikleri görülmektedir. Bu sonuçlar Dias, Smith, DeGuehery, Mazur, Li, Shaffer (2005) tarafından yürütülen araştırmanın sonuçlarıyla benzerlik göstermektedir. Söz konusu araştırmanın sonuçlarına göre istismarın uygulayıcıları genellikle baba veya üvey babalardır. Bu noktadan hareketle yıllar geçse de istismar uygulayıcılarının aynı kaldığı söylenebilir. Erkeklerin kadınlara oranla çok daha fazla istismara başvurmasının nedeni olarak mental ve fiziksel olarak kadınlardan daha farklı bir yapıya sahip olmaları gösterilebilir.

Bulgulardan, katılımcıların cinsel ve fiziksel istismarı duygusal istismara nazaran çok daha kolay teşhis edebildikleri anlaşılmaktadır. Cinsel istismar, fiziksel istismar ve duygusal istismar türleriyle ilgili yapılan çeşitli çalışmalar bulunmasına rağmen duygusal istismar hakkında yapılan çalışmaların sayısının oldukça az olduğu, söz konusu araştırmaların içeriğinin genellikle duygusal istismarın tanımı, çeşitleri, bu istismarın önüne geçebilmek için yapılması gerekenler şeklinde olduğu belirlenmiştir (Üstündağ, 2022). Bu sonuçlar araştırmanın sonuçlarını doğrular niteliktedir.

Bulgulardan, katılımcıların istismar konusunda sorumluluğu MEB ve Emniyet Teşkilatına yükledikleri görülmektedir. Söz konusu çocuk istismarı oluğunda akla gelen ilk kurumun MEB olması beklenen bir durumdur. Koca (2012) çalışmasında öğretmenlerin kamu görevi yapması nedeniyle öğrencilerden birisine karşı istismar suçunun işlendiğini öğrendiklerinde durumu yetkili makamlara bildirmek gibi bir yükümlülüklerinin söz konusu olduğunu belirterek araştırma sonuçlarını destekler bir sonuca ulaşmıştır. Celiloğlu (2018) ve Koçtürk (2018) tarafından yürütülen çalışmalarda da, istismar vakalarını en aza indirmek ve bu tarz vakaların önüne geçebilmek için okul çalışanlarının üzerine düşen görev ve sorumluluklar detaylarıyla ortaya konulmaya çalışılmıştır. Ayrıca Büber ve Taylan (2023) tarafından yürütülen çalışmada, okullar ve güvenlik güçleri tarafından yapılan istismar ihbarlarının gerçeklik düzeylerinin oldukça fazla olduğuna dikkat çekilmiştir.

Bulgulardan, katılımcıların istismar vakalarına yönelik farkındalık artışında öncelikle medya kuruluşlarını sorumlu tuttıkları görülmektedir. Türk, Hamzaoğlu, Yayak ve Şenyuva (2021) tarafından birlikte yürütülen çalışmada, çocuk istismarını belirli mesleklerle özdeşleştirmenin sorunu çözme noktasında yeterli olmayacağı, istismarın toplumsal bir sorun olarak kabul edilmesinin çözüm noktasında önemli olduğu ve gerek yazılı gerekse görsel basında bilgilendirici kamu spotlarının hazırlanması gerektiği görüşüne yer verilmiştir. Son yıllarda medya kuruluşlarının konunun üzerine daha fazla eğilmeleri bu duruma sebep olmuştur (Tugay, 2008). Mevcut durum araştırma sonuçlarıyla örtüşmektedir ki medyanın günümüz dünyasında insanları yönlendirme gücü aşikardır.

Katılımcılar istismar vakalarının önüne geçebilmek için öncelikle ailelerin bilinçlendirilmesinin yerinde olacağını beyan etmişlerdir. İstismarın ne olduğu, neleri kapsadığı, istismar durumuyla karşılaştığında nelerin yapılması gerektiği konusunda farkındalık oluşturmak ve çizilecek sınırlar aile bireylerinin yardımıyla çocuğa aktarılmalı, çocukların her türlü bakım ve gözetiminden sorumlu olan ailelerin, istismar konusunda da bilinçli olması beklenmelidir. Üstündağ, Şenol ve Mağden (2015) tarafından yürütülen çalışmada, benzer şekilde ebeveynlerin cinsel istismar konusunda yeterli bilgi sahibi olmadıkları sonucuna ulaşılmıştır. Bu durum araştırmanın sonuçlarını destekler niteliktedir. Öte

yandan istismar konusunda çocuklara hangi davranışların risk taşıdığına, gerektiğinde hayır diyebilmeleri ve acil durumlarda yardım alabilecekleri kişi ve kurumların kimler ve nereler olduğunun öğretilmesi gerekir (Kaytez, vd., 2018; Türkbayvd., 1998). Çocuk istismarı aile içinde veya okullarda sıklıkla rastlanan vakalardandır. Bu bağlamda ailelerin istismar konusunda eğitim alması, çocuk yetiştirilmesi konusunda bilinçlendirilmesi istismarların önüne geçmek adına oldukça önem arz etmektedir.

Bulgulardan katılımcıların istismar vakalarıyla karşılaşmaları durumunda nasıl bir yol izleyeceklerini tam olarak kestiremedikleri anlaşılmaktadır. Bu durum Aksel ve Irmak (2015), Can Yaşar, İnal Kızıltepe ve Kandır (2014), Kürklü (2012) ve Tugay (2008) tarafından yürütülen çalışmalarda, öğretmenlerin çocuk istismarını yönelik süreç yönetiminde bilgi eksikliğinin olduğunu, çocuklarla çalışan uzmanların ve eğitimcilerin çoğunun ne zaman, nasıl ve nereye bildirimde bulunacağını bilmediklerini göstermektedir. Çalışmada da görüldüğü üzere katılımcılar herhangi bir istismar durumunda ne yapacaklarını ve nasıl bir tepki vereceklerini bilmemektedir. Oysaki istismar vakalarında özellikle çocuk istismarlarında verilen ilk tepki oldukça önemlidir. Bu durum eğitim liderlerinin konu hakkında hizmet öncesi ve hizmet içi eğitim almamasından kaynaklanmış olabilir.

Bulgulardan katılımcıların istismar konusunda herhangi bir eğitim almadıkları sonucuna ulaşılmıştır. Bu nedenle katılımcıların neredeyse tamamına yakını istismar vakalarına yönelik hizmetiçi eğitime ihtiyaç duymaktadır. Bu sonuç Aksel ve Irmak (2015), Altun ve Uzuner (2016), Polat (2000), Kürklü (2012), Sağır ve Gözler (2013) ve Pala (2011) tarafından yürütülen araştırmaların sonuçlarıyla benzerlik göstermektedir. Ayrıca Kenny (2001) tarafından yürütülen araştırmada istismar vakalarıyla karşılaşan öğretmenlerin çocuk istismarının bildirim süreci ile ilgili eğitim eksikliğinden dolayı bildirim yapamadıkları görülmüştür. Kenny (2004) tarafından Amerika'da yürütülen bir başka araştırmada öğretmenlerin %34'ünün çocuk istismarı konusunda hizmet öncesi eğitim aldıkları görülmektedir. Benzer bir durumda Walsh, Bridgstock, Farrell, Rassafianib ve Schwegtzer (2008) tarafından yürütülen araştırmada Avustralya örneğinde dikkati çekmektedir. Bu iki araştırma sonuçlarının araştırma sonuçlarından farklılık göstermesi hizmetiçi ve hizmet öncesi eğitim ve milli eğitim politikalarından kaynaklı olabilir.

Araştırma sonuçlarına dayalı olarak şu önerilerde bulunulabilir:

İstismarın birden fazla boyutu olduğu için konu çok yönlü olarak ele alınmalı, öncelikle eğitim liderlerinden başlanılarak öğretmenlere ve yardımcı personellere kısacası çocuklarla vakit geçirecek paydaşlara ilgili kurumların işbirliğiyle konunun farkındalık düzeyini artıracak çocuk psikolojisi, istismar hakkında alanda uzman olan öğretim üyeleri ve çocuk cinsel istismarı alanında çalışan çeşitli profesyonellerin (hâkim, savcı, psikolog, doktor, okul psikolojik danışmanı ve öğretmen gibi) bulunduğu çok branşlı ekipler tarafından seminer ve eğitimler verilmelidir.

MEB tarafından düzenlenen eğitim liderlerine formasyon kazandırma seminerlerinde istismar vakalarına yönelik Çocuk Koruma Kanunu, cinsel istismarın belirtileri ve cinsel istismar vakasıyla karşılaşmaları durumunda bildirimde bulunulması gereken birimler, hukuki ve yasal boyuta ilişkin (yasalar, yaptırımlar, yasal süreç, bildirim yapılacak yerler ve bu yerlerle nasıl iletişime geçileceği, rehabilitasyon süreci vb.) bilgi verilmelidir. Söz konusu hususlar eğitim programlarına eklenmelidir.

Türkiye, Çocuk Haklarına Dair Sözleşmeyi imzalamış bir ülke olarak çocukların kötü muameleden korunması gerektiğini ve bu konuda çalışmalarda bulunacağını uluslararası düzeyde kabul etmektedir. Ancak Türkiye’de eğitimcilerin çocuk istismarını önlemede rollerine dair eğitimsel ve yasal düzenlemeler bulunmamaktadır. Bu bağlamda eğitim liderlerinin çocuk istismarıyla yüzleşmeleri durumunda izleyecekleri yol haritasına ait yasal düzenlemeleri de içeren bir modül geliştirilmelidir. Söz konusu modüle Millî Eğitim Bakanlığı Bilişim Sistemleri (MEBBİS) içerisinde de yer verilebilir. Ayrıca, eğitim fakülteleri lisans programlarında çocuk istismarını içeren ders veya programların hazırlanarak öğretmen adaylarının ve potansiyel eğitim liderlerinin daha bilinçli hale getirilmesi sağlanmalıdır.

Çocuklar üzerinde pek çok olumsuz etkisi olan istismar vakalarının yıkıcı etkilerinin önüne geçebilmek için ailelerin bilinçlendirilmesi, koruyucu aile hizmetlerinin yaygınlaştırılması gerekir. Çocuklara yönelik istismar vakalarının önlenmesi için öncelikle ebeveynlere yönelik farkındalık oluşturacak çalışmalara ve kamu spotlarına yer verilmelidir. Çünkü çocuğun korunması devlet kadar aile bireylerinin de öncelikli görevlerindedir. Türkiye’de “ana-baba okulu”, “evliliğe hazırlık” gibi herkesin katılabileceği kurslar açılarak evliliğe veya çocuk sahibi olmaya hazırlanan çiftlere rehberlik yapılmalıdır. Kriz ve problem durumunda ailelerin kolaylıkla yardım alabilecekleri aile danışma merkezleri kurulmalı ve bu yönde hizmet verecek telefon numarası kamu spotlarında ve ilan panolarında sıkça kullanılmalıdır. Ayrıca çocuk istismarına karşı halihazırda var olan cezaların niteliği artırılmalı, caydırıcılık sağlanmalı ve emsal teşkil edebilecek bu tür olaylara ve cezalara basında sıkça verilmelidir.

İstismar, çocukların yaşamlarında onarılması güç sonuçlara yol açabilmektedir. Bu nedenle istismarı önleme çalışmalarına ağırlık verilmesi gerekmektedir. Çocuğa yönelik istismarın önlenmesi için öncelikle bu duruma neden olan etkenler belirlenerek çözüm önerileri üretilmelidir. Çünkü çocuk istismarı farklı disiplinlerdeki grupların bir arada çalışmasını gerektirmektedir. İstismarın birden fazla boyutu olduğu için konu çok yönlü olarak uzmanlar tarafından (pediatrist, psikolog, danışman, öğretmen, sosyal hizmet uzmanı gibi) ele alınmalıdır. İstismarın önüne geçilebilmesi için öncelikle toplum çocuk hakları ve istismar konusunda bilinçlendirilmelidir.

Çocuk istismarını önleme çalışmaları bireysel, toplumsal ve evrensel koruma yöntemleri çerçevesinde yürütülmelidir. Bu konuda en önemli sorunlardan birisi de ilgili kurum ve kişiler arasında yeterli ve etkili bir koordinasyon sağlanamamasıdır. Bu nedenle Türkiye’de çocuk istismarı konusunda ulusal bir eylem planının hazırlanması, bu plan içerisinde MEB, Sağlık Bakanlığı, Adalet Bakanlığı, Aile ve Sosyal Politikalar Bakanlığı, İçişleri Bakanlığı, Çalışma Bakanlığı, Türk Tabipler Birliği, Barolar Birliği, gönüllü kişiler ve kuruluşların daha iyi bir koordinasyon içinde çalışmaları sağlanmalıdır.

Eğitim liderleri, psikolojik danışmanlar ve rehber öğretmenler çocuğa yönelik kötü muameleyi önlemede, belirlemede ve bu soruna müdahale etmede kritik öneme sahiptirler. Okullarda rehberlik hizmetlerinin gelişigüzel yapılmaması ve rehberlik veren kişilerin donanımlı olması gerekmektedir. Eğitim liderlerinden sonra ikinci derecede sorumlu olarak görülen okul rehber öğretmenleriyle de benzer bir çalışmanın yapılması önerilebilir.

Etik Metin

Bu makalede, araştırma ve yayın etiği kuralları takip edilmektedir. Makale ile ilgili her türlü ihlalin sorumluluğu yazar/yazarlara aittir.

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Adapting Behavioral Patterns of Tourists To The Covid-19 Process: Who Are Acceptors, Opponents And Submissives

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Abstract:

The purpose of this research was to analyze how tourists react to the process during health crisis periods and to what extent they adapt themselves to the pandemic. Therefore, the mixed method approach was used to address the research problem. Firstly, the observation technique was used as the data collection tool in the qualitative step of the study, and then a scale was developed in accordance with the data acquired from the qualitative part. In the qualitative stage of the study, 3 different types of tourist adaptation emerged, including "Acceptors, Submissives and Opponents". In the second stage of the research, a 5-point Likert-type scale consisting of 26 items was developed to measure 3 types of compliance patterns. The results of the research indicate that the scale can be used in different application areas although the research focused on the COVID-19 pandemic, and that the reactions of the tourists to the procedures applied during the pandemic may differ from each other although it has emerged as a universal problem. Lastly, the different tourist behaviors emerging during the COVID-19 pandemic are highly important for tourist enterprises to develop various applications for tourists and to consider how they can adapt to this process.

Anahtar Kelimeler: Tourist behavior, covid-19 pandemics, mixed method, research diaries, behavioral pattern.

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INTRODUCTION

Health crises, which had not affected our lives significantly until today, now began to exert a profound influence on all the human beings, like other types of crises. (Loannides & Gyimothy, 2020). Going beyond this, the Covid crisis has shown a devastating crisis at the social, economic, environmental and cultural level not only the country of its origin, but also the whole world (Lupton & Willis, 2021). COVID-19 brought the world tourism industry to a standstill in 2020 (Goodwin, 2020). It was stated in 2020 that international tourism had decreased by 72 %, and tourism experienced its worst year (UNWTO, 2020).

The most basic need that tourists experience and feel intensely during the COVID-19 period is to protect their health. Especially individuals who want to participate in tourism activities need to feel safe about hygiene and social distance. Countries such as Turkey, Greece and Spain, where tourism sector plays a major role in their economy, have implemented different practices to minimize the risks that the individuals could experience, and to enable them to participate in safe tourism activities. However, who could have thought that each tourist would have a different attitude and behavior towards complying with these practices? Therefore, it is crucial to determine how tourists behave during crisis periods and analyze the adaption process of tourist behaviors during the COVID-19 pandemic. Assuming that detecting the existence of different behaviors will allow the development of personalized service for tourists and maximizing the satisfaction, this study aims to determine a new tourist typology by revealing different behaviors in the face of crisis in order to contribute to theory and practice.

Theoretical Background

Types of Tourists: As Ajzen (1991) said, it is quite difficult to explain human behavior. Behaviors are explained according to reason, knowledge, beliefs and desires in accordance with human nature. The occurrence of behavior in this way is defined as 'having a theory of mind' which means understanding that everyone's knowledge is different from each other (Frith & Frith, 2005). This situation also gives clues about why the behaviors differ. Many tourist behavior studies have also been conducted based on different behaviors of humans. The studies on tourist typologies are very important in order to act rationally in tourism planning. A lot of studies have been carried out to recognize and classify tourists from the past to the present, and a lot of typologies have been developed so far (Decrop & Snelders, 2005). These tourist typologies are shaped according to different types of attitudes, perceptions, behaviors, expectations (Ayaz & Gökmen, 2020). First in the literature, the article "Towards the Sociology of International Tourism", written by sociologist Eric Cohen in 1972, revealed that there were different types of tourists (Lowry, 2017). Cohen (1972) categorized the tourist typology under 4 headings as follows: the organized mass tourist, the individual mass tourist, the explorer and the drifter. After that, Plog (1974) made another classification and stated that the psychological characteristics that describe the different behavior patterns of tourists are effective in the destination choice. The classification made by Plog was based on the personality characteristics of tourists. In the following years, a lot of typologies were created by different researchers based on different classifications such as segmentation criteria, socio-psychological variables and decision-making variables. These typologies were shown in Table 1 in brief. Lastly, in the classification by Decrop & Snelder (2005), the decision-making styles, demographic structures and socio-psychological criteria of tourists were examined. According to these factors, six types of tourists emerged, including the habitual vacationer, the (bounded) rational vacationer, the

hedonic vacationer, the opportunistic vacationer, the constrained vacationer and he adaptable vacationer. When all these classifications are examined, it is seen that tourist typologies are formed mostly by behavioral patterns. It is difficult to predict how a person will behave in any situation. Behavior is a difficult topic to study because it is complex and it is a process as well, not a thing. This process is volatile, fluid, and temporary, and therefore challenges scientists. This is the reason why it is highly difficult to analyze tourist behaviors in a crisis.

Table 1. Tourist typologies (adapted from Decrop & Snelder, 2005)

Author(s)	Major variable(s)	Tourist types
<i>Tourist typologies based on segmentation criteria</i>		
Anderson & Langmeyer (1982)	Age	"The under-50 and over-50 travelers"
Etzel & Woodside (1982)	Distance traveled	Distant and near-home travelers
Fodness (1992)	Family life cycle	Young couple, young parents, mature parents, mature couple, senior couple
Hsieh et al. (1992)	Activities	Visiting friends and relatives, outdoor sports, sightseeing, full-house activity, entertainment
Lang, O'Leary & Morrison (1997)	Destination	Within-Asia and out-of-Asia (Taiwanese outbound tourists)
Moscardo et al. (1996)	Travel benefits and activities	Escape/excitement, self-esteem/self-development, family relationships, physical activity, safety-security, self-esteem/social status, escape, relaxation
Shoemaker (1994)	Benefits sought	Get away/family travelers, adventurous/educational travelers, gamblers/fun oriented travelers
Spotts & Mahoney (1991)	Expenditure	Light, medium and heavy spenders
Woodside & Jacobs (1985)	Benefits sought	Rest and relaxation, cultural experiences, family togetherness
Woodside et al. (1987)	Frequency of travel	Light and heavy travelers
<i>Tourist typologies based on socio-psychological variables</i>		
Cha et al. (1995)	Push factors (motives)	Sport seekers, novelty seekers and family/relaxation seekers
Cohen (1972)	Roles, motives and level of risk aversion/novelty seekin	Sport seekers, novelty seekers and family/relaxation seekers
Cohen (1979)	Roles, motives and sought experiences	The recreational, the diversionary, the experiential, the experimental and the existential tourist
Davis et al. (1988)	Attitudes, interests and opinions	Five clusters of differing degrees of attitudes towards the state's tourism efforts
Madrigal & Kahle (1994)	Values and lifestyles	External locus of control (sense of belonging and security), enjoyment/excitement, achievement, egocentrism
Mayo & Jarvis (1981)	Psychographics	The 'peace-and-quiet' traveler, the overseas traveler, the historian traveler, the recreational vehicle traveler and the 'travel now/ pay later' traveler
Mazanec (1994)	Socio-styles	Dandy, rocky, business, squadra, protest, scout, pioneer, olvidados, vigilante, romantic, defence, prudent, moralist, citizen, gentry, stric
Plog (1974, 1994)	Personality traits	Psychocentrics and allocentrics (plus intermediate categories:

		<i>nearpsychocentrics, midcentrics, near-allocentrics)</i>
<i>Smith (1989)</i>	<i>Motives and lifestyles</i>	<i>Explorer, elite, offbeat, unusual, incipient mass, mass, charter</i>
<i>Thrane (1997)</i>	<i>Personal values</i>	<i>The modern materialist, the modern idealist, the traditional materialist and the traditional idealist</i>
<i>Tourist typologies based on decision-making variables</i>		
<i>Bargeman et al. (2002)</i>	<i>Sequence of decisions (frequency, duration, timing, destination, temporal and spatial sequence, spatial repetition)</i>	<i>Groups I–VIII</i>
<i>Bronner & De Hoog (1985)</i>	<i>Decision styles (socio-demographics, vacation ideas and choice characteristics)</i>	<i>Nature seekers, sun and beach seekers and culture seekers</i>
<i>Fodness & Murray (1998)</i>	<i>Information search strategies</i>	<i>Prepurchase mix, tourist bureau, personal experience, ongoing, on-site, automobile club and travel agency</i>
<i>Hsieh et al. (1997)</i>	<i>Travel philosophies (how people think about and prefer to travel in overall), benefits sought and product preferences</i>	<i>Active/heritage/outdoor sports, reluctant/social escape/outdoor sports, budget/escape/cultural scenic, active package/being and seeing/destination attributes, low-yield and high-yield travelers</i>
<i>Reid & Crompton (1993)</i>	<i>Level of involvement and the ability to differentiate between attributes</i>	<i>Hierarchy-of-effects, dissonance-attribution hierarchy, alternative attribution hierarchy, low involvement hierarchy, single/integrated hierarchy</i>

Pandemics and Tourism: From past to present, the global tourism industry has been affected by various pandemics. Many epidemics that could be called pandemics were experienced and they led to serious crises between 2000 and 2015 (Gössling *et al.*, 2020). Foot and Mouth Disease, Severe Acute Respiratory Syndrome (SARS) pandemic, which emerged in the United Kingdom in 2001 (2003), Bird Flu (Influenza) between 2003 and 2007, Swine Flu (H1N1), which broke out in 2009, Ebola virus, which hit Guinea in 2013 and Middle East Respiratory Syndrome (MERS) in 2015 (Tang & Wong; 2009; Küçükaltan *et al.*, 2015) are just a few of them. While the number of tourists coming to the UK was 23.2 million in 2000, this number decreased to 20.9 million in 2001 with a decrease of 9.6 %. The number of tourists before the pandemic was surpassed only in 2004 (25.6 million) (Ceti & Unlüönen, 2017). In the period of crisis, different behavior patterns has led to the emergence of different tourist typologies.

Although the world has experienced a series of major pandemics during the past 40 years, none of them have had a similar global impact and similar consequences to those of the COVID-19 pandemic. COVID-19 was declared as a pandemic by the World Health Organization (WHO) as it had an extensive impact on the whole world. The most important feature that distinguishes COVID-19 from other pandemics is that it spread rapidly all over the world, causing the loss of millions of people and bringing the economies to a standstill. The pandemic, which caused all sectors to cease operating, also brought major negativities especially for the tourism sector. COVID-19 was first observed in the city of Wuhan in China's Hubei Province in December, 2019 (Gössling, *et al.*, 2020), and it has posed a major threat to global public health (Fu, 2020).

COVID-19 has deeply affected the health, economy, service and tourism sectors of all developed and developing countries (Zogal & Emekli, 2020; Sharma & Nicolau, 2020; Swaikoski, 2020; Khan, 2020). Since the risk of transmission of pandemic is high, tourists may abstain from their travel decisions or postpone their travel plans. The previous research studies indicated that tourists behaved noncommittally concerning their destination and travel planning choices during the pandemic period (Fuchs & Reichel, 2011; Karl *et al.*, 2015; Lepp & Gibson, 2018). It is also understood as a common result of the studies that tourists tend to avoid visiting high-risk areas, especially during crisis periods (Kozak *et al.*, 2007; Law, 2006; Mckercher & Hui, 2003) and they prefer to change destination choices, and start to prefer natural environments and stay in open and airy facilities with little contact with other people (Cai, 2003).

As with all other pandemics, the COVID-19 pandemic had a major impact on the behavior of tourists. It increased their feelings of fear, anxiety and risk and prevented the majority of tourists from participating in tourism facilities. However, no matter how high the risk of transmission of the pandemic during the COVID-19 period was, a group of tourists did not stop participating in the tourism activities. Despite some threats, the willingness of tourists traveling during the pandemic to enjoy the destination has caused them to be named as “crisis resistant tourists” (Hajibaba *et al.*, 2015; Zenker & Kock, 2020). In the meantime, it became imperative for destination managers and researchers to understand tourist behavior. In particular, the managers of destination and service businesses needed to analyze the travel motivations, satisfaction and risk behaviors of tourists during the COVID-19 pandemic, and develop and offer products and services suitable for them. Managers who are aware of tourist desires and needs during such pandemic and crisis periods will be able to stay one-step ahead of their competitors by providing a sustainable competitive advantage. It is necessary to analyze and reveal the mental patterns of tourists in adapting to the pandemic process. Revealing these behavioral patterns will enable businesses to understand the tourists and to determine their wishes and desires correctly. The question of whether crisis resistant tourists, who tend to travel under all conditions, behave in the same way or not led to the emergence of this study.

METHODOLOGY

The purpose of this research is to analyze the tourist behaviors during the COVID-19 process. A qualitative-dominant mixed method was chosen because there is hidden information in the problem statement and an in-depth research should be conducted in a natural process to enhance the accuracy of the results (Creswell, 2007). Mixed research methods argue that “quantitative and qualitative methods should be combined to improve the depth and validation of knowledge to understand a phenomenon” (Greene, 2007). The first step of the research consisted of the qualitative part that focuses on social or individual problems and related people or groups with an assumption(s), a broad perspective, and use of theoretical approaches (Creswell, 2015). The starting point of the research was to discover the mental patterns that tourists have created in their minds during the pandemic process. In the second stage of the research, a scale development study was conducted based on the data collected from qualitative part of study.

Research Design

The qualitative research design of this study was the exploratory sequential design. In this design, qualitative and quantitative data are collected at different times. First, qualitative methodology and then quantitative methodology has been carried out, and data were collected in this order (Creswell, 2015) The research ethics committee approvals, which were necessary

to collect the qualitative and the quantitative data since the study involved human subjects, were obtained from an independent university based ethics committee.

Part I: The qualitative research

Data collection :In the qualitative step of the study, the research diaries were written and the mass observation was carried out by the researcher. The data was recorded in the researcher's diary on a daily basis to ensure validation and reliability. The data of the study was obtained by observing the guests staying in a 5-star hotel (a business with a safe tourism certificate) located in Marmaris district of Mugla province of Türkiye between July 1 and October 31 in 2020. The researcher recorded the data daily. The researcher diary design, which has an important place in the data collection step of the research, provides an opportunity to record information that may be lost, overlooked or ignored in the study and reflects the internal dialogues of the research process (Bourgain & Harvey, 2018). All the data collected was noted in a chronological order and analyzed at the end of the day since a certain standard was needed in the research diary.

The data was analyzed using inductive content analysis (Güler, 2017). The most important feature of inductive content analysis is that categories are generated from the analyzed data. In the analysis of data, the following stages were followed; open coding, categorization and summarization. Open coding refers to the process of breaking the data into pieces to determine similarities and differences. The obtained sub-themes and codes are the tools used in the axial coding stage in order to determine the categories, In the research, the axial coding was used to find the connection between the theme and sub-themes and to collect them under common themes.

Qualitative findings: In the open coding stage, a total of 105 sub-themes were reached as a result of the analysis of the researcher diary. Since it was difficult to analyze the subject in terms of semantics of the sub-theme, the axial coding stage was initiated. In axial coding, similar or close keywords that appear in open coding are brought together and narrowed down. As a result of the analysis, a maximum of 16 and a minimum of 9 themes were reached, and the total number of themes was determined to be 40.

Semantic models revealed by axial coding were brought together with selective coding and gathered under a core category. According to Corbin & Strauss (2014), selective coding is the combination of all categories around a "core" category. The core category can be identified from previously defined categories, or a more abstract term may be needed to describe the basic phenomenon, and so a new term relating to the core category can be achieved. The researchers obtained 3 main themes as a result of selective coding. Modeling of the analysis results is presented in Figure 1.

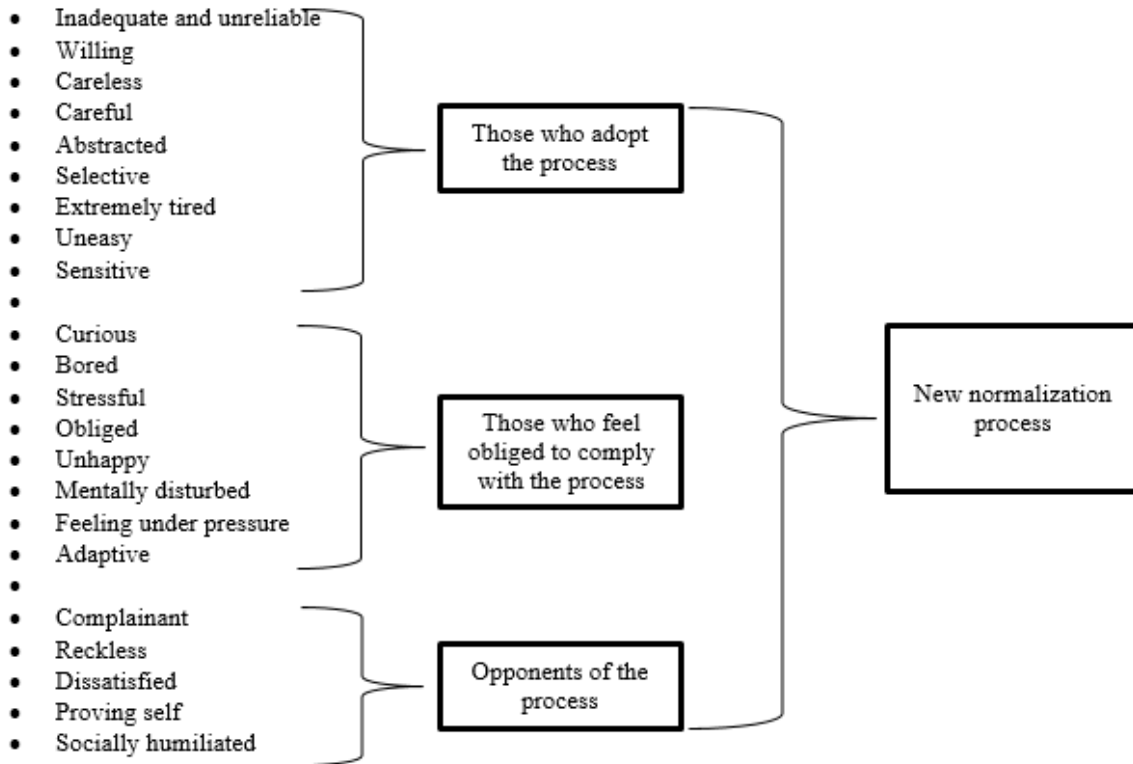


Figure 1. Tourists' adaptation to pandemic scale

As seen in Figure 1, a total of 22 themes were created and placed under the appropriate main themes. It was concluded that the processes of 22 sub-themes that emerged as a result of analyzing the diary could be gathered around 3 main themes. These are as follows: “Those who adopt the process (acceptors)”, “Those who feel obliged to comply with the process (submissives)” and “Those who oppose the process (opponents).

Acceptors: It was found that some of the guests easily adapted to the rules that they had to comply with in the process. It was observed that they willingly demanded this from the employees in the daily routine of taking temperature. It was seen that especially the families with children were more sensitive in this regard. Regarding the use of masks, it was stated that not only the personnel but also all the guests should wear masks in this process. Acceptor guests were careful in observing the rules during the pandemic period, they paid attention to these rules, and they cared about the people around them while following these rules.

Sub-missives. It was seen that the guests staying at the hotel were unwilling to follow the rules during the implementation of the mandatory procedures. Therefore, this theme was defined as “those who feel obliged to comply with the process”. Those who felt obliged to comply with the process frequently stated that they were under pressure and not satisfied with this case despite obeying the rules. One of the most important findings obtained as a result of the observations was that the guests shaped their own behavior in accordance with the behavior of the other guests around (If a guest around was wearing a mask, then s/he also wore a mask considering this). There were eight sub-themes under the main theme of those who felt obliged to comply with the process. It was concluded that the guests had a stressful period during their stay at the hotel in the pandemic period and were unhappy about observing all these rules that

they had to obey. The sub-theme of feeling under pressure was that verbally or non-verbally they constantly felt a monitoring mechanism at work on them by those who followed the rules.

Opponents: It was concluded that some of the guests staying in the hotel completely opposed the pandemic process. Opposing guests complained about the procedures being applied at the hotel during the pandemic. Among the routine procedures, especially during fewer measurements, it was concluded that they used statements like, "I do not want you to take my fever; do I suffer from COVID?; leave me alone; are you not tired of doing the same things all the time; do not wear masks; I do not want to wear masks, employees must wear masks not me; only employees should wear masks, that will be enough" and they opposed the process. As it can be understood from the sub-themes, this theme represented people who always displayed a complaining attitude, did not want to follow the same rules as employees, were dissatisfied, and made an effort to assert themselves.

Part II: Quantitative research

The scale development study was conducted following the theoretical model obtained as a result of the qualitative research and its reflection in practice was tried to be determined in this quantitative part of the study.

Data collection tool: A 58-item draft scale form was prepared as a result of the dimensions that were created according to the analysis of the findings in the qualitative research part of the study. In order to test the comprehensibility of the items of the draft scale and their consistency and complementarity with each other, two field experts were consulted and a pilot study was carried out with 20 external experts. As a result of the pilot study, the scale was given its final form. Then, the final draft of the scale became ready to be applied to the determined samples for reliability and validity analysis. The Cronbach alpha coefficient for reliability was calculated as .84.

Quantitative findings: Two different samples were used to develop the scale, whose aim was to determine the adaptation process of tourists to the pandemic. The data obtained from the first study group were analyzed by exploratory factor analysis (EFA), and the data obtained from the second study group was analyzed by confirmatory factor analysis (CFA). Firstly, using the purposive sampling method, the data for EFA was collected by applying an online survey to the 186 volunteer tourists who went on vacation during COVID-19 pandemic in 2020, and who were reached through the travel agencies operating in the Aegean region

As a result of the second pilot study carried out on 186 people, the scale form was applied to another sample of 404 tourists to determine whether the structure obtained as a result of EFA could be confirmed in a different group thanks to CFA. It was a convenience sampling, reached by the networks of the agencies of the region.

Within the scope of validity and reliability analyses of the scale, factor analysis, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed on data.

Exploratory Factor Analysis (EFA): A sample of 186 people who went on vacation during the COVID-19 period was selected using the purposive sampling method and a pre-test was administered to this sample. As a result of the factor analysis of each statement, the item-total correlation was calculated, and totally 32 weak items that were thought not to be appropriate were removed from the scale. When calculating the Cronbach Alpha value, 10 items with a

number of 0.50 and below were subtracted, and the Cronbach alpha value was found to be 0.792 as a result of the repeated test after removing the 10 items as seen in Table 2.

Table 2. Cronbach alpha coefficient

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
,763	,792	58

Although there are debates in terms of sample size, it was thought that the scale could represent a small population at a 99 % significance level with a number of 186 participants when the number of tourists was low. The item total correlations were also examined, and the correlation coefficients for the items were calculated. Four items were excluded from the analysis due to insufficient correlation coefficients. At this stage, item-total correlation coefficients were calculated again and the analysis continued with those with at least 0.25 coefficients. Explanatory factor analysis was used to find clues about the construct validity of the scale. Thus, information about the sub-dimensions and the numbers of tourist attitudes towards COVID-19 measures could be obtained. As a result of the factor analysis, the cut-off point of factor loads was taken as 0.32. Items with a factor load of less than 0.32 were excluded from the scale. Takane (1989) state that at least 0.32 should be taken as the lower cut-off point in order to create a factor pattern.

The data collected from 186 participants were created using the oblimin rotation technique of the principal component analysis method of the factor analysis. The average assignment method was used to fill in the missing data. The extreme values were calculated and the participants with the determined extreme values were excluded from the study. KMO and Bartlett test results were examined to determine the factorability of the data. The KMO score, which indicates the suitability of the sample size for factor analysis, was found to be ,777, and it was concluded that the data structure was fit for exploratory factor analysis as seen in Table 3.

Table 3. KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,777
Bartlett's Test of Sphericity	Approx. Chi-Square	5720,865
	Df	1225
	Sig.	,000

When the Bartlett test result was examined, it was found that the chi-square score was significant at the .01 significance level (see Table 3). Significant results in the Bartlett test show that the data proves the multivariate normality assumption. Thus, It can be stated that the necessary assumptions were supported for factor analysis.

Table 4. KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,861
Bartlett's Test of Sphericity	Approx. Chi-Square	3496,578
	Df	435
	Sig.	,000

Among the items whose factor loadings were examined as a result of the factor analysis, 18 items having a factor load of less than .32 and showing overlapping were excluded from the analysis, and the factor analysis was performed again. A second application was made to re-test the factorability of the data and the KMO value was calculated as .861 as a result of the repeated analysis (see Table 4). It was found out that the contribution of the first factor to the variance was %29.645, the contribution of the second factor to the variance was % 12.332, and the contribution of the third factor to the variance was %8.906 and the contribution of the all three factors to the variance was %50.884.

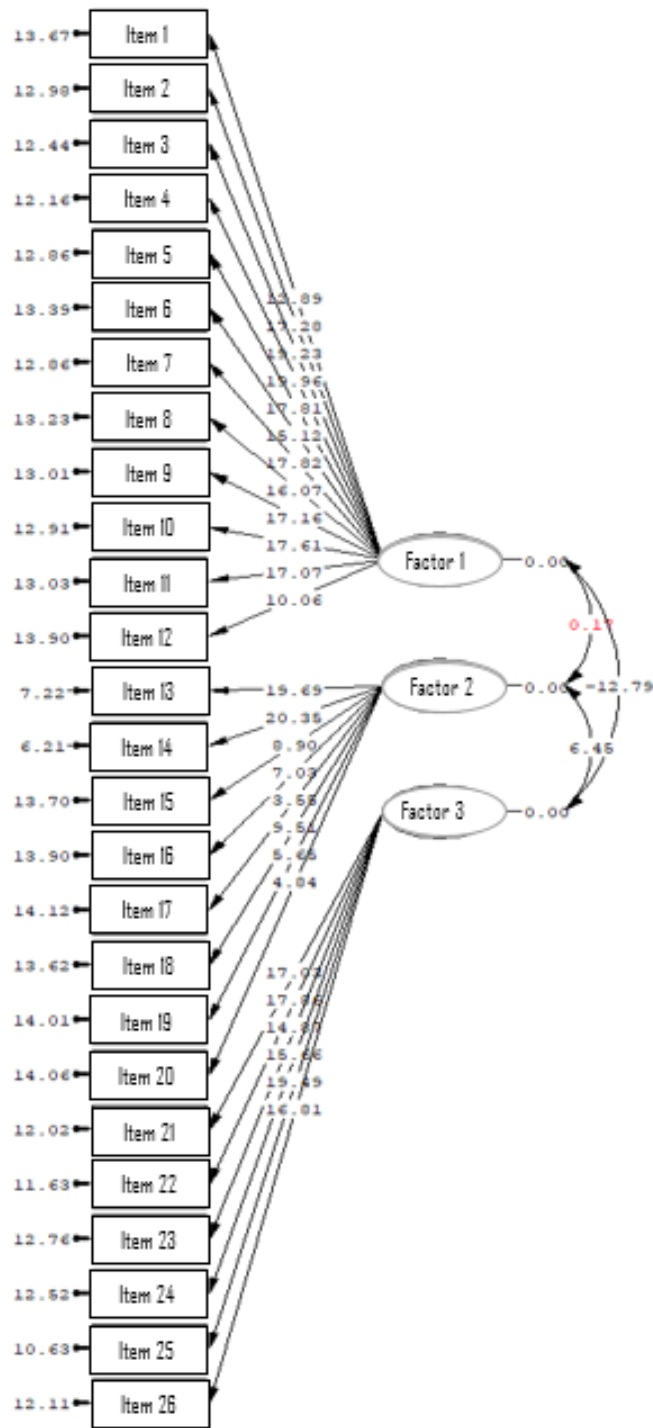
Table 5. Factor analysis of the 26-item scale

Items	Component		
	1	2	3
I would like the procedures applied in tourism businesses to be more comprehensive during the COVID-19 (Pandemic) process.	,588		
I would be willing to follow the procedures applied in tourism businesses during the COVID-19 (Pandemic) process.	,796		
During the COVID-19 (Pandemic) process, I would be willing to assist employees in tourism businesses while implementing procedures.	,842		
I care that the measures taken in tourism enterprises during the COVID-19 (Pandemic) process are carried out in accordance with the rules.	,885		
During the COVID-19 (Pandemic) process, it is important for those working in tourism businesses to adapt to the process.	,891		
During the COVID-19 (Pandemic) process, I care that disposable products are used in tourism businesses.	,690		
During the COVID-19 (Pandemic) process, I care that adequate measures are taken in the areas of collective use in tourism enterprises.	,900		
During the COVID-19 (Pandemic) process, I care that managers in tourism enterprises are sensitive.	,929		
During the COVID-19 (Pandemic) process, I care that the social distance rules are followed in tourism businesses.	,899		
During the COVID-19 (Pandemic) process, I care that those working in tourism enterprises pay attention to the process.	,902		
During the COVID-19 (Pandemic) process, I pay attention to hygiene rules in tourism enterprises.	,840		
During the COVID-19 (Pandemic) process, I isolate myself from the society as soon as I feel one of the symptoms of COVID-19 during the holiday.	,395		
During the COVID-19 (Pandemic) process, the continuous implementation of the procedures in the place where I spend my vacation creates pressure on me.		,744	
During the COVID-19 (Pandemic) process, other people's attention to the rules in tourism businesses creates pressure on me.		,751	
During the COVID-19 (Pandemic) process, I compulsorily fulfill the measures taken in tourism enterprises.		,691	
During the COVID-19 (Pandemic) process, not being able to take my vacation comfortably makes me unhappy but I feel obliged to follow the rules.		,782	
During the COVID-19 (Pandemic) process, I follow the procedures even if I get tired of the same procedures every day in tourism businesses.		,549	
I cannot be comfortable on vacation during the COVID-19 (Pandemic) process.		,379	
During the COVID-19 (Pandemic) process, I follow the rules when I see the people around me obeying the rules in tourism businesses.		,607	
During the COVID-19 (Pandemic) process, I follow the rules in tourism businesses because I fear that the disease will infect me.		,698	
During the COVID-19 (Pandemic) process, I complain about strict measures being taken in tourism businesses.			,814
It is pointless that they expect the same sensitivity from everyone in tourism businesses during the COVID-19 (Pandemic) process.			,732
When I go on vacation during the COVID-19 (Pandemic) process, I do not care how the people around me react to the pandemic rules.			,702

I do not need procedures concerning how I should behave as a tourist during the COVID-19 (Pandemic) process.				,455
I think that the measures taken in tourism enterprises during the COVID-19 (Pandemic) process are unnecessary.				,646
The measures taken in tourism businesses during the COVID-19 (Pandemic) process prevent me from enjoying the holiday.				,543
Average Variance Extracted (AVE)	,658	,538		,535
Composite Reliability (CR)	,963	,857		,817
Cronbach Alfa (CA)	,85	,79		,81

As seen in Table 5, when the factor loads of the statements as a result of the re-applied factor analysis were examined, it was determined that there were no load values at the level of .32 and below. The factor loads of the items collected under the first factor ranged from 395 to 929. The factor loads of the items under the second factor were between .379 and .782, while the factor loads of the items collected under the third factor were between .455 and .814. When the items belonging to these factors were examined, it was considered appropriate to name the first factor as "Those Who Adopt the Process", to name the second factor as "Those Who Feel Obligated to Follow the Process" and to name the third factor as "Those Who Oppose the Process". In the quantitative method stage, which constituted the second step of the research, the accuracy of 3 main themes obtained as a result of the analysis of qualitative data was tested. 58 scale items were formed around 22 sub-themes obtained as a result of qualitative data. After the factor structures of 58 scale items created as a result of the study were examined, 32 items were excluded from the scale. As a result of the scale, the final version of the scale was obtained with the remaining 26 statements. At the last stage, the tourist pandemic adaptation process scale consisting of 26 statements under 3 themes was developed. In addition, Average Variance Extracted (AVE), Composite Reliability and Cronbach Alfa (CA) scores were given in Table 5 and it was seen that the scores were above 0.50, which ensures the construct validity of the scale.

Confirmatory factor analysis (CFA): Confirmatory factor analysis is a special form of factor analysis used to test the suitability of the factors determined by the exploratory factor analysis to the factor structures determined by the hypothesis. It was stated in the EFA results that the KMO value was quite adequate. Tabachnik & Fidell (2001) suggest using the assumption that there is a lot of variability in order to determine the number of factors. This assumption was used in this study. After testing the assumptions, the confirmatory factor analysis was initiated. The t values of the CFA results are given in Figure 2 and Table 6.



Factor 1: Acceptors, Factor 2: Submissives, Factor 3: Opponents

Figure 2. Confirmatory Factor Analysis

Table 6. The t Values obtained from the Confirmatory Factor Analysis

Item	T	Item	T
1	12.89	14	20.35
2	17.28	15	8.90
3	19.23	16	7.03
4	19.96	17	3.55
5	17.81	18	9.51
6	15.12	19	5.65
7	17.82	20	4.84
8	16.07	21	17.03
9	17.16	22	17.86
10	17.61	23	14.07
11	17.07	24	15.66
12	10.06	25	19.49
13	19.69	26	16.81

Firstly, t-values were examined in CFA. If t value exceeds 1.96, it means that it is significant at .05 level and if it exceeds 2.56, it means that it is significant at .01 level. The analysis of t values indicated that all items were significant at .01 level. This showed that latent variables explained the observed variables adequately. Then, the standardized solution values were examined. These values are given in Table 6.

In Table 7, it is seen that the goodness of fit indices of the items in the Tourist-Pandemic Adaptation scale are in the second column of the table, and the criteria values are in the third and fourth columns of the table. It was found out that χ^2 was significant at .01 level, and the value of 8.13 appeared when χ^2 was divided by the degree of freedom, which meant perfect fit.

Table 7. Fit Indices and Fit Indices Values Obtained from Confirmatory Factor Analysis

Indices	Item Values	Perfect Fit	Acceptable Fit
χ^2	2409.26		
Df	296		
P	0.0		
χ^2/df	8,00	$\chi^2/df \leq 3.00$	$3.00 < \chi^2/df \leq 8.00$
RMSEA	0.08	$0 \leq RMSEA \leq .05$	$.05 < RMSEA \leq .08$
RMSEA (.90 GA)	0.079		
SRMR	0.10	$0 \leq SRMR \leq .05$	$.05 < SRMR \leq .10$
GFI	0.68	$.95 \leq GFI \leq 1.00$	$.90 \leq GFI < .95$
AGFI	0.63	$.90 \leq AGFI \leq 1.00$	$.85 \leq AGFI < .90$
CFI	0.96	$.97 \leq CFI \leq 1.00$	$.95 \leq CFI < .97$
NFI	0.95	$.95 \leq NFI \leq 1.00$	$.90 \leq NFI < .95$
NNFI	0.95	$.97 \leq NNFI \leq 1.00$	$.95 \leq NNFI < .97$

Sources: Hu & Bentler, 2004; Jöreskog & Sörbom, 1993; Tabachnick & Fidell, 2001.

According to CFA, the goodness of fit indices of the scale indicated that the model was at an acceptable level ($\chi^2=2.409$, $p=0.000$; $RMSEA=0.8$; $GFI=0.68$; $AGFI=0.63$; $CFI=0.95$). However; a lot of sources in the literature agree that RMSEA value must be greater than 0.10. On the other hand, a lot of sources suggest that with few degrees of freedom some models, the RMSEA is not meaningful and the model can also be accepted based on CFI and SRMR. RMSEA has serious difficulties with simpler models with several degrees of freedom, and so even when the model contains a good fit, the RMSEA may incorrectly try to fit poorly (Kenny et al., 2015). Thus, it can be said that the construct validity was confirmed (see Table 7).

CONCLUSION AND DISCUSSION

It has been seen that the research issues related to the COVID-19 pandemic and tourism generally concentrate on how the pandemic will change the dynamics of tourism, the effects on tourism businesses, and what measures should be taken by businesses during the pandemic period. This study aimed to reveal the adaptation status of the tourists to the pandemic period. The most significant result of this study was that although the COVID-19 pandemic emerged as a universal problem, the reactions of people to the procedure differed from each other. This may require hotel businesses to develop more flexible practices and strategies for guest satisfaction. It shows us that personalized experience is an increasingly remarkable trend and that even the responses to the pandemic will actually have different expectations and attitudes for each individual. In this case, it pushes businesses into a difficult competitive process. On the one hand, there are those who are willing to enforce the rules. On the other hand, there are marginal groups that disregard the rules, and on the very other hand, there are rule makers and hotel managers that need to please every single party. In this respect, it may be a necessary step

for the managers to develop a multidimensional perspective and determine the personalized service components by hyper-personalised marketing practices (Khandelwal & Rudola, 2020).

According to the results of the study, three different behavior patterns were named as “*those who adopt the process*”, “*those who feel obliged to comply with the process*” and “*those who oppose the process*”. Tourists who fall in the category of adopting the process are people who “behave more carefully, abide by the rules, care about the people around them and behave sensitively” during the pandemic period. Tourists who feel obliged to comply with the process are “mostly those who compulsorily obey the measures taken during the pandemic period, who follow the rules in order not to receive a negative reaction from those around them, who are constantly unhappy during the pandemic and have an anxious nature”. In addition, they are people who do not hide their astonishment when they see people who comply with the precautions at the hotel and are surprised that the measures taken regarding the COVID-19 pandemic (fever measurement, social distance rules, the must to wear a mask) are observed within the hotel boundaries. Finally, tourists who are defined as those opposing the process are people who “complain about the rules taken due to the pandemic process, who do not hesitate to express their dissatisfaction with fever measurement and the use of masks, and who argue that the wearing of masks by the employees is sufficient, and do not want to follow the same rules with the employees”. This behavior patterns that emerge here can reflect the attitudes of tourists in possible crisis situations, such as pandemics, disasters, wars, etc. Considering that the behaviors corresponding to the attitude are likely to change as a result of the revisions in the attitude (Ajzen & Fishbein, 1977), the change in the risk attitude will affect the behavior. Here, the task falls on tourism practitioners because they can increase the attractiveness of a region and make the destination attractive only by reducing the risk perception (Luo & Lam, 2020).

Attitudes are individual for sure. In other words, attitude is a tendency attributed to the individual (Cöllü & Oztürk, 2006) and differs from person to person. Pandemic diseases, which are described as one of the crisis periods, have caused changes in the attitude, behavior, expectations and travel preferences of tourists participating in the phenomenon of tourism (Fuchs & Reichel, 2011; Karl *et al.*, 2015; Lepp & Gibson, 2008; Kozak *et al.*, 2007; Law, 2006; McKercher & Hui, 2003). The fact that there are people who have anxiety about travel while there are people who have a tendency to travel and are eager to travel has also been very crucial in post-Covid research studies and it has been suggested that these tourist behaviors should be investigated prospectively in order to reveal the tourist typologies (Wachyuni & Kusumangrum, 2020). With this study, the tourist profiles that can form the basis of the tourist typology proposal have been revealed and in the future, new typology classifications may be possible by investigating the subjects in different cultures. The scale of this study is expected to serve as a guide for future studies that aim to reveal the adaptation processes of tourists during health crisis. The items in the scale are understandable, and it consists of 26 items in total, which makes the scale very feasible. It is also suggested that the compliance of tourists in different destinations and different businesses can be measured, and its relationship with different variables such as demographic variables or satisfaction levels can be investigated.

Implications

During the COVID-19 pandemic, it is necessary to understand people's behavior and to create procedures according to them. Different adaptations require different behaviors as well as different management techniques for tourism practitioners. Even though the pandemic is uniform, there will always be different guests who will push the standards because there is no

single type of person. Understanding people in the best way and managing all different human behaviors effectively during this challenging process is the key implication of this research for managers. It is thought that sectoral-based solutions can be produced faster in similar pandemic periods in the light of the tourist behavior patterns that emerged as a result of the present research.

A different impact has been made to the theory on personalized tourist services and tourist expectations and attitudes. Despite the fact that there are a lot of studies suggesting the risk perception of tourists is high, this study reveals that there is a tourist group that does not even care about a very important and deadly pandemic such as Covid, and that this group is dissatisfied even though they obey the rules. Therefore, these findings contribute to the literature from a different perspective.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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Investigation of the Reasons for the Ottoman Empire's Limited Participation in the Modern Olympic Games

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Abstract:

The Olympic Games organised in the ancient Greek civilisation was a formation in which only Greeks and men could participate and individual competitions were held. Years later, the work carried out by archaeologists and researchers in Olympia attracted the attention of Baron Pierre De Coubertin. These studies sparked the idea of creating the modern Olympic Games, a modernised version of the ancient Greek games. Thoughts such as the modern Olympic Games, providing a peaceful and goodwill environment, and being open to the whole world affected the perspective of the Ottoman Empire on the Olympics, and in this sense, the Ottoman Empire was also involved in the process of participation in the modern Olympics, albeit limited. The aim of this study is to examine the Ottoman State's perspective on the modern Olympic Games, to analyse the process of participating in these Olympics and to determine the reasons for the limited participation considering the conditions of the period, which first started in Athens in 1896 and the date of the collapse of the Ottoman Empire. In the study conducted for this purpose, the conditions of the period in question were analysed and a literature review covering various articles and academic books was conducted. During the relevant period, the Ottoman Empire could not participate in the first Olympic Games due to financial difficulties and the oppressive regime; afterwards, this participation was made possible through individual efforts. The oppressive regime of tyranny imposed on Turks paved the way for the participation to be realised through non-Turkish athletes. In this sense, the reasons for the limited participation of the Ottoman Empire in the modern Olympics can be considered as financial impossibilities, the oppressive regime imposed, distance, the outbreak of the World War and the attribution of the responsibility to the Allied States in which the Ottoman Empire was located.

Anahtar Kelimeler: Ottoman Empire, modern olympics, repressive regime, coubertin.

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INTRODUCTION

The first Olympic Games in history are considered to be the sports festivals held in Ancient Greece in 776 BC next to the religious ceremonies held to commemorate the God Zeus (Kaçay & Soyer, 2020.) The Olympic Games organised at these dates were accepted as one of the most important activities of the period. Participation in these games, which were seen as socialising and integrating, was provided with certain conditions. There were certain criteria for participation in the games. The first and primary conditions were not to be dishonoured, not to be a heathen or a murderer, to be born to a Greek married couple, and to be free and male (Yıldırım, 2014). According to the understanding in ancient Greece, a beautiful body meant a beautiful character and morals. For this reason, the races were held naked and women were forbidden to participate and watch. The sanction for breaking the prohibition was the death penalty and the only female priestess exempted from this prohibition was known as the priestess of Demeter (Yıldırım, 2014). The reason why only the priestess of Demeter was allowed to watch the games and other women were not allowed was that it was accepted that the priestess of Demeter witnessed the death of a god; and it was decided that she could watch the Olympic Games, which already had dominant religious symbols. Single women participated in running competitions at the Hera festivals organised every four years (Ece & Çetin, 2021). Except for the Hera festivals, no woman was allowed to enter the races. The competitors participating in the games entered the camp called Elis a few months before the games, both participated in the selection process and trained intensively with their competitors. In addition, only individual sports were held during these Olympics; team sports, that is, competitions were not included. At that time, winning the Olympic Games was considered the most important virtue for athletes. The games, which continued for hundreds of years, started to be accepted as a pagan belief as a result of the Romans' domination of the region where the games were held starting from 146 BC. In 393 AD, Emperor Theodosius I completely abolished this tradition and the Olympic tradition was ended in this way (As, 2016).

Transition to Modern Olympics

It is reported in the sources that the first scientific studies at Olympia were initiated by the French Expédition de Morée in 1829 (Bengtson, 1983). After this date, detailed reports were produced as a result of the investigations carried out by the famous German researchers of the period. The detailed reports had fuelled Frenchman Baron Pierre de Coubertin, who had long espoused the sporting ideals of Olympia, to the idea of reviving the ancient Olympic Games and to the conclusion that France, too, could be restored to its former glory through the Olympic Games. In this context, at the International Sports Congress convened in Paris in June 1894 under the leadership of French sportsman Baron de Coubertin, the idea of revising the Olympics was put forward, and it was decided to hold the first modern Olympics in Athens and the second Olympics in Paris. In addition, in this congress; principles such as the Olympic Games to be travelling, the application of amateurism principles, and competing only in the older age category were accepted. Considering these principles, it can be inferred that the Olympic Games were open to all athletes from all over the world, and that there was a thought that the Ancient Greek culture would not be completely adhered to. Considering that there were countries such as Germany and Italy that had just completed their unity and that there was a possibility of a world war, one of the benefits of the planned modern Olympics was to maintain peace by reducing tensions between countries. Thus, it can be said that it was thought that thanks to the Olympics, relations would be strengthened and friendships would be consolidated.

Participation of the Ottoman Empire in the Olympic Games

Starting in 1896 with the games held in Athens, the Modern Olympic Games is an organisation with a unifying and integrative structure that is open to all countries of the world, regardless of religion, language and race. Countless countries have participated in the modern Olympics and records have been broken in countless branches. Since the beginning of the modern Olympics coincided with the collapse of the Ottoman Empire, the participation of Turkish athletes in the Olympic Games until the proclamation of the Republic was only possible through their own efforts (Özdemir, 2013). Newspapers were advertised and athletes who could cover their own travelling expenses were sought. This can be attributed to the fact that from 1896 Athens, the date of the organisation of the modern Olympics, until the collapse of the Ottoman Empire, the participation in the Olympics was marked with the names of athletes. In addition, due to the oppressive regime of despotism in the aforementioned period, both modern sports entered the Ottoman Empire late and the people involved in sports were foreign nationals. This, in fact, led to the late introduction of modern sports to the Ottoman Empire, which led to the late participation in the modern Olympic Games and the foreign nationality of the participating athletes.

1896 Olympic Games in Athens

In 1896, the first of the modern Olympic Games was to be held in Greece, more precisely in Athens. Since the ancient Olympic Games were also held in Greece, Athens was chosen as the venue for the first Olympic Games. Before the Athens Olympic Games were held, Baron Pierre Coubertin, known as the founder of the modern Olympics, asked a friend living in Istanbul to help him find a representative who could carry the leadership of the International Olympic Committee in the Ottoman Empire and send athletes to the Olympic Games, and the name suggested by his friend was Selim Sırrı Tarcan (Çelik & Bulgu, 2010). Baron Pierre Coubertin, who met with Selim Sırrı Tarcan, requested to send athletes to the Olympic Games on behalf of the Ottoman Empire. However, this request was rejected due to the heavy regime of oppression imposed in the country. However, there were athletes who heard that the Olympic Games would be organised and wanted to represent their country. For example, the first representative of the Ottoman Empire in the Olympics was Selim Sırrı Tarcan (As, 2016). About Koç Mehmed, he mentions that he heard that the Athens Olympics would be held and went to Athens "as if he was going to a wedding wrestling match", but the members of the organisation did not accept this individual attempt of an athlete from a country that was not a member of the International Olympic Committee and he could not participate in the wrestling (Karayel, 1939). This initiative of Koç Mehmed in the wrestling branch, which he undertook at his own expense and with individual efforts, is actually a demonstration of how strong the desire of Turks to represent their own country in the international arena is. At the same time, the problem of financial difficulties, which would cause problems for the athletes in the 1896 Athens Olympic Games, which was the first modern Olympic Games to be organised, first emerged here.

1900 Paris and 1904 St Louis Olympic Games

997 athletes from 24 countries and 19 different sports branches participated in the Paris Olympics, which took place between 14 May and 28 October, and there was no participation from the Ottoman Empire (As, 2016). The 1904 St. Louis Olympics was an Olympics in which many countries from Europe could not participate due to distance. The St. Louis Games, in which only 12 countries participated, were organised as an Olympic Games in which athletes from American colleges competed against each other. It can be concluded that the 1904 St. Louis Olympic Games were not sufficient for the participation of all countries of the world.

1906 Athens Inter Olympic Games

After the decision to hold the first Olympic Games in Athens and the second in Paris, the Greeks started to put pressure on Baron Pierre De Coubertin. Seeing the impact of the Olympic Games on the world public opinion, he proposed that the next Olympics be held in Greece. Coubertin, who did not favour this proposal, offered a compromise idea and proposed to organise the "Pan-Hellenic Games" in Athens every four years (As, 2016). This initiative could not be implemented due to the war between the Ottoman Empire and Greece; the first implementation date was 1906. In the games organised in Athens in 1906 on the occasion of the 10th anniversary of the modern Olympics, which will go down in history as the "intermediate Olympics", it was stated that athletes could compete on behalf of their country (Çelik & Bulgu, 2010). Therefore, the Ottoman Empire, which had not yet established a national Olympic society, had an opportunity to participate in the Olympic Games. According to a study, 30 athletes from the Ottoman Empire participated in athletics, gymnastics, fencing, wrestling and football, including 8 Greeks from Istanbul, 1 Armenian from Izmir, 10 British, 1 Jewish and 10 Greeks (San, 1988).

At the 1906 Athens Intermediate Olympic Games, the most important achievement among the athletes from the Ottoman Empire was achieved by Yorgo Alibrantis from the Tatavla Heraklis club in Istanbul. Since the rope climbing competition was later removed from the Olympic Games, Yorgo Alibrantis still holds the world record. Although it was first reported that athletes competed on behalf of the Ottoman Empire in these games, the IOC (International Olympic Committee) announced that these games were not an official Olympiad (Koryürek, 2003: 18). The announcement that these Olympic Games were not official means that the Ottoman Empire did not officially participate in the Olympic Games. It can be argued that this situation occurred as a result of the second problem, the late establishment of the Ottoman National Olympic Association.

1908 London Olympic Games

A total of 2008 athletes, 1971 men and 37 women from 22 countries, participated in the Olympics held in London in 1908 (As, 2016). Sources generally mention only one athlete competing on behalf of the Ottoman Empire. The only athlete mentioned is Aleko Mullos. Aleko Mullos was a student of Galatasaray Mekteb-i Sultanisi, which was opened on the model of French schools at that time. When Baron Pierre de Coubertin met with Selim Sırrı Tarcan to propose the establishment of the Ottoman National Olympic Committee, Aleko Mullos was also present. Because Aleko Mullos was also fluent in French. Therefore, he translated Baron Pierre de Coubertin's French speeches to Selim Sırrı Tarcan in Turkish and conveyed the Turkish equivalents to Coubertin in French. Therefore, Aleko Mullos acted as Baron Pierre de Coubertin's guide and interpreter. Coubertin was very pleased with this situation, and when he learnt that the Ottoman National Olympic Committee could not be established, he asked Aleko Mullos to participate with a personal invitation. In response to this invitation, Aleko Mullos participates in the Olympic Games in London in the gymnastics branch. However, the fact that Aleko Mullos participated with a personal invitation means that the Ottoman Empire has still not participated in the Olympic Games.

1912 Olympic Games Stockholm

The games were held in Stockholm, Sweden between 5 May-27 July. Due to the war environment in which the Ottoman Empire was in, it was unable to meet the expenses of the athletes who would go to the Olympic Games. Seeking a solution for this, the Ottoman Empire saw the solution in finding athletes who could participate with individual means. For this purpose, athletes who could participate in the Olympic Games were sought through newspaper

advertisements. Hearing that the costs were too high, many athletes gave up to participate. Therefore, the inability of the Ottoman Empire to meet the expenses as a result of the economic situation it was in resulted in low participation. The Ottoman Empire participated in the 1912 Stockholm Olympic Games with two athletes from the Armenian minority in athletics, Mıgırdıç Mıgıryan and Vahram Papazyan, who had previously participated in the 1906 Athens Intermediate Olympics. These two Armenian athletes participated in the games on behalf of the Ottoman Empire with their own means (As, 2016). Mıgırdıç Mıgıryan competed in two-handed shot put, normal shot put, discus throw, pentathlon and decathlon.

Papazyan, who was not as well off financially as Mıgıryan and was the son of a newsagent living in Bebek, first applied to the Ardavast club, of which he was a member, in order to find financial support to participate in the Olympics. The club organised a night for Papazyan at the Greek Theatre in Arnavutköy, and with the income from this event, financial support was provided for participation in the Olympics (100 Years of the National Olympic Committee of Turkey 1908-2008). Papazyan participated in the 800 metres and 1500 metres races and was unable to complete both races. In addition, this Olympic Games was the first Olympic Games in which the Ottoman Empire officially participated. However, the fact that the participation was realised with two people can be said to be due to the inadequate financial situation of the Ottoman Empire.

1916 Berlin and 1920 Antwerp Olympic Games

In 1916, the city of Berlin was chosen as the host city for the Olympic Games. World War I, which broke out while Berlin was preparing for the Olympic Games, prevented the Olympic Games from being held. The 1916 Berlin Olympics was therefore the first Olympic Games to be cancelled due to war. The Olympic Games, held in Antwerp, Belgium in 1920, two years after the end of the war, were marked by the war process and the war criminals of the alliance states (Germany, Austria, Hungary, Bulgaria and the Ottoman Empire), which were the losers of the war, were accepted. Since the peaceful aspect of the Olympic Games was emphasised, 5 countries, including the Ottoman Empire, were not officially invited.

The Ottoman Empire originally participated in Stockholm in 1912 and planned to participate in the 1920 Antwerp Olympic Games. As a result of the 1st World War, it was not possible to participate in any Olympic Games until its collapse due to the fact that the war bill was cut to the Allied States. Thus, the Ottoman Empire's adventure of participating in the Olympic Games came to an end.

CONCLUSION

The Olympic Games organised in the ancient Greek civilisation were an individual sporting event in which only Greeks and men could participate. Years later, the work done by archaeologists and researchers in Olympia attracted the attention of Baron Pierre De Coubertin and sparked the idea of creating the modern Olympic Games, a modernised version of the ancient Greek games. Thoughts such as the modern Olympic Games being open to all countries of the world and providing a peaceful and goodwill environment influenced the Ottoman Empire's perspective on the Olympics, and in this context, the Ottoman Empire was also involved in the process of participation in the modern Olympics, albeit in a limited way. In 1896, a wrestler named Koç Mehmed travelled to Athens for the Olympic Games, but his application was rejected and he was sent back. In 1900 Paris and 1904 St. Louis Olympic Games, the Ottoman Empire did not participate. In 1906 Athens, the Ottoman Empire

participated with 30 athletes, but since it was not an official Olympic Games, the Ottoman Empire did not participate. In 1908 London Olympic Games, Aleko Mullos participated with a personal invitation as a result of Coubertin's guidance, which leads us to conclude that this Olympic Games also took place without the participation of the Ottoman Empire. 1912 Stockholm Olympic Games was the first and last modern Olympic Games in which Mıgırdıç Mıgıryan and Vahram Papazyan participated in the athletics branch and the Ottoman Empire participated for the first and last time. The World War I that broke out afterwards prevented the 1916 Berlin Olympic Games from being held. In the 1920 Antwerp Olympic Games, the Ottoman Empire, Austria, Hungary, Bulgaria and Germany were not invited because they were war criminals. When the periods are analysed, it is seen that the Ottoman Empire could not participate in the first Olympic Games due to the financial impossibilities and the oppressive regime it was in; afterwards, this participation was made possible through individual efforts. The oppressive regime of tyranny imposed on Turks paved the way for the participation to be realised through non-Turkish athletes. In this sense, the reasons for the limited participation of the Ottoman Empire in the modern Olympics are seen as financial impossibilities, the oppressive regime imposed, the late establishment of the Olympic Society, remoteness, the outbreak of the World War and the attribution of the responsibility to the Allied States in which the Ottoman Empire was located.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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Investigation Of the Historical Curiosity of High School Students Studying in Different Types of Schools*

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Abstract:

The aim of this research is to examine the history curiosity of high school students studying in different types of schools. History curiosity was analyzed using qualitative research methods. Data was collected by applying an interview form consisting of six questions to the students, and the answers were coded using the descriptive analysis method, matched with the relevant themes and tabulated. Students who are within the borders of Mersin Province Erdemli District and studying in five different high school types in the 2022/2023 academic year constitute the sample of the research. According to the results of the research, high school students are generally intensely curious about the leading characters (sultans, kings, emperors and state administrators), the lives of the leading characters and the places where the events take place, especially the wars. The historical events they are most curious about are related to the historical people and characters they are curious about. High school students are most curious about military events, wars related to these events, and political history. Göbeklitepe took the first place in the historical places that high school students are most curious about. In addition, Hagia Sophia, Çanakkale, Topkapı Palace, Pyramids and many other historical places have also been a matter of curiosity. When it came to the historical periods, we can say that the ones students are most curious about are related to historical characters and historical events. It is seen that the historical periods that the high school students included in the research sample are most curious about are the historical periods related to the Ottoman Empire, the Middle Ages and the Foundation of the Republic of Türkiye. When it comes to the subject of historical TV series, it has been determined that historical TV series, which are about history and describe a period of history, have an important role in the history curiosity of high school students included in the research sample. Finally, the students involved in the study stated that they were curious about the accuracy of the textbooks, ancient inventions and technologies, the life of ancient people and wars in history.

Anahtar Kelimeler: History, curiosity, history curiosity, high school students.

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INTRODUCTION

Contemporary historiography is much more comprehensive than a chronological listing of past events and important historical figures. In the evaluation of past events and phenomena, the process that examines all the data objectively by revealing is, in a sense, researching and explaining the hidden aspects of intertwined events. In this context, the scientific responsibility of history is that it is a methodological and disciplinary process (Kabapınar, 2012).

History is “the science that examines past events in a cause-and-effect relationship by showing their place, time and perpetrators”. As it can be seen, the subject of history is “the past”. The past is quite open to curiosity. It is important for an individual to be curious about their past. Curiosity about the past and then learning about the past creates the consciousness of history in the individual (Köstüklü, 2004). It is the knowledge of history in the mind of the individual that enables the emergence of historical curiosity. In order to explain the curiosity of history, first of all, the nature of curiosity and curiosity should be explained, and then the relationship between history and curiosity should be revealed.

William James (1890) explains curiosity as the turning of attention to the novelty and the approach-exploration reaction that emerges accordingly. Again, according to James, apart from this dimension, which is more situational and instinctive, scientific curiosity is the response to “...an inconsistency or gap in knowledge...” (as cited in Kaya, 2016). There are studies conducted independently of each other with different research questions in many subfields of psychology about interest and curiosity, which is considered as a motivational-emotional element that triggers the actions of successive exploration and continuation of discovery and directs the behaviors of individuals (Renninger & Hidi, 2011; Silvia, 2006).

Interest or curiosity has been studied as a construct that is handled in different dimensions. In the literature, curiosity has been the subject of research as a motivation that arises due to stimulus conflict or incompatibility, as a situational variable, as a personal feature that has a role in choosing a profession, as an emotion, as a developmental feature, as a structure that allows the individual to regulate himself in the face of situations (Sansone & Thoman, 2005; Silvia, 2006).

Curiosity, as a positive emotion, directs individuals to explore and enables them to continue their efforts in this direction. Dewey was one of the first to express the views that providing curiosity in education will bring learning and performance (as cited in Kaya, 2016).

Dewey (1913), in his book "Interest and Effort in Education", presents the views of education, which is based on the subjects and questions that the student is personally curious about, and the views that it is possible to learn by making enough work and effort, as opposing perspectives. According to him, the education carried out in line with the interests of the student is more effective than the education aimed at the development of the student by effort, even if he is not interested (as cited in Kaya, 2016).

In the history of Turkish education, the role and importance of interest in education has been emphasized. For example, in Ziya Gökalp's Malta Letters, “Children want to understand everything, they ask, but in our country, parents often do not value these questions of the child. They give him a sloppy answer. This is not good. On the contrary, by making use of these

questions of the child, he should teach him correct information about what he is asking. When a child always gets sloppy answers to his questions, little by little he no longer wonders about anything; because the answers he received to his questions before did not satisfy his soul.” states that the natural curiosity of the child should be protected and strengthened in his education (Gökalp, 1989). In this context, students' interest in history was examined in this study.

Different distinctions have been made by psychologists regarding the categorization of the concept of curiosity. Curiosity is divided into two by James (1950): general curiosity, expressed as excitement in the face of an innovation, and scientific curiosity, expressed as concentration on unique types of knowledge. The concept of scientific curiosity will be explained in detail below. Different from the categorization made by James, it is divided into five by Kreitler, Zigler and Kreitler (1975): controllable/reactive, uncertainty/complexity, conceptual, perceptual and manipulative curiosity (as cited in Altun, 2016).

Based on the dimensions of curiosity, psychologist Berlyne (1954), who conducted research on the concept of curiosity, mentions two dimensions: the first is perceptual and epistemic curiosity, and the second is original and diversive curiosity. Details about these types of curiosity are given below.

Perceptual Curiosity

Perceptual curiosity is a curiosity that is motivated by new perceptual, that is, sensory and visual stimuli, and increases with the awareness of these stimuli. In addition, perceptual curiosity is a type of curiosity that can be seen especially in animals and develops with the increase of sensory or impulsive perception, and it is the situation of obtaining new information through behaviors directed by emotional concepts (smell, sound and image) in order to obtain new information about uncertain or complex objects and situations (Litman & Spielberger, 2003).

The ability to demonstrate perceptual curiosity explains exploratory behavior in animals (Loewenstein, 1994). Based on the explanation in question and its relationship with perceptual curiosity and impulsive perception, it is stated that it is common in animals and humans, and that epistemic curiosity, which will be explained in detail below and which means informational curiosity, is mostly seen in humans (Fulcher, 2004).

To address individual differences in perceptual curiosity, a 33-item survey was conducted on 320 undergraduate students, and as a result, it was determined that there were two types of perceptual curiosity, original and discriminative, and that there was a positive relationship between the items and subheadings of the scale and the items and results of the perceptual curiosity scale (Collins, Litman & Spielberger, 2004).

Epistemic (Informational) Curiosity

Epistemic curiosity, which Leslie (2014) explains in his book as the directed aspect of diverted curiosity, which he refers to as raw curiosity, is the desire to acquire knowledge by making one's cognitive effort necessary. Epistemic curiosity, which is a variable encountered in different fields and times, is also expressed as the desire for knowledge that motivates people to fill knowledge gaps, acquire new information and solve intellectual problems (Berlyne, 1954; Litman, 2008; Loewenstein, 1994).

Looking at the studies on epistemic curiosity, three structures can be mentioned: "openness to ideas", "cognitive context" and "cognition", on which the content and definitions of this type of

curiosity are based. It can be seen that the three relevant concepts unite and are related around the concept of cognition. There are studies confirming this idea. Among the related concepts, "openness to ideas" is related to skills such as embracing unusual thoughts, problem solving and thinking (Mussel, 2010).

Berlyne (1954), who made the first scientific explanations about epistemic curiosity, reveals the relationship between epistemic curiosity and the problem-solving process. Epistemic curiosity is tried to be satisfied within the framework of questions asked, propositions, answers received, new questions asked and answers received as a result of unsatisfied answers, that is, repetition of information, and in this respect, it differs from perceptual curiosity.

The conclusion that there is a positive relationship between variables related to epistemic curiosity and variables related to curiosity, and between engaging in cognitive activities and getting excited about engaging in cognitive activities is one of the results obtained from studies on epistemic curiosity (Litman, 2008).

In the study conducted by Litman and Jimerson (2004), who talked about the conceptual relationship between epistemic curiosity and curiosity, the use of the concepts of deprivation and interest together with the concepts of curiosity and epistemic curiosity proves that the variables of epistemic curiosity and curiosity above are related. "Deprivation" sensations, which include positive emotions that reinforce exploratory behavior and interest in learning and new information, as well as negative emotions towards the unknown, are sensations that trigger curiosity, and are basically expressed as emotions that stimulate epistemic curiosity and are researched in line with the concept of epistemic curiosity.

Diversive Curiosity

Diversive curiosity, described by Day (1971) as "diversionary discovery" and variously explained as the need to search for new information or increase knowledge, or the desire to acquire new conceptual information, dissatisfaction with the unknown, anger and "feeling of deprivation", search for new resources, and is a type of epistemic curiosity linked to sociability and courage, is the desire to investigate more general situations (Acun et al., 2013; Loewenstein, 1994).

It is stated that the source of diversive curiosity, which is expressed as the desire for the new, fun and exciting, is individual differences arising from people's tendencies, and that people with a sense of diversive curiosity tend to learn the unknown and are happy to discover new ideas (Mussel, 2010).

Specific Curiosity

Specific curiosity is a type of epistemic curiosity, which is the desire for interest, uncertainty and complexity, and the desire to obtain more specific information compared to discriminative curiosity (Loewenstein, 1994). Specific curiosity stimulated by epistemic curiosity and perceptual curiosity, can be expressed as the process of solving problems, acquiring new knowledge, or enjoying depicting the problem-solving process and searching for information to solve problems (Litman & Silvia, 2006; Litman & Spielberger, 2003).

It is proven by relevant research that curiosity affects academic achievement by activating exploratory behavior and has a positive effect on learning (Kahraman, 2021). The purpose of this research is to examine the history curiosity of high school students studying in different

types of schools and what are the differences and similarities between the curiosity for history of students studying in high schools of different types such as Anatolian high school, science high school, imam hatip high school, vocational and technical high school and private high school. Do different school types have an effect on students' curiosity in history?

This research was limited to students studying in five different high school types within the borders of Erdemli district of Mersin province. It is assumed that the research takes place in a friendly environment, free from constant, systematic and random errors, and that the students answer the surveys and interviews correctly and without being influenced by anyone, and that the data obtained is valid and reliable.

This research is limited to the opinions of high school students studying in the 2022-2023 academic year regarding their curiosity about history. In addition, the research area is limited to high school students studying at Erdemli Borsa Istanbul Science High School, Erdemli Anatolian High School, Erdemli Anatolian Imam Hatip High School, Erdemli TED Mersin College and Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School (VTAHS).

METHOD

Research Method

Qualitative research methods were used to measure curiosity for history. Qualitative research is well suited to tracking progress and discovering turning points that play a critical role in shaping long-term change processes. Criticisms of qualitative studies focus on the points that they use small samples, are subjective, and as a result cannot reach generalizable results (Söyler, 2020). Accordingly, an interview form prepared by the researcher was applied to the students in order to determine their curiosity for history.

Sample of the Research

The sample of the research consists of students studying in 5 different high schools in Erdemli District of Mersin in the 2022-2023 academic year. The study group of the research consists of a group of 150 people consisting of 9th, 10th, 11th and 12th grade students from Erdemli Borsa Istanbul Science High School, Erdemli Anatolian High School, Erdemli TED Mersin College, Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School and Erdemli Anatolian

Table 1 Study group of the research

School	Girl	Boy	Total
Erdemli Borsa İstanbul High School	15	15	30
Erdemli Anadolu High School	15	15	30
Erdemli TED Mersin College	17	13	30
Erdemli Arpaçbahşiş VTAHS	17	13	30
Erdemli Anadolu İmam Hatip High School	0	30	30
Total	64	86	150

Table 1 shows the distribution of students included in the research sample by school and gender. The opinions of 15 girls and 15 boys from Erdemli Borsa İstanbul Science High School, 15 girls and 15 boys from Erdemli Anatolian High School, 17 girls and 13 boys from Erdemli TED Mersin College, 17 girls and 13 boys from Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School and 30 boys from Erdemli Anatolian Imam Hatip High School were interviewed. Since there are no female students in Erdemli Anatolian Imam Hatip High School, the number of female students is seen as 0.

Data Collection Method

A six-question interview form created by the researcher was used as a data collection method.

Analysis of Data

Descriptive analysis method was applied to analyze qualitative data. The students' answers to the questions were coded, matched with the relevant themes and tabulated.

RESULTS

The data of the historical people that students are curious about are given in the tables below.

Table 2 The historical characters students are most curious about

Historical Characters	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian İmam Hatip High School	Private School	Science High School	
Atatürk	15	15	8	16	13	67
Sultan Mehmet the Conqueror	7	7	13	4	10	41
Genghis	1	3	3	2	4	13
Timur	2	3	3	1	4	13
Hitler	3	1		2	7	13
Suleiman The Magnificent	2	1	3	2	2	10
Mohammed	1		4	2	2	9
Mete		1	3	1	3	8
Alparslan		2	5			7
Abdulhamid II			5	1	1	7
Napoleon	3	1		1	1	6
Einstein	2		1		2	5
Tesla			2	1	2	5
Yavuz Sultan Selim	2		1		1	4
Attila	2		1	1		4
Hürrem Sultan	1	1		1	1	4
Alexander the Great	1			3		4
Mimar Sinan		1	1	1	1	4
Yıldırım Bayezid	3					3
Osman I			1	1	1	3
Mona Lisa	1			2		3
Kösem Sultan	1				1	2
Cleopatra	1			1		2

When all the students who constitute the research sample of 5 different high school types on the historical characters of interest were examined, no other names were found in the first 2 except Mustafa Kemal Atatürk and Fatih Sultan Mehmet. It was observed that 67 of all students in the study group said Mustafa Kemal Atatürk and 41 said Fatih Sultan Mehmet.

When all the students included in the research in all schools are examined in the question about the historical people, they are most curious about, we see the following results: Genghis Khan 13, Timur 13, Hitler 13, Suleiman the Magnificent 10, Mohammed 9, Mete 8, Abdülhamid the 2nd 7, Alparslan 7, Napoleon 6, Einstein 5, Tesla 5, Yavuz Sultan Selim 4, Atilla 4, Hürrem Sultan 4, Alexander the Great 4, Mimar Sinan 4, Yıldırım Bayezid 3, Osman 3 and Mona Lisa 3. As seen in these results, warrior leaders such as Genghis Khan, Timur and Hitler are the most

curious historical characters after Atatürk and Fatih Sultan Mehmet. Among other historical characters, the dominance of Turkish history and especially the History of the Ottoman State can be seen. We can say that this result is due to the effect of high school history programs and curriculum.

We see that all students included in the research sample are curious about 44 different historical characters in total, 27 of these historical characters are Turkish, 15 are from other nationalities and 2 are religious characters (Prophet Muhammad and Jesus Christ). Again, 35 of the 44 different historical characters in total are male, while 9 are female. We can say that the number of male characters is 4 times that of female characters. The students of Erdemli Borsa İstanbul Science High School and Erdemli TED Mersin College said the most different historical characters about historical persons. It can be said that history teachers have an effect on this as much as the students' own characteristics. Among the curious historical characters, the most female historical characters were expressed in Erdemli TED Mersin College, and the most male historical characters were expressed in Erdemli Borsa İstanbul Science High School.

Among the historical characters that students are curious about when all the students included, the most historical characters related to the History of the Ottoman State are seen in Erdemli Borsa İstanbul Science High School and the least historical characters are seen in Arpaçbaşı VTAHS students. Historical characters belonging to other nations were mostly seen in Erdemli TED Mersin College students, while foreign historical characters were seen least in Erdemli Arpaçbaşı Vocational and Technical Anatolian High School students.

The data of the historical events that the students in the research sample are curious about are given in the tables below.

Table 3 The historical events students are most curious about

Historical Events	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian İmam Hatip High School	Private School	Science High School	
Conquest of Istanbul	9	7	11	4	11	42
Turkish War of Independence	3	7	1	3	7	21
World War 2	5	1	1	7	2	16
Ottoman Empire	3	2	3	2	6	16
Battle of Manzikert	2	3	4		1	10
World War 1	2	1	2	3	2	10
Battle of Gallipoli	1	3	1		1	6
French Revolution		1		3	1	5
30 Years' War				4		4
Building the Pyramids		1	1	2		4
Hitler	1			2		3
Battle of Ankara	2		1			3
Metemhan		1			1	2
Renaissance				1	1	2
Formation of the world	1				1	2

Considering all the students from 5 different types of high schools included in the research sample regarding the historical events that students are curious about the most, we see that 42 students said the Conquest of Istanbul and 21 students said the Turkish War of Independence.

We can say that this situation is related to the historical characters that students are curious about the most, Fatih Sultan Mehmet and Mustafa Kemal Atatürk. When all the students participating in the research in all schools were examined in the question of the historical events that students are curious about the most, the following results were obtained: “World War II 16, History of the Ottoman Empire 16, Battle of Manzikert 10, World War I 10, Battle of Çanakkale (Battle of Gallipoli) 6, French Revolution 5, Pyramids 4, 30 Years' War 4, Hitler 3, Battle of Ankara 3”. According to these results, we see that the historical events that students are most curious about are military events, the struggles of the leading characters and especially the wars that took place in world history. We can say that this situation is caused by the influence of the history programs and the history curriculum as well as the student's own curiosity. It is seen that all students included in the research sample mentioned 57 different historical events, situations, historical characters, social and cultural events and historical places regarding to the question about the historical events that they are curious about the most. The distribution of 57 historical events mentioned by all students participating in the research in all high schools is as follows: Wars (wars in world history) 17, historical characters (sultans, kings, state administrators and political leaders) 12, social events and revolutions 11, state, empire and historical period names 8, scientific developments, inventions 3 historical places 2, the formation of the world and the beginning of humanity 2, literature (the writing of the National Anthem and the Ergenekon Epic) 2.

We can say that the students participating in the study do not focus on any historical period, event or subject and show diversity. It is seen that 37 of the 57 historical events mentioned by all students in all schools participating in the study are on the political history of wars, leading characters, states and empires. Social, scientific, social, cultural, artistic and literary issues constitute only 20 of the 57 historical events mentioned. Considering the students from all high schools included in the research sample, Erdemli Borsa İstanbul Science High School students said the most historical events and Erdemli TED Mersin College students said the most historical events related to the history of other nations. Among the students who participated in the study about historical events, the wars in world history were expressed mostly by the students studying at Erdemli Anatolian Imam Hatip High School, and least by the students of Erdemli TED Mersin College.

The data of the historical places that the students included in the research sample are curious about are given in the tables below.

Table 4 The historical places students are most curious about

Historical places	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian İmam Hatip High School	Private School	Science High School	
Göbeklitepe	6	4	3	3	7	23
Hagia Sophia Mosque	4	3	11	2	2	22
Çanakkale	3	9	6			18
Topkapı palace	4	2	2	2	3	13
Pyramids		1	1	6	2	10
Ephesus Ancient City	2		2	2	1	7
The Great Wall of China			1	2	4	7
Mimar Sinan Buildings	3		1		1	5
Museums		2	2			4
Dolmabahçe Palace		1		1	2	4
The hanging gardens of Babylon				3	1	4
Rome			1	1	1	3
Kaaba	1				2	3
Maiden's Castle		2		1		3
Greek temples				2	1	3
Tomb of Genghis Khan			2	1		3
Roman Colosseum	1			2		3
Ataturk's House	1			1	1	3
Berlin Wall				3		3
Galata Tower		1		1		2

When all the students included in the research sample from all high schools are examined regarding the question of the historical places that they are curious about the most, the following results are seen: “Göbeklitepe 23, Hagia Sophia Mosque 22, Çanakkale 18, Topkapı Palace 13, Pyramids 10, Ephesus Ancient City 7, Great Wall of China 7, Buildings by Mimar Sinan 5, Museums 4, Hanging Gardens of Babylon 4, Dolmabahçe Palace 4, Rome 3, Berlin Wall 3, Atatürk's House 3, Kaaba 3, Maiden's Castle 3, Roman Colosseum 3, Genghis Khan's Tomb 3, Greek Temples 3.”

According to these results, it can be said that the press and social media were effective in making Göbeklitepe so popular. Again, it can be stated that the press, publications and all other news and social media posts have an impact on the curiosity about the Hagia Sophia Mosque, as it has been converted back into a mosque in recent years. Considering all the students participating in the study, we see that the historical places other than Göbeklitepe and Hagia Sophia Mosque are related to historical people and events that students are curious about. It can be said that the historical interest in the Battle of Çanakkale is reflected in the historical site of Çanakkale, and the historical curiosity in the Ottoman Empire is largely reflected in the historical site of Topkapı Palace. If a general evaluation is made, we can say that all students in 5 different high school types included in the research sample express 58 different historical places around the world and there is diversity in expressed historical places. We see that 34 of the historical places that students are curious about are in Turkey and 24 are outside of Turkey. 13 of 34 historical places in Turkey are in Istanbul. Among the historical places of interest, the historical places outside of Turkey were mostly seen in Erdemli Borsa İstanbul Science High School and Erdemli TED Mersin College students. The students participating in the study in other schools were more curious about the historical places in our country. In this case, it can be stated that the school and history teachers play a role as well as the students' own characteristics.

It can be seen as an extremely thought-provoking subject that the historical places in Central Asia, which are among the most important parts of our history, such as the Göktürk Monuments, Ötüken and the places where the Turks first settled, are expressed only once among the historical places of interest. Likewise, the fact that only Mete Han's name is mentioned regarding the historical characters and that only one student mentioned the Ergenekon Epic in the historical events that they are curious about shows that Central Asia, which is the starting point of our history and our homeland, is extremely little wondered about by the students participating in the research.

The data of the historical periods that the students included in the research sample are curious about are given in the tables below.

Table 5 Historical Periods students are most curious about

Historical Periods	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian İmam Hatip High School	Private School.	Science High School	
Ottoman Period	9	9	9	6	10	43
Medieval	7	3	6	1	2	19
Ataturk, War of Independence	3	2		5	3	13
Renaissance, Age of Enlightenment				5	4	9
Islamic History			6		1	7
19th century	2	1	1	1		5
New Age	4			1		5
antiquity			2	2	1	5
Before Christ	2	2		1		5
17th century	1	1		1	2	5
Dinosaur Age	2		1	1		4
World War 1		2	1			3
16th century	1				2	3
Industrial Revolution	1		1	1		3
18th century	1	1			1	3
20th century	1		2			3
Ancient Egypt Period				2	1	3
The First Period of Creation	1				2	3
çanakkale War		1	1			2
Stone Age	1	1				2

In general, when all students included in the research sample from 5 different high school types were evaluated, the following results were reached regarding the historical periods that students are most curious about: Periods related to the History of the Ottoman Empire 44, Middle Ages 19, Atatürk and the War of Independence 13, Renaissance, Reform and Enlightenment Age 9, Islam History 7, Modern Age 5, 17th Century 5, Antiquity 5, 19th Century 5, Before Christ 5, Age of Dinosaurs 4, 16th Century 3, World War I 3, 20th Century 3, 18th Century 3, Industrial Revolution 3 and Ancient Egypt 3.

According to these results, we see that the students are mostly curious about the periods related to the History of the Ottoman State, the Middle Ages and the establishment of the Republic of Türkiye. We can say that the historical periods that all students included in the research sample are curious about are also related to the historical characters and historical events that students are most curious about, and are under the influence of the history programs and curriculum. It

can be stated that all students mentioned 43 different events, situations, wars, times and periods about historical periods. All the students participating in the study, used expressions such as the Ottoman Period, Dissolution of the Ottoman Empire, the Ottoman Establishment Period, the Tulip Period, Ottoman Interregnum, Rise of the Ottoman Empire, the 1st Tanzimat, the Fatih Sultan Mehmet Period, Murat the 4th, Suleiman the Magnificent and Yavuz Sultan Selim.

The distribution of data on the History of the Ottoman Empire of all students participating in the study is as follows: Ottoman Period 15, Fatih Sultan Mehmet Period 7, Ottoman Formation Period 4, Tulip Period 3, Rise of the Ottoman Empire 3, 1st Tanzimat Period 3, Interregnum Period 2, Dissolution of the Ottoman Empire 2, Yavuz Sultan Selim Period 2, Suleiman The Magnificent Period 1, Murat the 4th Period 1.

According to this result, all the students who made up the sample mostly expressed the Ottoman Period, the Fatih Sultan Mehmet Period and the Ottoman Establishment Period regarding the History of the Ottoman Empire.

They used expressions such as Atatürk Era, War of Independence and National Movement regarding the Establishment of the Republic of Türkiye. The fact that periods such as Seljuks, Gokturks, Asian Huns, Central Asian Turks were mentioned only once by the students included in the research sample shows that the students' curiosity about these periods is extremely low. Considering all the schools where the study was conducted, the historical period was mentioned the most by the students included in the sample at Erdemli Anatolian High School and Erdemli Borsa Istanbul Science High School, and the historical period was mentioned the least by the students at Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School and Erdemli TED Mersin College. The Age of Enlightenment (Renaissance and Reformation) was most wondered about by the students who participated in the study at Ted Mersin College and Borsa Istanbul Science High School. Curiosity about the Islamic History Period was mostly concentrated on the students who participated in the study at Erdemli Anatolian Imam Hatip High School.

Data regarding the effects of historical TV series on the historical curiosity of the students included in the research sample are included in the tables below.

Table 6 The effect of historical TV series on history curiosity

Historical TV Series	Schools						Total Frequency
	Anatolia n High School	Vocational and Technical Anatolian High School	Anatolia Imam Hatip High School	Private School	Science High School		
Increases My Curiosity in History	11	14	14	12	11	62	
It Has No Effect on My Interest in History	10	6	8	7	5	36	
Historical TV Series Do Not Reflect the Truth	6	3	2	2	11	24	
I Don't Watch Historical TV Series	2	7	2	6	3	20	
Helps Consolidate History	1		4	3		8	

Regarding the question of the effect of historical TV series on historical curiosity, when all high schools are evaluated in general, 62 of the 150 students included in the research sample stated that historical TV series increase their curiosity about history, 36 students say that they do not affect their historical curiosity, 24 students say that historical TV series do not reflect reality, 20 students say that they do not watch historical TV series and 8 students say that the historical TV series help reinforce history.

The fact that 20 students among all the students who participated in the research said "I do not watch historical TV series" shows that recent historical TV series are watched at a very high rate by high school students. 70 of the 130 students who participated in the study and watched historical TV series responded to the question about the effect of historical TV series on historical curiosity by saying, "It increases my curiosity about history and helps to reinforce it." while 36 of them answered, "It has no effect on my interest in history." To the question of the effect of historical TV series on history curiosity, the most positive answer was given by the students participating in the study at Erdemli Anatolian Imam Hatip High School, and the least positive answer was given by the students of Erdemli Borsa Istanbul Science High School. According to these results, it can be said that historical TV series play a positive role in students' historical curiosity. 24 of all students participating in the research said, "Historical TV series do not reflect reality." It can be stated that producing historical TV series in a format that is more realistic, appropriate to the original content of historical information, and closer to the conditions of the period in which historical events took place can provide great benefits in historical curiosity and history education.

Data regarding other things that the students included in the research sample are curious about history are included in the tables below.

Table 7 Other topics that students are curious about history

Other topics that students are curious about history	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian Imam Hatip High School	Private School	Science High School	
Accuracy of History Textbooks			3	1	7	11
Ancient Inventions and Technologies	3	2	2	1	2	10
Lives of Ancient People	1	1	3	3	2	10
Wars	3		1	1	4	9
Ataturk	1	5	2			8
Palace Life	1		1		2	4
Roman Empire	2			1		3
History Not Written in Textbooks	2				1	3
My Own Origins	1	2				3
Stone Age	1		1			2
Genghis Khan	1		1			2
The Byzantine Empire	1			1		2
Founding of the USA	1			1		2
Seljuk Period		1			1	2

Regarding the question of “What else are you curious about history?” students mentioned 43 different historical events, subjects, historical periods, wars, historical places, science and technology, social life and other topics (whether the history textbooks are correct or not, the history not written in the history books, ones own origins, the founding of the world, unsolved mysteries, etc.). The answers given by all students included in the research sample in all schools participating in the study are as follows: Whether history textbooks are correct or not 11, Ancient inventions and technologies 10, Life of ancient people 10, Wars 9, Ataturk 8, Palace life in the Ottoman Empire 4, Roman Empire 3, History not written in textbooks 3, one’s own origins 3.

As seen in these results, it can be stated that students in all schools included in the research sample are curious about very different things. In addition, we see that students' curiosity about topics such as whether the history textbooks are accurate, ancient inventions and technologies, the lives of ancient people and wars in world history are at the forefront. The use of the phrase "whether the history textbooks are correct or not" to the question of what else are you curious about the history of the students included in the research sample can be seen as an issue that needs to be emphasized. Of all the high schools participating in the study, the curiosity about whether the textbooks are correct or not was mostly seen in the students at Borsa İstanbul Science High School and Erdemli Anatolian Imam Hatip High School.

It can be said that curiosity about ancient inventions and technologies and the life of ancient people was expressed in similar numbers by the students from different high schools included in the study. Among the students from all high schools included in the research sample, regarding other things they are curious about history, ancient inventions and technologies are seen mostly in Erdemli Anatolian High School, Wars are mostly seen in Erdemli Borsa İstanbul Science High School, and Atatürk is seen mostly in students from Erdemli Arpaçbaşı Vocational and Technical Anatolian High School. Palace life, own origins, the Roman Empire, and the topics that are not written in textbooks are among the other things that students are curious about.

CONCLUSION AND IMPLICATIONS

In this study, the interest in history of high school students studying in different types of schools was examined. The results and inferences obtained as a result of the analyzes made on this subject are included in this section.

High school students included in the research sample are generally curious about the leading characters, their lives, and the historical places where the events they experience take place, especially the wars. The most effective factor in this was the history curriculum's emphasis on historical characters, the historical places they lived in and the wars they fought. In particular, Atatürk's achievements, victories, principles and reforms, as well as history programs and curriculum, have an impact on the intense curiosity about Mustafa Kemal Atatürk. The achievements, struggles, wars and lives of Turkish Rulers, Ottoman Sultans and especially state leaders such as Mehmed the Conqueror have become a subject of curiosity for students in this field, as they find a wide place in the history curriculum in terms of political and military aspects. Similar to our research, Altun (2016) stated that Mustafa Kemal Atatürk and Fatih Sultan Mehmet are the historical characters most inquired about. It has been reported that the historical figures who are Mustafa Kemal Atatürk and Fatih Sultan Mehmet. Our history from pre-Ottoman, Ottoman and National Struggle to the present day is not just wars, sultans and military characters. For this reason, it is extremely important to include a little more space and arouse curiosity about important historical characters and events in science, art, literature, culture and all other fields of life, apart from political and military characters and events. After Mustafa Kemal Atatürk and Fatih Sultan Mehmet, who are historical characters that students are most curious about, the students participating in the research were most curious about historical characters with warrior characteristics such as Genghis Khan, Timur and Hitler. All students in the schools included in the research sample named 44 different historical characters. It was seen that 27 of these historical characters were from Turkish History, 15 were from foreign nations and 2 were religious characters. Among the historical people that the students participating in the study were curious about, historical characters in Turkish History were wondered more intensely than characters in world history. In all high schools where the research was conducted, the most foreign historical characters were seen in the students of Erdemli TED Mersin College and the least foreign historical characters were seen in the students of Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School. In addition, male historical characters were mentioned much more frequently among the students who participated in the research on historical characters. 35 male historical characters were named by students compared to only 9 female historical characters. Among the high schools participating in the research, the most female historical characters were mentioned in Erdemli TED Mersin College and the least female historical characters were mentioned in Erdemli Anatolian Imam Hatip High School. None of the students included in the research sample at Erdemli Anatolian Imam Hatip High School were curious about a female historical character. It can be stated that this result is influenced by the fact that male historical characters predominate in the history curriculum, as well as the fact that all students participating in the study at Erdemli Anatolian Imam Hatip High School are male.

Historical events that students are most curious about are related to the historical leaders and historical characters they are curious about. High school students participating in the study are mostly curious about military events, wars related to these events and political history. Altun (2016) stated in his research that the Conquest of Istanbul and the Turkish War of Independence were the topics most inquired about. Our research was compatible with these findings. It is seen

that all of the students participating in the study in all high schools included in the research sample talked about 57 different events, situations, historical characters, social and cultural events and historical places in the history of the world. This shows that the curiosity of the students participating in the study about historical events is not focused on any historical period, event or subject and varies. However, 37 of these 57 different expressions are related to wars, leading characters, and political events of states and empires. While the high school students participating in the research were mostly curious about historical events and wars related to our own history, Erdemli TED Mersin College students said they were curious about World War II and the 30 Years' War, and Erdemli Anatolian High School students said they were curious about World War II. While students' own characteristics may be effective in the differentiation here, history teachers may also play a role. Curiosity about wars and political history, both in our own history and in the history of other nations, stems from the influence of history programs and history curriculum. Past scientific events, art, literature, all social and cultural activities, events, situations, characters, works and products are elements that should be adequately included in the history curriculum. Ata (2006) stated in his research that historical situations such as the cultures of other countries, kings/sultans, the daily lives of ordinary people and the formation of nations were wondered. In our research, it has been seen that the inferences outside the daily lives of ordinary people are similar.

Göbeklitepe took the first place in the historical places that the high school students included in the research sample were most curious about. In addition, Hagia Sophia, Çanakkale, Topkapı Palace, Pyramids and many other historical places have been a matter of curiosity. It can be thought that the media and social media played a role in the intense curiosity around Göbeklitepe. Nowadays, the press, internet and social media are very influential on people, and social media use is very common, especially among high school students. This shows that using social media, the internet and other applications more effectively and broadly in history teaching can provide great benefits. Again, it can be said that the interest in Hagia Sophia has been influenced by the news, comments and shares that have appeared in all kinds of media lately about its conversion back into a mosque. All of the students participating in the study at all high schools included in the research sample said that they were curious about 58 different historical places around the world. Based on this, we can state that the historical place interests of all high school students participating in the study vary. We see that 34 of the 58 historical places stated by the students participating in the research are in Turkey and 24 are outside our country. We see that 13 of the 34 historical sites in Turkey are in Istanbul. Altun (2016) stated in his research that historical places such as Istanbul and the Pyramids are the most inquired about. Our study was greatly compatible with this result. The historical places in Central Asia, which are among the most important parts of our history, such as the Göktürk Monuments, Ötüken and the places where the Turks first settled, are expressed only once in the historical places that students are curious about.

When it comes to historical periods students are curious about, we can say that the ones most wondered about are related to historical characters and historical events. It seems that the historical periods that the high school students participating in the study are most curious about are the historical periods related to the Ottoman Empire, the Middle Ages and the Establishment of the Republic of Turkey. Although the historical periods that are wondered about among high school students are generally historical periods related to our own history, the Renaissance was the most inquired historical period at Erdemli TED Mersin College. At Erdemli Anatolian High School and Erdemli Anatolian Imam Hatip High School, the historical period students were most curious about was the Middle Ages. The answers of the high school students included in

the research sample regarding the Ottoman Empire vary widely. They mentioned periods such as the Ottoman Period, Rise of Ottoman Period, Establishment of the Ottoman Empire, the Tulip Period, Dissolution of the Ottoman Empire, 15th Century, 16th Century, 17th Century, the 18th Century, the 19th Century, the Ottoman Interregnum, the First Tanzimat, the Period of Yavuz Sultan Selim, the Period of Suleiman the Magnificent, the Period of Sultan Mehmet the Conqueror, the Period of Murat IV. It seems that the most effective element regarding the periods that high school students are most curious about is the history course curriculum. Then, we can say that the unique characteristics of students and history teachers are also effective in this regard. Altun (2016) stated that in his research, prehistoric periods and the Middle Ages were the most inquired about. It is possible to say that this result is compatible with the results we have obtained. In addition, it is seen that curiosity is concentrated only in the Ottoman and Republican Periods of Turkish History, and only one student each expresses curiosity in the periods related to the Seljuks, Gokturks, and Asian Huns. The fact that historical places in Central Asia, which are among the most important parts of our history, such as Göktürk Monuments, Ötüken and the places where the Turks first settled, mentioned only once each can be seen as a very thought-provoking issue. Likewise, the fact that only Mete Han's name is mentioned among historical characters and that only one student mentions the Ergenekon Epic among historical events shows that Central Asia, which is the starting point of our history and our homeland, is extremely little wondered about by the students participating in the research. This is a very important issue that needs to be considered. The First Muslim Turkish States and the Turkish History before them are very important in every respect and are periods that should be both wondered and known very well. Trying to understand the Ottoman and our history until today without knowing the Turkish History before Islam and Turkish National Culture in all its areas (science, art, literature, architecture, religion, belief, social life, etc.) will lead to a great deficiency.

When we come to the subject of historical TV series, we can say that TV series about a period of history have an important role in the history curiosity of high school students. The vast majority of high school students watch these TV series, and a significant number of them said that TV series with historical content increased their curiosity about history. From this point of view, it can be thought that presenting the historical series in a more realistic way and the events closest to the original will have a positive effect on the history curiosity and will be beneficial in history teaching.

Students gave very different answers to the question of "What else are you curious about history?". 11 students included in the research sample wondered whether the textbooks were correct. Of all the high schools participating in the study, the curiosity about "whether the textbooks are correct or not" was mostly seen in the students from Borsa Istanbul Science High School and Erdemli Anatolian Imam Hatip High School. The fact that high school students wonder whether their history textbooks are accurate may be a situation that requires research and needs to be revealed with reasons. It should be revealed whether this issue stems from a conflict between the history that the student learned, read, heard or knows outside of school and the history they encounter in the textbook, or whether they think that the historical information in the textbook is different from the truth or is not objective. Identifying the reasons for high school students' distrust of the history textbook and conducting a more detailed study on this subject will benefit both history and the student.

Based on the results of the analysis, the following recommendations can be made.

More space should be given in the history curriculum not only to political and military events, but also to other historical elements such as important characters, events and works in science, art, literature, culture and all other fields. Students should be given a broad perspective in history lessons by providing information not only about wars and leaders but also about different aspects of history. In order to increase curiosity about Turkish History before Islam and especially Turkish National Culture, Ministry of Education and schools can work in harmony and additions can be made to the textbooks.

To encourage student participation, teaching methods should be diversified and student-centered approaches should be adopted. Social media, the internet and other technological tools should be integrated into the history course and used to ensure active participation of students.

History textbooks should be given more importance and should be created from reliable sources. In order to eliminate students' distrust of textbooks, source checks should be made to ensure the accuracy of historical information and attention should be paid to their scientific accuracy. In addition, textbooks should present different perspectives in a more objective way and contain materials that can improve students' critical thinking skills. Both students' historical curiosity and expectations should be taken into consideration more when writing textbooks and creating the history curriculum. It is important for teachers to consider students' interests and curiosities in history lessons. Spending more time on subjects in which students are particularly interested and doing in-depth studies on these subjects can further increase their interest in history. Trips to the historical regions can be organized to satisfy students' curiosity about historical places.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).



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Interaction Problems of International Students Learning Turkish As A Second Language Centered On The Purchase Of Goods And Services*

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Abstract:

International students who learn Turkish as a second language interact using Turkish both in their educational lives and in their daily lives. International students, who frequently interact with teachers, other students and, when necessary, administrators in educational environments, have to interact in their daily lives to purchase goods and services. This study identified the interaction problems experienced by 10 international students from seven different nationalities with C1 language proficiency in purchasing goods and services in Turkey/Kastamonu. Then suggestions were given for their solution. Designed as qualitative research, the study is based on a phenomenology design. The study data were collected face-to-face through a semi-structured interview form prepared by the researchers and submitted to expert opinion. Content analysis was used to analyze the data and the problems students experienced in purchasing goods and services under 5 themes. As a result of the interviews and their analysis, language barriers, inadequacy in reception, emotional reactions, adaptation and cultural differences, and differences due to bureaucratic functioning constitute the center of the interaction problems experienced by students. Interviews with the participants revealed that the most common problems were experienced at the Provincial Migration Administration, followed by telephone operator companies, banks, hospitals, dormitories, real estate agents and landlords. As coping behaviors with these problems, they resort to mediated help from someone who knows Turkish better than them and to platforms where interaction is less likely.

Anahtar Kelimeler: Second language teaching, language barrier, interaction, purchasing goods and services, international students.

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INTRODUCTION

Many of the problems faced by students who learn Turkish as a second language in Turkey are based on the difficulties, they experience in establishing interaction. They find the 'language barrier' as an important problem both in the education and training process and in maintaining their daily lives.

The issue of 'language barrier' is one of the most fundamental problems experienced by learners of Turkish as a second language in the process of communication and interaction (Emin, 2019). Language barrier can be defined as the inability to fully express one's feelings and thoughts while speaking in a foreign/second language. Brown (1994) explains this situation with the fact that the social context of the language is largely effective in the characteristics of the second language.

With the rapidly developing technology and increasing globalization, it has become quite common for young people to be involved in education processes in different countries. In the countries they go to, students who learn the language of that country as a second language have to communicate and interact in the target language. This situation brings along many problems for international students. These problems can be stated as inability to communicate with their peers in the faculties they attend due to the language barrier, academic failure, stress, anxiety, isolation and loneliness, culture shock, financial difficulties, lack of suitable accommodation, lack of adaptation in daily life (Wu et al., 2015).

Translated with www.DeepL.com/Translator (free version) International students purchase goods and services in almost every area of their daily lives in the countries where they live. The purchase of goods and services can be explained as an individual's utilization of any service sector to meet their needs. In order for students to benefit from such service sectors, especially health and social services, food and beverage services, accommodation, education and finance, a healthy communication environment must first be established. In this sense, the language barrier can pose a major problem, especially in the procurement of goods and services. Since language enables communication between people, these disruptions in the second language learning/use process make it difficult for international students to communicate with society and sometimes even prevent it completely. Most of the problems experienced by international students in Turkey stem from the language barrier.

According to 2018 data published by the United Nations Educational, Scientific and Cultural Organization, Turkey has the 10th highest number of international students in higher education, with 125,138 (UNESCO, 2018). As of 2023, more than 300 thousand international students from 198 countries are studying in Turkey (YÖK, 2023). Despite the ever-increasing number of international students, to our knowledge, no study in the literature is based on interaction and purchase of goods and services centered on Communicative Language Effectiveness Scales in teaching Turkish as a second language. The primary purpose of this study is to identify the problems and experiences of international students studying at Kastamonu University Turkish Teaching Application and Research Center (TÖMER) under different themes, primarily the language barrier, and to propose solutions to these problems.

Below is the distribution of the total number of international students included in the undergraduate/graduate education process at Kastamonu University TÖMER and various faculties in 2012-2023:

Table 1. Distribution of the Total Number of International Students Studying at Kastamonu University by Years

Year	Total International Students
2012	58
2013	175
2014	408
2015	1097
2016	1514
2017	2186
2018	3941
2019	3765
2020	3130
2021	2736
2022	2138
2023	2063
Total	23.211

According to the latest data announced by Turkish Statistical Institute for the year 2022, a total of 378,115 people live in Kastamonu. According to the latest data announced by Kastamonu University Student Affairs Department, there are 2063 international students from 54 different countries at the university. According to these statistics, international students studying at Kastamonu University constitute 2.063% of the total population.

In the literature, there are many studies on the problems experienced by international students in learning and using Turkish as a second language. In these studies, adaptation problems (Açık, 2008; Er et al., 2012; İşcan, 2020) and problems related to language skills (Genç, 2017; Gürbüz & Güleç, 2016; Karatay & Kaya, 2019; Maden & İşcan, 2011) have come to the fore. With the complementary volume of the Common European Framework of Reference for Languages (CEFR) published in 2020, interaction skills, as well as reception and production skills, have gained more importance in foreign/second language teaching. In this context, this study focuses on international students' adaptation to the city and culture in terms of communication and interaction. In the light of the literature and the feedback received from the teachers working in the field, the following questions constitute the main outlines of the study:

1. What problems do international students face in procuring goods and services?
2. What do international students experience language-related problems in procuring goods and services?
3. What do international students experience the problems in procuring goods and services due to cultural differences?
4. What do international students experience the problems in procuring goods and services due to perception problems?
5. What do international students experience the emotional problems in procuring goods and services?
6. How do international students deal with problems in procuring goods and services?

METHOD

The study was designed as a qualitative research. Qualitative research can be defined as "research in which qualitative data collection techniques such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and events realistically and holistically in a natural environment" (Yıldırım & Şimşek, 2008, p. 39). The study, designed as qualitative research, has a phenomenology design. Karagöz (2017) defines phenomenology as a method that focuses on a multidimensional description of situations and events in a unity and revealing their meanings, and mentions that the sample should be selected small for detailed analysis of the events or situations to be examined. For this reason, detailed interviews were conducted with 10 participants on the interaction problems they experienced and their possible reasons for these problems.

Participant

One of the advantages of phenomenological research is that it provides opportunities for the researcher to identify the participants' personal experiences. In this way, in-depth data collection was carried out with a limited sample. A total of ten students from seven different nationalities, residing in Kastamonu and studying at Kastamonu University TÖMER, at C1 language level, participated in the study.

Table 2. General Profile of International Students Participating in the Interview

Person Interviewed	Gender	Age	Country	Time spent in Turkey
Participant 1	Male	19	Syria	7 month
Participant 2	Female	18	Palestine	9 month
Participant 3	Female	19	Somalia	12 month
Participant 4	Female	18	Kazakhstan	9 month
Participant 5	Female	20	Somalia	9 month
Participant 6	Male	18	Indonesia	12 month
Participant 7	Male	19	Afghanistan	15 month
Participant 8	Female	19	Kyrgyzstan	9 month
Participant 9	Female	19	Kyrgyzstan	12 month
Participant 10	Female	18	Kyrgyzstan	12 month

Data Collection Tool

As it is known, there are three general data collection techniques in qualitative research: interview, observation and document. In this study, the interview technique was used in order to determine the experiences of international students regarding the purchase of goods and services in Turkey and the problems they experience in this regard. A semi-structured interview form was prepared by the authors to be used in the interview. The reasons for using a semi-structured interview form are; systematic data collection related to the problem situation and to reveal different problems that have not been mentioned before with additional questions depending on the progress of the interview. In the creation of the interview form, 30 interrelated questions were first created and these were shared online with 5 instructors who have been working in the field for an average of 8-12 years. Through the prepared form, the opinions of the experts were received as appropriate/inappropriate/need to be improved. These opinions were collected on a single form. Questions that were not deemed appropriate by the experts were removed from the form and the form was finalized. Some of the questions in the interview forum are as follows:

1. How do you solve the problems you experience in procuring goods or services?

2. What problems do you experience in purchasing goods or services due to understanding/explaining Turkish?
3. What are the biggest problems you experience in procuring goods and services? Where do these problems usually occur?
4. What cultural differences do you experience when purchasing goods or services? Are these a problem for you?
5. Do you usually prefer the same places to purchase goods or services or different places? Why?
6. Do you experience uneasiness/timidity/fear etc. when purchasing goods or services? Why?
7. Compared to your home country/culture, what are the differences in the purchase of goods and services here? Are these a problem for you?

Data Collection Process

After the preparation of the data collection tool, the data collection process started. At this stage, interviews with the sample group were planned first. Then, semi-structured interviews were conducted with one student daily for an average of 30-45 minutes. The interviews were recorded with a voice recorder and then transcribed by the authors. When deemed necessary, the interview data were also supported by observation. In addition, additional questions related to the context were needed during the semi-structured interviews.

Data Analysis

After the data collection process, the data were analyzed. Content analysis was used to analyze the data. Content analysis requires a closer examination of the data obtained and reaching concepts and themes that explain these data (Yıldırım & Şimşek, 2008). With content analysis, the contents of the participants' opinions are systematically defined (Altunışık et al., 2010). As a result of the content analysis, the necessary themes were created and the experiences of the students and the problems they experienced were systematically processed.

It is an expected situation that qualitative research does not allow generalization due to reasons such as sample selection, dealing with events that take place in a certain time, place and sociocultural context. However, since the findings obtained as a result of qualitative research will give an idea about the subject to be examined, it is expected to provide socially meaningful perspectives on the issue addressed and to provide practitioners with experience. The data obtained in the study were analyzed separately by two researchers. In order to prevent a possible inconsistency, the Miles-Huberman reliability formula was used and a 90.1% agreement rate was determined between the researchers' analyzes. As a result of the data analysis of the interviews conducted in this context, the interaction problems experienced by international students were discussed and interpreted in seven different sub-categories.

FINDINGS AND DISCUSSION

As a result of the data obtained in the study, the interaction problems experienced by international students in purchasing goods and services were categorized under 5 main headings: language barrier, inadequacy in reception, emotional reactions, adaptation and cultural differences, and Differences due to Bureaucratic Functioning. Then, it was determined how students try to cope with these problems.

Language Barrier

The language barrier is one of the main factors that negatively affect the interaction skills of international students who live in Turkey and learn Turkish as a second language. Language directly affects the adaptation process of international students to education and culture in positive or negative ways (Baker, 2001). Success in language education is expected to affect the student in terms of education and adaptation positively. Otherwise, the language barrier may hinder the student's adaptation to education and daily life in many ways. The interviews with the participants determined that they all had problems due to the language barrier. Some participant statements regarding this situation are as follows:

- "When I go to the hospital, I don't understand what the staff and doctors say." - P.1.
- "If I say something wrong, it may have a wrong meaning." - P.2.
- "When I am going to pay, some things, for example, the invoice may be a little different from what I received, and I try to explain them. I mean, I didn't receive this. Some of them accept it, some of them are harsh. I mean, you don't know Turkish that much and can't speak it, why are you dealing with us..." - P.2.
- "(...) when I talk to my friends of other nationalities and other countries, if I speak Turkish, there is no problem, but when I talk to real Turks, I cannot always speak well. (...) I don't know if I am a little embarrassed." - P.4.
- "I always go to the same restaurant because communication is easier." - P.5.
- "In Somalia they speak English and Arabic. (...) You only speak Turkish. I don't speak Turkish very well." - P.5.
- "I speak security. It was very difficult." - P.6. (Says that it is very difficult to communicate with the security at the Provincial Migration Management)
- "I was using the word 'so-and-so' a lot, I didn't understand its meaning." - P.7.
- "I was always speaking English." - P.7. (He says that when he lived in Istanbul, he always spoke English due to the fear of not being understood)
- "When I first came to Turkey, I didn't know any Turkish at all, just ok, no, yes. I knew only three words. When people would say them, I would not understand at all. I would just say okay, no, yes." -P.8.
- "It was very difficult to talk to the owner." - P.9. (When she first came to Turkey, she found it challenging to communicate with her host.

Inadequacy in Reception

The first factor that makes it difficult for international students to interact is the problems in their reception skills. In the interviews, 8 participants mentioned their problems with their reception skills. Oral comprehension affects interaction skills as a fundamental problem, especially when they need to establish a dialog. Some participant statements exemplifying this situation are as follows:

- "When I am going to pay, some things, for example, the invoice may be a little different from what I received and I try to explain them. I mean, I didn't receive this. Some of them accept it, some of them are harsh. I mean, you don't know Turkish that much and can't speak it, why are you dealing with us..." - P.2.
- "I am talking security. It was very difficult." - P.6. (Says it was very difficult to communicate with the security at the Provincial Migration Management)

- "When I first came to Turkey, I did not speak Turkish. I only knew okay, no, yes. I knew only three words. When people would say them, I would not understand them at all. I would just say okay, no, yes." - K.8.
- "It was very difficult to talk to the owner." - P.9. (Says that she had difficulties communicating with her host when she first came to Turkey.)
- "I couldn't explain anything, I didn't understand them when I first arrived. It was very difficult because I did not know how and where to stay and I did not speak Turkish." - K.1.
- "There should have been an interpreter." - P.2. (She stated that there were interpreters at the Provincial Migration Management, but they were not fluent in Arabic and therefore she could not understand the staff correctly).

Emotional Reactions

When the participants' statements were analyzed, it was determined that they felt embarrassment, anxiety, fear and exclusion the most emotionally. 8 participants felt anxious due to the anxiety of not being able to express themselves correctly and not understanding the other party. Embarrassment and fear due to anxiety were also identified as emotional states that negatively affected the interaction. As a result, it was observed that some participants wanted to place orders through online environments that minimize interaction. Some participants stated they were greeted coldly by the officials they dealt with, especially in service purchases with intense bureaucratic procedures and detailed procedures, and felt lonely/excluded. Some participant statements on the subject are as follows:

- "I said the wrong word. They laugh." - P.1. (He says he feels embarrassed in this situation.)
- "I feel a little embarrassed."- P.2. (She says she orders online to avoid communication.)
- "I said something and they were always laughing." - P.2. (She says she feels shy in this situation.)
- "(...) There are some problems because I am a foreigner." - P.2. (She thinks that her identity card was issued late because she had communication problems with the officers at the Provincial Migration Administration.)
- "When I am going to pay, some things, for example, the invoice may be a little different from what I received, and I try to explain them. I mean, I didn't receive this. Some accept it, some act harshly. I mean, you don't know Turkish that much and you can't speak it, why are you dealing with us..." - P.2. (She says that no one has ever said this explicitly, but she feels that way from their behavior. She states that when she started to experience such a situation, she started to feel a little scared).
- "I was afraid because I was speaking Turkish for the first time."- P.3. (She says she was afraid of being misunderstood.)
- "(...) when I talk to my friends of other nationalities and other countries, if I speak Turkish, there is no problem, but when I talk to real Turks, I can't always speak well. (...) I don't know if I am a little embarrassed." - P.4.
- "He was very cold." - P.4. (Talking about a bank employee)
- "I don't want to talk, I am afraid of being misunderstood." - P.6.
- "(...) I was embarrassed."- P.8. (She says that she could not communicate with people when she first came to Turkey. She expresses that she is ashamed of this situation because she cannot answer when people ask questions).

- "I can say that the woman there behaved badly."- P.9. (She is talking about a market employee. She feels excluded.)
- "I can say they are fed up with me." - P.2. (Talking about civil servants working at the Provincial Migration Administration)
- "They thought that he doesn't understand us." - P.4. (She says that a bank employee gave the participant and her friend a piece of paper on which she wrote what she needed to do because she thought she was not understood. She expressed that she was upset by this situation because they understood the employee well).

Adaptation and Cultural Differences

One of the main variables affecting the interaction between individuals is cultural differences. When we ignore other variables, individuals from cultures with close and similar characteristics are expected to feel more comfortable during communication. On the other hand, it is possible that individuals who grow up in very different cultural environments may have more difficulties in communication. Bartel (2001) and Baker and Harel (2004) state that the inability to understand and identify with different cultural groups may lead to negative attitudes towards these groups. About culture, the individual's adaptation to society is one factor that directly affects communication. 7 participants stated they had difficulties in service provision due to orientation problems and cultural differences. The statements of some of them are as follows:

- "I couldn't explain anything, I didn't understand them when I first arrived. It was very difficult because I did not know how and where to stay and I did not speak Turkish." - P.9.
- "When we first arrived, we always used taxis."- P.4. (She says that she had an adaptation problem with the city.)
- "They don't want to give houses to foreign students."- P.8
- "He noticed that I didn't speak much Turkish, so he gave me a postpaid line."- P.3. (She says that she went for a prepaid line but the employees gave her a postpaid line. She explains the reason with the fact that she is a foreigner).
- "When it is time for the lunch break, the officers stop working. So there was no such thing. (...) The transactions stop. (...) I will have to come back in an hour." - P.2. (He says that this system does not exist in his country of origin, Dubai)
- "In Somalia they speak English and Arabic. (...) You only speak Turkish. I don't speak Turkish very well."- P.5.

Differences due to Bureaucratic Functioning

One of the main problems international students face in procuring goods and services in the cities where they live is the differences in bureaucratic procedures. It was observed that 9 participants, who frequently compared the functioning of their countries of origin with ours, experienced problems in this sense. It was observed that the participants had difficulty following these bureaucratic sequences, especially in institutions with high bureaucratic procedures such as banks and immigration authorities. Some participant statements related to this are as follows:

- "(...) There are some problems because I am a foreigner." - P.2. (He thinks that his identity card was issued late because he had communication problems with the officers at the Provincial Migration Management)

- "When I am going to pay, some things, for example, the invoice may be a little different from the things I bought and I try to explain them. I mean, I didn't buy this. Some of them accept it, and some of them act harshly. I mean, you don't know Turkish that much and can't speak it, why are you dealing with us..." - P.2.
- "He said it was not your turn, but our turn had already passed." - P.4. (Talking about a bank employee.)
- "I don't know what to do now." - P.1. (He says that he requested a contactless card from a bank but still hasn't received it, so he doesn't know what to do.)
- "When it is time for the lunch break, the officers stop working. So there was no such thing. (...) The transactions stop. (...) I will have to come back in an hour." - P.2. (She says that this system does not exist in her country of origin, Dubai)
- "They don't make appointments there. It is very easy. You can just go directly to the doctor. - P.5. (She says there is no appointment queue in hospitals in Somalia compared to Turkey.)
- "We wait for a month to give a card, but here in Turkey, it is unnecessary to wait. - P.8.
- "In Kazakhstan, we don't have to go to a company to get a number. You just go to the market, get your number and we can use it, but here it is not like that." - K.9.

Coping Behaviors with Interaction Problems Experienced

Interviews with the participants revealed their problems and how they cope or try to cope with them. At this point, the most prominent behavior is 'getting help from someone who speaks Turkish better than them.' Half of the participants stated that they prefer this way when they have difficulty communicating. Again, it has been observed that they use online sites that minimize interaction in the face of problems in purchasing goods and services or prefer places where they feel more comfortable. Some of the participants' behaviors to cope with problems can be exemplified as follows:

- "I went with a friend because he speaks very well." - P.1. (Explains that hhe had an orientation problem with the city. He says that he prefers to go with him friend because him friend has been in Turkey for many years and him Turkish is more understandable).
- "I have a friend. He is a former student in Kastamonu. He helps me to find a house." - P.6.
- "Once there was a mix-up in the supermarket because of the change and I told my friend." - P.6.
- "My aunt's son lived in Istanbul. When I first came, I stayed with them for two days. They arranged a house for me." - P.7.
- "I can look up and learn everything on the internet." - P.7.
- "(...) they could not understand me at that time. That's why I was going there with my friends."- P.10.
- "I look online to see how I can solve it. Otherwise, I ask my friends. Sometimes I use a dictionary."- P.10
- "I always go to the same restaurant because communication is easier." - P.5.

CONCLUSION AND IMPLICATIONS

The adaptation of international students to the country and city they live in is a critical issue both individually for the students and socially for the people living in that country and city.

The study conducted with 10 participants who have been in Turkey for an average of 10 months and have a C1 level language certificate from TÖMER within the university determined that all participants experienced problems purchasing goods and services, albeit for different reasons. According to the data obtained; the primary sources of problems experienced in purchasing goods and services are procurement problems, language barriers, emotional reactions, adaptation and cultural differences, and bureaucratic functioning. This sub-categorization created as a result of semi-structured interviews is in line with the results of Kim and Mattila (2011).

The interviews with the participants revealed that the most common problems were experienced at the Provincial Migration Administration, followed by telephone operator companies, banks, hospitals, hospitals, dormitories, real estate agents and landlords.

Participants (2,6,7 and 10) mentioned the difficulty of communicating with the staff at the Provincial Migration Administration, which is the place where the most frequent problem is experienced in terms of receiving services. Due to this communication problem, one participant (P.2.) stated, "It is not enough for me to go to the Provincial Migration Administration just once." In addition, the statement of the same participant about the officers working at the Provincial Migration Administration, "I can say that they get tired of me." is thought-provoking regarding the language barrier, service provision and emotional reactions.

The problems experienced in telephone operator companies are mainly due to the language barrier. For example, one participant (P.5.) said that the employees of an operator company asked her to come with an interpreter and did not help her. This caused both emotional reactions and self-confidence problems for the participant. The same participant stated that she did not prefer the operator company again. When evaluated within the framework of purchasing goods and services, it was evaluated that the participant, who had difficulty communicating due to the language barrier and whose self-confidence was broken, developed similar attitudes in other areas of life and avoided communicating. This situation can indicate that when it comes to second language teaching, communication and interaction problems experienced in one subject can quickly spread to other areas.

The problems experienced in hospitals and student dormitories are similar to those mentioned above. Problems in the hospital usually arise from the patient's, i.e. the participant's, lack of understanding of medical jargon. This causes the participant not to explain his/her complaint to the doctor and the doctor not to understand the patient. One participant expressed this situation (P.1.) "When I go to the hospital, I do not understand what the staff and doctors say."

Most international students in Turkey to receive education and learn Turkish as a second language live in dormitories. According to the findings, student dormitories are another place where problems are frequently experienced in service procurement. Students stated that when they first came to Turkey, they could not understand and explain anything because their Turkish was not very good. One of the participants (P.9.) stated this situation as follows: "I couldn't explain anything, I didn't understand them at all when I first arrived. It was very difficult because I did not know how and where to stay and I did not speak Turkish." The problems related to the dormitory can be categorized under the headings of language barrier, bureaucratic functioning and cultural differences.

Language barriers, bureaucratic procedures and cultural differences are the main reasons for problems in bank transactions and real estate agent-homeowner relations. The leading cause of these problems is the language barrier and bureaucratic procedures. Depending on individual differences, such problems cause emotional reactions and decrease motivation to communicate and interact. Embarrassment, fear, high levels of anxiety and feelings of exclusion were the most frequently expressed emotional reactions. These reactions often arise from the language barrier in communication and manifest themselves differently. For example, some participants openly expressed embarrassment when they used a wrong expression. This leads to a decreased willingness to communicate and feeling ignored.

- "I said the wrong word. They laugh." - P.1. (He says he feels shy in this situation.)
- "I don't want to talk. I am afraid of being misunderstood." - P.6.

The data clearly show that the participants have problems, especially in reception and interaction skills with native speakers. This situation makes it difficult for the speakers of Turkish as a second language to purchase goods and services and accordingly to adapt to the place where they live. Based on all these data, the following suggestions can be made to solve the problems in interaction skills:

- ✓ The level of knowledge of Turkish as a second language teachers about reception, production and interaction skills can be determined and their awareness of different application opportunities can be increased,
- ✓ Textbooks, the basic materials of teaching, are insufficient in terms of interaction skills (Demirel & Fakazlı; 2021). In this sense, textbooks can be revised and instructors can do interaction activities with additional resources.
- ✓ In teaching Turkish as a second language, the fact that language teaching is done in Turkey should be utilized in an informal sense.
- ✓ Orientation programs can be organized by universities and municipalities for international students to avoid orientation problems related to the city. Brochures/booklets on this subject can be distributed to students.
- ✓ Places where international students frequently experience problems can be contacted and students' problems can be expressed and employees can be informed.
- ✓ In order for international students to benefit from services such as health and banking services more efficiently, practices that exemplify the bureaucratic functioning in these places can be included in the teaching process in a planned manner.
- ✓ Psychological counseling and guidance services for international students can be provided at universities.
- ✓ Conducting a similar study with international students living in different regions and cities in the form of a large-scale needs analysis will help Turkey to protect and develop its international student potential.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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İkinci Dil Olarak Türkçe Öğrenen Uluslararası Öğrencilerin Mal ve Hizmet Alımı Merkezli Etkileşim Sorunları

Öz:

İkinci dil olarak Türkçe öğrenen uluslararası öğrenciler hem eğitim hayatlarında hem günlük yaşamlarında Türkçe kullanarak farklı bağlamlarda etkileşime girmektedir. Eğitim ortamlarında sıklıkla öğretmenlerle, diğer öğrencilerle ve gerektiğinde idarecilerle etkileşime giren uluslararası öğrenciler; günlük hayatlarında da mal ve hizmet alımı gereksesi ile etkileşim kurmak zorunda kalmaktadır. Çalışmada Türkiye/Kastamonu ile sınırlılığında C1 dil yeterliğine sahip yedi farklı milletten 10 uluslararası öğrencinin mal ve hizmet alımında yaşadığı etkileşim sorunları tespit edilmiş ve ardından bunun çözümüne yönelik öneriler verilmiştir. Nitel bir araştırma olarak tasarlanan çalışma fenomenoloji desenindedir. Çalışmanın verileri araştırmacılar tarafından hazırlanıp uzman görüşüne sunulan yarı yapılandırılmış görüşme formu aracılığı ile yüz yüze toplanmıştır. Verilerin analizinde içerik analizi kullanılarak öğrencilerin mal ve hizmet alımında yaşadığı sorunlar 5 tema altında incelenmiştir. Yapılan görüşmeler ve bunların analizi sonucunda dil bariyeri, alımlamada yetersizlik, duygusal tepkiler, uyum ve kültürel farklılıklar ile bürokratik işleyişe bağlı farklılıklar; öğrencilerin yaşadığı etkileşim sorunlarının merkezini oluşturmaktadır. Katılımcılarla yapılan görüşmelerde; en sık İl Göç İdaresinde daha sonra sırasıyla telefon operatör şirketleri, bankalar, hastane, yurt, emlakçı-ev sahibi ilişkilerinde sorunlar yaşandığı tespit edilmiştir. Bu sorunlarla başa çıkma davranışı olarak ise kendilerinden daha iyi Türkçe bilen birinden aracı olarak yardım alma ve etkileşim ihtimalinin daha düşük olduğu platformlara başvurma öne çıkmaktadır.

Anahtar Kelimeler: İkinci dil öğretimi, dil bariyeri, etkileşim, mal ve hizmet alımı, uluslararası öğrenciler.

GİRİŞ

Türkiye’de ikinci dil olarak Türkçe öğrenen öğrencilerin yaşadıkları pek çok sorunun temelinde etkileşim kurmakta yaşadıkları zorluklar yer almaktadır. Hem eğitim öğretim sürecinde hem günlük hayatlarını idame ettirmede ‘dil bariyeri’ni önemli bir problem olarak karşılarında bulmaktadırlar.

‘Dil bariyeri’ konusu, ikinci dil olarak Türkçe öğrenenlerin iletişim ve etkileşim kurma sürecinde yaşadığı en temel problemlerdendir (Emin,2019). Dil bariyeri, kişinin yabancı/ikinci bir dilde konuşurken duygu ve düşüncelerini tam olarak ifade edememesi olarak tanımlanabilir. Söz konusu durumu Brown (1994), ikinci dilin karakteristik özelliğinde büyük bir oranda dilin sosyal bağlamının etkili olması ile açıklar.

Hızla gelişen teknoloji ve artan küreselleşmenin de etkisi ile gençlerin günümüzde farklı ülkelerdeki eğitim süreçlerine dâhil olması oldukça sık rastlanan bir durum haline gelmiştir. Gittikleri ülkelerde, o ülkenin dilini ikinci dil olarak öğrenen öğrenciler hedef dilde iletişim ve etkileşim kurmak zorunda kalmaktadır. Bu durum uluslararası öğrenciler için birçok sorunu da beraberinde getirmektedir. Bu sorunlar; dil bariyeri nedeniyle gittikleri fakültelerde akranları ile iletişim kuramama, akademik başarısızlık, stres, anksiyete, izolasyon ve yalnızlık, kültür şoku, mali zorluklar, uygun konaklama yetersizliği, günlük yaşamda adaptasyon eksikliği şeklinde belirtilebilir (Wu vd., 2015).

Uluslararası öğrenciler, yaşadıkları ülkelerde günlük hayatlarının hemen hemen her alanında bir mal ve hizmet alımı gerçekleştirmektedir. Mal ve hizmet alımı, bireyin ihtiyaçlarını karşılamak üzere herhangi ürün ya da bir hizmet sektöründen yararlanması olarak açıklanabilir. Sağlık ve sosyal hizmetler, yiyecek-ıçecek hizmetleri, konaklama, eğitim ve finans başta olmak üzere öğrencilerin bu gibi hizmet sektörlerinden yararlanabilmeleri için öncelikle sağlıklı bir iletişim ortamının oluşması gerekir. Dil bariyeri, bu anlamda özellikle mal ve hizmet alımı konusunda büyük problemlere sebebiyet verebilmektedir. Dil, insanlar arasındaki iletişimi

sağladığından ikinci dil öğrenim/kullanım sürecinde yaşanan bu aksaklıklar uluslararası öğrencilerin toplumla olan iletişimini zorlaştırmakta hatta bazı durumlarda tamamen engellemektedir. Ülkemizdeki uluslararası öğrencilerin yaşadığı problemlerin çoğu da dil bariyerinden kaynaklanmaktadır.

Birleşmiş Milletler Eğitim, Bilim ve Kültür Örgütü (UNESCO) tarafından yayımlanan 2018 yılı verilerine göre 125 bin 138 öğrenci sayısı ile yükseköğretim seviyesinde dünyada en çok uluslararası öğrenciye sahip 10. Ülke Türkiye'dir (YÖK). Türkiye'de 2022 yılı itibarıyla 198 ülkeden gelen toplam 300 bini aşkın uluslararası öğrenci öğretim görmektedir. Her geçen gün artan uluslararası öğrenci sayısına rağmen ikinci dil olarak Türkçe öğretiminde İletişimsel Dil Etkinlikleri Ölçekleri merkezli etkileşim ve mal-hizmet alımı temelli bir çalışmaya literatürde bilginiz dâhilinde rastlanmamıştır. Bu çalışmanın temel amacı; Kastamonu Üniversitesi TÖMER'de öğretim gören uluslararası öğrencilerin öncelikle etkileşim; ardından etkileşime bağlı olarak mal ve hizmet alımı sınırlılığında yaşadığı problemleri ve deneyimlerini başta dil bariyeri olmak üzere farklı temalar altında tespit etmek ve tespit edilen bu problemlere çözüm önerileri getirmektir.

Aşağıda 2012-2023 yıllarında Kastamonu Üniversitesi TÖMER'de ve muhtelif fakültelerde lisans/lisansüstü eğitim öğretim sürecine dâhil olan toplam uluslararası öğrenci sayısının dağılımı verilmiştir:

Tablo 1. Kastamonu Üniversitesi'nde Eğitim Öğretim Gören Toplam Uluslararası Öğrenci Sayısının Yıllara Göre Olan Dağılımı

Yıl	Toplam Uluslararası Öğrenci Sayısı
2012	58
2013	175
2014	408
2015	1097
2016	1514
2017	2186
2018	3941
2019	3765
2020	3130
2021	2736
2022	2138
2023	2063
TOPLAM	23.211

TÜİK tarafından 2022 yılına ait açıklanan son verilere göre Kastamonu'da toplam 378.115 kişi yaşamaktadır. Kastamonu Üniversitesi Öğrenci İşleri Daire Başkanlığı tarafından açıklanan son verilere göre ise de üniversitede 54 farklı ülkeden 2063 uluslararası öğrenci bulunmaktadır. Bu

istatistiklere göre Kastamonu Üniversitesinde eğitim öğrenim gören uluslararası öğrenciler, toplam nüfusun %2.063'lük kısmını oluşturmaktadır.

Literatürde uluslararası öğrencilerin ikinci dil olarak Türkçe öğreniminde ve kullanımında yaşadıkları sorunlarla ilgili pek çok çalışma bulunmaktadır. Bu çalışmalarda uyum sorunları (Açık, 2008; Er vd., 2012; İşcan, 2020) ve dil becerileri ile ilgili yaşadıkları sorunlar (Genç, 2017; Gürbüz & Güleç, 2016; Karatay & Kaya, 2019; Maden & İşcan, 2011) öne çıkmıştır. Diller İçin Avrupa Ortak Başvuru Metni (CEFR)'nin 2020 yılında yayımlanan tamamlayıcı cildi ile birlikte yabancı / ikinci dil öğretiminde alımlama ve üretim becerilerinin yanı sıra etkileşim becerileri daha fazla önem kazanmış ve üzerinde çalışılan bir konu haline gelmiştir. Bu çalışmada da bu bağlamda uluslararası öğrencilerin iletişim ve etkileşim özelinde şehirle, kültürle uyumu merkeze alınmıştır. Literatür ve alanda görev yapan öğreticilerden alınan dönütler ışığında aşağıdaki sorular çalışmanın ana hatlarını oluşturmaktadır:

1. Uluslararası öğrenciler, mal ve hizmet alımında ne gibi sorunlar yaşamaktadır?
2. Uluslararası öğrencilerin mal ve hizmet alımında yaşadığı dil kaynaklı sorunlar nelerdir?
3. Uluslararası öğrencilerin mal ve hizmet alımında yaşadığı kültürel farklılık kaynaklı sorunlar nelerdir?
4. Uluslararası öğrencilerin mal ve hizmet alımında yaşadığı algılama problemleri kaynaklı sorunlar nelerdir?
5. Uluslararası öğrencilerin mal ve hizmet alımında yaşadığı duygusal kaynaklı problemler nelerdir?
6. Uluslararası öğrenciler, mal ve hizmet alımında yaşadığı sorunlarla başa çıkmak için ne gibi yollar izlemektedir?

YÖNTEM

Araştırma Deseni

Çalışma, nitel bir araştırma olarak tasarlanmıştır. Nitel araştırmayı, “gözlem, görüşme ve doküman analizi gibi nitel veri toplama tekniklerinin kullanıldığı, algıların ve olayların doğal ortamda gerçekçi ve bütüncül bir biçimde ortaya konmasına yönelik nitel bir sürecin izlendiği araştırma” olarak tanımlamak mümkündür (Yıldırım & Şimşek, 2008, s. 39). Nitel bir araştırma olarak tasarlanan çalışma fenomenoloji desenindedir. Karagöz (2017) fenomenolojiyi; durumların ve olayların bir bütünlük içerisinde çok yönlü betimlenip anlamlarının ortaya konmasına odaklanan bir yöntem olarak tanımlar ve incelenecek olay ya da durumların detaylı analizleri için örneklemin küçük seçilmesi gerekliliğinden bahseder. Bu gerekçe ile çalışmada 10 katılımcı ile yaşadıkları etkileşim problemleri ve bunların muhtemel gerekçeleri üzerine detaylı görüşmeler yapılmıştır.

Katılımcı Grubu

Fenomonolojik araştırmaların avantajlarından biri, katılımcıların kişisel deneyimlerini tespit edebilmek için araştırmacıya fırsatlar sunmasıdır. Bu şekilde sınırlı sayıda tutulması planlanan örneklem ile derinlemesine veri toplama çalışmaları yürütülmüştür. Çalışmaya Kastamonu Üniversitesi TÖMER'de eğitim görmüş, Kastamonu'da ikamet eden C1 dil düzeyinde, yedi farklı milliyetten toplam on öğrenci katılmıştır. Katılımcılar olasılıklı örnekleme yöntemlerinden basit tesadüfi örnekleme ile belirlenmiştir.

Tablo 2. Görüşmeye Katılan Uluslararası Öğrencilerin Genel Profili

Görüşülen Kişi	Cinsiyet	Yaş	Ülke	Kastamonu'da Geçirdiği Süre
Katılımcı 1	Erkek	19	Suriye	7 ay
Katılımcı 2	Kadın	18	Filistin	9 ay
Katılımcı 3	Kadın	19	Somali	1 yıl
Katılımcı 4	Kadın	18	Kazakistan	9 ay
Katılımcı 5	Kadın	20	Somali	9 ay
Katılımcı 6	Erkek	18	Endonezya	1 yıl
Katılımcı 7	Erkek	19	Afganistan	1.5 yıl
Katılımcı 8	Kadın	19	Kırgızistan	6 ay
Katılımcı 9	Kadın	19	Kazakistan	1 yıl
Katılımcı 10	Kadın	18	Kırgızistan	1 yıl

Veri Toplama Aracı

Bilindiği üzere nitel yöntemle yapılan araştırmalarda görüşme, gözlem ve doküman olmak üzere üç genel veri toplama tekniği bulunmaktadır. Bu çalışmada uluslararası öğrencilerin Türkiye’de yaşadıkları mal ve hizmet alımına yönelik deneyimleri ile bu konuda yaşadıkları sorunları tespit edebilmek adına görüşme tekniği kullanılmıştır. Görüşmede kullanılmak üzere yazarlar tarafından yarı yapılandırılmış görüşme formu hazırlanmıştır. Yarı yapılandırılmış görüşme formu kullanılmasının nedenleri; problem durumu ile alakalı olarak sistematik veri toplama ve görüşmenin ilerleyişine bağlı olarak ek sorularla daha evvel bahsedilmemiş farklı problemleri de ortaya çıkarabilmektir. Görüşme formunun oluşturulmasında öncelikle birbiri ile bağlantılı 30 soru oluşturulmuş ve bunlar alanda ortalama 8-12 yıldır görev yapan 5 öğretici ile çevrim içi ortamda paylaşılmıştır. Hazırlanan form aracılığı ile uzmanlardan uygun/uygun değil/geliştirilmeli şeklinde görüşler alınmıştır. Bu görüşler tek bir form üzerinde toplanmıştır. Uzmanlar tarafından uygun görülmeyen sorular formdan çıkarılmış ve forma son hali verilmiştir. Görüşme forumunda yer alan sorulardan bazıları şu şekildedir:

1. Mal veya hizmet alımında yaşadığınız sorunları nasıl çözüyorsunuz?
2. Mal veya hizmet alımında Türkçe anlama/anlatma sebebiyle ne gibi sorunlar yaşıyorsunuz?
3. Mal ve hizmet alımında yaşadığınız en büyük sorunlar neler? Bu sorunlar genelde nerelerde gerçekleşmektedir?
4. Mal veya hizmet alımında ne gibi kültürel farklılıklar yaşıyorsunuz? Bunlar sizin için bir sorun mu?
5. Mal veya hizmet alımında genellikle aynı yerleri mi tercih ediyorsunuz yoksa farklı yerleri mi? Neden?
6. Mal veya hizmet alımında tedirginlik/ çekingenlik/ korku vs. yaşıyor musunuz? Neden?
7. Kendi ülkenizle/ kültürünüzle kıyasladığınızda burada mal ve hizmet alımında ne gibi farklılıklar var? Bunlar sizin için bir sorun mu?

Veri toplama aracının kapsam geçerliliğinin kontrolünde *Lawshe Tekniği* kullanılmıştır. Buna göre literatür taranarak oluşturulan sorular ikinci dil olarak Türkçe öğreticiliği yapan 10 alan uzmanına çevrim içi ortamda ulaştırılmıştır. Alan uzmanlarından gelen dönütler tek bir fomda toplanmış ve her bir madde için alan uzmanları tarafından yapılan uygun / uygun değil / geliştirilmeli kodlamaları dikkate alınmıştır. Bu kodlamalar neticesinde $KGO = Ng / (N/2) - 1$ formülü ile *kapsam geçerlik oranı* 0,8 olarak tespit edilmiştir. Ardından $\alpha = 0,05$ düzeyinde anlamlı olan *kapsam geçerlik indeksi* hesaplanmıştır. Bu işlem neticesinde hazırlanan görüşme formunun KGİ değeri 0,79 olarak bulunmuştur. Son olarak 2 dil uzmanı ve 2 ölçme değerlendirme uzmanı hazırlanan görüşme formunu değerlendirmiş ve dönütleri doğrultusunda forma son hali verilmiştir.

Veri Toplama Süreci

Veri toplama aracının hazırlanmasından sonra veri toplama sürecine geçilmiştir. Bu aşamada öncelikle örneklem grubu ile görüşmeler planlanmıştır. Ardından her gün bir öğrenci ile ve ortalama 30-45 dakika olacak şekilde yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Görüşmeler ses kayıt cihazı ile kayıt altına alınmış ve daha sonra yazarlar tarafından deşifre edilmiştir. Gerekli görülen hallerde görüşme verileri gözlem ile de desteklenmiştir. Ayrıca yarı yapılandırılmış görüşme anında bağlamla ilintili olarak ek sorulara da ihtiyaç duyulmuştur.

Verilerin Analizi

Veri toplama sürecinin ardından verilerin analizine geçilmiştir. Verilerin analizinde içerik analizi kullanılmıştır. İçerik analizi, elde edilen verilerin daha yakından incelenmesini ve bu verileri açıklayan kavram ve temalara ulaşılmasını gerektirir (Yıldırım & Şimşek, 2008) İçerik analiziyle katılımcıların görüşlerinin içerikleri sistematik olarak tanımlanmaktadır (Altunışık vd., 2010). İçerik analizi sonucu gerekli temalar oluşturularak öğrencilerin deneyimleri ve yaşadıkları sorunlar sistematik şekilde işlenmiştir.

Nitel araştırmaların; örneklem seçimi, belli bir zaman, mekân ve sosyokültürel bağlam içinde gerçekleşen olayları ele alması gibi sebepler nedeniyle genelleme yapmaya imkân vermemesi beklendik bir durumdur. Ancak nitel araştırma sonucu elde edilen bulgular, incelenecek konu hakkında fikir vereceğinden, ele alınan konuya sosyal açıdan anlamlı bakış açıları sunması ve uygulayıcılara deneyim kazandırması beklenir. Araştırmada elde edilen verilerin analizleri iki araştırmacı tarafından ayrı ayrı yapılmış. Muhtemel bir tutarsızlığı önlemek adına Miles-Huberman güvenilirlik formülü kullanılmış ve araştırmacıların analizleri arasında %90,1 uyum oranı belirlenmiştir. Bu bağlamda yapılan görüşmelerin veri analizi sonucunda, uluslararası öğrencilerin yaşadığı etkileşim problemleri yedi farklı alt kategoride ele alınmış ve yorumlanmıştır.

BULGULAR

Katılımcılarla yapılan görüşmeler ve bu görüşmelerin deşifre süreci sonunda uluslararası öğrencilerin yaşadıkları temel etkileşim problemleri tespit edilmiştir. Bu problemler içerik analizi ile bağlantılı olarak; alımlamaya dair yaşanan problemler, dil bariyeri nedeniyle yaşanan problemler, duygusal tepkiler nedeniyle yaşanan problemler, uyum ve kültürel farklılıklardan kaynaklanan problemler, bürokratik işleyişe bağlı problemler şeklinde temalaştırılmıştır. Bu bölümde doğrudan katılımcı görüşleri ile birlikte elde edilen bulgulara yer verilmiştir.

Etkileşim Problemlerinin Kaynakları Alımlama

Uluslararası öğrencileri, etkileşim kurmakta zorlayan etmenlerden ilki alımlama becerilerindeki sorunlardır. Yapılan görüşmelerde 8 katılımcı alımlama becerileri ile ilgili yaşadıkları sorunlardan bahsetmiştir. Sözlü anlama, özellikle diyalog kurmaları gereken yerlerde temel bir sorun olarak etkileşim becerilerini etkilemektedir. Bu durumu örnekleyen bazı katılımcı ifadeleri şu şekildedir:

- “Ödeyeceğim zaman bazı şeyler mesela fatura aldığım şeylerden biraz farklı olabilir ve onları anlatmaya çalışıyorum. Yani, ben bunu almadım. Bazıları kabul ediyorlar bazıları sert davranıyorlar. Yani, sen Türkçe bilmiyorsun o kadar ve konuşamıyorsun niye bizimle uğraşıyorsun...” - K.2.
- “Güvenlik konuşuyorum. Çok zor oldu.” - K.6. (İl Göç İdaresindeki güvenlikle iletişim kurmanın çok zor olduğunu söylüyor.)
- “Türkiye’ye birinci geldiğimde hiç Türkçe bilmezdim. Sadece tamam, hayır, evet. Sadece üç kelimeyi biliyordum. İnsanlar söylerken ben hiç anlamazdım. Sadece tamam, hayır, evet derdim.” - K.8.
- “Sahiple konuşmak çok zor oldu.” - K.9. (Türkiye’ye ilk geldiğinde ev sahibi ile iletişim kurmakta zorlandığını söylüyor.)
- “Ben hiçbir şeyi anlatamadım. Hiç anlamadım onları ilk geldiğimde. Nasıl kalacağımı, nerede kalacağımı bilmediğim için ve Türkçe bilmediğim için çok zor oldu.” - K.1.
- “Bir tercüman olması lazımdı.” - K.2. (İl Göç İdaresinde tercümanların olduğunu fakat Arapçası çok iyi tercümanların olmadığını ve bu sebeple çalışanları doğru anlayamadığını ifade ediyor.)

Dil Bariyeri

Türkiye’de hayatını idame ettiren ve ikinci dil olarak Türkçe öğrenen uluslararası öğrencilerin etkileşim becerilerini olumsuz anlamda etkileyen en temel faktörlerden biri dil bariyeridir. Dil; uluslararası öğrencilerin eğitime ve kültüre uyum sürecini olumlu veya olumsuz anlamda doğrudan etkilemektedir (Baker, 2001). Dil eğitimindeki başarının öğrenciyi hem eğitim hem uyum noktasında pozitif anlamda etkilemesi beklenmektedir. Aksi bir durumda da dil bariyeri pek çok açıdan öğrencinin hem eğitim hem günlük hayatına uyumunu sekteye uğratabilmektedir. Katılımcılarla yapılan görüşmelerde tümünün dil bariyeri nedeniyle problem yaşadığı tespit edilmiştir. Bu duruma ilişkin bazı katılımcı ifadeleri şu şekildedir:

- “Hastaneye gittiğimde çalışanların ve doktorların dediklerini anlamıyorum.” - K.1.
- “Yanlış bir şey söylersem belki yanlış bir anlamı olabilir.” - K.2.
- “Ödeyeceğim zaman bazı şeyler mesela fatura aldığım şeylerden biraz farklı olabilir ve onları anlatmaya çalışıyorum. Yani, ben bunu almadım. Bazıları kabul ediyorlar bazıları sert davranıyorlar. Yani, sen Türkçe bilmiyorsun o kadar ve konuşamıyorsun niye bizimle uğraşıyorsun...” - K.2.
- “(...) başka millet başka ülke arkadaşlarım ile konuşurken eğer Türkçe konuşsam hiç sıkıntı olmuyor ama asıl Türklerle konuşurken her zaman güzel konuşamıyorum. (...) Biraz utanıyor muyum bilmiyorum.” - K.4.
- “Hep aynı restorana gidiyorum çünkü iletişim daha kolay.” - K.5.
- “Somali’de İngilizce de konuşuyorlar Arapça da konuşuyorlar. (...) Sadece Türkçe konuşuyorsunuz. Ben Türkçe çok iyi bilmiyorum.” - K.5.
- “Güvenlik konuşuyorum. Çok zor oldu.” - K.6. (İl Göç İdaresindeki güvenlikle iletişim kurmanın çok zor olduğunu söylüyor.)

- “Şöyle kelimesini çok kullanıyordum. Anlamını anlamıyordum.” - K.7.
- “Hep İngilizce konuşuyordum.” - K.7. (İstanbul’da yaşadığı zamanlar anlaşılama kaygısı nedeniyle hep İngilizce konuştuğunu söylüyor.)
- “Türkiye’ye birinci geldiğimde hiç Türkçe bilmezdim. Sadece tamam, hayır, evet. Sadece üç kelimeyi biliyordum. İnsanlar söylerken ben hiç anlamazdım. Sadece tamam, hayır, evet derdim.” - K.8.
- “Sahiple konuşmak çok zor oldu.” - K.9. (Türkiye’ye ilk geldiğinde ev sahibi ile iletişim kurmanın çok zor olduğunu söylüyor.)
- “Önceden Türkçe bilmiyordum. Almadılar.”- K.7. (Türk Halk Oyunlarına ilgisi olduğu için daha önce halk oyunları kursuna yazılmak istediğini ama Türkçesi çok iyi olmadığı için alınmadığını söylüyor.)

Duygusal Tepkiler

Katılımcıların ifadeleri incelendiğinde duygusal anlamda en fazla utanma, endişe, korku ve dışlanmışlık hissettikleri tespit edilmiştir. 8 katılımcının hizmet alımında, kendini doğru ifade edememe ve karşı tarafı anlayamama kaygısı nedeniyle endişeli hissettikleri görülmüştür. Endişeye bağlı utanma ve korku da etkileşimi olumsuz anlamda etkileyen duygu durumları olarak tespit edilmiştir. Bunun bir sonucu olarak bazı katılımcıların etkileşimi en az hale getiren çevrimiçi ortamlar aracılığı ile sipariş vermeyi istedikleri görülmüştür. Bazı katılımcılar, özellikle bürokratik işlemlerin yoğun olduğu ve detaylı işlemler barındıran hizmet alımlarında, muhatap oldukları yetkililer tarafından soğuk karşılandıklarını ve bu durum karşısında yalnız/dışlanmış hissettiklerini ifade etmişlerdir. Konuya ilişkin bazı katılımcı ifadeleri şu şekildedir:

- “Yanlış kelime söyledim. Gülüyorlar.” - K.1. (Bu durum karşısında utangaç hissettiğini söylüyor.)
- “Biraz utanıyorum.”- K.2. (İletişim kurmamak için çevrimiçi sipariş verdiğini söylüyor.)
- “Ben bir şey dedim onlar hep gülüyorlardı.” - K.2. (Bu durum karşısında utangaç hissettiğini söylüyor.)
- “(...) Yabancı olduğum için biraz sıkıntılar çıkıyor.” - K.2. (İl Göç İdaresindeki memurlarla iletişim problemi yaşadığı için kimliğinin geç çıkarıldığını düşünüyor.)
- “Ödeyeceğim zaman bazı şeyler mesela fatura aldığım şeylerden biraz farklı olabilir ve onları anlatmaya çalışıyorum. Yani, ben bunu almadım. Bazıları kabul ediyorlar bazıları sert davranıyorlar. Yani, sen Türkçe bilmiyorsun o kadar ve konuşamıyorsun niye bizimle uğraşıyorsun...” - K.2. (Hiç kimsenin açıkça bu şekilde söylemediğini ama davranışlarından öyle hissettiğini söylüyor. Bu şekilde bir durum yaşamaya başladığı zaman biraz korkmaya başladığını ifade ediyor.)
- “Korkuyordum çünkü ilk defa Türkçe konuşuyordum.”- K.3. (Yanlış anlaşılmaktan korktuğunu söylüyor.)
- “(...) başka millet başka ülke arkadaşlarım ile konuşurken eğer Türkçe konuşsam hiç sıkıntı olmuyor ama asıl Türklerle konuşurken her zaman güzel konuşamıyorum. (...) Biraz utanıyor muyum bilmiyorum.” - K.4.
- “Çok soğuk davrandı.” – K.4. (Bir banka çalışanından bahsediyor.)
- “Konuşmak istemiyorum. Yanlış anlaşılmaktan korkuyorum.” - K.6.
- “(...) utandım.”- K.8. (Türkiye’ye ilk geldiğinde insanlarla iletişim kuramadığını söylüyor. İnsanlar soru sorduğu zaman cevap veremediği için bu durumdan utandığını ifade ediyor.)

- “Oradaki kadın kötü davrandı diyebilirim.”- K.9. (Bir market çalışanından bahsediyor. Dışlanmış hissediyor.)
- “Benden bıkyıyorlar diyebilirim.” - K.2. (İl Göç İdaresinde çalışan memurlardan bahsediyor.)
- “Bizi anlamıyor diye düşündüler.” - K.4. (Bir banka çalışanın, anlaşılmadığını düşündüğü için katılımcı ve arkadaşına yapması gerekenleri yazdığı bir kâğıt verdiğini söylüyor. Bu durum karşısında üzüldüğünü çünkü çalışana çok iyi anladıklarını ifade ediyor.)

Uyum ve Kültürel Farklılıklar

Bireyler arasında etkileşimi etkileyen temel değişkenlerden biri kültürel farklılıklardır. Diğer değişkenleri göz ardı ettiğimizde birbirine yakın ve benzer özellikler barındıran kültüre mensup bireylerin iletişim anında daha rahat hissetmeleri beklenen bir durumdur. Diğer açıdan bakıldığında, çok farklı kültürel ortamlarda yetişen bireylerin iletişim anında daha fazla zorlanmaları ihtimal dâhilindedir. Bartel (2001), Baker ve Haretl (2004) da farklı kültürel grupları anlayamama ve özdeşleşememenin bu gruplara karşı olumsuz tutumlara neden olabileceğini ifade eder. Kültürle bağlantılı olarak bireyin topluma uyumu da iletişimi doğrudan etkileyen faktörlerdendir. Oryantasyon problemleri ve kültürel farklılıklar nedeniyle hizmet alımında zorlandığını ifade eden 7 katılımcı vardır. Bunlardan bazılarının ifadeleri şu şekildedir:

- “Ben hiçbir şeyi anlatamadım. Hiç anlamadım onları ilk geldiğimde. Nasıl kalacağımı, nerede kalacağımı bilmediğim için ve Türkçe bilmediğim için çok zor oldu.” - K.9.
- “İlk geldiğimizde hep taksi kullanıyorduk.”- K.4. (Şehirle ilgili bir uyum problemi yaşadığını söylüyor.)
- “Yabancı öğrencilere ev vermek istemiyorlar.”- K.8
- “Fark etti ben Türkçe çok bilmiyordum. O yüzden faturalı hat verdi.”- K.3. (Faturasız hat için gittiğini ama çalışanların kendisine faturalı hat verdiğini söylüyor. Sebebini de yabancı olması ile açıklıyor.)
- “Öğle arasının zamanı gelince her şey, memurlar artık işi bırakıyorlar. Yani öyle bir şey yoktu. (...) İşlemler duruyor. (...) Bir saat sonra gelmem lazım olacak.” - K.2. (Bu sistemin geldiği ülkede, Dubai’de, olmadığını söylüyor.)
- “Somali’de İngilizce de konuşuyorlar Arapça da konuşuyorlar. (...) Sadece Türkçe konuşuyorsunuz. Ben Türkçe çok iyi bilmiyorum.”- K.5.

Bürokratik İşleyişe Bağlı Farklılıklar

Uluslararası öğrencilerin yaşadıkları şehirlerde mal ve hizmet alımında karşılaştıkları en temel problemlerden biri de bürokratik işleyişe bağlı farklılıklardır. Kendi geldikleri ülkelerle ülkemizdeki işleyişi sık sık karşılaştırdıkları gözlenen katılımcılardan 9’unun bu anlamda sorunlar yaşadığı tespit edilmiştir. Özellikle banka, göç idaresi gibi bürokratik işlemlerin fazla olduğu kurumlarda katılımcıların bu bürokratik silsileleri takip etmekte zorlandıkları görülmüştür. Bununla alakalı bazı katılımcı ifadeleri şu şekildedir:

- “(...) Yabancı olduğum için biraz sıkıntılar çıkıyor.” - K.2. (İl Göç İdaresindeki memurlarla iletişim problemi yaşadığı için kimliğinin geç çıkarıldığını düşünüyor.)
- “Ödeyeceğim zaman bazı şeyler mesela fatura aldığım şeylerden biraz farklı olabilir ve onları anlatmaya çalışıyorum. Yani, ben bunu almadım. Bazıları kabul ediyorlar

bazıları sert davranıyorlar. Yani, sen Türkçe bilmiyorsun o kadar ve konuşamıyorsun niye bizimle uğraşıyorsun...” - K.2.

- “Size sıra gelmedi dedi ama sıramız geçmişti.” - K.4. (Bir banka çalışanından bahsediyor.)
- “Şu an ne yapacağımı bilmiyorum.” - K.1. (Bir bankadan temassız kart istediğini ama kendisine hâlâ ulaşmadığını ve bu yüzden ne yapacağını bilmediğini söylüyor.)
- “Öğle arasının zamanı gelince her şey, memurlar artık işi bırakıyorlar. Yani öyle bir şey yoktu. (...) İşlemler duruyor. (...) Bir saat sonra gelmem lazım olacak.” - K.2. (Bu sistemin geldiği ülkede, Dubai’de, olmadığını söylüyor.)
- “Randevu almıyorlar orada. Çok kolay. Sadece direkt doktora gidebilirsin. - K.5. (Somali’deki hastanelerde Türkiye’ye kıyasla randevu sırasının olmadığını söylüyor.)
- “Bizde kart vermek için bir ay bekliyoruz ama burada, Türkiye’de, beklemek lazım değil. - K.8.
- “Numara almak için bizim Kazakistan’da bir şirkete gidip almak zorunda değiliz. Sadece markete gidip numaranı al ve kullanabiliriz ama burada öyle değil.” - K.9.

Sorunlarla Başa Çıkma Davranışları

Katılımcılarla yapılan görüşmelerde yaşadıkları sorunların yanı sıra bu sorunlarla nasıl başa çıktıkları veya çıkmaya çalıştıkları da tespit edilmiştir. Bu noktada öne çıkan davranış biçimi ‘kendisinden daha iyi Türkçe konuşan birinden yardım alma’dır. Katılımcıların yarısı iletişim kurmakta zorlandıklarında bu yolu tercih ettiklerini belirtmiştir. Yine mal ve hizmet alımında yaşanan sorunlar karşısında etkileşimi en aza indiren çevrimiçi sitelerin kullanıldığı ya da sürekli olarak kendilerini daha rahat hissettikleri yerleri tercih ettikleri görülmüştür. Katılımcıların sorunlarla başa çıkma davranışlarından bazıları şu şekilde örneklenebilir:

- “Arkadaşla gittim çünkü çok iyi konuşuyor.” - K.1. (Şehirle ilgili bir oryantasyon problemi yaşadığını açıklıyor. Arkadaşı uzun yıllardır Türkiye’de olduğu için ve Türkçesi daha anlaşılır olduğu için gideceği yerlere arkadaşı ile gitmeyi tercih ettiğini söylüyor.)
- “Bir arkadaşım var. O eski öğrenci Kastamonu’da. O bana yardım ediyor ev bulmak için.” - K.6.
- “Bir defasında markette para üstünden dolayı bir karışıklık oldu ve ben de arkadaşşıma söyledim.” - K.6.
- “Benim teyze oğlum İstanbul’da yaşıyordu. İlk geldim iki gün onlarda kaldım. Onlar ev ayarladı.” - K.7.
- “Her şeye internetten bakıp öğrenebiliyorum.” - K.7.
- “(...) onlar da beni anlayamadı o zaman. Bu yüzden arkadaşlarımla oraya gidiyordum.” - K.10.
- “İnternetten bakıyorum nasıl çözebilirim diye. Yoksa arkadaşlarıma soruyorum. Bazen sözlük kullanıyorum.” - K.10
- “Hep aynı restorana gidiyorum çünkü iletişim daha kolay.” - K.5.

TARTIŞMA VE SONUÇ

Uluslararası öğrencilerin yaşadıkları ülkeye ve şehre uyumu hem bireysel olarak öğrenciler için hem de toplumsal olarak o ülkede, şehirde yaşayan insanlar için oldukça önemli bir konudur.

Ortalama 10 aydır Türkiye’de bulunan ve üniversite bünyesindeki TÖMER’den C1 düzeyi dil sertifikası sahibi 10 katılımcı ile yapılan çalışmada tüm katılımcıların farklı gerekçelerle de olsa mal ve hizmet alımı noktasında sorunlar yaşadıkları tespit edilmiştir. Elde edilen verilere göre; mal ve hizmet alımında yaşanan problemlerin temel kaynakları alımlama sorunları, dil bariyeri, duygusal tepkiler, uyum ve kültürel farklılıklar ile bürokratik işleyiştir. Yarı yapılandırılmış görüşmeler sonucunda oluşturulan bu alt kategorilendirme Kim ve Mattila (2011)’nın çalışma sonuçları ile uyum göstermektedir.

Katılımcılarla yapılan görüşmelerde; en sık İl Göç İdaresinde daha sonra sırasıyla telefon operatör şirketleri, bankalar, hastane, yurt, emlakçı-ev sahibi ilişkilerinde sorunlar yaşandığı tespit edilmiştir.

Katılımcılar (2,6,7 ve 10) hizmet alma noktasında en sık problem yaşanan yer olan İl Göç İdaresinde, çalışanlarla iletişim kurmanın zorluğundan açık bir şekilde bahsetmişlerdir. Bu iletişim probleminden dolayı bir katılımcı (K.2.) “*Sadece bir kere İl Göç İdaresine gitmem yeterli değil.*” şeklinde kendisini ifade etmiştir. Ayrıca yine aynı katılımcının İl Göç İdaresinde çalışan memurlar için söylediği “*Benden bıkyorlar diyebilirim.*” ifadesi hem dil bariyeri hem hizmet alımı hem de duygusal tepkiler açısından düşündürücüdür.

Telefon operatör şirketlerinde yaşanan problemler ise yine temelde dil bariyerinden kaynaklanmaktadır. Örneğin bir katılımcı (K.5.) bir operatör şirketi çalışanlarının kendisinden tercümanla birlikte gelmesini istediklerini ve yardımcı olmadıklarını söylemektedir. Bu, katılımcı için hem duygusal tepkilere hem de özgüven problemlerine neden olmaktadır. Aynı katılımcı bu gerekçe ile operatör şirketini tekrar tercih etmediğini söylemiştir. Mal ve hizmet alımı çerçevesinde değerlendirildiğinde dil bariyeri nedeniyle iletişim kurmakta zorlanan ve özgüveni kırılan katılımcının hayatın diğer alanlarında da benzer tutumlar geliştirdiği ve iletişim kurmaktan kaçındığı değerlendirilmiştir. Bu durum ikinci dil öğretimi söz konusu olduğunda, bir konu özelinde yaşanan iletişim ve etkileşim sorununun kolaylıkla diğer alanlara sirayet edebildiğinin bir göstergesi olarak yorumlanabilir.

Hastane ve öğrenci yurtlarında yaşanan problemler yukarıda saydığımız problemlerle benzerlik göstermektedir. Hastanedeki problemler genellikle hastanın yani katılımcının tıbbi jargonu anlamamasından kaynaklanmaktadır. Bu da katılımcının şikâyetini doktora anlatamamasına doktorun da hastayı anlamamasına sebep olmaktadır. Bu durum katılımcılardan biri tarafından (K.1.) “*Hastaneye gittiğimde çalışanların ve doktorların dediklerini anlamıyorum.*” şeklinde ifade edilmiştir.

Eğitim alma amacıyla Türkiye’de bulunan ve ikinci dil olarak Türkçe öğrenen uluslararası öğrencilerin çoğu yurtlarda barınmaktadır. Bulgulara göre hizmet alımında sıklıkla problem yaşanan bir diğer yer de öğrenci yurtlarıdır. Öğrenciler Türkiye’ye ilk geldiklerinde Türkçelerinin çok iyi olmamasından dolayı hiçbir şeyi anlamadıklarını ve anlatamadıklarını söylemişlerdir. Bu durumu katılımcılardan biri (K.9.) “*Ben hiçbir şeyi anlatamadım. Hiç anlamadım onları ilk geldiğimde. Nasıl kalacağımı, nerede kalacağımı bilmediğim için ve Türkçe bilmediğim için çok zor oldu.*” şeklinde ifade etmiştir. Yurtla ilgili sorunları dil bariyeri ve bürokratik işleyiş ve kültürel farklılıklar başlıkları altında ele almak mümkündür.

Mal ve hizmet alımında problem yaşanan banka işlemleri ve emlakçı-ev sahibi ilişkilerinde dil bariyeri, bürokratik işlemler ve kültürel farklılıklar öne çıkmaktadır. Bu problemlerin ana nedeni dil bariyeri ve bürokratik işlemlerdir. Yaşanan bu tarz problemler bireysel farklılıklara

da bağı olarak duygusal tepkilere ve iletişim, etkileşim kurma motivasyonunda düşüşlere sebep olmaktadır. Utanma, korku, yüksek kaygı düzeyi ve dışlanmışlık hissi en sık ifade edilen duygusal tepkiler olmuştur. Verilen bu tepkiler genellikle iletişimde yaşanan dil bariyerinden orta çıkmakta ve farklı şekillerde kendini göstermektedir. Örneğin, bazı katılımcılar yanlış bir ifade kullandıklarında utandıklarını açıkça ifade etmişlerdir. Bu durum iletişim kurma istekliliğinde bir azalma ve boş vermişlik hissiyatını beraberinde getirmektedir.

- “Yanlış kelime söyledim. Güliyorlar.” - K.1. (Bu durum karşısında utangaç hissettiğini söylüyor.)
- “Konuşmak istemiyorum. Yanlış anlaşılmaktan korkuyorum.” - K.6.

Elde edilen veriler katılımcıların ana dili konuşurları karşısında özellikle alımlama ve etkileşim becerilerinde problem yaşadıklarını net şekilde göstermektedir. Bu durum ikinci dil olarak Türkçe konuşurlarının mal ve hizmet alımını buna bağı olarak yaşadıkları yere olan uyumlarını güçleştirmektedir. Tüm bu verilerden hareketle etkileşim becerilerindeki sorunların çözümü için aşağıdaki öneriler getirilebilir:

- ✓ İkinci dil olarak Türkçe öğreticilerinin alımlama, üretim ve etkileşim becerileri hakkındaki bilgi düzeyleri belirlenip farklı uygulama fırsatları hakkında farkındalıkları artırılabilir,
- ✓ Öğretimin temel materyali olan ders kitapları etkileşim becerilerin bakımından yetersizdir (Demirel, Fakazlı; 2021). Bu anlamda ders kitapları gözden geçirilebilir ve öğreticileri ek kaynaklarla etkileşim etkinlikleri yapabilir.
- ✓ İkinci dil olarak Türkçe öğretim sürecinde dil öğretiminin Türkiye’de yapılıyor olmasından informel anlamda faydalanılmalıdır.
- ✓ Uluslararası öğrencilerin şehirle ilgili bir oryantasyon problemi yaşamamaları için üniversiteler ve belediyeler tarafından şehre yönelik oryantasyon programları düzenlenebilir. Öğrencilere bu konu ile ilgili broşür/ kitapçık dağıtılabilir.
- ✓ Uluslararası öğrencilerin sık sorun yaşadıkları yerlerle görüşülüp öğrencilerin sorunları dile getirilebilir ve çalışanlar bilgilendirilebilir.
- ✓ Uluslararası öğrencilerin sağlık, banka gibi hizmetlerden daha kolay yararlanabilmeleri için buralardaki bürokratik işleyişi örneklendirecek uygulamalar öğretim sürecine planlı olarak dâhil edilebilir.
- ✓ Üniversitelerde uluslararası öğrencilere yönelik psikolojik danışma ve rehberlik hizmeti verilebilir.
- ✓ Benzer bir çalışmanın farklı bölgelerde ve şehirlerde yaşayan uluslararası öğrencilerle geniş çaplı olarak bir ihtiyaç analizi şeklinde gerçekleştirilmesi ülkemizin uluslararası öğrenci potansiyelini koruyarak geliştirmesine yardımcı olacaktır.

Etik Metin

Bu makalede araştırma ve yayın etiği kuralları takip edilmektedir. Makale ile ilgili her türlü ihlalin sorumluluğu yazar/yazarlara aittir.

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