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## The other face of the iceberg: The immigrant students in English courses and their teachers

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### Abstract

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The present qualitative study aimed to provide some insights from common difficulties English language teachers face while working with immigrant children. The research adopted a Grounded Theory design. The data were collected from 6 female English language teachers working at different types of state schools by using semi-structured in-depth interviews. Interviews were first transcribed and emerging categories were analyzed. The findings showed that difficulties experienced at each school type were different. Teachers developed various strategies to be able to cope with these difficulties. Based on the data and the findings of the study, a number of recommendations were provided by the researchers and the participating teachers. It is assumed that the participating teachers' experiences explored and discussed in this paper will provide baseline information for those teachers who have newly encountered the phenomenon in their teaching contexts.

## 1. Introduction

The number of migrants and refugees living in Turkey now stands at 4 million, more than 90% of whom are Syrian and have come to Turkey as a result of the continuing war in Syria. 3.6 million Syrians, along with other migrants of various nationalities seeking asylum, humanitarian protection or refugee status, have registered for temporary protection in Turkey ("UNHCR Türkiye İstatistikleri - UNHCR Country," n.d.). Children and adolescents living in war zones are often portrayed as a lost, violent and vindictive generation (Qouta et al., 2008). Staying in such a situation naturally affects people of all age groups, but children are more sensitive than adults in terms of making sense of this situation as is well depicted in the following quotation;

*In the past, wars were fought between soldiers on the battlefield. But today, more than ever before, cities, villages, and towns are the battlefields, and it is children who get caught in the crossfire. Falling witness or victim to acts of war and terrorism stirs an array of powerful human emotions. (Joshi & O'donnell, 2003, p. 275)*

As was stated in the related literature, the primary reason for migration to another country is found to be related to civil war breaking out in Syria in 2011 (Biçer, 2017), a very threatening reality in the world having damaging negative effects on the children, and unfortunately it takes quite a while to overcome. The number of Syrian children residing in Turkey is quite high. The total number of Syrian children involved in education is 1.179.264. The negative effects of the war on immigrant children start to be experienced as a myriad of feelings as soon as they migrate to the host country and these feelings are not typical of childhood (Joshi & O'donnell, 2003). The negative effects of this situation cause the children to experience adaptation difficulties in all areas of life and the field of education is not immune from this adaptation period.

\* This research has Ethics Committee Approval from Suleyman Demirel University with 02/02/2020 date and 102/2 number.

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## 2. Literature review

Considering its geographical location, history and cultural background, Turkey is seen as a good place to start a new life for many people suffering from traumatic events. According to TÜİK's report published in 2018, there has been a flow of immigrants to Turkey especially from Eastern countries, such as Iraq, Afghanistan, Syria, Turkmenistan, Azerbaijan and so on. As can be seen, the top three countries are the ones dealing with war. Among these people, children are the most vulnerable group that needs immediate care both mentally and physically. Once refugees have met their basic need for food, water and shelter, their primary concern is to ensure that their children can attend school (Tösten et al., 2017).

When we look at recent history, during the outbreak of Syrian civil war in 2011, refugees were provided with shelters along with temporary education centers. However, as time went by, most of them moved from tent camps and started to live in city centers. The current number of refugees who are between 0-18 is 1.694.520 (Özdemir, n.d.). As stated in a recent circular about the PIKTES (Project on Promoting Integration of Syrian Kids into The Turkish Education System) published by the National Ministry of Education, refugee children were given a right to choose between temporary education centers, public schools and private schools (Project on Promoting Integration of Syrian Kids into The Turkish Education System, 2017). As the aim of the project is to support social cohesion during temporary protection in Turkey, different kinds of training for both families and students are included. Turkish and/or English Language Education, Early Childhood Education, Catch-up and Back-up training are the examples for this. However, these types of activities and awareness do not only help refugee children but also their families. For example, Turkish Language Education for Syrian Families is provided.

As stated by Lustig (2004), these children distress over rapid cultural changes besides a new language. The language and culture are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Saniei, 2012).

As a result of the process of adapting to a new culture and learning a new language, the process of acculturation is observed to take place and later to be followed by assimilation (Kosic, 2002). However, in today's world, immigrants prefer to preserve their language and culture while adapting. This results in pluriculturalism (Birman & Addae, 2016). For example, the immigrant families tend to go to Syrian restaurants where they can eat their national dishes whereas they might also be a kind of mediator between two cultures by taking some of their friends out to a dinner at a Syrian restaurant. In this case, they mediate between two groups as interpreters and thus become intercultural people (Byram & Golubeva, 2020). However, this happens only when immigrants know host country language. Therefore, not knowing the language of the host country leads immigrant children to be isolated from their classmates and feel lost in a different culture. No matter how similar their cultures are to the host country, being illiterate sets a big barrier before immigrants and does not help them with adapting to a new culture, which is concluded based on one of our participant's experiences. Adapting to the host country's cultural norms appears to be one big problem for both children and the teachers who try to provide education with immigrants.

The illiteracy or feeling of isolation brings us to the point where teachers observe misbehaviors in these children towards their peers. It is important to keep in mind that these kids are in need for psychological aid. Additionally, as Lustig (Lustig et al., 2004) states, when this need is not met, it causes bigger difficulties like violence in public or at schools. Thus, teachers have to cope with these issues and help them integrate into society. Schools play a very important role in integration of these students because it is their first step in the acculturation process. They try to live in harmony with others and adapt to a new culture while handling the biases held by the society. It is nothing new to see migrants to be excluded in the host country. It takes time for both parties to learn to live together and break down their prejudices. This kind of inclusive approach creates a sense of belonging in children and affects their academic success positively as well (Oikonomidou, 2010).

## 3. Methodology

This study adopted qualitative research design and is based on the Grounded Theory by (Green et al., 2007). The Grounded Theory is based on grouping the views of participants according to the frequency of certain items under similar categories. It aims to establish a theory in regard to field evidence. This seeks to offer suggestions and a conceptual explanation to the lacking parts that the participants add to the investigated phenomenon. Therefore, in the study we tried to investigate difficulties encountered in the language classrooms which include immigrant children.

### *3.1. Participants and context*

Purposeful sampling procedure was utilized. English language teachers were selected from those who volunteer and have teaching experience in classrooms with immigrant students. A total of 6 female Turkish teachers of English volunteered to participate in this study. They have been working at state schools in the city center of Isparta. The participants represented each level of instruction, that is, 2 teachers from primary school, 2 teachers from middle schools and 2 teachers from high school. Teachers were named as T1, T2, T3, T4, T5, and T6. T1 and T2 were primary school teachers, T3 and T4 were middle school teachers and T5 and T6 were high school teachers. They had teaching experience at state school for a minimum of 8 years to 33 years. Teachers stated that they had been working with immigrants minimum for 5 years.

### *3.2. Instruments*

Semi-structured interviews were used to collect data. Interviews have a continuum. Structured interviews follow a list of questions predetermined and standardized. The questions are always asked in the same order and in almost the same way. However, unstructured forms of interviewing such as oral histories are at the other end of the continuum. In these interviews, the conversation is generally guided by the informant rather than by the questions placed. Semi-structured interviews are in the middle of this continuum. This form of interviewing has a certain degree of predetermined order but still ensures flexibility in the way the informant addresses issues (Longhurst, 2003). The researchers tried to obtain a better understanding of the encountered difficulties by getting in touch with English language teachers who had been witnessing the situation from the first hand.

The study primarily aimed at finding out the difficulties faced by the English language teachers and the strategies developed and employed successfully by these teachers. More specifically, the study was conducted to obtain answers for the following research questions:

- 1) What are the major difficulties Turkish teachers of English encounter on an everyday basis?
- 2) What strategies have Turkish teachers of English developed over the years to overcome these difficulties?
- 3) What are Turkish English teachers' opinions about the new program introduced by the MoNE? Could you please assess immersion programs, which are newly introduced by the National Ministry of Education, with their strengths and weaknesses?
- 4) What are the recommendations of the teachers to improve the current situation?

### *3.3. Data collection procedure*

Interviews were arranged by one of the researchers and took place in participants' schools. The answers were audiotaped with the consent of the contributors and transcribed later. The interviews were conducted in Turkish so as to maximize the strength of expression. According to Krashen's Theory of Affective Filter as cited in Schütz (Schütz, 2007), speakers have the tendency to filter their emotions and real thoughts while using a foreign language. Therefore, the researchers preferred to use participants' native language and made sure there was no loss of meaning in translations. After transcription, the interview documents were translated from Turkish into English by the researchers. Each interview approximately lasted 25-30 minutes.

### *3.4. Data analysis*

Semi-structured interviews enable participants to answer the questions more flexibly and thus they can express themselves better. As the interviews were semi-structured type, the researchers used a cross-interview analysis technique to analyze the data gathered from the interviews. The methodology for the cross-interview analysis involves grouping the responses to the same or common subject from different people. The researcher read each interview several times and summarized the responses. As a result of cross-interview analysis, three broad categories were generated. Along with these broad categories two sub-categories emerged. The findings for each category were presented with accompanying quotations from the participants. Then, three main categories, which are communication difficulties (CP), cultural incompatibility (CI) and curriculum & parent pressure (CPP), were created. Two related subcategories also emerged since the researchers wanted to shed light upon some specific areas. They were named as "not knowing Turkish & being illiterate, biases". In order to see different aspects related to the subcategories, interview transcripts were re-read, and each detail was taken into consideration. The analyzed data were presented under categories and with appropriate quotations from the participants.

#### 4. Results

The present study primarily aimed at investigating the major difficulties faced by Turkish teachers of English in classrooms with immigrant students. The study also looked at the strategies which teachers developed to overcome these difficulties. As mentioned earlier, immigration is a very significant reality in Turkey. As of 2020, the total number of Syrian children reached 1.694.520 as of (Özdemir, n.d.). As revealed in Table 1, the number of Syrian children residing in Turkey is quite high. The total number of Syrian children involved in education is 1.179.264.

Table 1. Actual Number of Syrian Refugees Residing in Turkey- October 2020

Age range	Male	Female	Total
0-4	255.900	247.400	503.300
5-9	282.602	259.721	542.322
10-14	203.410	184.596	388.006
15-18	142.058	118.556	260.614

In order to address the purposes of the study, four open-ended questions were asked. Based on the data analysis, it can be stated that several difficulties were frequently voiced by the participant English language teachers. The researchers compiled these difficulties under 5 main headings:

- (1) Communication-related difficulties
  - (a) Not Knowing Turkish and Being Illiterate
  - (b) Behavioural Problems
- (2) Cultural incompatibility
  - (a) Biases
- (3) Curriculum and Parental Involvement

Each broad category will be presented in the rest of the paper with proper quotations.

##### 4.1. Communication-related difficulties

It is worth bearing in mind that communication difficulties in classrooms may get bigger in the future if ignored. It is very important to notice them on time and take the necessary measures. Since communication is a basic need in human life, it is very important for the child to understand the environment in which he lives and to be able to communicate with those around him. As can be seen in Table 1, the number of immigrant children who are at the stage of adolescence is high. According to Erikson's Psychosocial Development Theory, adolescence is the most important stage in one's development since it is the period when the identification process begins. The disruption in this stage badly affects people's future communication (Rosenthal et al., 1981). Failed communication causes the child to show behavioural problems. The child becomes aggressive, disrupts the order of the class and disturbs his friends. Parents who are refugees in Turkey have achieved an impressive task: they have escaped war, persecution, and maybe death in order to bring their children to a safe place (Dumbrill, 2009). Refugee parents, who have difficulties with adapting to the new country in which they started to live, neglect to take care of their children adequately. Maslow (McLeod, 2007) states that people are motivated when their certain needs are met, such as food and shelter. When one need is met, a person aims to fulfil another one. It is said that the deficiency, or basic needs, demotivates people. Also, the longer they are denied, the need to meet those needs will become stronger. Before moving forward with satisfying higher-level growth needs, one must satisfy lower-level needs. If these needs have been fairly fulfilled, one will be able to reach the highest level, called self-actualization. As the family has difficulty in meeting these basic needs, they cannot move to the upper levels. This is one of the factors that cause children to try to cope with their communication difficulties and behavioural problems alone and they generally fail to do it. The trauma caused by civil war or migration and financial inadequacies can also lead to communicative and behavioural problems.

*Quotations from interviewee teachers about communication difficulties and behavioural problems:*

37-year-old Turkish teacher of English with 15 years of teaching experience, mentioned the communication-related difficulties. Almost all 6 of the participants mentioned 'communication' as a major difficulty.

T1: *'There is really a big behavioural disorder, so as I said, refugee students have a war-based background. They run away; they fear from each other. Some of them talk in the groups that they were afraid of while fleeing, and they constantly hear this kind of conversation from their family. Of course, the child reflects this. He thinks*

he can protect himself by fighting. Therefore, instead of talking or complaining to the teacher when the problem arises, he directly pinches, pushes and spits at his friend. These were the biggest problems that other classroom teachers and I observed during our classes.

T2: *We have problems in terms of communication. Students have difficulty in understanding the instructions. The biggest problem is that students have adaptation problems during the lesson. Even if you work in English you generally have to give the instructions in Turkish. They cannot understand Turkish either. If there is not a student in the classroom who understands the instruction and translates it to his friends, the problem increases substantially. Our biggest problem is that we cannot get along, we cannot find the common point. We have behavioural problems. Student disturbs his friend. He pulls her hair. He begins to shout or tries to interfere with the class. He says, "I want to go out." As they are coming from a war environment, they try to protect themselves by beating their friends. They perpetrate violence to their friends. This is the biggest problem encountered in our schools. Psychological problem.*

#### 4.2. Cultural incompatibility

Cultural incompatibility is another issue that needs to be considered. The child's inability to recognize the culture of the host society in which he started living and to adapt to it makes him feel like he does not belong there. Not understanding the jokes and not making sense of cultural discourses make the child feel bad. We can say that this situation prepares a base for the child to show behavioural problems.

Individuals from various communities or countries have specific goals, beliefs and desires influenced by their cultural factors. Indeed, in intercultural friendships, individuals feel less threatened to share a common culture, language, religion, values and institutions. Therefore, cultural incompatibility will grow from fear and indifference to the actions of others and from the prejudice and discrimination (Craig, 2016). Even though immigrants' efforts to survive in a country that has a different culture from their own culture is the first step to alleviate cultural incompatibility, it is not entirely sufficient. It is quite normal to experience a painful process during the habituation phase.

Quotations from interviewee teachers about cultural incompatibility:

T1: *Incompatibility to class's culture, school's culture and the environment's culture, which is surrounding the child, is a huge problem for us. The students go through a trauma of course. Even if some of them have not seen the war, the traumas that their family experience pass on to the child. They also come to a new country. They meet new people. They internalize some of them. Being adopted by the teacher or not being adopted by the teacher, all of these create a trauma on children. And at the beginning they develop a negative attitude towards the class and towards the school. Keeping their motivation alive is more difficult compared to normal students.*

T3: *Problems that I encounter on the basis of foreign students I can list them as follows:*

- *Low level of education of parents,*
- *Family's neglect*
- *Lack of material goods due to lack of financial means and budgetary concerns*
- *The student does not know Turkish or is illiterate.*
- *Cultural differences*

Foreign students come to Turkey without knowing Turkish. Their native language Arabic operates on an alphabet that is totally different from the Latin alphabet that the Turkish language is utilizing. These refugee children who receive formal schooling are literate in their native languages. When they migrate to Turkey and start school with their peers, they are like illiterate people. According to the program initiated by the MoNE mentioned earlier, regardless of their ages all refugee children are enrolled in Turkish reading/writing classes with their 7-year-old Turkish peers before they start education. Numerical system in their own alphabet is also different. Foreign students need to learn these concepts first.

Quotations from interviewee teachers about Not Knowing Turkish and Being Illiterate:

T4: *They are trying to adapt but I guess their need is a more basic Turkish education. If we take them directly to a normal class, they can be confused.*

As Einstein said, "Breaking biases is more difficult than breaking down an atom." The prejudices we have developed as a normal human behaviour can generally make us think in a negative way. It is totally normal to have

prejudices but letting them control our behaviours may cause adverse effects. Students' biases towards one another make them think and behave negatively. They carelessly use offending words towards each other as they cannot truly control their biases, but their biases control them.

Quotations from interviewee teachers about Biases:

T2: *Unfortunately, we have a prejudice. We do not have it in our school, but we hear from our colleagues. Some parents say 'I do not want my child to sit with a Syrian child. 'or' I do not want my child to be friends with a Syrian child.' Breaking this bias is very hard. Sometimes even the teachers have some biases. They ask, 'Why are there so many foreign students?' The teacher says that 'I taught to my students how to read and write (Neither strangers nor Turkish are distinguished anyway.) Today a new student came to my class and he is illiterate. What am I going to do now?' Now in each class there are newcomers, who started education at the middle of the semester. These are big problems. You cannot ignore them or put them behind the class and not care about them. What will the child do there? He will get bored and start to disrupt the class order. In some families, especially at the houses of Somalian immigrants, we see that anything spoken in the house reflects to the child directly. Some of the immigrants may have biases as well. They have a thought like Turkey is helping us, but it has its own benefits from this situation. We try to explain the true point of view to the child as far as possible. We say this is a wrong statement and a wrong thought. As far as I understood channels that they watch at home or journals and printed media that they follow trigger their biases.*

T5: *As you know breaking the bias is harder than breaking the atom. It does not happen immediately, but I think we will achieve it gradually. Our students are very nationalistic. As there are a lot of foreign students coming from Iraq, Iran, Somalia, Syria, Afghanistan, Libya, Egypt and so on. Turkish students become surprised. They ask "Is Turkey the only place that they can live? Why are these people here?" They definitely have biases, but I try to explain to them that women and children do not have another choice, I tell them how bad the war environment is and sometimes to convince them I ask foreign students to talk about their country's situation.*

Even while working with students who share the same language and same culture as you, curriculum and parent pressure cause malfunctions in the process. With the inclusion of foreign students in our education system, the curriculum, exam and family pressure affect the process even more negatively. As foreign students do not know the language and the culture of this new country the teacher feels like dealing with the foreign students individually. However, the teacher has a curriculum to follow and the exam pressure causes parents to apply a pressure on the teacher. As a result, the teacher is not able to manage the process as he/she wishes.

Quotations from interviewee teachers about Curriculum and Parent Pressure:

T4: *If we teach in a way that even disabled and foreign students can understand, everyone will benefit from it. If we do not have concerns about LGS (Transition to High School Exam), trial exams, curriculum and parent pressure, we would feel much more comfortable and we would have done a more correct education.*

## 5. Discussion

Immigrants' children are psychologically traumatized, and they have not been able to overcome it yet (Joshi & O'donnell, 2003). However, they try to survive in a completely new country and try to adapt to its people. While all they need is to restore their well-being, they face conflict with local people. This worsens the crisis in them. They are expected to attend school, adapt to the new educational system, which is totally different for them, and keep schools' and teachers' expectations above their basic needs, whereas their living conditions have not reached to its normal standards yet. About this issue, Turkish Ministry of Education (MEB) initiated PIKTES Project, whose main aim is to promote access to education in Turkey for children under temporary protection and to support their social cohesion. It also aims to support MEB's efforts on education and social cohesion of children under temporary protection. It can be accepted as the first step towards solving this problem. As part of PIKTES, students are expected to stay in integration classes for a certain period of time and reach a level of proficiency in Turkish. In these classes students only have Turkish, sport and art classes. At the end of each semester, Turkish proficiency exams are held and students who are observed to be above a certain level get the right to pass to normal classes. In this respect, these classes, which can be considered as an example of immersion education, may be counted very useful.

Even though their culture shows similarities with the host country, it is not easy to be part of the acculturation process. The biases that they encounter and they have do nothing but worsen the situation. According to the participating teachers, parents are the major sources of biases. Parents are the main reasons why immigrant students

and peers of immigrant children have biases. They face these biases not only at school but also at mass media. Channels watched at their home and the newspapers read by their parents trigger the formation of hatred at immigrant children. These biases are double-sided as immigrant students are exposed to bullying by their Turkish peers. This does not help them to fix the bad image of the host country since they have a perception that “We are in a bad condition, but Turkey is helping us for its own sake”.

When students are asked about the source of this idea, they have some expressions like “Turkey is receiving payment from the European Union for keeping us in their country”. Since parents are the main reason for the biases that students have, holding family elucidating seminars can be a suitable and feasible solution. In these seminars, the difficult situations experienced by immigrants can be addressed by going through certain topics. Immigrants, who have witnessed the incident, may share their experiences. Indulgence and tolerance may be suggested. Teachers cannot do anything but suggest Turkish students to be tolerant and try to change the negative image that Turkey has in the minds of immigrant children because teachers are not supported enough, either. Parents also make their jobs harder and do not assist teachers to integrate students into the educational system. This problem can be solved by assigning each student a buddy who will help them with anything they need. Before this process, it would be better to educate students about intercultural communicative competence. In this way, students will be informed about what their peers will need and why this is necessary. How they will be paired is up to the teacher's preference. It can be a natural process where students find each other a partner. However, teachers' selecting the pairs can be used in situations in which students are reluctant to get to know each other. In this way, it will ease teachers' burden and students will become friendly at once.

Sociocultural integration often refers to learning about a culture, behavioural adequacy and exchanges, psychological integration refers to coping with the new environment, social support, solidarity and overall all psychological well-being (Şeker & Sirkeci, 2015). Community's support is crucial in the soundness of the orientation process. Researcher's solution for this problem is to have orientation programs for immigrant families. These programs can be conducted by municipalities or Non-Profit Organizations (NGO). In these programs, families will be provided with any kind of information they will need to survive. Germany has successful applications in this field. It has programs that aim to help immigrants with many issues, such as shopping, dealing with language difficulties and societal relations. They fasten the adaptation process of immigrants. A similar kind of orientation process may also be held at schools. A concept called “Turkish Hours” may be useful. It may be designed as “European Hours”, which is popular in Europe. In the “European Hours” lessons using the vehicular language, the integration and harmonization of students from different nationalities is formally achieved. “European Hours” is an essential elementary school curriculum feature from grade 3. Kids from different language backgrounds work together in groups of 20 to 25 students for three lessons a week. Students generally have a cognitively undemanding and attainable goal, like making puppets. This can be adjusted to Turkish context by making use of our own cultural elements. For example, students might spend their time learning folklore dances such as Atabari or Zeybek, watching cartoons like Pepe etc. City trips may be organized during school hours to museums or historical places.

Psychological growth mediates the effect of war and persecution, relocation among immigrant and refugee youth, reliant on the decisions of adults and at the mercy of political chaos and unpredictable violence (Lustig et al., 2004). If the precautions are not taken on time, these children will waste their time, and this will affect their future and surroundings negatively.

## **6. Conclusion**

As mentioned earlier, while conducting this research, there have been some changes in the area, such as including new types of activities in PİKTES program. Therefore, keeping up with the recent changes was the hardest part. Additionally, as we worked with very few participants in a small town in Turkey, the findings of the study cannot be generalized beyond this sample and context. Thus, a further study could be administered by using a larger sampling. Even though we tried to create a variety of participants, the ones at high school level were only from Imam Hatip High School because of convenience issues and reluctance of the teachers. As the last thing, we wanted to run a study based on Intercultural Communicative Competence (ICC), but the results of the interviews took us to a very different point.

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**Author contribution statements**

O. Tunaboğlu, M. Vezir & A. Uluyol contributed equally to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

**Disclosure statement**

No potential conflict of interest was reported by the authors.

**Ethics committee approval**

This research has Ethics Committee Approval from Suleyman Demirel University with 02/02/2020 date and 102/2 number. All responsibility belongs to the researchers. All parties were involved in the research of their own free will.

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## Çizgi filmlerde değer eğitimi: TRT Çocuk örneği\*

### Value education in cartoons: TRT Çocuk channel example

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Makale Bilgisi	Öz
<p>Araştırma Makalesi</p> <p>Gönderilme: 24 Aralık 2020 Düzeltilme: 14 Şubat 2021 Kabul: 18 Mart 2021</p> <p><b>Anahtar kelimeler:</b> Değer eğitimi, Çizgi film, Çocukluk dönemi, Kitle iletişim araçları, TRT Çocuk</p>	<p>Bu çalışmanın amacı, TRT Çocuk kanalının günlük yayın akışındaki tüm çizgi filmlerin değerler eğitimi açısından incelenmesidir. Araştırma genel tarama modelindedir. Araştırmanın verilerini TRT Çocuk kanalının günlük yayın akışında yer alan 28 farklı çizgi filmin Youtube platformundaki en çok izlenen bölümleri oluşturmaktadır. Milli Eğitim Bakanlığının değerler eğitimine ilişkin genelgesinde yer alan değerlerin çizgi filmlerde işleme durumu görüş birliğiyle belirlenmiştir. Verilerin içerik analizi sonucunda, incelenen çizgi filmlerde en fazla yardımlaşma-dayanışma değeri ele alınırken empati değerine yer verilmediği görülmüştür. Genel olarak, çizgi filmlerin sürelerine kıyasla yeterli sayıda değere vurgu yaptığı ifade edilebilir. İncelenen çizgi filmlerin değerler eğitimi açısından önemli role sahip olduğu, çizgi filmlerin yeni bölümlerinde veya yeni yapılacak çizgi filmlerde az sayıda ele alınan değerlere daha çok yer verilmesi gerektiği düşünülmektedir.</p>
Article Info	Abstract
<p>Research Article</p> <p>Received: 24 December 2020 Revised: 14 February 2021 Accepted: 18 March 2021</p> <p><b>Keywords:</b> Value education, Cartoon, Childhood, Mass media, TRT Çocuk</p>	<p>The aim of this study is to examine all cartoons in the daily broadcast flow of TRT Çocuk channel in terms of values education. The study is conducted in a general survey model. The study data consist of the most watched episodes of 28 different cartoons on the Youtube platform in the daily broadcast flow of TRT Çocuk channel. The addressing of the values in the cartoons in the circular of the Ministry of National Education on values education was determined by consensus. As a result of the content analysis of the data, it was observed that the empathy value was not included in the analyzed cartoons, while the cooperation-solidarity value was mostly addressed. In general, it can be stated that cartoons emphasize a sufficient number of values compared to their duration. We think that the cartoons examined play an important role in terms of values education, and the values that are addressed in few numbers should be included more in new episodes of cartoons or new cartoons.</p>

### 1. Giriş

Günümüzde teknolojik gelişmeler, hayatın her alanında etkisini göstermektedir. Bireyin günlük yaşantısının teknolojik gelişmeler tarafından şekillendirildiği ifade edilebilir. Teknolojik gelişmelerle birlikte özellikle pandemi sürecinde sosyal mesafenin zorunluluk haline gelmesiyle birlikte, sosyal iletişim yollarına ilişkin değişimlerin de söz konusu olduğu ifade edilebilir. Sosyal iletişimin kitle iletişim araçları ile sağlandığı söylenebilir. Bireylerin kitle iletişim araçlarını yaygın şekilde kullandığı ve yaşamın vazgeçilmez bir parçası haline geldiği söylenebilir (Aymaz, 2018; Neubaum ve Krämer, 2017; Shah, Das, Muthiah ve Milanaik, 2019). Teknolojik gelişmeler, bireylerin alışkanlıklarını, davranışlarını, kültürünü, beklentilerini, sosyal ve kültürel alanlarını etkileyebilir (Atik ve Erdoğan, 2014). Kitle iletişim araçlarını kullanım yaşı her geçen gün düşmektedir. Geçmiş yıllarda toplumlara

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ait tarih, kültürel ve ahlaki değerler yüz yüze etkileşimle büyüklerden küçüklere nesiller boyu aktarılırken, günümüzde bu görevi kitle iletişim araçlarının üstlendiği söylenebilir (Cesur ve Parker, 2007; Mustafaoğlu vd, 2018).

Toplumun geneli düşünüldüğünde, ekonomik durum ve fiziki altyapı doğrultusunda her bireyin cep telefonu, bilgisayar gibi yaygın kullanılan kitle iletişim araçlarına sahip olamayacağı, buna karşın hemen her evde televizyon bulunduğu ifade edilebilir (Dinleyici vd, 2016; RTÜK, 2018). Dolayısıyla toplumun tüm kesimlerine hitap edebilme noktasında, en etkili kitle iletişim aracının televizyon olduğu söylenebilir. Çocuklar hareket eden nesnelere, seslere ve renklere karşı duyarlılıkları sebebiyle küçük yaşlarda ekranlara bağlanırlar (Domoff vd, 2019). Televizyonun yaygınlığı dolayısıyla, çocukların ilk olarak etkileşimde bulunduğu kitle iletişim aracı olduğu söylenebilir. Televizyon bireyin dış dünyayı tanınmasında ve dış dünya ile alakalı bilgi almasında köprü görevi görebilir (Yağlı, 2013). Toplumumuzda, evlerin %94'ünde televizyon bulunduğu, %86'sında günde ortalama 5-6 saat televizyon izlendiği ifade edilmiştir (MEB, 2008).

Her yaştan bireyin, kitle iletişim araçları aracılığıyla takip ettikleri programlarda benimsenen davranış, konu, anlayış ve yaklaşımlardan etkilendiği ve günlük yaşantısına bu durumları aktarabilme durumunun söz konusu olduğu ifade edilebilir (Coates vd, 2019; Kamleitner ve Khair-Jyote, 2013). Özellikle çocukluk ve ergenlik dönemlerinde, kitle iletişim araçlarının bireyin davranışlarına etkisinin daha fazla olduğu söylenebilir (Yahaya, Rathakrishnan, Tuah ve George, 2020). Çocuklar televizyondan arkadaşlık, paylaşma, işbirliği, yardımlaşma gibi olumlu davranışlar kazanabildikleri gibi, şiddet, ahlaki yozlaşma, ihtiras gibi olumsuz davranışlar da kazanabilirler (Alzate, 2016; Doğan ve Göker, 2012, Yağbasan ve Kurtbaş, 2015). Bu davranış kazanma sürecinde çocuklar izledikleri, beğendikleri ve ilgi duydukları karakterleri kendilerine örnek alabilir, onların davranışlarını taklit etme davranışını gösterebilirler (Astuti, Waluyo ve Rohmadi, 2019). Kişilik özellikleri, davranışlar, değer algıları ve beceriler erken yaş dönemlerinde kazanılmakta, benimsenen bilgi, beceri, davranış ve değerlerin bireyler tarafından yaşam boyu sürdürülebilirliği sağlanmaya çalışılmaktadır (Susar-Kırmızı, 2014). Özellikle erken yaş dönemlerindeki bireylerin etkileşimde buldukları kitle iletişim araçlarında bulunan karakterler ve programların toplumsal ve ahlaki değerleri kazandırabilecek nitelikte olması toplumsal ve kişisel gelişim açısından önem taşımaktadır (Asghar ve Chohan, 2019; Oyero ve Oyesomi, 2014; Yorulmaz, 2013).

Tüm dünyada, farklı kitle iletişim araçlarının benimsediği durum, davranış, tutum ve değerlerin, izleyicisi veya kullanıcısı olan bireyleri etkilediği ifade edilebilir. 1999 yılında ABD'nin Colorado eyaletinde iki öğrencinin gerçekleştirdikleri lise baskını sonucu, iki öğrenci ve bir öğretmen öldürülmüş, bu eylemi gerçekleştiren öğrencilerin daha önce "Katil Doğanlar" filmini defalarca izlemiş oldukları tespit edilmiştir. Burada verilen haber bahsedilen durumun bir örneği olarak ifade edilebilir (MEB, 2008; RTÜK, 2018). Ülkemizde de Bursa ilinde, 2018 yılında "Mavi Balina" isimli oyunu oynayan lise çağındaki iki öğrenciden birisi intihar ederek yaşamını sonlandırırken, diğer öğrencinin intihar girişimi yaralanmayla son bulmuştur. Benzer şekilde tüm dünyada belirtilen oyunu oynayan gençlerin intihar ettikleri söylenebilir (Mukhra, Baryah, Krishan ve Kanchan, 2019; Talu, 2019; Yılmaz ve Candan, 2018). Filmlerin ve oyunların yanı sıra, günümüzde en yaygın olarak kullanılan sosyal medya platformlarından biri olan (Datareportal, 2020) YouTube kanallarının ve YouTuber bireylerin de günümüzde birçok bireyi davranışsal olarak etkilediği ifade edilebilir (Pérez-Torres, Pastor-Ruiz ve Abarrou-Ben-Boubaker, 2018).

Son yıllarda kitle iletişim araçlarında yer alan, ahlaki ve toplumsal değerlere aykırı içeriğe sahip programların toplumun değer algısını olumsuz etkilediği söylenebilir (Dillon ve Bushman, 2017; Rai vd, 2017). Toplumsal ve ahlaki değerlerimizin zamanla yitirilmesi, toplumsal kimliğimiz ve benliğimizi kaybetmemize yol açabilir (Browne ve Hamilton-Giachritsis, 2005; Hoffner, 1996). Geleneksel değerlerinin farkında olmayan bireylerin, yaşadığı toplumda karakterli ve kişilikli bir duruşa sahip olması güçleşebilir (Dillon ve Bushman, 2017; Gentile vd, 2009; Rai vd, 2017). Adalet, sevgi, saygı, dostluk, öz denetim, vatanseverlik, dürüstlük, sorumluluk, yardımseverlik gibi kök değerlere sahip bireylerin, topluma hangi meslek grubunda hizmet ederse etsin, görevini nitelikli şekilde yerine getireceği öngörülebilir (MEB, 2018). Günümüzde yaygınlaşan rüşvet, torpil, sahtekarlık gibi ahlak dışı davranışların, toplumsal değer algısının değişmesi ile bireyler tarafından normal bir durum olarak algılandığı ve tepkisiz kaldığı söylenebilir. Bu durum toplumsal benliğin zedelendiğinin bir göstergesi olarak düşünülebilir (Garret, 2016; Inglehart, 2017; Nomaguchi ve Milkie, 2019; Sancak, 2019). Toplumsal değerlerin günümüzde geçmiş yıllara kıyasla önemini yitirmesinde kitle iletişim araçlarının dikkate değer bir rolü olduğu ifade edilebilir. Atatürk'ün "Vatanını en çok seven işini en iyi yapandır" sözünü düstur edinebilmek için öncelikle toplumsal değerlere sahip olmak gerekmektedir (Akhan, Çiçek ve Mert, 2019; Deniz ve Tutgun-Ünal, 2019).

Yapılan araştırmalara göre çocukların televizyonda izlemeyi en fazla tercih ettiği programlar arasında çizgi filmler gelmektedir (BEBKA, 2018; Doğan, Göker, 2012; RTÜK, 2018). Çizgi filmler, 14 yaşına kadar yoğun şekilde izlenmekle birlikte lise dönemine kadar bireylerin dikkate değer şekilde etkileşimde bulunduğu programlar

olarak görülebilir (BEBKA, 2018; Ghilzai vd, 2017; Kidenda, 2018). Yapılan çalışmalarda, çizgi filmlerin eğlencenin yanı sıra, kültür aktarımı, ahlaki, kişisel ve toplumsal gelişim, hayal gücü gelişimi, akademik başarı ve tutumu değiştirebilecek etkiye sahip olduğu belirtilmiştir (Hsu ve Lee, 2020; Julia ve Isrokatun, 2019; Rodriguez ve Cumming, 2017; Yağlı, 2013).

Toplumsal değerlerin farkında olan ve kişisel gelişim açısından doğru şekilde gelişim gösteren bireylerin yetişmesi toplumsal açıdan arzu edilen bir durumdur (Shakhmarova, 2017). Özellikle erken yaş dönemlerinde bilgi, beceri, değer ve davranış kazandırılması ve bu kazanımların yaşam boyu sürdürülebilmesi gerekmektedir (Susar-Kırmızı, 2014). Çocukların günlük yaşantılarında, zamanlarının dikkate değer bir bölümünü çizgi film izleyerek geçirdikleri ve çizgi filmlerde yer alan karakterleri rol model olarak benimsedikleri düşünülürse, ahlaki ve kişisel gelişimi destekleyici çizgi filmlerin çocuklar tarafından takip edilmesi veya bu takibin ebeveynler tarafından desteklenmesi önemli hale gelmektedir (Imuray, 2009; Habib ve Soliman, 2015; Oyero ve Oyesomi, 2014; Pandey ve Lenka, 2020; Yağlı, 2013).

Televizyonlarda kesintisiz çizgi film hizmeti sunan yerli ve yabancı birçok kanal bulunmaktadır. Kanallara erişim için farklı donanımlar gerektiğinden, bu kanallardan toplumun tüm kesimleri tarafından en fazla erişimin mümkün olduğu kanalın TRT Çocuk kanalı olduğu söylenebilir (Türkmen, 2012). Çizgi filmlerin gösterimi TV kanallarının yanı sıra, internet ortamında çizgi film kanallarının kendilerine ait internet sitelerinde ve çeşitli video izleme platformlarında yapılabilmektedir. Belirtilen platformlar arasında YouTube, bireylere video izleme, kendisine ait video yükleme, videolara yorum yapabilme gibi seçenekler sunan bir uygulamadır (YouTube, 2020). YouTube, dünya genelinde 2 milyar kullanıcı sayısı ile en çok kullanılan sosyal medya platformları arasında ikinci sırada yer almaktadır. Türkiye’de ise YouTube en sık kullanılan sosyal medya platformudur (Datareportal, 2020). YouTube platformu, toplumlar tarafından yaygın şekilde kullanıldığından dolayı çizgi film kanallarına bu platformdan da ulaşılabilir.

Eğitimde çizgi filmlerin farklı disiplinlerde öğretim materyali olarak kullanıldığı ve eğitsel açıdan önemli bir materyal olarak kabul edildiği son yıllarda yapılan birçok çalışmada görülmektedir (Borzekowski, 2018; Kanellidou ve Zacharia, 2019; Vitasmoro, Chandra ve Jatmiko, 2020). Çizgi filmler alan eğitimi açısından öğretim amaçlı kullanılmakla birlikte, değerler eğitimi amaçlı kullanımı da bireylerin kazanması beklenen değerleri benimsemelerini kolaylaştırıcı etki oluşturabilir (Alzate, 2016; Imuray, 2009; Oyero ve Oyesomi, 2014; Pandey ve Lenka, 2020; Rai vd, 2017). Akademik gelişim ilerleyen yaş dönemlerinde de sağlanabilmekle birlikte ahlaki ve toplumsal değerlerin erken yaş dönemlerinde bireylere kazandırılması ve belirtilen değerlerin sürdürülebilir olması toplumsal gelişim açısından önemlidir (Aşılıoğlu, 2018; Sevinç, 2006). Milli Eğitim Bakanlığı (2018) tarafından yayımlanan öğretim programlarında ve Milli Eğitim Temel Kanununda (1973) da eğitim-öğretim sürecinde bireylere kazandırılması gereken değerler belirlenerek, bu değerlere sahip bireyler yetiştirilmesi amaçlanmıştır. Okul dışındaki süreçte de çocukların ilgili değerleri kazanmasını destekleyecek unsurların bulunması gereklidir. Çocukluk döneminde bireylerin günlük yaşantısında yaygın şekilde çizgi filmleri takip ettiği (BEBKA, 2018), bu çizgi filmlerde yer alan karakterlerin rol model aldığı (Pandey ve Lenka, 2020), toplumsal değerleri bu yaş dönemlerinde kazanması gerektiği düşünülürse (Ulusoy ve Dilmaç, 2014), toplumun tüm kesimleri tarafından en yaygın şekilde takip edilen TRT Çocuk kanalında günlük yayın akışında bulunan çizgi filmlerin değerler açısından incelenmesi önemli hale gelmektedir. Dolayısıyla bu çalışmada, TRT Çocuk kanalında yer alan günlük yayın akışındaki tüm çizgi filmlerin en çok izlenen bölümlerinde hangi değerlere ne sıklıkla yer verildiğinin tespit edilmesi amaçlanmıştır.

## 2. Literatür

Dumova (2007), yaptığı çalışmada WBGU-TV, Bowling Green, Ohio tarafından üretilen yerel bir çocuk televizyon dizisi olan News Six'in 114 bölümünü değerler açısından analiz etmiştir. Elde edilen verilerin analizi sonucunda, yardımlaşma, paylaşma ve işbirliği değerlerinin daha fazla ele alındığı belirtilmiştir. Song ve Zhang (2008), Çin kültürüne ait “Legend of Nezha” çizgi filminin kültürel değerler açısından incelenmesini amaçladıkları çalışmalarında elde edilen verilerin analizi sonucunda, geleneksel değerlerin “hiyerarşi, dostluk, bilgelik, azim, kolektivizm, insani yardım, aile ve doğa”, geleneksel olmayan “kişisel ilgi, zevk, eşitlik, güzellik, gençlik ve romantizm” değerlere göre daha fazla işlendiği tespit edilmiştir. Ek olarak geleneksel değerlerin (hiyerarşi hariç), negatif karakterlere göre pozitif karakterlerde daha çok ilişkilendirildiği görülmüştür. Geleneksel olmayan değerlerin ise (eşitlik hariç), negatif karakterlerin pozitif karakterlere göre daha sık ilişkilendirildiği tespit edilmiştir.

Akıncı (2013) TRT Çocuk kanalında okul öncesi düzeye uygun içeriğe sahip çizgi filmlerdeki değerleri belirlemeyi amaçladığı araştırmasında okul öncesi düzeydeki bireylere uygun içeriğe sahip 9 çizgi filmin ikişer bölümü

analiz edilmiştir. Elde edilen verilerin analizi sonucunda genellikle sözel ifade ile değerlerin ele alındığı, davranışsal olarak değerlerin daha az vurgulandığı, ağırlıklı olarak nezaket, mutluluk, sevgi, arkadaşlık, sabır, cesaret, temizlik, yardımlaşma, sorumluluk, doğruluk (dürüstlük) ve işbirliği değerlerinin ele alındığı ifade edilebilir.

Güven ve Akıncı (2014), TRT Çocuk kanalında 2013 yılında yayımlanan okul öncesi döneme uygun olan Canım Kardeşim, Jibber Jabber, Pepee, Laura'nın Yıldızı çizgi filmlerinin ikişer bölümlerini değerler açısından incelemişlerdir. İncelenen 8 çizgi filmde farklı frekanslarda nezaket, yardımlaşma, özgüven, mutluluk, sorumluluk, temizlik, arkadaşlık, empati, paylaşma, doğruluk/dürüstlük, sevgi, sabır, işbirliği değerlerinin toplam 284 kez ele alındığı sonucuna ulaşılmıştır.

Sevim (2013), yerli ve yabancı çizgi filmlerde ele alınan değerleri belirlemeyi amaçladığı çalışmada Uşak ilinde okul öncesi düzeyde çocuğa sahip 250 veliden elde edilen veriler doğrultusunda en çok izlenen 3 yerli ve 3 yabancı olmak üzere 6 çizgi filmin değerler eğitimi açısından içerik analizi gerçekleştirilmiştir. Elde edilen verilerin analizi sonucunda sevgi, saygı, hoşgörü, işbirliği, adil olma, çalışkanlık, sorumluluk, temizlik, dürüstlük, yardımseverlik, aile birliğine önem verme, sağlıklı olmaya önem verme, paylaşma değerlerinin çizgi filmlerde ele alındığı ifade edilebilir. Çizgi filmlerde vatanseverlik ve barış değerlerine rastlanmadığı belirtilmiştir.

Korukcu, Güngör ve Ardahanlı (2015), en çok oylanmış ve en fazla beğeniye sahip ilk 10 animasyon filmi değerler eğitimi açısından incelemeyi amaçladıkları araştırmalarında, animasyon filmlerde ele alınan değerleri içerik analizi ile belirlemişlerdir. İlgili filmler yardımsever olmak, aile güvenliği, cesur olmak, saygılı olmak, kibar olmak, kibar olmak, hoşgörülü olmak, işbirliği yapmak, çalışkan olmak, azimli olmak, girişimci olmak, sorumluluk sahibi olmak, güvenilir olmak, araştırmacı olmak, yaratıcı olmak, bilimsel olmak, estetik, şefkat-merhamet, empati, çevreyi koruma, sadakat, fedakârlık ve hayatın verdiklerini kabul değerleri bağlamında incelenmiştir. Elde edilen verilerin analizi sonucunda, her filmin bir ya da birkaç merkezi değer etrafında şekillendiği; verilmek istenen değerlerin doğrudan ya da dolaylı olarak yardımcı öğelerle desteklendiği; değerlerin olumsuz örnekler üzerinden de verilebildiği, animasyon filmlerin değer aktarımında işlevsel bir araç olduğu saptanmıştır.

Kanar (2019), Arabalar 1 animasyon filminin öğrencilerin değer gelişimine etkilerini incelediği araştırmasında elde edilen verilerin analizi sonucunda, animasyon filmlerin çocukların değer kazanımında etkisi olduğu ve animasyon filmlerde ele alınan değerlerin çocuklarda iz bıraktığı ifade edilmiştir. Karaca (2019), Rafadan Tayfa çizgi filminin değerler eğitimi açısından incelenmesini amaçladığı çalışmada Rafadan Tayfa çizgi filminin ilk 40 bölümü ve ramazan ayına özel 10 bölümü olmak üzere 50 bölümünü incelemiştir. İlgili bölümlerin içerik analizi sonucunda yardımseverlik, çalışkanlık, sabır, selamlaşma, saygı değerlerinin daha sık yer aldığı tespit edilmiştir.

Literatür incelendiğinde genellikle spesifik olarak belirli bir yaş grubuna hitap eden ya da en çok izlenen birkaç çizgi filmin değerler eğitimi açısından incelendiği ifade edilebilir. İlerleyen yıllarla güncellenen içerikler ve yeni üretilen çizgi filmler olmakla birlikte lise çağına kadar yoğun şekilde izlenen çizgi filmlerin okul öncesi ile ilkököl ve ortaokul seviyesindeki bireylere yönelik çizgi filmlerin de değerler eğitimi açısından incelenmesi gereklilik arz etmektedir. Farklı kesimlerde farklı çizgi filmlerin daha fazla izlendiği düşünülürse yayın akışındaki tüm çizgi filmlerin değerler eğitimi açısından incelenmesi genel bir yargıya varabilmek açısından önem arz etmektedir.

### 3. Yöntem

#### 3.1. Araştırmanın modeli

Çalışmaya dahil edilen çizgi filmlere ilişkin değerler eğitimi açısından bir yargıya varabilmek amacıyla, bu çizgi filmlerin en çok izlenen bölümleri üzerinde incelemeler yapılarak, elde edilen veriler olduğu şekilde raporlaştırıldığı için araştırmanın modelini genel tarama modeli oluşturmaktadır (Fraenkel ve Wallen, 2006; Gürbüz ve Şahin, 2014; Karasar, 2012).

#### 3.2. Verilerin elde edilmesi

Çalışmaya, TRT Çocuk televizyon kanalının resmi internet sitesinde yer alan günlük yayın akışındaki 28 farklı çizgi filmin, Youtube platformundaki TRT Çocuk kanalında en çok izlenen birer bölümü dahil edilmiştir. En çok izlenen bölümler 2019 yılı aralık ayı verilerine göre belirlenmiştir. Çizgi filmlerde ele alınan değerler, Milli Eğitim Bakanlığının valiliklere gönderdiği Değerler Eğitimi Yönergesi (2012)'nde bulunan ve öğrencilere kazandırılması amaçlanan 27 değerden oluşan listeye göre hazırlanan gözlem formu ile toplanmıştır. Çalışmaya dahil edilen çizgi filmler iki araştırmacı tarafından bağımsız şekilde, işlenen değerlerin göz ardı edilmemesi için ikişer defa izlenmiş ve çizgi filmlerde ele alınan değerler yine birbirlerinden bağımsız şekilde belirlenmiştir. Çizgi filmlerde yer alan

diyaloglardaki deęer ieren kelime, cümle veya paragraflar kaydedilmiştir. Filmler esnasında deęerleri ifade edebilecek olan jest, mimik, davranış, sembol ve resimlere ilişkin ekran görüntüleri alınmıştır. Araştırmada TRT Çocuk kanalında yayımlanan çizgi filmler incelenerek doküman incelemesi yapılmış olup herhangi bir kişiden veri elde edilmediğinden insan araştırmaları etik kurulu onayına başvurulmamıştır.

### 3.3. Verilerin analizi

Araştırmada veriler doküman incelemesi yoluyla incelenmiştir ve betimsel analiz yoluyla analiz edilmiştir (Yıldırım ve Şimşek, 2008). Veri toplama süreci sonunda, elde edilen verilerin analizi doğrultusunda araştırmacılar arasındaki uyum yüzdesi %96,748 olarak hesaplanmıştır (Miles ve Huberman, 1994). Araştırmacılar arasında farklılık arz eden 8 deęere ait çizgi filmler üç araştırmacı tarafından tekrar izlenerek görüş birliği çerçevesinde elde edilen veriler raporlaştırılmıştır.

## 4. Bulgular

Araştırmada TRT Çocuk kanalının günlük yayın akışında 2019 yılı Aralık ayı itibarıyla gösterimine devam edilen 28 çizgi filmin en çok izlenen bölümlerine ilişkin elde edilen bulgular Tablo 1’de belirtilmiştir.

Tablo 1. TRT Çocuk yayın akışındaki çizgi filmlerin en çok izlenen bölümleri ve süreleri

Çizgi film	Bölüm	İzlenme sayısı	Süre (*)
Niloya	Çok Şeker Yedim	80.885.100	6’ 23’’
Doru (Yıllık Atı)	Yeni Arkadaşlık	43.577.826	13’ 26’’
Elif ve Arkadaşları	Bando Takımı	28.539.099	11’ 34’’
Canım Kardeşim	Hayat Bilgisayar Oyunu Olsa	22.835.273	9’ 47’’
Emiray	Devler Köye Saldırıyor	20.760.355	12’ 36’’
Rafadan Tayfa	Domino Taşları	17.667.519	13’ 52’’
Çatlak Yumurtalar	Gizemli Tıkırtı	14.781.077	4’ 41’’
Elif’in Düşleri	Kutuptaki Patlıcan	11.519.389	10’ 07’’
Biz İkimiz	Yaz Bölümü	10.849.293	9’ 12’’
Çılgın Orman	Pali Ormanda	10.393.234	14’ 07’’
Su Elçileri	Doğal Geçiş Yolları	10.254.129	8’ 54’’
Akıllı Tavşan Momo	Erik Toplamak	9.521.771	12’ 03’’
Kuzucuk	Kahraman Kuzucuk	8.861.222	12’ 59’’
Aslan	Işıldayan Kamp	6.329.086	14’ 07’’
Hapşu	Karpuz Karpuz	6.098.325	14’ 13’’
Heidi	1. Bölüm	5.383.280	10’ 01’’
Bulmaca Kulesi	Teleferik	5.347.816	13’ 16’’
Pırl	Kesirli Dondurma	4.916.949	11’ 32’’
Arı Maya	Gölge Oyunu	4.618.711	11’ 12’’
Vikingler	Ağaç Ev	4.539.945	11’ 16’’
Ege ile Gaga	Renkler	3.633.828	7’ 52’’
İbi	İssız Kale	3.014.012	11’ 00’’
Kare	Doğru- Yanlış	2.696.962	11’ 23’’
Şef Roka’nın Lezzet Dünyası	Nefis Yumurta	1.702.962	6’ 30’’
Maysa ve Bulut	Tohum	1.552.939	10’ 36’’
Mutlu Oyuncak Dükkanı	En Sevdiğim Oyuncak	662.197	13’ 00’’
Nasreddin Hoca Zaman Yolcusu	Tarım Yapıyor	220.994	11’ 22’’
Erdem	Muhteşem Kaptan	124.295	13’ 42’’

(\*): ( ‘ : dakika), ( ‘ ‘ : saniye)

Tablo 1’de sunulan veriler incelendiğinde, TRT Çocuk kanalının günlük yayın akışında gösterimine devam edilen çizgi filmlerin izlenme sayılarının 124.295 ile 80.885.100 arasında deęiştii görülmektedir. Ayrıca çizgi filmlerin incelenen bölümlerinin süresinin 4’ 41’’ ile 14’ 13’’ arasında deęişim gösterdiği ifade edilebilir. İncelenen bölümler doğrultusunda en çok izlenen bölümün *Niloya* çizgi filminin *Çok Şeker Yedim* bölümü, en az izlenen bölümün *Erdem* çizgi filminin *Muhteşem Kaptan* bölümü olduğu söylenebilir. *Doru*, *Elif ve Arkadaşları*, *Canım Kardeşim*, *Emiray*, *Rafadan Tayfa*, *Çatlak Yumurtalar*, *Elif’in Düşleri*, *Biz İkimiz*, *Çılgın Orman* ve *Su Elçileri* çizgi filmlerinin de 10 milyon ve üzeri sayıda izlendiği görülmektedir. Çizgi filmlerin yaklaşık olarak ortalama 11 dakika sürdüğü ifade edilebilir. En uzun süreye sahip bölümün *Hapşu* çizgi filminin *Karpuz Karpuz* bölümü, en kısa süreye sahip bölümün *Çatlak Yumurtalar* çizgi filminin *Gizemli Tıkırtı* bölümü olduğu görülmektedir. Tablo 1 de yer alan çizgi filmlerin en çok izlenen bölümleri araştırmacılar tarafından analiz edilerek çizgi filmlerde ele alınan deęerlere ilişkin bulgular Tablo 2’de belirtilmiştir.

Tablo 2. Çizgi filmlerde ele alınan değerler

Değerler	Adil olma	Aile Birliğine Önem Verme	Alçakgönüllülük	Bağımsız ve Özgür Düşünme	Cesaret-Liderlik	Çalışkanlık	Doğruluk-Dürüstlük	Dostluk	Empati	Estetik Duyguların Geliştirilmesi	Fedakarlık	Hogörü-Duyarlılık	İyilik Yapma	İyimsellik	Kültürel Mirasa Sahip Çıkma	Misafirperverlik	Nazik Olma	Özgüven	Paylaşıcı Olma	Saygı	Selamlaşmak	Sevgi	Sorumluluk	Şekat-Merhamet	Temizlik	Vatanseverlik	Yardımlaşma-Dayanışma	Toplam
Çizgi filmler																												
Akıllı Tavşan Momo		2	1	1	1	2		1						1	2			1	2	1	2				1		4	17
Maysa ve Bulut			1	1	1	1				1							2			1		2		1	1		3	15
Kuzucuk		1	1	1	1	1		1				3						1	1	1	1	2	1			2	14	
Aslan		1	1	1	1			1		1		1			1		1	1	1	1	2	2	1			2	12	
Elif'in Düşleri		1	1	1	1		1								2		1	1	1	1		1	1		1	2	12	
Pırl		1	1	1	1	1				1		1					1	1	1	1		1	1			1	12	
Su Elçileri		1	1	1	1	1						1						1	1	1		1	1	2		1	12	
Biz İkimiz		2	1	1	1	1					1			1				1	1	1	2	2	3			1	11	
Erdem			1	1	1	1					1						1	1	1	1		2				1	11	
Rafadan Tayfa		1	1	1	1	1		1		1		1			1		1	1	1	1	2	2				1	11	
Çılgın Orman			1	1	1	1		1				1			1		1	1	1	2	2						10	
İbi			1	1	1	2		2								1				1						2	10	
Mutlu Oyuncak Dükkânı							1					1					2		1			1				2	9	
Nasreddin Hoca Zaman Yolcusu										1		1			1		1		3			1				2	9	
Doru (Yüklü Atı)		1						1				1					1	1	1		1					1	8	
Arı Maya			1	1	1					1							2		1							3	8	
Canım Kardeşim		1	1	2	1					2									1			1				1	8	
Vikingler				1	1	1				1		1						1								2	8	
Hapşu				1	1					1		1			1		2			1	1				1	1	7	
Kare				1	1					1		1					1									2	7	
Niloya												1					1					1				1	7	
Elif ve Arkadaşları										1					1		1									1	6	
Bulmaca Kulesi				2	1										1		1	2				2				2	5	
Emiray				1	1							1			2											1	5	
Ege ile Gaga				1						1								1				1				1	5	
Heidi												2										1				1	4	
Şef Roka'nın Lezzet Dünyası													2													1	2	
Çatlak Yumurtalar																										1	2	
Toplam	2	8	3	17	12	9	4	11	0	9	1	3	15	4	11	3	17	4	12	11	13	13	10	5	13	2	34	246

Tablo 2’de sunulan veriler incelendiğinde, belirlenen çizgi filmlerin incelenen bölümlerinde toplam 246 değer ögesinin bulunduğu görülmektedir. İlgili bölümlerde en fazla *yardımlaşma-dayanışma* (34) değeri ele alınmaktadır. Yardımlaşma-dayanışma değerini sırasıyla *bağımsız ve özgür düşünme* (17), *nazik olma* (17), *iyilik yapma* (15), *selamlaşmak* (13), *sevgi* (13), *temizlik* (13), *cesaret-liderlik* (12), *paylaşımçı olma* (12), *dostluk* (11), *kültürel mirasa sahip çıkma* (11), *saygı* (11), *sorumluluk* (10), *çalışkanlık* (9), *estetik duyguların geliştirilmesi* (9), *aile birliğine önem verme* (8) değerlerinin takip ettiği görülmektedir. *Empati* değerine hiçbir çizgi filmde yer verilmezken, *fedakarlık* (1), *adil olma* (2), *vatanseverlik* (2), *alçakgönüllülük* (3), *hoşgörü-duyarlılık* (3), *misafirperverlik* (3), *doğruluk-dürüstlük* (4), *iyimserlik* (4), *özgüven* (4), *şefkat-merhamet* (5) defa ele alınmıştır.

Tablo 2 incelendiğinde, en fazla değer Akıllı Tavşan Momo (17) çizgi filminde ele alındığı söylenebilir. Akıllı Tavşan Momo çizgi filmini sırasıyla Maysa ve Bulut (15), Kuzucuk (14), Aslan (12), Elif’in Düşleri (12), Pırlı (12), Su Elçileri (12), Biz İkimiz (11), Erdem (11), Rafadan Tayfa (11), Çılgın Orman (10), İbi (10), Mutlu Oyuncak Dükkamı (9), Nasreddin Hoca Zaman Yolcusu (9), Arı Maya (8), Canım Kardeşim (8), Doru (8), Vikingler (8) çizgi filmlerinin takip etmektedir. İncelenen çizgi filmlerde, Şef Roka’nın Lezzet Dünyası (2), Heidi (4), Bulmaca Kulesi (5), Ege ile Gaga (5), Emiray (5), Elif ve Arkadaşları (6), Hapşu (7), Kare (7), Niloya (7) defa değerler ele alınmıştır. Çatlak Yumurtalar çizgi filminde sadece *dostluk* değeri bir kez vurgulanmıştır.

Akıllı Tavşan Momo çizgi filminin incelenen bölümünde *yardımlaşma-dayanışma* değerinin 4 defa ele alındığı görülmektedir. Biz İkimiz çizgi filminin incelen bölümünde *temizlik* değeri, Kuzucuk çizgi filminin incelen bölümünde *iyilik yapma* değeri, Nasreddin Hoca Zaman Yolcusu çizgi filminin incelen bölümünde *paylaşımçı olma* değeri üçer defa ele alınmıştır. Çizgi filmler değer açısından incelendiğinde çeşitlilik bakımından dikkate değer sayıda değer ele alındığı söylenebilir. Akıllı Tavşan Momo, Su Elçileri ve Rafadan Tayfa çizgi filmlerin ilgili bölümlerinde 11 farklı değer, Aslan, Erdem, Kuzucuk, Maysa ve Bulut çizgi filmlerin ilgili bölümlerinde 10 farklı değer, Elif’in Düşleri çizgi filminin ilgili bölümünde 9 farklı değer ele alınmıştır. Çatlak Yumurtalar çizgi filminin ilgili bölümünde 1 değer, Şef Roka’nın Lezzet Dünyası çizgi filminin ilgili bölümünde 2 farklı değer, Bulmaca Kulesi ve Heidi çizgi filmlerin ilgili bölümlerinde 3 farklı değer ele alınmıştır (Tablo 2). İncelenen çizgi filmlerde yer alan diyaloglardan, olaylardan ve görsellerden belirlenen değerlerin ne şekilde oluşturulduğunun anlaşılabilmesi amacıyla örnek ifadeler ve görseller aşağıda belirtilmiştir.

- Rafadan Tayfa çizgi filminin Domino Taşları isimli bölümünde Akın karakterinin “Teşekkür ederim, siz olmasaydınız istediğim şekli tamamlayamazdım.” ifadesi *nazik olmak* ve *alçakgönüllülük* değerini belirtmektedir.

- Bulmaca Kulesi çizgi filminin Teleferik isimli bölümünde Can karakterinin hamster tekerleğinden düşen Mert karakterini kurtarmak amacıyla aşağıya inerek yardım etmesi *cesaret* ve *yardımlaşma-dayanışma* değerlerini belirtmektedir.

- Akıllı Tavşan Momo çizgi filminin Erik Toplamak isimli bölümünde Kiki ve Yumi karakterlerinin tüm erikleri toplayarak arkadaşlarıyla paylaşmaya karar vermeleri *paylaşımçı olmak* değerini belirtmektedir.

- Çılgın Orman çizgi filminin Pali Ormanda isimli bölümünde karganın Pali isimli kuşu ormanın kralına götürürken “Krala karşı saygılı ol ve ormanda kalmak için izin istediğini belirt” ifadesi *saygı* değerini belirtmektedir. Aynı çizgi filmde, karganın cevizini kırmak için arabaları kullanması *özgür ve bağımsız düşünme* değerini belirtmektedir.

- Nasreddin Hoca Zaman Yolcusu çizgi filminin Tarım Yapıyor isimli bölümünde çocuk karakterlerden birinin “Efe’nin babasının organik ürünler satan tezgahı var pazarda. Bizimde satmamız pek hoş olmayabilir” ifadesi *hoşgörü-duyarlılık* değerlerini belirtmektedir.

- Canım Kardeşim çizgi filminin Hayat Bilgisayar Oyunu Olsa isimli bölümünde Mine isimli karakterin ablasının üstünde farklı kombinler şeklinde kıyafet ve şapka denemesi *estetik duyguların geliştirilmesi* değerini belirtmektedir.

- Maysa ve Bulut çizgi filminin Tohum bölümünde yer sofrasında geleneksel kıyafetlerle ailecek yemek yeme sahnesi (Resim 1), *kültürel mirasa sahip çıkma* ve *aile birliğine önem verme* değerlerini, İbi çizgi filminin Issız Kale isimli bölümünde Tuntum karakterinin misafirlerine sofraya hazırladığı sahne (Resim 2) *misafirperverlik* değerini, Erdem çizgi filminin Muhteşem Kaptan isimli bölümünde gemide bulunan Türk Bayrağı sahnesi (Resim 3) vatanseverlik değerini, arabada babasının emniyet kemerini taktığı sahne (Resim 4) sorumluluk değerini belirtmektedir.



Resim 1. Yer sofrası sahnesi (*kültürel mirasa sahip çıkma ve aile birliğine önem verme*)



Resim 2. Tuntum karakterinin misafirlerine hazırladığı sofraya sahnesi (*misafirperverlik*)



Resim 3. Gemideki Türk bayrağı sahnesi (*vatanseverlik*)



Resim 4. Arabada takılan emniyet kemeri sahnesi (*sorumluluk*)

Örnek ifadelerde, durumlarda ve resimlerde görüldüğü üzere, gerçekleşen bir durumun bir veya birden fazla değeri belirttiği görülmektedir.

## 5. Sonuç ve tartışma

TRT Çocuk kanalının günlük yayın akışında bulunan çizgi filmlerin en çok izlenen bölümleri değerler bağlamında incelendiğinde ele alınan değer sayısı 1 ile 17 arasında değişmekle birlikte ortalama her bir bölüm için 9 değer ele alındığı ifade edilebilir. Akıllı Tavşan Momo, Maysa ve Bulut, Kuzucuk, Aslan, Elif'in Düşleri, Pırl, Su Elçileri, Biz İkimiz, Erdem, Rafadan Tayfa gibi yerli yapım çizgi filmlerde dikkate değer sayıda değer işlendiği tespit edilmiştir. Çatlak Yumurtalar, Şef Roka'nın Lezzet Dünyası, Heidi gibi yabancı kaynaklı çizgi filmlerde ele alınan değerlerin ise kısıtlı sayıda olduğu söylenebilir. Çatlak Yumurtalar çizgi filminin incelenen bölümünde sadece dostluk değerinin bir kere belirtilmiş olması ve olumsuz birçok öğe içermesi, belirtilen çizgi filmin değerler eğitimi açısından uygun bir çizgi film olmadığına göstergesi olarak görülebilir. Yerli yapım çizgi filmlerde toplumsal ve ahlaki değerler ön planda tutulurken yabancı kaynaklı çizgi filmlerde değerlerin geri planda tutulduğu söylenebilir. Şen (2020) yerli ve yabancı yapım animasyon filmleri karşılaştırdığı çalışmasında, yerli animasyon filmlerde yabancı animasyon filmlere kıyasla daha fazla değerlere vurgu yapıldığı sonucuna ulaşmıştır.

Yabancı kaynaklı çizgi filmlerin incelenen bölümlerinde zorbalık, korku, kaygı, yalan söyleme, kabalık, öfke, güvenlik ihlali, şiddet, bencillik, hilekarlık gibi olumsuz davranışların değerlere kıyasla daha fazla vurgulandığı ifade edilebilir. Bu çalışmada incelenen bölümler doğrultusunda yerli yapım çizgi filmlerin izleyici hedef kitlenin ahlaki gelişimini destekleyici rol üstlenebileceği, yabancı kaynaklı çizgi filmlerin olumsuz davranış kazandırmaya yol açabileceği düşünülebilir. Bu duruma benzer olarak Oyero ve Oyesomi (2014), Nijeryalı ilkökul çocuklarıyla yaptıkları çalışmada, yabancı yapım çizgi filmlerin kendi kültürlerini yansıtmadığını, bu çizgi filmlerde olumlu değerlerin yanı sıra şiddet içerikli öğelerinin bulunduğunu belirtmişlerdir. Benzer olarak İamurai (2009), ilkökul çocuklarıyla yürüttüğü çalışmasında, çizgi filmlerin çocukların doğru ve olumlu davranış kazanmasında etkisi olabileceğini ifade etmiştir. Toplumsal değerlerin kazandırılmasında toplumun kültür, gelenek, örf, adet ve değerlerini bilen ve toplumun içinden gelen bireyin oluşturacağı çizgi filmlerin daha etkili rol oynayabileceği söylenebilir. Bu çalışmada yerli yapım çizgi filmlerde toplumsal değerlerin daha fazla ele alınmış olması bu durumun göstergesi olarak yorumlanabilir.

Çizgi filmlerin ele alınan bölümleri incelendiğinde en fazla *yardımlaşma-dayanışma* değerinin ele alındığı tespit edilmiştir. Bu durum toplumsal birliktelik açısından oldukça önemli olmakla birlikte çizgi filmlerin toplumsal birlikteliği destekleyici role sahip olabileceği söylenebilir. *Bağımsız ve özgür düşünme, nazik olma,*



*iyilik yapma, selamlaşmak, sevgi, temizlik, cesaret-liderlik, paylaşımcı olma* değerlerinin de dikkate değer sayıda ele alındığı görülmüştür. *Yardımlaşma-dayanışma, sevgi, nazik olmak, cesaret-liderlik, paylaşımcı olmak* gibi değerlerin benzer pek çok çalışmada en sık işlenen değerler olduğu söylenebilir (Akıncı, 2013; Demir, 2019; Dumova, 2007; Güven ve Akıncı, 2014; Sadioğlu vd, 2018; Song ve Zhang, 2008; Şentürk ve Keskin, 2019). Bu değerler evrensel olarak bilinen ve her kültürde önem arz eden değerler olduğundan, çizgi filmlerde sıklıkla yer alması beklenen bir durum olarak değerlendirilebilir.

İncelenen bölümlerde *empati* değerine hiç yer verilmediği görülürken, *fedakarlık, adil olma, vatanseverlik, alçakgönüllülük, hoşgörü-duyarlılık, misafirperverlik, doğruluk-dürüstlük, iyimserlik, özgüven* değerlerine kısıtlı şekilde yer verildiği görülmektedir. Toplumsal bütünlüğümüzün sarsılmaya çalışıldığı son yıllarda, vatanseverlik gibi milli bir değer bu denli az ele alınmış olması ve ele alınan sahnelerde de sadece Türk Bayrağı, Atatürk, İstiklal Marşı gibi görsel imgelerin kullanılarak sözlü bir vurgu yapılmamış olması arzu edilen bir durum olarak görülmemektedir. Bireyin karşısındaki kişiyi anlayabilmesi açısından oldukça önemli bir değer olan *empati* değerine hiç yer verilmemiş olması ilginç bir bulgudur. Empati yapamayan bireylerin alçakgönüllü, hoşgörülü-duyarlı, fedakar, adil, iyimser olabilmesi oldukça güçtür. Dolayısıyla geri planda bırakılan, toplumsal ve ahlaki gelişim için oldukça önemli olan bu değerlerin daha fazla ön planda tutulması gereklilik arz etmektedir. Literatürdeki benzer çalışmalar incelendiğinde, bahsedilen değerlerin oldukça az ele alındığı (Demir, 2019; Sadioğlu vd, 2018; Şentürk ve Keskin, 2019), bazı çalışmalarda ise bu değer hiç bir şekilde vurgulanmadığı görülmüştür (Anggara, Santosa ve Udayana, 2019; Kanar, 2019; Song ve Zhang, 2008).

Çizgi filmlerin süreleri incelendiğinde, 4 dakika 41 saniye ile 14 dakika 13 saniye arasında değişim göstermekle birlikte ortalama sürenin yaklaşık 11 dakika olduğu ifade edilebilir. Belirtilen sürenin, kitle iletişim araçlarında yayımlanan programlar arasında oldukça kısıtlı bir süre olduğu söylenebilir. Kısıtlı süre içerisinde ortalama her bir bölüm için 9 değer ele alındığı düşünülürse yaklaşık her dakikada bir değer ele alındığı ifade edilebilir. Bu sonuç, çizgi filmlerin değerler eğitimi açısından oldukça etkili materyaller olabileceğinin göstergesi olarak görülebilir. Özellikle günümüzde birçok dizi, film ve yarışma programlarında toplumun ahlak yapısı ve değer algısına zarar verecek içeriklerin bulunduğu televizyon programlarına kıyasla (Krahé vd, 2011; Üstündağ, 2019), toplumsal değerleri destekleyici bir etki yaratabilecek olan çizgi filmlerin toplumsal açıdan önemi ortaya çıkmaktadır. Bununla birlikte özellikle yabancı içerikli çizgi filmlerde olumsuz içeriklerin fazla olması, değerlerin bireye kazandırılmasını engelleyici etki oluşturabileceğinden, kendi kültürümüz ve değerlerimizin dikkate alınarak hazırlanmış çizgi filmlere yönelmek, toplumsal açıdan önemlidir.

İncelenen bölümlerde tespit edilen değerler çeşitlilik içermekle birlikte, bir bölümde herhangi bir değere ilişkin birden fazla vurgunun yapıldığı söylenebilir. *Yardımlaşma-dayanışma* değeri birçok bölümde birden fazla vurgulanarak ön plana çıkarılmıştır. Çizgi filmler değer açısından incelendiğinde çeşitlilik bakımından dikkate değer sayıda değer ele alındığı söylenebilir. Şentürk ve Keskin (2019) "Rafadan Tayfa" adlı çizgi filmi değerler açısından inceledikleri çalışmalarında, sevgi, yardımseverlik, saygı ve kültürel miras değerlerine sık olarak yer verildiğini belirtmişlerdir. Şahin (2019) çalışmasında yerli yapım çizgi filmlerde yer alan değerlerden *sevgi ve milli kültür* değerlerinin en fazla frekansa sahip değerler olduğunu belirtmiştir. Benzer olarak Çetin (2018) çalışmasında, "Keloğlan Masalları" çizgi filminin tüm sezonlarında en sık işlenen değerlerin *kültürel mirası yaşatmaya duyarlılık ve dayanışma* değerleri olduğu sonucuna ulaşmıştır. Bu bağlamda çizgi filmlerde bazı değerlerin daha belirgin bir şekilde vurgulandığı ifade edilebilir. Belirtilen çizgi filmlerin değerler eğitimi açısından birçok değer kazandırılmasında etkin rol üstlenebileceği söylenebilir. Çatlak Yumurtalar, Şef Roka'nın Lezzet Dünyası, Heidi gibi yabancı yapım çizgi filmlerin değerler eğitimi açısından kısıtlı içeriğe sahip olduğu ve değerler eğitimi bağlamında uygun içeriğe sahip olmadıkları ifade edilebilir.

İncelenen bölümlerin süreleri dikkate alındığında en kısa süreye sahip (4' 41'') Çatlak Yumurtalar çizgi filminde 1, Şef Roka'nın Lezzet Dünyası (6' 30'') çizgi filminde 2 değer ele alındığı görülmektedir. Belirtilen çizgi filmlerin en az değer işleyen çizgi filmler olması süreden kaynaklı bir durum olabileceği algısı oluşturabilir. Niloya (6' 23'') çizgi filminde 7 değer, Ege ile Gaga (7' 52'') çizgi filminde 5 değer, Su Elçileri (8' 54'') çizgi filminde 12 değer ele alınmıştır. Yaklaşık olarak benzer sürelerle sahip çizgi filmlerde yerli yapım çizgi filmlerde ele alınan değer sayısı ve çeşidinin dikkate değer sayıda daha fazla olduğu söylenebilir. İlgili çalışmalarda çizgi filmlerin sürelerine oranla kaç değer işlendiğini belirten benzer bir çalışmaya rastlanılmamıştır (Anggara, Santosa ve Udayana 2019; Demir, 2019; Kanar, 2019; Sadioğlu vd, 2018; Şen, 2020; Şentürk ve Keskin, 2019). Bu durum çalışmanın özgün niteliklerinden birisi olarak görülebilir. Olumsuz içerik noktasında da belirtilen ilişkinin tersi yönde bir ilişki olduğu ifade edilebilir. Bulduğumuz toplumda yaşayan ve bu kültüre sahip bireylerin oluşturdukları çizgi filmlerin bu toplumun değerlerini daha fazla yansıtması beklenen bir durumdur. Toplumsal, milli,



manevi, ahlaki değerleri çocuklara erken yaş dönemlerinde kazandırabilmek için içeriği değerler eğitimi açısından kapsamlı olan çizgi filmlerin farkında olmak ve doğru yönlendirme yapmak önemli görülebilir.

Çizgi filmlerin izlenme oranları incelendiğinde en çok izlenme oranına sahip çizgi film olan Niloya (80.885.100) çizgi filminde 7 değer ele alınmıştır. İzlenme oranı 20.000.000'un üzerinde olan çizgi filmlerden Doru çizgi filminde 8 değer, Elif ve Arkadaşları çizgi filminde 6 değer, Canım Kardeşim çizgi filminde 8 değer, Emiray çizgi filminde 5 değer ele alınmıştır. En az izlenen çizgi filmler incelendiğinde, Erdem çizgi filminde 11 değer, Nasreddin Hoca Zaman Yolcusu çizgi filminde 9 değer, Mutlu Oyuncak Dükkanı çizgi filminde 9 değer ele alınmıştır. Hedef kitle tarafından daha fazla izlenen çizgi filmlerde ortalamanın altında kalacak sayıda değer ele alındığı, buna karşın hedef kitle tarafından en az izlenen çizgi filmlerde dikkate değer sayıda değer ele alındığı söylenebilir. Değerler açısından zengin içeriğe sahip Erdem, Nasreddin Hoca Zaman Yolcusu ve Mutlu Oyuncak Dükkanı çizgi filmlerinin hedef kitleye istenilen davranışları kazandırma noktasında etkisiz kaldıkları, Niloya, Doru, Canım Kardeşim, Elif ve Arkadaşları çizgi filmlerinin ise değerler eğitimi açısından yetersiz içeriğe sahip oldukları ifade edilebilir. Şen (2020) çalışmasında genel olarak az sayıda değere sahip yabancı animasyon filmlerin, değer bakımından zengin yerli animasyon filmlere göre daha fazla izlendiği görülmektedir. Sonuç olarak çizgi filmlerin değerler eğitimi açısından oldukça etkili materyaller olduğu ifade edilebilir.

## 6. Öneriler

Elde edilen veriler doğrultusunda özellikle yerli yapım çizgi filmlerin değerler eğitimi açısından daha zengin içeriğe sahip olduğu söylenebilir. Çizgi filmlerin ilgili bölümleri bağlamında, bazı çizgi filmler, değerler eğitimi açısından yeterli içeriğe sahip olmasına karşın bazı çizgi filmlerin değerler eğitimini destekleyici rol üstlenmekten uzak olduğu görülmektedir. Çizgi filmler hakkında genel bir yargıya varabilmek amacıyla herhangi bir çizgi filmin tüm bölümleri değerler eğitimi açısından incelenebilir. Değerler eğitimi açısından yetersiz içeriğe sahip çizgi filmlerin içerikleri değerler eğitimi açısından zenginleştirilebilir. İncelenen bölümlerde göz ardı edilen *empati*, *fedakarlık*, *adil olma*, *vatanseverlik*, *alçakgönüllülük*, *hoşgörü-duyarlılık* gibi değerler daha fazla ön plana çıkartılabilir. Özellikle günümüzde hedef kitlenin yaygın şekilde etkileşimde buldukları YouTube kanallarının ve takip ettikleri dizilerin içerikleri de değerler bağlamında incelenebilir. Değerler eğitimini amaç edinen yeni çizgi filmler oluşturulabilir. Değerler açısından zengin içeriğe sahip olmakla birlikte izlenme oranı düşük olan çizgi filmlerin içerikleri hedef kitlenin ilgisini çekecek şekilde revize edilebilir. En çok izlenme oranına sahip çizgi filmlerin içeriği değerler eğitimi açısından zenginleştirilebilir. Değerler eğitimi açısından oldukça yetersiz olmakla birlikte, birçok olumsuz öge barındıran çizgi filmler yayından kaldırılabilir.

### *Yazarların katkı oranı beyanı*

Y. Yener, M. Yılmaz ve M. Şen makalenin veri toplama, veri analizi, raporlaştırma ve diğer aşamalarından eşit düzeyde sorumlu olduğunu beyan ederler.

### *Çıkar Çatışması*

Bu çalışmada yazarlar tarafından herhangi bir çıkar çatışması belirtilmemiştir.

### *Etik Kurul Onayı*

Araştırmada TRT Çocuk kanalında yayımlanan çizgi filmler incelenerek doküman incelemesi yapılmış olup herhangi bir kişiden veri elde edilmediğinden insan araştırmaları etik kurulu onayına başvurulmamıştır.

## Kaynakça

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## Extended abstract

### Purpose

With developing technology, the mass media are becoming an indispensable part of human life. Although the mass media are widely used in the society in general, it can be stated that the most widely used mass medium is television, considering the economic situation of the society in general and the infrastructure conditions of all geographical regions. It can be said that the characters in the programs broadcast on television are taken as role models by the audience. Especially, it is common for children to adopt the characters on television as role models and reflect them on their lives. In terms of social development, it is necessary to raise individuals who have achieved their moral and personal development. This can be achieved with qualified values education. Although the education process for values education was planned in schools, values education should also be provided in out-of-school settings. Although personality traits, basic skills, and behaviors are acquired during childhood, they continue to be effective throughout life. Therefore, it is important to provide children with social values at their early ages. Television programs are materials that can be used for educational purposes. Considering that cartoons are widely followed in childhood and characters are taken as role models, it is important for social development that cartoons have rich content in terms of values. The national cartoon channel TRT Çocuk is the easiest to access by all segments of society. Therefore, the aim of this study is to examine the most watched episodes of all cartoons in the daily broadcast flow of TRT Çocuk channel in terms of values education.

### Methodology

To make a judgment in terms of values education regarding the cartoons included in the study, the research design is the general survey model since the data obtained are reported as they are by examining the most watched episodes of these cartoons. The most watched episodes of each of 28 different cartoons on the Youtube platform in the daily broadcast flow on the official website of TRT Çocuk television channel were included in the study. The most watched episodes were determined according to the data for December 2019. The values discussed in the cartoons were collected with the observation form prepared according to the list consisting of 27 values that were included in the Values Education Directive (2012) sent to the governorships by the Ministry of National Education and intended to be acquired by students.

The cartoons included in the study were watched independently by two researchers twice not to overlook the addressed values, and the values addressed in the cartoons were determined independently from each other. Words, sentences, or paragraphs containing values in the dialogues in the cartoons were recorded. During the cartoons, screenshots of gestures, facial expressions, behaviours, symbols, and pictures that could express values were taken. In the study, the data were examined through document analysis and analyzed through descriptive analysis. At the end of the data collection process, in line with the analysis of the data obtained, the percentage of compliance between the researchers was calculated to be 96.748%. Cartoons belonging to 8 values that differed between the researchers were watched again by three researchers, and the data obtained within the framework of consensus were reported.

### Results

When the most watched episodes of the cartoons in the daily broadcast flow of TRT Çocuk channel were examined in terms of values, the number of values addressed varied between 1 and 17, and an average of 9 values were determined for each episode. In line with the analysis of the data obtained, it can be said that a considerable number of values are addressed in locally produced cartoons, whereas the values addressed in cartoons of foreign origin are limited. Furthermore, it was observed that negative elements were brought to the forefront in cartoons of foreign origin. When the episodes of the cartoons were examined, it was found that the *cooperation-solidarity* value was mostly addressed. This situation is very important in terms of social unity, and it can be said that cartoons can play a supportive role in social unity.

While it was observed that the *empathy* value was not included at all in the episodes examined, it was found that the values of *sacrifice*, *fairness*, *patriotism*, *modesty*, *tolerance-sensitivity*, *hospitality*, *integrity-honesty*, *optimism*, and *self-confidence* were addressed in a limited manner. These values, which are left in the background in cartoons and are very important for social and moral development, need to be more prioritized. Considering that cartoons are about 11 minutes long and 9 values are addressed for each episode on average, it can be said that one value is addressed approximately every minute. This result can be regarded as an indicator that cartoons can be

very effective materials in terms of values education. Although the values determined in the episodes examined contain diversity, it can be said that more than one emphasis is made on any value in an episode. The *cooperation-solidarity* value was brought to the forefront by being emphasized more than once in many episodes. It can be said that fewer values are addressed in the cartoons that are watched more by the target audience, whereas in the cartoons that are watched the least, a considerable number of them are addressed.

### **Theoretical and practical implications**

Locally produced cartoons are more qualified in terms of values education. It can be said that cartoons can have a supportive role in social cohesion. It can be said that cartoons can be very effective materials in terms of values education.

### **Suggestions**

To make a general judgment about cartoons, all episodes of any cartoon can be examined in terms of values education. The content of cartoons with insufficient content in terms of values education can be enriched in terms of values education. In the episodes examined, values such as *empathy, sacrifice, fairness, patriotism, modesty, tolerance-sensitivity* that are neglected can be brought to the forefront more. New cartoons can be created with the aim of values education. The content of the cartoons with the highest number of views can be enriched in terms of values education. While they are quite insufficient in terms of values education, cartoons containing many negative elements can be removed from broadcasting.

## General perceptions and information sources of people in Turkey in the process of the Covid-19 outbreak

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Article Info	Abstract
<p>Research Article</p> <p>Received: 10 December 2020 Revised: 16 March 2021 Accepted: 31 March 2021</p> <p><b>Keywords:</b> The Covid-19, Outbreak Perception, The Covid-19 Strategies, Turkish Media and Covid-19</p>	<p>This study is an attempt to define and explain the main information sources people applied to access more information during the Covid-19 pandemic process. Based on the findings of the field study, the study also aims to reveal the general perceptions of Turkish people towards the outbreak. According to the findings of the survey, conducted on 6021 people over 18 years old in 26 provinces in Turkey, people living in these provinces rely on information provided by the official authorities mostly and their perception towards the outbreak changed significantly both by the perceived proximity of the Covid-19 threat and flow of reliable information.</p>

### 1. Introduction

Events, developments or crises that have the power to form a global agenda suddenly change the course of life and cause blurring of all other agendas. In a way, this resembles the sudden emergence of the really important issues on the stage of life in the face of the insignificance of everyday subjects. Events such as terrorist attacks, natural disasters and accidents that generally resonate on a global scale are examples of such important events that wipe the daily agendas and become the main agenda in all its reality. The Covid-19, which was seen in Wuhan City of China's Hubei Province in December 2019 and attracted attention with its effects such as infectiousness and deadliness, occupied the global agendas at once and has become the main global agenda, pushing our daily and ordinary agendas to the background. Following the declaration of the World Health Organization (WHO) as "Pandemic" on 11 March 2020, it has swept all the daily agendas, ordinary threats and important issues "behind the scene" as "the most real agenda" on a global scale. As such, the Covid-19's strong and real "global agenda" feature should be noted. In the fight against the Covid-19 outbreak that started in China, states all over the world took similar precautions in the light of the experiences of China. In this context, Turkey has taken some measures in order to minimize the dangerous effects of the pandemic, which threatens public health. This study contributes to the literature with the field research conducted since the first periods of the pandemic in terms of determining public policies and revealing the perception of the society.

### 2. Literature

#### 2.1. Brief chronology of the Covid-19 process in Turkey

Caused by the SARS-CoV-2 virus, the Covid-19 (or 'coronavirus disease', as a widely known and used name by the public in Turkey) reached Turkey later than expected despite its geographic position, which was in part,

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because of the strict measures implemented in an early stage. Despite stringent measures against SARS-CoV-2 virus taken by the government, first case was seen on March 10, 2020 in Turkey (Euronews, 2020). The first death due to the Covid-19 in Turkey was recorded on March 15, 2020 (Trthaber, 2020a). While the names of the provinces in which the first cases were seen was not publicly announced, Turkish Minister of Health, Fahrettin Koca stated on April 1, 2020 that the virus spread throughout the country (Ntv, 2020a). As of 25 June 2020, the total case was recorded as 193.115, while total death was recorded as 5046 and the total number of recovered patients was 165.706 (Ministry of Health, 2020).

### *2.2. Measures and constraints by the government*

Before the emergency was declared by the WHO; the Coronavirus Scientific Board was established within the Ministry of Health on January 10, 2020. The primary mission of the board, which was composed of the leading scientists and academicians of universities, was to closely monitor the developments related to the outbreak (Yener, 2020). The establishment and actions of the Scientific Board in an early period can be considered as an indication that Turkey adopted a scientific perspective for the management of the pandemic. Thermal cameras were installed at the airports on January 24, 2020 and especially passengers from China started to be scanned (Taşkıran, 2020a). Then, passengers from countries where the number of cases increased were included in the screening and everyone who showed symptoms started to be quarantined (Taşkıran, 2020b).

As of February 3, 2020, all flights to China (Deutsche Welle, 2020) and then to other countries where the outbreak occurred gradually ceased (Haberturk, 2020). On March 12 following a meeting chaired by the President, the decision that all sports events must be played without spectators was declared. A special permit condition for public officials who are going abroad was also implemented and declared to the public Presidential Spokesman Ibrahim Kalin (CNN Turk, 2020). Turkey was one of the first countries to implement such measures in an early period, even earlier than many European Union countries.

After their visit to Umrah on March 15, returning Turkish citizens were quarantined in student dormitories across the country (Sputnik, 2020a). Thus, the first quarantine was applied to a group of people, rather than to an individual. On March 19, 2020, the Presidency of Religious Affairs banned the prayers to be performed with the congregation, and decided to keep mosques closed on crowded days such as Friday prayers and holy nights (T24, 2020). On March 21, 2020, curfew was imposed for citizens who are over 65 years old and who had chronic diseases. In addition, it was decided that restaurants and patisseries would only serve in the form of takeaway (Hürriyet, 2020; NTV, 2020b). On April 3, 2020, the President announced that the scope of the curfew above the age of 65 was extended and those born after January 1, 2000 were included in the scope of the ban (Karadağ, 2020).

On March 25, 2020, Turkish Minister of Health and Minister of National Education held a joint meeting, after which they announced that the schools were on vacation until April 30, 2020 (Sözcü, 2020). After school holidays, distance education was initiated through “EBA TV”, which is an online education platform developed and maintained by Turkish Radio and Television Corporation (TRT). On March 26, The President of Council of Higher Education (YÖK), announced that higher education in universities would be carried out using distance learning applications in 2020 Spring (Sputnik, 2020b). On March 30, 2020, President of Turkey launched a solidarity campaign. The campaign was mainly based on calling all citizens to donate. It was announced that the amount to be collected by the donation method would be used to meet the needs of people whose cash needs increased due to the pandemic (Sputnik, 2020c). On April 10, 2020, a general curfew was announced, covering April 11-12 (Ministry of Interior, 2020a) and April 23-24-25-26, 2020 (Ministry of Interior, 2020b) in 30 metropolitan cities and Zonguldak province.

### *2.3. Communication strategy of the government*

The Turkish Government’s primary goal was to prevent the social panic and to increase reliability by communication activities, public declarations and statements. In this context, the Minister of Health regularly shared data such as daily tests, cases, deaths, and the number of patients recovering, both in live broadcasts, on social media accounts and on the website of the Ministry of Health. The Minister of the Interior regularly announced the measures and prohibitions. The President made general evaluations every week and informed the public about the course of current measures and incoming measures and restrictions.

The Minister of Economy made statements regarding the measures taken and the support packages implemented in the field of economy. Each ministry making statements related to their domains and areas of expertise contributed to the effort to inform the public with healthy and valid information and prevented ambiguity. In



addition, advisory decisions made by the Scientific Board were highlighted in the statements of each official and thus, it was stated that the measures to be implemented were taken under the leadership of the Scientific Board and within the framework of science. In this way, the government tried to minimize actions such as violating or not obeying the decisions taken.

Explanations and policies implemented within the scope of social consensus are based on unity and solidarity. In this context, the campaign, initiated by the President himself and the active use of Twitter hashtag “#evdekal” (“stay at home” in Turkish) aimed to create public awareness and to prevent the atmosphere of fear created by the pandemic. The messages given had mainly integrative content. The initiatives of state officials and political parties also found a response in the society and numerous needs of citizens over 65 years, such as shopping and medicinal procurements were met by their neighbors, who organized mainly on social media on the basis of volunteering. In addition to this voluntary organization, which is an important social assistance campaign, the municipalities also organized voluntary teams to provide citizens with the goods and equipment they need. Several local municipalities handed out prepacked food crates by visiting people in need.

“#evdekal” hashtag was supported by opinion leaders and celebrities on social media and the severity of the Covid-19 pandemic has been made visible by sharing videos and visuals on social media in this direction. It is possible to see these efforts as organized initiatives to reinforce the social awareness towards the pandemic.

#### 2.4. Crisis Communication, the Covid-19 and the importance of information management

The century we live in might be considered as a period in which many things become technical, in which time becomes important but the elements in the social or economic system are not always in harmony with each other. Conflicts between the subsystems that make up our ecosystem create extraordinary environments and situations, which are called crises. According to Turkish Language Association (TDK), the meaning of the crisis is defined as “the difficult period, crisis, depression seen in a country or between countries, in the life of a society or an organization” (Turkish Language Association, no date). It is stated that, in order to define a situation as a crisis, the following three conditions are required:

- The reputation of the institution or organization is damaged and this damage threatens its goals,
- The time required to solve the problem is very limited,
- The event occurs in an unexpected time by the institution or organization (Winner, 1990).

In order to turn crisis into opportunities or manage them correctly, the communication activities constitute the most important element for the leader or organization that has experienced the crisis. It is possible to prevent possible negative effects by minimizing the damage utilizing appropriate public relations practices and communication strategies. Therefore, public relations and communication have an important place in times of crisis. Institutions and organizations implement their public relations activities in any given time and thus, public relations stand out as a tool for effective communication for them. However, public relations activities become more meaningful and important in times of crisis. Especially the 1929 Great Depression period increased the importance of public relations (Kazancı, 2019). Thus, the importance of public relations is better understood in order to get out of crisis environments with the least harm or to turn the crisis into an opportunity.

As one of the most important factors in crisis management, delegation of authority is emphasized. A special team that will be established at times of crisis to study the issue that causes the crisis should be responsible for planning and managing and implementing all activities to protect the society, institutions and organizations from the impact of the crisis (Budak & Budak, 1995). The communicational activities with the public should be carried out by the board and the chairman of the crisis before the crisis starts, when the symptoms of the crisis begin to appear and after the crisis. Kazancı (2019) suggests not to let anyone and everyone talk and make statements about the crisis and asserts that sharing correct and reliable information with the media is very important in crisis management.

Contrary to normal times, communication planning during a crisis is of significant importance. ‘Who will be responsible for informing the relationship with the media and the public?’, ‘what information will be disclosed?’ and ‘what are the rules that must absolutely be in media planning?’ are some of the critical questions of this process. The need to talk about who to contact, how to address the audience, and what to talk about and what not to give too much detail about should be in communication planning (Luecke, 2008). Especially in crisis situations involving not only the media, but the whole society, all social layers should be considered as a stakeholder in effective crisis management. In crisis situations, judgment and criticism of responsible managers are frequently

encountered. The important thing here is that the crisis reveals a panic atmosphere and it is natural for people to overreact in a fearful temper. For this reason, people in managerial positions should avoid explanations, attitudes and behaviors that will deepen the crisis. Therefore, it would be a correct approach to get rid of the negative facts, to overcome the shock effect and accept the results. As Birnbaum (2002) stated, the strategy of “tell everything, tell me immediately, tell yourself” may be appropriate.

Leadership is of special importance in times of crisis. Leaders are responsible for leading the team that will be established during the crisis. In this context, they undertake the task of achieving the common goal, keeping the team established together and motivating (Adair, 2013). Another role of leaders is to take on the role of minimizing the damage that will emerge during and after the crisis. In addition, they might have important roles in shortening the duration of the crisis since leaders are naturally figures of authority in crisis environments. Leaders should ensure that they are flexible as well as being determined during the crisis. The importance of the crisis fighting team they set up is another important point in the leadership of the crisis moment (Kowalski, Mallet, & Brnich, 1996).

In times of crisis, the authorities need to empathize when communicating with the community, and they must state that they understand how they feel. Especially communicating in times of crisis is of special importance for creating social awareness and developing behavior towards the crisis. When it comes to the times of global crisis, the importance of communicating becomes more important in order to develop social belonging and to adopt the understanding of “us” instead of “I” (Lunn, et al., 2020). In the Covid-19 pandemic, the importance of communication was once again understood and effective communication was established, and social awareness was created and a social struggle against pandemics was ensured.

The use of social media as a communication method, which is one of the numerous opportunities that new media technologies involve, has also become widespread. However, social media also causes false or irrelevant information to spread uncontrollably (Bovet & Makse, 2019). Several studies carried out on social media sharing about the Covid-19 draw attention to the numerical magnitudes and negative impacts of sharing based on fake information and the dangerous situations they cause:

“Based on a machine learning analysis of 112 million public social media posts, in 64 languages, related to the Covid-19 pandemic, researchers at the Bruno Kessler Foundation found 40% of posts came from unreliable sources. Another study using machine learning techniques, by the Foundation’s Covid-19 Infodemic Observatory, found that almost 42% of over 178 million tweets related to the Covid-19 were produced by bots, and 40% were “unreliable”. Approximately 19 million out of nearly 50 million (38%) tweets related to the Covid-19 analyzed using artificial intelligence by Blackbird.AI were deemed to be “manipulated content. Newsguard identified 191 websites in Europe and North America that have published false information about the virus” (UNESCO, 2020).

According to the researches conducted during the Zika and Ebola virus outbreaks, the opinion that the use of social media by experts in the field does not contribute to increasing the quality of the knowledge and disseminating information (Abramson & Piltch-Loeb, 2016) is emphasized. Moreover, some researches suggest that use of social media radiates panic and obscurity (Kilgo, Yoo & Johnson, 2018). During the MERS outbreak in 2015, it was feared that fear and panic would spread through social media, but with the measures taken, social media use evolved in a positive way (Oh, Lee, & Han, 2020). Therefore, supportive side tools should be used when using social media in crisis communication. A potential spread of misinformation can cause fear, panic, and distrust towards authority. In addition, unfounded, exaggerated or unrealistic information, especially on social media, overshadows healthy and accurate information emitted by authoritative sources, thereby weakening states' combat power in the event of a serious crisis such as a pandemic. Both the Zika and Ebola pandemics and the MERS pandemic set an example in this context. Therefore, it seems possible to state that the use of social media should be monitored and managed carefully for the Covid-19 crisis / pandemic in order to prevent panic and fear among people.

### **3. Main communicational perspectives shaping the Covid-19 perception of Turkish society**

In this study, which focuses on the people’s ways of obtaining information through the media and the general perception towards the Covid-19 in the outbreak process, the perception of the society about the Covid-19 process is discussed in the light of three basic perspectives of communication. These three perspectives, which are briefly described below, define the processes that stand out as the three basic categories that shape the communicational

activities of both the society and the government through the media and determine their perceptions and attitudes towards the pandemic.

### 3.1. General perception of society about the Covid-19

The general perceptions of the society about the Covid-19 outbreak provides information about how the outbreak is perceived as a threat to both everyday life of all citizens and also a serious danger with potential threats that can cause severe health problems as well as death.

### 3.2. Main sources of information about the pandemic and authorization of experts as main spokespersons

This perspective focuses on questions such as ‘what sources of information the society refers to in their search for information about the pandemic in Turkey?’, ‘What are the most reliable sources of information?’ and ‘to what extent individuals consider information on social media about the pandemic as reliable?’. It is stated that one of the difficulties that official authorities might face is the ‘information gap’ (Zang et al., 2020) and the society’s growing need to fill this gap. Therefore, it would be a meaningful effort to investigate the information sources individuals use in an attempt to fill this information gap, especially in early periods, when the first cases were started to be diagnosed in Turkey.

The importance of leadership during the crisis was discussed in previous sections. In the Covid-19 process in Turkey, the most significant role in the struggle against the pandemic is mostly undertaken by the Scientific Board. In other words, the Scientific Board consisting of scientists in the field has assumed the main leadership position in the fight against the Covid-19 outbreak. The Board, as the main decision-making mechanism, enabled the government to build an integrated management process, and to avoid conflicting expert comments. The contradictory statements of the experts can cause negative effects on the fight against the outbreak. For example, it is emphasized that the conflicting opinions of different experts in the field that the mortality rates may change according to the testing policy may lead to the emergence of question marks on the accuracy of the data, which may cause negative effects in the fight against the pandemic (Pisano, Sadun and Zanini, 2020). Scientific Board has undertaken the basic source of information as the main decision-making structure in the Covid-19 crisis in Turkey, which resulted in settling itself as the most important actor and leader of the fight against the pandemic in Turkey.

### 3.3. Social solidarity perception and overview of campaigns

Although organized differently in many countries, it is possible to come across social solidarity and aid campaigns with similar emphasis in the Covid-19 process. These aid campaigns can basically be considered as social campaigns aimed at mobilizing large masses in topics such as obeying to the measures taken and helping people in need, by emphasizing social solidarity in the fight against pandemic. In this context, these campaigns symbolize the important initiatives in which the communication activities of the countries are intensified during the fight against the Covid-19.

## 4. Method

### 4.1. Survey Information

The method of gathering data from the field is a survey study, conducted under the directives of Republic of Turkey Ministry of Interior. Ministry of Interior has a mission of “building a disaster resilient society” (Ministry of Interior, n.d.). In addition, Internal Security Strategies Department of Ministry of Interior has a job description as follows: “doing or having done the necessary research, analysis and evaluation studies regarding internal security, informing the public and communicating with the public” (Ministry of Interior Dept. of Internal Security Strategies, n.d.). Three surveys were conducted in accordance with these mission statements in order to reveal the general perceptions of Turkish people towards the Covid-19 outbreak between April 1-3 (First Survey), April 7-9 (Second Survey) and April 13-15 (Final Survey). The surveys were conducted using Computer Aided Web Interviewing (CAWI) technique. In the CAWI technique participants fill out the questionnaire on the computer, mobile phone and tablets etc. and there is no need for an interviewer. The main reason for doing the survey by using CAWI technique was the restrictive pandemic conditions. During the pandemic, face-to-face interactions were prohibited by the government to prevent the spread of the virus. Therefore, an advertisement link was published on social media platforms in a way that citizens living in 26 provinces can see and they were expected to answer the question form via the advertisement link. For each survey, only the participants selected from social media who completed the questionnaire completely were included in the research. Conducting three sequential surveys made it possible week by week comparison of the changes in general perceptions of people.

The main objectives of the surveys are described below.

- Understanding the perceptions of Turkish citizens about the Covid-19 pandemic,
- Measuring the extent of Turkish people's concerns about the Covid-19 when it first appeared in China and their concerns upon the occurrence of the first case in Turkey,
- To determine Turkish people's opinion on the measures taken by the state,
- Identifying the government's thoughts on its performance against the Covid-19
- To understand whether people find it necessary to impose a total curfew across the country,
- To learn Turkish people's thoughts about solidarity campaign and social support groups,
- To understand which of the news sources they use during the process trust most.

In this context, each of the three surveys was conducted in 26 provinces with participants over 18 years old and the participant numbers from each province were determined according to the populations of each province. 26 provinces were selected in accordance with the classifications of the European Union that suggests cities to be divided into three levels. The purpose of this three-level segmentation of cities is defined as determining the regional policy framework, conducting a socio-economic analysis of regions, and producing regional statistical data comparable at the European level. While creating the three-tier regional system for the survey, 81 provinces were defined as Level 3. Neighboring provinces, which are similar in economic, social, and geographic terms, have been determined as Level 2 (26 provinces) and Level 1 (12 provinces) regions, taking into account the regional development plans and population sizes. For this reason, according to level 2, 26 Level 2 provinces were chosen for the surveys.

The number of total participants for three surveys was 6021 (S1: 2006, S2: 2008, S3: 2007). 49.9% of the participants were female, and 50.1% were male (Table 1). Marital and educational status and other demographic status are shown in tables below (Table 2, 3 and 4).

Table 1. Gender properties of the participants of three surveys

Gender	Survey 1	Survey 2	Survey 3
Female	50.0%	49.7%	50.0%
Male	50.0%	50.3%	50.0%

Table 2. Marital status of the participants of three surveys

Marital Status	Survey 1	Survey 2	Survey 3
Married	45,0%	43,9%	45,7
Single	46,9%	46,7%	45,3%
Widow/Divorced	8,1%	9,4%	8,9%

Table 3. Educational status of the participants of three surveys

Education Status	Survey 1	Survey 2	Survey 3
University	27.2%	27.4%	26.7%
High School	54.9%	55.7%	56.5%
Primary School	17.2%	16.1%	16.0%
No Diploma	0.7%	0.7%	0.8%

Table 4. Demographic data of the participants of three surveys

Age Group	Survey 1	Survey 2	Survey 3
18-24	15.6%	15.5%	15.2%
25-34	21.3%	21.1%	21.4%
35-44	21.1%	20.8%	20.7%
45-54	17.5%	17.0%	17.4%
55-64	14.2%	13.3%	12.4%
Over 65	10.3%	12.5%	12.6%

In all three surveys, same questions were repeated except some additional questions were added to S3. These additional questions were added to include measures and restrictions that were not existent when previous two

surveys were conducted (for instance, curfew for citizens under the age of 20, fines for those who do not comply with the rules, free mask distribution to citizens and ban on the whole weekends). Therefore, data on these questions are not available for S1 and S2. The data was analyzed in SPSS.

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## 5. Analyses

### 5.1. The general perception of society about the Covid-19

One of the most serious consequences in the very first days of the pandemic has been the death rate. While statistics on those who lost their lives due to the Covid-19 were shared only by China in the beginning, which was the epicenter of the pandemic, the number of deaths after the virus spread to other countries started to become evident. The rates of death, which are revealed by graphs and daily shared data, can be seen as an important factor shaping the public's general perception of the Covid-19 outbreak.

After the first the Covid-19 case in Turkey was announced on March 10, 2020 the public attention and awareness towards the outbreak increased (Trthaber, 2020b). The daily reports narrated by the Minister of Health in television broadcasts reached a record number of audiences (Nethaber, 2020). An important indicator of the threat caused by the pandemic is the awareness of the number of people who lost their lives worldwide due to the outbreak (Table 5). It is noteworthy that the awareness of the participants about the total number of people who died due to the pandemic worldwide was relatively low. In addition, it is seen that the awareness in question decreased from 34.9% in the first survey to 26.9% in the third survey. This lower rate might be explained by the difficulty of keeping daily updated numbers in mind. On the other hand, this might also be interpreted as participants of this study didn't pay sufficient attention in April to the total numbers of people who lost their lives due to the Covid-19 in worldwide.

Table 5. Do you know how many people lost their lives in worldwide since the outbreak started? (%)

	1-3 April 2020	7-9 April 2020	13-15 April 2020
No	65.1%	74.6%	73.1%
Yes	34.9%	25.4%	26.9%

When it comes to the awareness of participants about the total number of people who died because of the outbreak in Turkey, the rates are relatively higher (Table 6). While the average awareness rate for worldwide data is only 26.09%, the average for the three surveys of the same data for Turkey is 47.13%. This situation can be evaluated as an indicator that the awareness increased when the most serious consequence of the Covid-19, the number of total deaths started to occur inside national borders. In other words, participants are more aware of how many people died in their own country than in foreign countries.

Table 6. Do you know how many people lost their lives in Turkey since the outbreak has emerged? (%)

	1-3 April 2020	7-9 April 2020	13-15 April 2020
No	42.1%	57.5%	59.0%
Yes	57.9%	42.5%	41.0%

Since the first day of the Covid-19 outbreak, all communities on a global scale have focused on the issue. However, the perception of the pandemic as a 'threat' seems to have happened to a large extent after the first cases began to appear in each country. A recent study revealed significant positive correlations between the fear of the Covid-19, depression, anxiety, and stress (Satici et al., 2020). It is observed that geographical proximity is an important factor shaping social perceptions in the early stages of the pandemic threat. Survey results show that while the levels of seeing the outbreak as a serious threat and feeling fear and anxiety because of the outbreak, in the period when it first emerged in China is relatively low (Table 7), the same rates are remarkably higher in the period when the outbreak reached Turkey (Table 8). While the rate of participants who state that they were 'Scared-Very Scared' when the Covid-19 outbreak emerged in China was %21 in S3, it is observed that the same rate went as high as %79.1 when the outbreak reached Turkey. This dramatic change might be explained with the proximity factor. When the outbreak, with its deathly consequences emerges in the country, people feel way more scared of it. Same rate also seems to be increasing with time. Although all of the three surveys were carried out in the first 15 days of April, the increase in the rate of those who feel 'Scared-Very Scared' from S1 to S3 is remarkable (S1: %77.8, S3: %79.1).

Table 7. To what extent were you scared when the outbreak emerged in China?

	1-3 April 2020	7-9 April 2020	13-15 April 2020
Not Scared at All - Not Scared	61.4%	69.0%	65.8%
Moderately Scared	15.1%	13.2%	13.2%
Scared - Very Scared	23.4%	17.8%	21.0%

Table 8. To what extent were you scared when the outbreak reached Turkey?

	1-3 April 2020	7-9 April 2020	13-15 April 2020
Not Scared at All - Not Scared	9.8%	8.0%	9.2%
Moderately Scared	12.5%	14.1%	11.7%
Scared - Very Scared	77.8%	77.9%	79.1%

In the case of a pandemic, one of the most important fears of the society is the health system and whether hospitals can handle the burden or not. After the transformation of health care system in recent years, Turkey has shown increasing signs of development in terms of both covering the majority of the population through social security system for financing of health care services and technical and accommodational capacities of hospitals in public and private sector (Tatar et al, 2011). It is seen in Table 9 and Table 10 that the trust of the society in the health system continues during the pandemic and that people believed that the health system will overcome the pandemic. In this context, even in periods when the Covid-19 outbreak reached near the peak rates in terms of daily cases and death rates, it was observed that the trust in the health system increased from S: 1 to S: 3. In addition, according to the results displayed in Table 10, the rate of participants who think that the Turkish health care system performed better than EU countries is noteworthy.

Table 9. Do you think our health system is strong enough to overcome the outbreak?

	1-3 April 2020	7-9 April 2020	13-15 April 2020
Yes	40.5%	53.3%	57.0%
Partially	42.5%	38.5%	35.3%
No	17.0%	8.2%	7.8%

Table 10. How effective do you find our country's health system in dealing with the Covid-19 cases when compared to those in European countries? (%)

	1-3 April 2020	7-9 April 2020	13-15 April 2020
Worse	23.3%	24.00%	28.67%
Same	24.1%	17.1%	15.2%
Better	52.6%	58.9%	56.2%

Among the measures taken by Turkish government for slowing down the rate of infection, the most remarkable ones were the curfews and cancellation of all events and organizations such as sports events and concerts (Karadağ and Gemicı, 2020; Hamit and Güler, 2020). According to the findings (Table 11), it is possible to state that participants reacted positively to the most compelling measures. Postponing events and curfew for people over the age of 65 were among the most positively perceived measures in all three surveys (Postponing events S1:4.5, S2:4.5, S3:4.6; Curfew over 65 S1:4.5, S2:4.4, S3:4.6).

Table 11. How positive do you think the measures taken by the government about the Covid-19 were? \*

	1-3 April 2020	7-9 April 2020	13-15 April 2020
Postponing sports events	4.54	4.51	4.63
Curfew imposed on people over 65	4.45	4.44	4.60
Prohibition of mass worship	4.46	4.36	4.48
Curfew imposed on people under 20		4.35	4.46
Imposing fines on people not complying with the measures		4.31	4.45
Distributing free masks to citizens		4.40	4.45
Punishment for those who spread false news on social media	4.35	4.28	4.44
Online banking & financial services	4.42	4.30	4.44
Switching to work from home	4.11	4.25	4.42
Curfews imposed on weekends			4.37
Switching to online education system	3.81	4.16	4.25
Providing many health services online	4.13	4.11	4.24

\*Participants were asked to rate each option using a scale from 1 (less positive) to 5 (most positive)

### 5.2. Main sources of information about the pandemic and authorization of experts as main spokespersons

In cases such as pandemic, reliable and transparent information sharing both protects the society from panic and increases confidence in the government (Khosravi, 2020). In this context, the trust of the Turkish public in the information shared by the authorized bodies (Table 12) during the pandemic was 79.5%, in S: 1 and partially increased to 87.8% in S: 2, and the same rate was 86.3% in S: 3. Similarly, the rate of the participants who state that they trust the statements of the authorized bodies increased from 39.2% in S: 1 to 45.9% in S: 2, and the same rate increased to 51.1% in S: 3. In addition, while the rate of those who stated that they did not trust the statements of the authorized bodies was 20.5% in S: 1, this rate dropped dramatically to 12.7% in S: 2 and was 13.7% in S: 3. Therefore, it can be stated that, in the light of the results of the study sample, Turkish society trusts official explanations about the Covid-19 pandemic.

Table 12. Do you agree that state officials were transparent in sharing information about the outbreak? (%)

	1-3 April 2020	7-9 April 2020	13-15 April 2020
Yes	39.2%	45.9%	51.1%
Partially	40.3%	41.9%	35.2%
No	20.5%	12.2%	13.7%

From the emergence of the first cases of the outbreak in Turkey, it seems that participants of the study consider state officials and the members of Scientific Board as reliable sources of information (Table 13). According to the results in S: 1, it can be seen that participants pay attention mostly to the statements of the government most, the statements of the members of the Scientific Committee are in the second place and it is seen that other discussions on the television channels and the statements on social media are not taken seriously. In S: 2, while the statements of the government are in the first place as the most trusted statements, an increase in the statements of the members of the Scientific Board has been observed and the confidence in the discussions on television programs and social media has decreased. In S: 3, the statements of the Scientific Board rose to the first place with 47.9%, and the statements of the government fell to the second place with 43.9%, as well as the statements on television channels and the statements made on social media decreased sharply compared to S 1. In this context, it can be stated that the Turkish public sees Science Board members and official bodies as reliable sources of information. In this way, it is among other findings that information pollution caused by the explanations made on television channels and social media is prevented. It is also among the other findings that, between S: 1 and S: 3, the trust in the Scientific Committee's explanations increased and the Turkish society found the scientific explanations more reliable.

Table 13. In your opinion, from which sources the most reliable information about the Covid-19 can be obtained? (%)

	1-3 April 2020	7-9 April 2020	13-15 April 2020
Firsthand Reports from Government Officials	49.2%	45.8%	43.9%
Statements of Science Council	38.8%	43.5%	47.9%
Statements from Discussion on TV Broadcasts	8.4%	6.9%	5.4%
Information on Social Media	4.5%	3.9%	2.7%

### 5.3. Social solidarity perception and overview of campaigns

Economy can be considered as one of the areas that received the most damage from the Covid-19 outbreak. The damage is so severe that many researchers believe that the recovery of economic status of countries would take years (Allen and Mirsaedi, 2020) and the damage might lead to a deeper economic crisis in global scale with impacts such as drops in production rates and collapses in delivery lines (Mckee and Stuckler, 2020). In this context, many countries have taken various measures according to their economic size and have taken loans from international funds such as IMF. Turkey launched a solidarity campaign in order to minimize the economic impact of the pandemic by encouraging citizens to donate for those who need currency. The official website <https://biz-bizyeteriz.gov.tr/> enlisted the top-ranking donators on its website and the total amount of donations reached just over 2 billion Turkish Liras on June 24, 2020. However, the survey results show that (Table 14) the donation campaign in question was not welcomed by a considerable percentage of the participants. While those who have a negative perception of the campaign was 47.7% in S: 1, negative and positive perceptions were equalized with 42.8% in S: 2. However, in S: 3, negative perception stands out again with 46.2%. Accordingly, it is possible to state that nearly half of the participants had negative perceptions towards the donation campaign launched by the state in order to minimize negative economic impacts of the Covid-19 outbreak.

Table 14. What do you think about the national solidarity campaign launched by the President? (%)

	1-3 April 2020	7-9 April 2020	13-15 April 2020
Negative	47.7%	42.8%	46.2%
Neutral	17.7%	14.4%	15.1%
Positive	35.3%	42.8%	38.7%

## 6. Discussion and conclusions

The communication strategies of governments and the general perception of the society against the pandemic are two important components in combating the Covid-19 outbreak, which has emerged as an important crisis worldwide. It is evident in almost every society that large masses seek information to close the 'information gap' that suddenly arises against the emerging threat, and that many states try to answer this information need by providing healthy and accurate data. In this context, this study is an attempt to provide a general portrait of the Covid-19 process in Turkey by focusing on the general views of individuals on the outbreak as a threat and on the main strategies and communicational activities of the government.

Although social media and internet platforms are seen as useful and main means of reaching information for the society, in Turkey's case during the Covid-19 process, it is noteworthy that a vast number of participants of the field study defined official statements made by government officials as the most reliable sources of information. This situation has contributed significantly to the prevention of the harmful effects of false or exaggerated information and news spread over social media platforms, especially in the first days of the pandemic. It is also possible to state that, as it was discussed in detail in previous parts of the study, leadership played an important role in times of the Covid-19, which can also be defined as a serious crisis. Most of the participants turned their attention to the leading actors in their search for the accurate and right information. As media relations became an important factor affecting the information flow in the Covid-19 crisis, results indicate that leading actors used media efficiently since TV news was among the most popular news sources for daily official statements (Varan, 2020).

On the other hand, although some of the measures taken restricted the daily routine of social life significantly and created a heavy burden on society both economically and socially. The results of the field research indicate that the participants supported the measures taken to a certain extent. The acceptance and implementation of these measures, which play an important role in preventing new cases and therefore deaths are of great importance in combating the pandemic. The data suggest that an important number of participants regarded the measures and restrictions declared by the governing actors as acceptable and reasonable precautions.

Another important implication that might be derived from the results is that the national donation campaign, which was a prominent component of the communication strategy of the government, failed to get the expected attention. This might be viewed as the negative response of the participants towards a policy that actively positions every citizen as a responsible individual and asks for their contribution. As a feature of the social state, it's a widely believed view that the state should be responsible and undertake every need of the society in terms of health care and emergencies. In other words, the low level of the support of the participants for the donation campaign organized can be interpreted as an indication of the participants' expectations that all needs of the people in the Covid-19 process should be met by the state without putting more weight on the shoulders of the citizens.

The Covid-19 process, which has rapidly emerged on a global scale and has become one of the most important items of the world agenda, undoubtedly becomes visible in different ways in each country. Nevertheless, the national experiences of the countries provide important clues both for revealing different perspectives of the societies in combating the pandemic regarding this crisis and for evaluating the managers' tactics and strategies to combat the pandemic in terms of success levels and the degree of public acceptance of the measures taken. This study, which may also be regarded as an evaluation in this perspective in the context of Turkey, can be viewed as an attempt to, evaluate the Covid-19 process in terms of communications, in the light of the data obtained from the field research in both perspectives. In this context, it can be an important contribution to develop different strategies and to plan effective communication activities globally. The experiences in different countries of the World would further enhance the level of contribution by providing a comparative perspective.

### *Author contribution statements*

Z. Avşar, E. Ayaşloğlu, Ö.F. Zararsız and C.O. Tuncer contributed equally to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.



### Disclosure statement

No potential conflict of interest was reported by the authors.

### Ethics committee approval

This research has ethics committee approval from Ankara Hacı Bayram Veli University with 24.03.2021 date and E-11054618-302.08.01-16557 number. All responsibility belongs to the researchers. All parties were involved in the research of their own free will.

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## Art integration applications in middle school 5<sup>th</sup> class science lesson

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Article Info	Abstract
<p>Research Article</p> <p>Received: 26 February 2021 Revised: 11 April 2021 Accepted: 23 April 2021</p> <p><b>Keywords:</b> Arts integration, Art education, Science education, Science-arts collaboration, Education through art</p>	<p>The purpose of the study is to determine the effect of the use of artistic practices in different curriculum areas on learning skills. For this reason, a plan for the art integration method has been created to be applied in the subjects determined in the science course. The research was conducted with fifth-grade students studying at a public secondary school in Samsun. Consisting of 40 students, the study group was divided into two halves as the experimental and the control group, each containing 20 persons. Research data was collected by a Science Achievement Test prepared by the researcher accompanied by an expert opinion. The findings show that using the art integration method in science course increases student success. Compared to the posttest of the experimental and control groups, it was found that the success rate of the experimental group was significantly higher than that of the control group. The research findings indicate that; art integration have a potential to contribute teaching other subjects. Besides some other suggestions were made in relation with curriculum design and policy making.</p>

### 1. Introduction

The removal of interdisciplinary boundaries by combining arts with other subject areas in the curriculum has been a remarkable approach recently observed in many countries. Art integration emerges as an educational method proving the importance of art in this transformation with its ability to develop learners' cooperation, communication, creative and critical thinking skills. This method, whose foundations date back to the 20th century, has been developed on the basis of theories of constructivism, interdisciplinary teaching and multiple intelligence. Studies in the field of art integration revealed that it increases student motivation and ensures the subsistence of what have been learnt.

The most common difficulties faced by teachers in education and training processes are to attract students' attention, to ensure their active participation in the lessons, and to keep up their attention alive throughout the learning time. So, educators and administrators seek creative alternatives to deal with these challenges in a constructive way. Art has the potential to shape and transform the learning experience for students. However, most educators are not familiar to the integration of art into other subject areas.

From this point of view, it is necessary to develop higher-order thinking skills in students in order to obtain and use information. It is stated in the statutory curriculum prepared by the Ministry of National Education for all school subjects that the aim of the schooling is to raise individuals who can produce the information/knowledge, use it effectively in life, take her/his own decisions, solve problems, think critically, be initiative, have communication skills, empathize and be ready to contribute to society and culture. Art integration as a teaching method that has been practiced and studied various places and has received appropriate feedback in return. However, it is not widely practiced in educational institutions in Turkey. Henceforth, the current study aims to draw attention to art integration and to provide detailed information about its practice in real teaching/learning settings.

Art integration is a teaching and learning method that aims to provide real and creative lessons that help students to connect and transfer knowledge between multiple concepts and subject areas, including various forms of art

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(Burnaford, Aprill and Weiss, 2001). Arts integration practices aim to facilitate arts and other subject areas to achieve their goals together. In fact, practitioners may use arts integration to reach the two subject areas (arts and others) and their educational goals simultaneously, or they can use art as a tool to achieve the educational goals of other subject areas. In this study, the effect of using art integration method in science course on student success was investigated. Science achievement test which was designed by researcher was used to measure cognitive achievement.

## 2. Literature

Art has been featured in school programs on different reasons at different times in many parts of the world. Both popular causes and social needs have been decisive here and shaped art education (Kırıçoğlu, 2009). As those who support the arts continue to offer strong evidence between art education and student achievement educators continue to develop instructional strategies to integrate art into the entire school curriculum (Holcomb, 2007). Because visual arts are recognized to develop mental processes related to language, imagination, perception and planning. These processes cover elements such as knowing, remembering, judging, problem solving, and meta-cognition. It is also thought that being engaged in art provides a deeper conceptual understanding and has effects that enhance some mental function (Blatt-Gross, 2010; Duggan, 2007; Land, 2013).

In addition, art supports the social development of the individuals. It forms the basis for developing skills to adapt to society, to work collaboratively and to communicate effectively. Many studies show that there is a positive relationship between participation in artistic processes and academic achievement (Deasy, 2002; Hetland and Winner, 2001; Catterall, 2009; Catterall et al., 2012). A research study published by the National Association for Arts Education, shows that the integration of art into the school curriculum helps students understand different perspectives, take risks safely, express their feelings freely and make connections between art and other core subject areas. In this context, it has been concluded that the art integration method increases academic success (Lynch, 2007).

A study conducted by Cohen and Johnson, which examined the effect of drawing on understanding topics and concepts, reached positive conclusions. By means of this quasi-experimental study, researchers obtained evidence that scientific concepts and words can be significantly learned permanently through drawing. The authors concluded that what is important is not to make the best drawing, but to be involved in that process (Johnson & Cohen, 2013). Besides this, various studies on the principles of the brain's operation support the presentation of information in various contexts through concrete experiences, as it increases coding variability (Custers, 2010, Degen 2014, Rinne et al., 2011). Studies has shown that the motor cortex is activated when the brain is engaged in problem solving, which comprises cognitive components such as memory, emotion, language and active learning (Hardiman, 2010).

### 2.1. Art integration method

Studies on the working principles of the mind, have been revealed that those teaching techniques addressing multiple senses help learners' processes and store more information in their long-term memories (instead of short-term) and potentially alter the structure of neurons (Smilian, 2004; Latham, 2017; Sparks, 2013; Sousa and Pilecki, 2013; Bolotta, 2017; Marollo, 2014; Dorminey, 2015; Maneen, 2016; Gobert and Clement, 1999; Roth, Bowen and McGinn, 1999). All these means that the art integration method allows different disciplinary areas in school curricula to come together in a common practice process.

Although there is no universally accepted definition of the concept of art integration, it can be seen that the sources mention a multidisciplinary curriculum, interdisciplinary studies and integrated learning in relatively interchangeable terms. Silverstein and Layne (2010) describe arts integration as an approach to teaching in which students construct and demonstrate understanding through an art form. The main driving force behind integrated teaching and learning is the belief that students begin to see meaningful connections between subjects when themes, subjects or projects are combined.

In generally, the integration process is a rigorous intellectual and creative activity in which artists and teachers are actively engaged (Botstein, 1998). Before applying art integration, it is necessary to plan the following steps (Burnaford et al., 2001):

- Build a team and vision,
- Learn from each other,
- Try new skills,
- Find problems and ask questions,

- Brainstorming and planning together,
- Find and use access points.

There may be several reasons for integrating art into other subject areas. The art integration method can be used in order to achieve the goals of both fields or to benefit from the characteristics of the nature of art while achieving the goal of the other curriculum areas. It is the educators who will make the decision. The evaluation to be made at the end of the process will also be shaped accordingly.

## 2.2. Art and science integration

Although art and science seem to be two completely different fields, they actually share many common concepts and goals. In both disciplines, we stand to study nature closely, visualize our observations, and record and express what we have discovered. Harvey Seifter, an expert on art-based learning, suggests that art has the sparks to transform science education (Robelen, 2011). Greene, on the other hand, says that the student will see, feel, and understand information or object better thanks to its features such as animating the imagination, creating dialogue, and introducing multifaceted perspectives (Greene, 2014). The value of the integration of art and science is based on the power of visual symbols in scientific communication, documented through the ages since Da Vinci. This relationship between two fields has continued across history and global boundaries, from African bronze and smelting practices to early Renaissance pigment experiments (Jerez, Dambekalns & Middleton, 2012). Yenawine, on the relationship between art and science "...art feeds us in a unique way because it combines ideas, knowledge and emotions. I think that when our minds and hearts work together, it nourishes the soul" (Feldman, 2003: 47). The fact that those interested in science and having an artistically creative imagination may be able to develop new ways of thinking and to be innovative (Rosen-O'leary, 2018).

Recently, educators in the teaching of Arts and Sciences have been using these two disciplines for similar purposes. Many studies (Chessin and Zander 2006; Shaw, Baggett, Daughenbaugh et al. 2005) have concluded that by integrating art into the science course, students will be able to experience and develop communication and problem-solving skills, feeling within the identity of a scientist or artist. In addition, this collaboration also supports the creativity of students and a better understanding of scientific concepts (Eisenkraft et al., 2006). Because learning can occur not only orally and in writing, but also in different ways, such as visual and auditory. Also, visual presentations improve the cognitive aspects of what students learn in points such as "long-term memory and recollection" (Peeck, 1993). In addition, students with advanced problem-solving abilities in the literature, experience, and there are studies that have identified that easily integrate new information with previous information (Gobert and Clement, 1999; Roth, Bowen, and McGinn, 1999). However, there are a limited number of resources and implementation studies related to this method in Turkey. From this point of view, our research is important to be a reference to the practices that can be done in Turkey.

Consequently, the purpose of this research study is to determine the effect and effectiveness of teaching two subjects selected from the 5<sup>th</sup> grade middle school science course curriculum through plans and practices prepared in accordance with the art integration method, in transferring the related attainment targets to students. In this context, the current study aims to answer the following questions:

- 1) Does the teaching the topics of biodiversity and electrical circuit elements through the art integration method make a significant difference on the academic achievements between the experimental and control groups?
- a) Did the study conducted in the biodiversity unit create a significant difference between the experimental-control groups in the pre-test-post-test scores?
- b) Did the study conducted in the Electrical Circuit Elements unit make a significant difference between the experimental-control groups' pre-test and post-test scores?

## 3. Methodology

### 3.1. Research design

In this study, which uses quantitative research method, the science achievement test was used. Creswell defines quantitative research as "the process of collecting, analyzing, interpreting, and writing the results of a study" (Creswell, 2002: 9). There are several reasons why the quantitative research method was chosen in this study. These are the ability to achieve objective results, to achieve statistical clear data, and to compare between experimental-control groups. It is important that we obtain statistical data to measure the impact of the art integration method

on student achievement in order to achieve a clearer result. The study is an experimental study, as it is planned to measure the impact of the art integration method on student success. Designed as a quantitative method study, this research aims to examine the impact of art integration practices on the academic achievements of middle school 5th graders in Science class. Data obtained from the pretest and posttest applied to the experimental and control groups constitute the of the research. After the pretest, the determined subjects were taught with art integration method in the experimental group, while it was taught in usual or conventional teaching-learning method in the control group. After then, the posttest was applied to the experimental and control groups.

### 3.2. Research sample

The research was conducted with 5<sup>th</sup> grade students and lasted in seven weeks. The experimental study was carried out in a class comprising of 20 students in the spring semester of the 2018-2019 academic year. There were also 20 students in the control group who were also taught by the same science teacher. Both groups were selected in accordance with the accessible case sampling technique.

### 3.3. Research instruments and procedures

As a data collection tool, The Science Achievement Test prepared by the researcher with expert opinions was used. A pilot study was conducted for the validity and reliability of the scientific success Test prepared by the researcher. After the validity - reliability study, questions with low reliability were removed. It was then applied to experimental and control groups as pretest and posttest.

### 3.4. Process of art integration method

The art integration process was designed and carried out by the researchers, who were supported by two science education specialists. It included these steps:

Study units	
Biodiversity	Electrical circuit elements
<ul style="list-style-type: none"> <li>• Providing background information about the study unit</li> <li>• Dividing students into groups</li> <li>• Subject teacher informing students about question and answer method</li> <li>• The teacher giving students a research assignment on the subject</li> <li>• Students choose which theme to work on</li> <li>• Starting to design biotope using design elements with bandmate</li> <li>• Make model studies with what they have learned about biodiversity</li> <li>• Making a presentation to introduce their works at the end of the process</li> </ul>	<ul style="list-style-type: none"> <li>• Providing background information about the study unit</li> <li>• Visual overview of electrical circuit elements</li> <li>• Explaining the principle of light bulb combustion and informing about the art of 'led-art'</li> <li>• Students using their imagination to draw a Picture on the theme 'garden of your dreams'</li> <li>• Designing invitation cards for an imaginative party that will be given in their school garden</li> <li>• Students drawing their pictures using design elements</li> <li>• Drawings are combined with electrical circuit elements</li> <li>• Making a presentation to introduce their works at the end of the process</li> </ul>

### 3.5. Data analysis

Item analysis were made to examine the validity and reliability of the achievement test for the analysis of quantitative data. The test shaped according to the results of the analysis applied to the experimental and control groups. Within this process, two-way analysis of variance (ANOVA) test was used, which enables the comparison of the results of two measurements made intermittently (repeated) in the experimental and control groups. The assumptions of the analysis method were examined before performing the analysis of variance. Accordingly, Shapiro-Wilk test showed the normality of the assumption, Box's M test covariances and Levene test showed that variances were homogeneous. ITEMAN 3 and SPSS 23 software were used for analysis.

### 3.6. Validity and reliability

Item analyses were conducted to examine the validity and reliability of the 43-question Success test created in accordance with the relevant curriculum and expert opinions. For this reason, the developed test was applied to 144 students who attending 6th class selected from secondary school random. According to the results of the item analysis, questions which item discrimination less than 0.30 were excluded from the test (6, 8, 19, 20, 12, 15, 17, 22, 40). Although questions with a substance distinction between 0.20 and 0.30 can be corrected and the test can be taken, these substances were also removed from the analysis because there are enough questions that sample the subject in the test. The analysis was repeated with the remaining 34 items.

In the last case, the arithmetic mean of the test was calculated as  $25.125 \pm 5.616$ . The reliability coefficient of the test was 0.836. In the field of social science, it seems that our test is a reliable measurement tool, since the reliability of a test is 0.70, which is seen as a sufficient level of reliability for that test. The average difficulty of the test is 0.739 indicating that the test is easy, while the level of differentiation is 0.571, which indicates that the test is sufficient to distinguish between successful students and unsuccessful students.

#### 4. Results

The findings of this study are presented to find out answers for the research questions stated above.

- 1) The first sub-problem of the study includes testing whether the teaching of secondary school 5th grade science and visual arts lessons through art integration method creates a significant difference between groups (experimental-control). For this purpose, each unit were analyzed separately.
  - a) Did the study conducted in the biodiversity unit create a significant difference between the experimental-control groups in the pre-test-post-test scores?

In order to answer this question, a two-way analysis of variance test was used for mixed measurements, which allowed the differences between the results of two measurements made intermittently (repeated) in two different groups to be compared with each other according to the experimental and control groups. In order for this test to be used, there should be no significant difference between the covariances of the groups for pairwise combinations of measurement groups. Box's M test results showed that this assumption was met ( $p > 0.05$ ). Secondly, the variances of the pre-test and post-test results in the experimental and control groups should be homogeneous. Levene test results showed that the equality of variances was achieved in both groups ( $p > 0.05$ ). Another important assumption of the analysis is the normal distribution of the pretest and posttest measurements of the variables for the experimental and control groups. According to the results of the Shapiro-Wilk test, it was seen that this assumption was provided for the pretest scores ( $p > 0.05$ ) but not for the posttest scores ( $p < 0.05$ ). When the posttest scores were examined, it was seen that the mean and median values were close to each other. Beside this, the average and the average values trimmed from the 5% ends are also very close to each other. In addition to this situation, two-way ANOVA for mixed measurements, besides being a powerful parametric analysis method, gives correct results even when the data show deviations from the normal (Green and Salkind, 2005). For these reasons, it was decided to use the analysis and the results in Table-1 were obtained.

Table 1. Two-Way ANOVA test results for mixed measures for biodiversity unit

	Type 3 Error Sum of Squares	Degree of Freedom	Mean of Squares	F	p
Within-Group					
Measurement	125.000	1	125.000	63.716	.000
Measurement * Group	8.450	1	8.450	4.307	.045
Error (Measurement)	74.550	38	1.962		
Between Groups					
Intersection	7220.000	1	7220.000	705.749	.000
Group	11.250	1	11.250	1.100	.301
Fault	388.750	38	10.230		

According to Table 1, when the 20 people in the class in which the art integration method was used and the other 20 people in the class where the same subjects were conventionally taught were taken as a whole group, it was seen that the average posttest scores of all students were higher than the pretest scores [ $F(1-38)=63.716$ ,  $p < 0.01$ ]. It was seen that being in the class, where art integration was applied, made a significant contribution to the students' scores [ $F(1-38)=4.307$ ,  $p < 0.05$ ]. There is no significant difference between the total pre-test and post-test scores of the experimental group and the control group's pre-test and post-test scores ( $F(1-38) = 1.100$ ,  $p > 0.05$ ). The test findings obtained as a result of art integration method in comparison with the control group given in Table 2.

Table 2. Descriptive statistics for biodiversity unit

	Pre-test			Post-test		
	N	$\bar{X}$	S	N	$\bar{X}$	S
Control	20	8.20	2.38	20	10.05	2.52
Experiment	20	8.30	2.56	20	11.45	2.42

According to table 2, the preliminary scores of the experimental group ( $x=8.20\pm 2.38$ ) were after application ( $x=10.05\pm 2.52$ ), while the preliminary scores of the control group ( $x=8.30\pm 2.56$ ) were after application ( $x=11.45\pm 2.42$ ). As a result, the use of the art integration method in the course has a significant effect on students' success in learning the topic of biodiversity. This increase is graphically have shown in Figure 1.

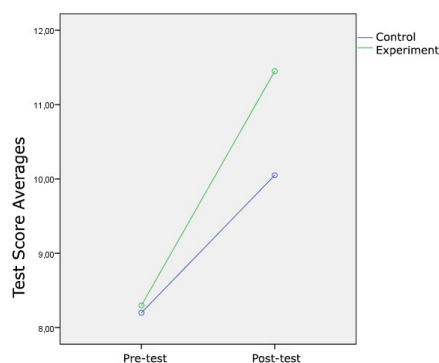


Figure 1. Changing scores of experimental and control groups for biodiversity unit

When Figure 1 analyzed, it is seen that the art integration method is more effective on the success level of biodiversity than the conventional teaching/learning applications.

- b) Did the study conducted in the Electrical Circuit Elements unit make a significant difference between the experimental-control groups' pre-test and post-test scores?

In order to find an answer to this problem, a two-way analysis of variance test was used for mixed measurements, which allowed the differences between the results of two measurements made intermittently (repeated) in two different groups to be compared with each other. In order for this test to be used, there should be no significant difference between the covariances of the groups for pairwise combinations of measurement groups. Box's M test results showed that this assumption was met ( $p > 0.05$ ). Secondly, the variances of the pre-test and post-test results in the experimental and control groups should be homogeneous. Levene test results showed that the equality of variances was achieved in both groups ( $p > 0.05$ ). Another important assumption of the analysis is the normal distribution of the pretest and posttest measurements of the variables for the experimental and control groups. According to the results of the Shapiro-Wilk test, it was seen that this assumption was provided for the pre-test and post-test scores of each group ( $p > 0.05$ ). Since all the assumptions of the analysis were provided, it was decided to use this technique and the results in Table 3 were obtained.

Table 3. Two-Way ANOVA Test results for mixed measurements for electrical circuit elements unit

	Type 3 Error sum of squares	Degree of freedom	Mean of squares	F	p
Within-Group					
Measurement	312.050	1	312.050	139.259	.000
Measurement * Group	9.800	1	9.800	4.373	.043
Fault (Measurement)	85.150	38	2.241		
Intergroup					
Intersection	11568.050	1	11568.050	802.530	.000
Group	7.200	1	7.200	.499	.484
Fault	547.750	38	14.414		

According to Table 3, the posttest scores of all students were higher than the pretest scores ( $F(1-38) = 139.259$ ,  $p < 0.01$ ). Being in the group where art integration was applied made a significant contribution to the students' scores compared to those in control group ( $F(1-38) = 4.373$ ,  $p < 0.05$ ). There is no significant difference between the total pre-test and post-test scores of the experimental group and the control group's pre-test and post-test scores ( $F(1-38) = 0.499$ ,  $p > 0.05$ ). The test results obtained have shown in Table 4.

Table 4. Descriptive statistics for electrical circuit elements unit

	Pre-test			Post-test		
	N	$\bar{X}$	S	N	$\bar{X}$	S
Control	20	10.10	2.22	20	13.35	3.47
Experiment	20	10.00	2.68	20	14.65	3.03



According to Table 4, the pretest scores of the experimental group ( $\bar{X} = 10.10 \pm 2.22$ ) increased substantially after the application ( $\bar{X} = 13.35 \pm 3.47$ ) while the pretest scores of the control group were ( $\bar{X} = 10.00 \pm 2.68$ ) were increased slightly ( $\bar{X} = 14.65 \pm 3.03$ ). As a result, it has been seen that using the art integration method in science teaching has a significant effect on students' success in learning about electrical circuit elements. This increase is graphically have shown in Figure 2.

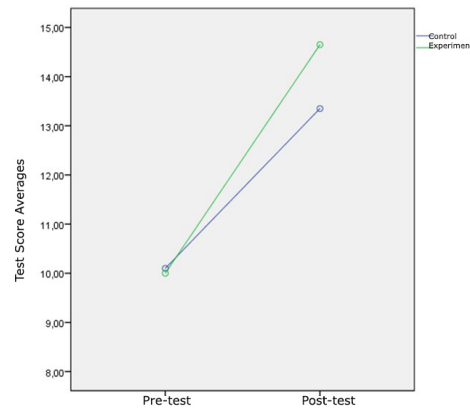


Figure 2. Changing scores of experiment and control groups for electrical circuit elements unit

Figure 2 reveals that the scores of the experimental group increased more than those of the control group. In other words, the art integration method has been more effective on the success level of the electrical circuit elements subject than the conventional mode of science teaching

## 5. Discussion and conclusion

In this study, knowledge testing was applied before and after the application in order to obtain data on whether the art integration made a significant difference in students' academic achievement in science. It was found that there was a significant difference between two groups in favor of the experimental one. A two-way variance analysis test was used for mixed measurements that allowed the differences between the results of two measurements performed intermittently in two different groups to be compared with each other according to the experimental and control groups. As a result of the two-way ANOVA test, it was found that the posttest of both groups were higher than the pretest. But the increase rate in the experimental group is significantly higher than the increase rate in the control group. Applications on biodiversity and electrical circuit elements were evaluated separately. When the subject of biodiversity was examined, being in the group used in art integration made a significant contribution to students' scores compared to those not in the other class. In other words, the art integration method has been more effective on the level of achievement in biodiversity class than normal teaching.

According to the results of the analysis for the subject of electrical circuit elements, the scores of the experimental group again increased more than those of the control group. Although there was no significant difference between the sum of the pre-test and final-test scores of the experimental group and the sum of the pre-test and final-test scores of the control group, it was found to be more effective in teaching subjects than formal teaching. This finding supports the results of Knight Foundation's (2011) research concluding that "participation in arts programs has a positive relationship with increased academic achievement compared to the performance of students without art education" and other studies reporting a positive relationship between participation in artistic processes and academic achievement (Deasy, 2002; Hetland and Winner, 2001; Catterall, 2009; Catterall et al., 2012).

The mental freedom, imagination and motivation expected from the student may only be formed with the correct guidance of the educators. While learning by doing provide students long lasting outcomes, education processes based on rote learning may not remain in their long-term memories (Hutzel, 2007: 34). In addition, previous research found that in educational processes including art related activities and methods, students improve problem-solving abilities and easily integrate new information with previous information (Gobert and Clement, 1999; Roth, Bowen and McGinn, 1999).

In creative thinking, the student produces a variety of ideas about possible ways to solve a problem, often by breaking it down into its components and looking for new perspectives on the problem (Sousa and Pilecki, 2013). Practices related to visual arts that students do in a science course enable them developed creative thinking skills

through intensive cognitive efforts. It can say that one of the reasons why the experimental group was more successful than the control group in the posttest is the development of these skills. Besides, the researchers suggest that it is important for students to know how they experience the world around them, and note that to support this goal, science education can be built on aesthetic and artistic pedagogical practices. DeMoss and Morris (2002) examined the effect of art education on cognitive development in their study. Their findings suggest that art may play an important role in children's learning and overall cultural attainment, providing links with academic work that may have implications for more positive and long-term learning motivation.

The findings also indicate that students enjoyed working, collaborating and communicating more closely with their friends in the processes of art integration. The project works like the one in art integration process help students achieve certain things like being patient, managing the process, expressing themselves, taking responsibilities and working cooperatively. Many studies (Baker, 2013; Rinne and et. al, 2014; Potter and Edens, 2007) examining the impact of art on cognitive development and learning reported similar results. Furthermore, these studies argue that long-term memory of knowledge is associated with art-based teaching, which overlaps the results of the current study.

One of the problems that the teachers of various subject areas are trying to solve today is to keep their students interested and be active in the learning processes. Creative thinking, producing, designing, planning, discovering new things and etc. that can commonly be seen in art related works may be some functional ways for attracting students' attention. Previous research (Davis, 2018; Lok, 2014) proves that art positively affects students, which was also highlighted in the results of this study. Likewise, Randolph's research, completed in 2016, shows that the art integration method increases student self-awareness, social interaction, self-sufficiency, communication, and empathy skills.

The art integration method is a teaching method in which creative activities are added to the educational processes involving combining one of the art areas such as music, dance, drama, painting or sculpture with other curricular areas such as mathematics, science, geography, history, literature or chemistry. The fact that the science course is one of the curriculum areas that gives the most place to visual materials and visual learning is one of the reasons why it was chosen for the art integration method in this research. This study will contribute to literature in terms of its potential to serve as an example of how the arts can collaborate with other curriculum areas. In addition, this study will contribute to literature in terms of its potential to serve as an example of how the arts can collaborate with other curriculum areas. It is a process that requires creativity and cooperation that different curriculum disciplines benefit the student through common application processes. There are not many sources in the local literature where the "art integration" method is applied in science courses and its results are analyzed. In this context, the results of our research are important for guiding researchers and practitioners.

## **6. Recommendations**

Arts integration is about a methodology and a philosophical approach to education that builds meaningful classroom activities through a creative inquiry-based teaching and learning process. The art integration method is a process in which the researcher is also a practitioner. For this reason, application and research processes developed together. In this context, the recommendations of the research are aimed at both researchers and practitioners.

Researchers, practitioners or educators who want to use this method should pay attention to these issues:

- While planning the teaching, they should take the characteristics of the students into account.
- They should explore this method in depth and start from the right point.
- They should work collaboratively with the subject teachers.
- They should remember that they are in the roles of a mentor or a guide in these processes.
- Before using the art integration method, they should analyze well how they will evaluate the lesson plan. They need agree to learn together with the students as this is journey to take together.
- They should focus on real-life problems rather than solving a designed problem, which may increase the credibility of the process.

This study also has some implementations related educational policy making and the actors of this process:

- It should be known that the educational materials that a teacher uses most in the classroom attract the student's interest and motivate them to actively involve in learning processes.
- In order to plan the inclusion of the art integration method in the curriculum, the opinions of teachers working in the relevant subject areas should also be considered.

- There is no suitable ground for adding and executing the art integration method to the current school curriculum, but it should be realized that it is needed.
- In-service training activities related to art integration needs to be planned, designed and organized.

### **Author contribution statements**

N.D. Dinç and Ç.İ. Karahan contributed equally to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

### **Disclosure statement**

No potential conflict of interest was reported by the authors.

### **Ethics committee approval**

This research has ethics committee approval from Ondokuz Mayıs University with 28.03.2019 date and 2019-105 number. All responsibility belongs to the researchers. All parties were involved in the research of their own free will.

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## Attractiveness of the city, psychological and social capital: Never-ending migration from rural settlements to urban centers in Turkey

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Article Info	Abstract
<p>Research Article</p> <p>Received: 25 December 2020 Revised: 16 March 2021 Accepted: 22 March 2021</p> <p><b>Keywords:</b> Immigration, Attractiveness of the city, Positive psychological capital, Bonding social capital, Bridging social</p>	<p>There is a continuous act of inward migration from rural settlements to urban centers. The attractiveness of the city and the repulsion of the countryside are cited as the reasons for internal migration. This study empirically investigates the attractiveness of the city, which encourages rural migration, and the effect of psychological and social capital on the attractiveness of the city. The cross-sectional data of the study was formed by the face-to-face survey of 280 individuals who live in the rural area of Erzincan and want to migrate to city centers. In the analyzes made with the Structural Equation Modeling, it has been determined that there is a linear relationship between the attractiveness of the city, which encourages rural migration, and positive psychological capital, bonding social capital and bridging social capital.</p>

### 1. Introduction

Migration, which has a history as old as human history, is based on social, political, economic and many different reasons. Individuals had to leave the geography where they were born and grew up, sometimes voluntarily and sometimes involuntarily due to the force of the circumstances. While natural disasters such as drought, flood, earthquake and fire that occurred against the will of individuals constituted the most important reasons of migration throughout history, economic, social and political events after the industrial revolution, where cities gained importance, constituted the reasons for migration (Keleş R., 1996). Again, in parallel with the recent developments in technology, transportation and communication, people's willingness to lead a better life has greatly increased migration (Sencer, 1979).

Migration mobility in which individuals are relocated within the borders of the country is defined as internal migration (Lewis, 1982). The intensification of recruitment in Turkey began with the industrialization and urbanization process in the late 1950s. Turkish society, which is an agricultural society, has entered into a process of rapid industrialization and urbanization, and thus education, health, culture, infrastructure services and economic conditions in urban areas have become more convenient and attractive than rural areas. This situation made rural areas "unattractive", urban areas "attractive" and caused a significant concentration of rural population to urban areas (Sağlam, 2006; Kıray, 2007). Internal migration of individuals from rural to urban areas; The spread of agricultural mechanization and the opening of agriculture to technology, factors such as low factor productivity due to intensive agricultural practices, redistribution of land by inheritance and insufficient land for production, rapid growth of the rural population and low living standards in the countryside are promoting the "push/unattractive" factors of the countryside. The desire to benefit from the rapidly developing social and cultural opportunities in the cities, the concentration of health facilities in the city centers, the fact that cities are more attractive for business, the developments in communication and transportation facilities, the abundance of educational opportunities and options have made "attractive" cities (Gür & Emel, 2004; Gürbüz & Karabulut, 2008; Dücan, 2016).

\* Data of this research was gathered in 2018. No potential conflict of interest was reported by the authors. All responsibility belongs to the researcher. All parties were involved in the research of their own free will.

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The informal social networks developed by immigrants to cope with the problems of finding employment and settlement after migration, make the migration from rural areas to city centers continuous (Çağlayan, 2006). Social capital, which expresses the relationships individuals establish with other individuals, turns into a very beneficial and productive activity for the individual when used to achieve his/her goals (Coleman, 1988). Social capital is defined as the sum of the resources that accrue to an individual or a community by having a network of relationships based on friendship, trust and loyalty, which is the result of mutual recognition of individuals and long-term relationships (Bourdieu & Wacquant, 1992). Social capital functions as contact points of information and opportunity source for individuals (Burt, 1999; Fukuyama, 2002). The social networks formed by the social capital between the countryside and the city always remind the city's blessings (attractiveness) and perpetuate migration.

Positive psychology, which encourages individuals to migrate, focuses on the opportunities provided by modern life to individuals and the achievement of a happy life instead of individuals' failure, desperation and burnout (Caprara & Cervone, 2003). Positive psychology can be defined as examining the processes and conditions that contribute to the development of individuals (Gable & Haidt, 2009). In other words, positive psychology focuses on how individuals' self-confidence and hopes can be developed (Luthans, Vogelgesang & Lester, 2006). The attractiveness of the city in rural migration encourages rural migration by creating self-confidence and hope on the individual.

While social, political, economic and cultural processes have a great place in the studies on migration in the literature, the intangible capital and psychological processes of individuals have been neglected. This study reveals the effects of individuals' psychological states and their individual intangible capital on migration motivation with a holistic model. The study based on sociology of economics measures the psycho-social processes of individuals related to internal migration with the survey method and makes a significant contribution to the literature in this context.

## **2. Theoretical framework**

### *2.1. The attractiveness of the city and the repulsion of the countryside*

Widespread employment and education opportunities in cities is the primary reason for rural-urban migration (Başel, 2007). Another reason is the income inequality between the rural areas and the cities and the high level of hidden unemployment in the countryside. Again, while the population growth rate is high in rural areas, the economic development rate is very low. The rapid development of urban infrastructure and the neglect of rural infrastructure, with the work of local governments and the support of central policies, have caused the gap in infrastructure and services between the city and the countryside. Infrastructure, health facilities, education and cultural services are attractive to the city; made the countryside unattractive (Gökçe, 1996). Although internal migration is generally attributed to the attractiveness of the city and the repulsion (unattractiveness) of the countryside, each country has economic, social, political and reasons depending on its specific conditions (Kartal, 1978).

Despite the effect of cities being attraction centers, migration distance is an important factor. Migration distance and post-migration opportunities are considered by individuals (Stouffer, 1940). Again, in individuals' decision to migrate, positive and negative factors likely to be encountered during the migration process are also taken into account (Lee, 1969).

### *2.2. Positive psychological capital*

Positive psychology aims to reveal and develop the strengths and positive aspects of individuals and to this end, it investigates how individuals can be happier, more successful and better (Linley et al., 2006). In other words, positive psychology does not care about what is wrong with individuals; It deals with what is right in the individual and how this truth can be developed. Because, individuals consider positive events to be "permanent and correct". Adverse events are temporary (Avey et al., 2009).

Individual's positive perception of life and joy of life constitute his positive psychological capital. Positive psychological capital emphasizes the positive characteristics for the individual to survive even in adverse conditions (Luthans, Vogelgesang & Lester, 2006). Individual positive psychological capital;

- Self-confidence and self-efficacy that the individual can show the necessary strength and effort to accomplish difficult tasks,
- Positive expectation and optimism about always being successful even under difficult conditions,
- The desire and hope of the individual to reach his goal,

- Whether the individual is able to survive and resist in the face of difficulties and adversity, It is expressed with its characteristics and is defined as a positive psychological structure that contributes to the development of the individual.

### 2.3. Bonding social capital

Bonding Social Capital consists of equal and horizontal relationships established between individuals in a community. These relationships between individuals and groups who have ethnic, socioeconomic and cultural homogeneity and share the same value judgments can be established within the scope of kinship, neighborhood or family (Narayan & Pritchett, 1999). In order for an established bond to be considered as bonding social capital, individuals in communication must be from the same community. Bonding social capital is the social capital that contains the highest level of trust compared to other types of social capital (Adler & Kwon, 2002). Representing relationships between family or members of the same ethnic group, village and neighborhood, the bonding social capital approach emerges from the intrinsic bonds between the individuals that make up a community and becomes a "public good" that individuals in that community benefit from in achieving common goals (Özen & Aslan, 2006). In this framework, in the bonding approach, social capital becomes a "cultural" feature that is at the core of the social structure and internalized by individuals through socialization processes (Harrison & Huntington, 2000).

The source of binding social capital is the system of values and beliefs that regulate social relations within the community in which we live. Trust in other individuals living in the community forms the basis of relationships. In general, trust is defined as an individual being confident in the behavior of other individuals and feeling at peace. The individual trusts the other because they are part of the relative, village and family (Keskin & Keleş, 2018). Because of trust in the bonding social capital approach, individuals have the belief that they will not exploit their vulnerability as they assume that other individuals will comply with moral norms (Korczynski, 2000).

### 2.4. Bridging social capital

Bridging Social Capital derives from weaker and less intense but more diverse social ties, such as business friendship, acquaintance or friendships through social networks, outside the individual's family, village, relatives, and ethnic group in which the individual lives and it connects to more distant acquaintances (Özen & Aslan, 2006).

Bridging social capital refers to relationships between individuals who share many similar demographic characteristics but are not very close to each other. This type, which points to the ties that extend beyond the community in which the individual lives, ensures that ideas, knowledge and resources are obtained from official institutions (Woolcock, 2002). Because of the dominant values of the Turkish people such as collectivism, uncertainty avoidance and power distance, an environment cannot be created that will enable the foreigner to trust the foreigner, and individuals only rely on the people they are connected to with primary ties such as kinship and fellowship (Sargut, 2003). As a result, it is argued that a fragmented social structure has emerged, consisting of cliques or communities that are self-contained and not in solidarity with other groups in order to achieve social goals (Özen & Aslan, 2006).

## 3. Methodology

Data of this research was gathered in 2018. No potential conflict of interest was reported by the authors. All responsibility belongs to the researcher. All parties were involved in the research of their own free will.

### 3.1. Material

In the study, a Structural Equation Model was created based on the attractiveness of cities, positive psychological capital and social capital issues literature. In the Structural Equation Model, the cross-sectional data obtained from the surveys conducted in 2018 with individuals living in rural settlements and engaged in agriculture in Erzincan central district were used as study material. The data were obtained by random sampling method. The surveys were conducted with volunteers. The analysis of the model was carried out with LISREL 8.72 and SPSS 21 package programs.

### 3.2. Method

#### 3.2.1. Determining sample size

The total population in rural settlements of Erzincan central district is 18 730 people (Anonymous, 2019b). The Random Sampling Method was preferred and the number of questionnaires was calculated using Yamane's (1967) formula.

$$n = \frac{N \cdot P \cdot Q \cdot Z^2}{(N - 1) \cdot d^2 + P \cdot Q \cdot Z^2}$$

In the formula,  $n$  = sample size,  $N$  = population of the settlement,  $P$  = those who want to migrate,  $Q$  = those who do not want to migrate,  $Z = \% (1-\alpha)$  Z test value,  $\alpha$  = significance level,  $d$  = error (tolerance) share. Z Confidence coefficient 95% confidence coefficient was taken as 1.96. The rate of those who want to migrate to work with a large sample was taken as 0.5 and the sample size was calculated as 280.

### 3.2.2. Preparation of survey questions and analysis process

The questionnaire questions were originally created based on the city's attraction, positive psychological capital, bonding social capital and bridging social capital studies in the literature. The scale questions prepared for the research were measured with Likert method with 1, I do not agree, 2, I slightly agree 3, I agree 4, and I strongly agree with 5 points. The study was carried out with Structural Equation Modeling analyzes.

### 3.2.3. Structural equation modelling

Structural equation models are frequently used in many different disciplines (Bentler & Yuan, 1999; Raykov & Marcoulides, 2006) to measure a specific theoretical relationship (Jöreskog & Sörbom, 1993), and to test the relationships between observed and latent variables (Hoyle, 1995; Leech et al., 2005; İlhan & Çetin, 2014). The fact that structural equation models take into account the measurement errors and deficiencies of observed variables different from traditional econometric measurement methods (Hershberger, 2003), they are used extensively in many different areas. Another reason is that it can show direct and indirect effects between variables and allows multivariate model development, prediction and testing (Lomax & Schumacker, 2004; Pituch & Stevens, 2009).

Structural equation models (SEM) allow analysis with a large number of variables. It is possible to use many observed and latent variables together in the model. Structural Equation Modeling is highly preferred in social sciences because it allows researchers to build large multivariate models (Fornell, 1987; Blanthorne et al., 2006; Nitzl, 2016). This study adopted the structural equation model to test many variables that accelerate rural migration together.

The structure and relationships that cause recruitment from rural areas to urban areas constitute the subject of this study. The theoretical model of the study is shown in Figure 1 below.

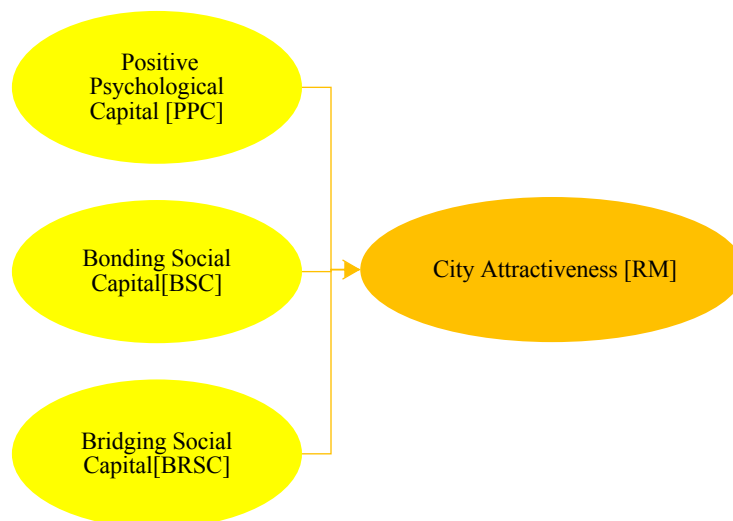


Figure 1. Individual abstract capitals that affect the attractiveness of the city

## 3.3. Latent variables of the working model

### 3.3.1. City attractiveness (RM)

Individuals living in rural areas feel a desire to migrate to big cities due to the "attractive" features of city life. The reason for individuals' migration from rural to urban is to provide a better standard of living for their families. In rural migration, places with developed industrial and service sectors, strong social and physical infrastructure and need for labor are preferred (Balcioglu, 2011). Scale questions are in five-point likert structure. Survey questions and icons are below.



CRM1- Living in the city is easier.

CRM4- Health services and social facilities are better in the city

CRM6- The economic and social contribution of the city to me and my family will be higher.

CRM8- I want to benefit from the city's education, infrastructure and transportation services

CRM9- I believe I will make more money in the city

CRM10- Living conditions in the city are good.

### 3.3.2. Positive psychological capital (PPC)

Positive psychology aims to reveal and develop the strengths and positive aspects of individuals and searches how individuals can be happier, more successful and better for this. Individuals' expectations from cities, self-confidence and self-efficacy, hope and joy of life constitute their positive psychological capital. The questions in the scale are five-point likert.

PS1- Leaving my village will not be difficult for me

PS2- In my opinion, there is a life in the city close to my ideals.

PS3- I will be pleased with my life in the city.

PS4- My life in the city will change positively over time

### 3.3.3. Bonding social capital (BSC)

The effect of social capital on migration has been studied in different studies. It has shown that family ties have a different effect on migration decision within the context of bonding social capital (Spilimbergo & Ubeda, 2004). Individuals can access social capital through membership in social networks and social institutions, and transform their social capital into forms of capital to improve their position in society (Coleman, 1988; Bourdieu, 1989). Social networks are a set of interpersonal networks that connect them through kinship, friendship, and fellow countrymen relationships. Network connections increase the possibility of migration. The social capital scale questions below are in five-point likert structure.

B1- I have a strong bond with my relatives in the city.

B2- I care about my relatives in the city.

B4- I often meet with relatives and friends in the city.

B6- I trust my relatives and friends.

### 3.3.4. Bridging social capital (BRSC)

Social networks established through bridging social capital decrease the movement costs and risks of individuals and the expected net returns for migration are increasing. The ties established by immigrants offer an important transfer of financial capital, that is, savings in the country and sending money home (Palloni et al., 2001). The social capital scale questions below are in five-point likert structure.

BR1- People are generally reliable.

BR2- I can communicate with any person.

BR4- Gives confidence the justice system to me

BR5 I- deal with issues that occupy the country agenda.

## 4. Findings

### 4.1. Demographic and socioeconomic findings

The demographic and sociocultural characteristics of the individuals who participated in the face-to-face survey study in the rural area of Erzincan province are given below. Under the assumption that there will be a relationship between the ages of individuals and migration and social capital, importance has been given to surveying individuals from all age groups. The age, education and income groups and percentage distribution of the individuals surveyed are given in Table 1 below.

Table 1. Demographic Characteristics of the Participants

Age	n (frequency)	%
25-29	31	11,1
30-35	59	21,1
36-45	66	23,6
46-60	66	23,6
61 +	58	20,07
<b>Education</b>		
Primary school	75	26,8
Middle School	81	28,9
High school	70	25
Undergraduate	7	2,5
License	47	16,8
<b>Monthly Income (TRY)</b>		
700-1200	2	2,1
1300-1700	50	17,9
1800-2200	169	60,4
2300-2700	45	16,1
2800+	10	3,6

Source: Original calculation

Considering the existence of a relationship between the education status of individuals and migration in rural migration studies, attention has been paid to have participants from every education group. 26.8% of the participants are primary school, 28.9% secondary school, 25.0% high school, 2.5% associate degree 16.8% graduate. It is known that the income level of families is an important factor in the rural migration decision. The monthly total family income levels of the participant individuals were determined as 2.1% between 700 - 1200 TRY, 17.9% between 1300 - 1700 TRY, 60.4% between 1800 - 2200 TRY, 16.1% between 2300 - 2700 TRY and 3.6% over 2700 TRY.

#### 4.2. Structural equation modeling findings

The data obtained from the survey study was analyzed with SPSS 21 statistical package program and Lisrel 8.72 package program. Averages, st & back deviations and reliability tests of the data were made with the SPSS 21 package program. Cronbach's Alpha coefficient was calculated as the most widely used method for reliability tests. Later, Structural Equation Modeling analysis was performed with Lisrel 8.72 package program, standardized factor load values and t values of observed variables were calculated. The calculations of the observed variables are below, in Table 2.

One of the observed variables of the Unifying Social Capital Latent Variable in the model, "BR1 People are generally reliable." Since the t value of the variable is less than  $\pm 1.96$ , it was not found statistically significant at 5% significance level. The t values of other observed variables in the model were found to be statistically significant at the 5% significance level, since the t values were greater than  $\pm 1.96$ . Chi-square / degree of freedom (Chi-Square / df), p value and RMSEA (Root-mean-square error approximation) values were examined as measurement criteria used to evaluate the fit between data and model. The value of  $\chi^2 / df$  (404.92 / 113) for the model was calculated as 3.57. This value is within the acceptable values of five and less than five. Likewise, the RMSEA value is still within acceptable limits (0.096). Since the model takes the value of  $p < 0.0000$ , it is statistically significant at 5% significance level.

The structural model shows explanatory relationships between latent variables (Raykov & Marcoulides, 2006). In other words, the structural model is a model used to test the relationships between latent variables (Weston & Gore, 2006). Structural equation modeling includes observed and latent variables together, and latent variables are defined by observed variables (Kahn, 2006; Tabachnick & Fidell, 2007). Including dependent and independent variables constitutes the direction of canonical correlation and definition of causal relationships between variables constitutes the aspect of regression analysis (Tabachnick & Fidell, 2007). Standardized values (regression values) are given in the structural equation model shown in Figure 2 below.

In Figure 3, t values of the city's attractiveness structural model are given. Accordingly, Positive Psychological Capital ( $t = 13.61$ ) and Bonding Social Capital ( $t = 8.55$ ) were found statistically significant at 5% significance level, respectively. However, since Bridging Social Capital has a t value ( $t = 1.45$ ), it was not found statistically significant at 5% significance level.

Table 2. Calculations for observed variables

Observed variables	Means	Standard deviation	t values	Factor load values	Cronbach's Alpha values
<i>City attractiveness (RM)</i>					
CRM1	3.87	1.311	17.99	0.86	0.871
CRM4	4.34	1.229	20.44	0.93	0.871
CRM6	4.89	0.457	7.41	0.43	0.886
CRM8	4.21	1.398	22.29	0.97	0.868
CRM9	3.86	1.482	17.59	0.85	0.871
CRM10	4.43	3.174	4.71	0.28	0.921
<i>Positive psychological capital (PPC)</i>					
PS1	3.87	1.311	14.10	0.73	0.876
PS2	4.34	1.229	21.89	0.96	0.869
PS3	4.89	0.457	22.80	0.98	0.868
PS4	4.21	1.398	22.47	0.98	0.868
<i>Bonding social capital (BSC)</i>					
B1	3.93	0.977	19.99	0.96	0.879
B2	4.29	0.806	15.12	0.79	0.884
B4	3.43	0.818	10.67	0.60	0.882
B6	3.93	0.935	8.73	0.51	0.889
<i>Bridging social capital (BRSC)</i>					
BR1	1.75	1.003	1.63	0.10	0.890
BR2	4.28	0.820	16.78	0.90	0.888
BR4	4.38	0.821	18.48	0.97	0.886
BR6	4.27	0.938	4.65	0.28	0.884

Chi-Square = 404.92 df = 113 P-value = 0.00000 RMSEA = 0.096  
 Source: Original calculations

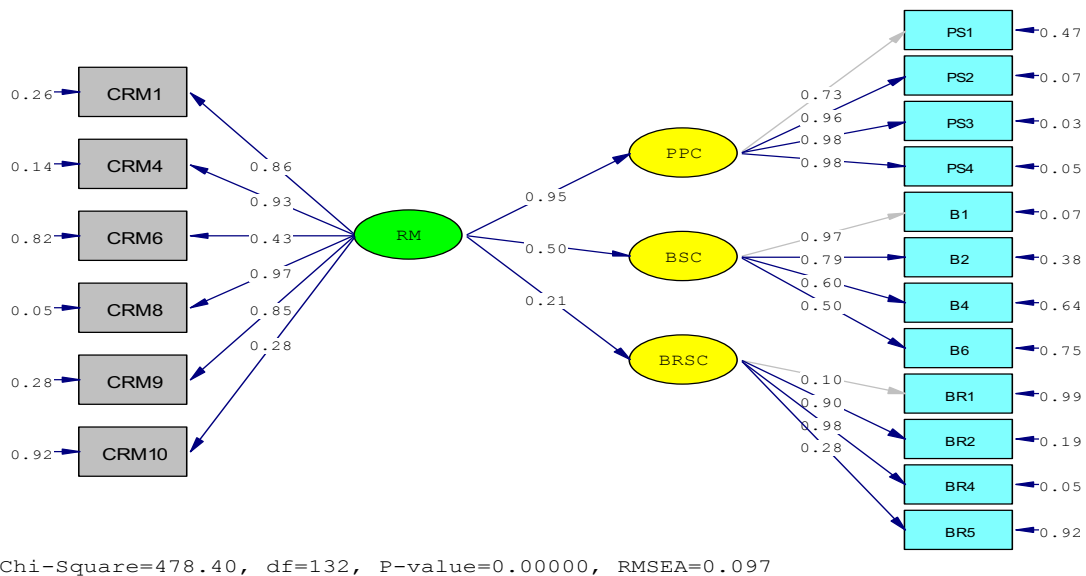


Figure 2. Urban attractiveness structural equation model and regression value

The results of the Structural Equation Modeling showed that all observed variables of the external latent variable "Attractiveness of the City - RM" have high values and are statistically significant. The most important observed variables are "CRM4- Health services and social facilities are better in the city" and "CRM8- I want to benefit from the city's education, infrastructure and transportation services".

Positive Psychological Capital (PPC) latent variable (= 0.95; t = 13.61) has a very strong positive effect on the Attractiveness of the City. The most important observed variables of the Positive Psychological Capital (PPC) latent variable are; "PS3- I will be pleased with my life in the city" and "PS4- My life in the city will change positively over time".

The Bonding Social Capital (BSC) latent variable ( $\lambda = 0.50$ ;  $t = 8.55$ ) has a strong positive effect on the Attractiveness of the City. The most important observed variables of the binding social capital latent variable are; "B1- I have a strong bond with my relatives in the city." and "B2- I care about my relatives in the city." was found as.

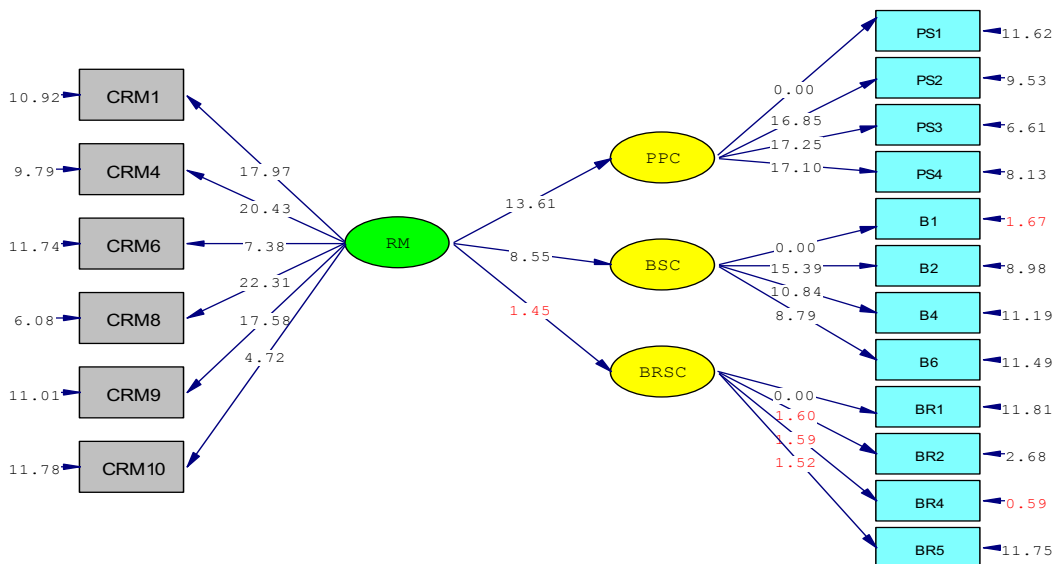


Figure 3. Urban attractiveness structural equation model t values

The Bridging Social Capital (BRSC) latent variable ( $\lambda = 0.21$ ;  $t = 1.45$ ) has a positive low-level effect on the Attractiveness of the City. However, as the t value ( $1.45 \pm 1.96$ ) was small, it was not found statistically significant at the 5% significance level. The most important observed variables of the BRSC latent variable are; "BR2- I can communicate with any person." and BR4- Gives confidence the justice system to me. " has been.

Whether the data set confirms the theoretical structure to be tested or not is determined by using fit indices (Bentler & Yuan, 1999). The criteria showing the compatibility of the model and data set are given in Table 3 below. The fact that the values in the fit indexes are close to 1 indicates that the fit between the data set and the model is very good, and zero represents the mismatch. In this study, fit index values are close to 1. This situation shows that the working model and the data set are compatible.

Table 3. Fit Indices

Fit indexes	Model Value	Fit Criterion
$\chi^2 / df$	3.62	$0 \leq \chi^2 / sd \leq 5$
RMSEA	0.096	$0.00 \leq RMSEA \leq 0.10$
GFI	0.90	$0.90 \leq GFI \leq 1$
AGFI	0.87	$0.85 \leq AGFI \leq 1$
NFI	0.95	$0.90 \leq NFI \leq 1.00$
NNFI	0.96	$0.90 \leq NNFI (TLI) \leq 1.00$
RFI	0.94	$0.90 \leq RFI \leq 1.00$
CFI	0.96	$0.90 \leq CFI \leq 1.00$
IFI	0.96	$0.90 \leq IFI \leq 1.00$

Source: Original calculations

### 5. Conclusion and recommendations

The 'attractiveness of the city' is based on the perception of a better life, higher welfare, and this hope drives rural migration. The fact that the resources and production opportunities available in the country are not equal among the regions cause differences in development between the regions. The settlements where industry and service sectors are concentrated and developed attract migrants from rural areas to cities by creating wage differences and new job opportunities.

The study findings revealed empirical findings that the city is “attractive” due to the work, food, education, health, culture and comfort it contains. The positive psychological and social capital of the individuals affect the attractiveness of the city positively and to a high degree. Positive Psychological Capital (PPC) of individuals had a very strong positive effect on the attractiveness of the city ( $= 0.95$ ;  $t = 13.61$ ). The perception that life satisfaction will be higher in the city attracts individuals to cities. Again, the Bonding Social Capital (BSC) of individuals is one of the positive and important factors in the migration of individuals to cities ( $= 0.50$ ;  $t = 8.55$ ). Strong kinship ties in city centers, individuals' care about their relatives and always being in contact lead to information about the blessings of the city and encourages them to migrate to the city. Bridging Social Capital (BRSC) has a low ( $= 0.21$ ;  $t = 1.45$ ) effect on the attractiveness of the city. Individuals who migrate from rural areas to urban centers cannot socialize much and find movement outside the community boundaries.

Rural migrations may come to an end if infrastructure and superstructure services in rural areas are quickly revised and parallel to urban areas. The creation of new jobs and income opportunities in rural areas, improvement and development moves in the fields of health, education, culture, sports, transportation and communication can also trigger a reverse migration. Basic inference that can be reached from the study; The main purpose that drives individuals to the attractiveness of the city is the desire for a more comfortable, more beautiful and high standard life.

In order to prevent rural migration, it is necessary to increase the welfare level of individuals living in rural areas, to increase their employment opportunities and to expand the services provided in urban centers in rural areas. For this;

- For the success of sustainable rural development programs and the prevention of migration, it is necessary to increase the opportunities and level of education and to ensure wide participation with an educational mobilization. For this purpose, village primary schools should be reopened and rural students at all levels should be provided with the opportunity to continue their education without being separated from their villages.
- Awareness of profitable agricultural production should be created with agricultural education.
- Agricultural support and subsidies should be expanded and living standards in rural areas should be raised.
- In rural settlements, infrastructure and superstructure should be equalized with urban areas.
- Health, education, cultural activities and sports opportunities offered by the city should also be available in the countryside.
- New income and employment opportunities such as rural tourism should be mobilized.
- Farmer cooperatives should be established and the productions of the farmers should be brought directly to the consumers.
- Finally, rural development agencies and coordinators should move from city centers to rural areas and carry out their activities in rural villages and campuses.

This study was conducted in a narrow area and with a small number of volunteer participants. Therefore, it may not be appropriate to generalize the findings and results. Conducting regional or national research on rural migration will yield more explanatory results.

#### ***Author contribution statements***

Ş.Keleş contributed fully to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

#### ***Disclosure statement***

No potential conflict of interest was reported by the author.

#### ***Ethics committee approval***

Data of this research was gathered in 2018. No potential conflict of interest was reported by the authors. All responsibility belongs to the researcher. All parties were involved in the research of their own free will.

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## Turizm gelirlerinin ekonomik büyüme üzerine etkisi: Türkiye üzerine ampirik analiz\*

*The impact of tourism revenues on economic growth: Empirical analysis on Turkey*

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Makale Bilgisi	Öz
<p><b>Araştırma Makalesi</b></p> <p>Gönderilme: 6 Mart 2020 Düzeltilme: 30 Aralık 2021 Kabul: 22 Mart 2021</p> <p><b>Anahtar kelimeler:</b> Turizm gelirleri, Ekonomik büyüme, Türkiye örneği, Engle- Granger eş-bütünleşme testi</p>	<p>Günümüzde dünya ekonomileri için turizm sektörü, ekonomik büyümenin ve gelişmenin en önemli kaynaklarından biri konumundadır. Bu konjonktürde sektör, ekonomik gelişmenin ve yenilenmenin bir katalizörü olarak kabul edilmektedir. Türkiye’de ise bu durum, turizmin gerek ödemeler dengesinde yarattığı iyileşmeler ile gerekse istihdam olanaklarında sağladığı artış ile ön plana çıkmakta ve ekonomik büyümeyi teşvik etmektedir. Çalışmanın amacı, turizm gelirlerinin Türkiye’de ekonomik büyüme üzerindeki etkilerini ortaya koymaktır. Bu bağlamda Türkiye’de turizm gelirlerinin ekonomik büyüme üzerindeki etkisi Engle-Granger Eşbütünleşme yöntemi yardımıyla 2003Q1- 2018Q4 yılları arasında çeyreklik veriler kullanılarak test edilmiştir. Elde edilen sonuçlara göre turizm gelirlerinin hem kısa hem de uzun dönemde Türkiye’nin ekonomik büyüme parametrelerinde olumlu etkiler yarattığı tespit edilmiştir. Elde edilen bulgular turizmin, Türk ekonomisi için önemli bir ekonomik sektör olduğunu ortaya koymaktadır.</p>
Article Info	Abstract
<p><b>Research Article</b></p> <p>Received: 6 March 2020 Revised: 30 December 2021 Accepted: 22 March 2021</p> <p><b>Keywords:</b> Tourism revenues, Economic growth, Case of Turkey, Engle- Granger cointegration test</p>	<p>Today, for the world economies, the tourism sector is one of the most important sources of economic growth and development. In this conjuncture, the sector is regarded as a catalyst for economic development and renewal. From Turkey's perspective, this situation caused by improvements in the tourism balance of payments need, which allows an increase in employment opportunities in both the forefront and promotes economic growth. The aim of this study is to determine the impact on economic growth in the tourism revenue in Turkey. In this context, the impact on economic growth in the tourism revenue in Turkey tested by Engle-Granger cointegration method between 2003Q1-2018Q4 years using quarterly data. Tourism revenues compared to results obtained has been determined that both short and long-term positive impact on economic growth parameters in Turkey. The findings show that tourism is an important economic sector for the Turkish economy. Thus, Turkey is to achieve income from international tourism receipts, it must constantly upgrade effort.</p>

### 1. Giriş

İstikrarlı bir şekilde yüksek ekonomik büyüme, dünya ekonomilerinin ortak tercih ettiği ana hedeflerden biridir. Bu hususta ulusal ekonomiler yurttaşlarına yüksek bir yaşam standardı sağlamayı ve bunu daha da yükselterek sürdürebilmeyi amaçlamaktadırlar. Bu hedefler doğrultusunda uygulanan politikalar ile dünya ekonomilerinde yaşanan gelişmeler, paralel olarak turizm sektörünün de büyümesini ve gelişmesini olanak tanımıştır. Özellikle bu süreç tarihsel olarak II. Dünya Savaşı sonrasındaki yıllara tekâmül etmektedir.

Turizm, insan faktörü ile başlayan bir hareket olmakla birlikte ülkeler açısından ekonomik, sosyal ve çevresel (fiziksel) etkiler barındırmaktadır (Cooper vd., 1993). Araştırmacılar son yüzyılda turizmin etkilerine artan bir ilgi

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göstermişlerdir. Bu ilginin en temelinde ekonomik etkiler barınmaktadır. Özellikle turizm gelirleri, uluslararası turizm sektörü söz konusu olduğunda, ülke ekonomilerine döviz girdisi sağlamakta ve bu durum ülkeler için görünmez bir ihracat kalemi teşkil etmektedir. Dolayısıyla turizm sektörü ülke ekonomilerinin ödemeler dengesi hesabında doğrudan etkiler yaratmakta (Gee, Makens ve Choy, 1989; Kumar ve Hussain, 2014) ve ekonomik büyümeyi teşvik etmektedir (Fayissa, Nsiah ve Tadasse, 2008). Turizmin gittikçe artan önemi bağlamında birçok ülkenin turizm sektörünün gelişmesine adanmış özel teşvikler kabul ettiği görülmektedir (Deakin, 1972: 747; Copeland, 1991: 515). II. Dünya Savaşı sonrasında yaşanan ekonomik ve sosyal gelişmeler kapsamında Birleşmiş Milletler (UN) bünyesinde yer alan Dünya Turizm Örgütü'ne göre turizm, dünyanın en büyük ve en geniş kapsamlı bir ekonomik faaliyet niteliğindedir. Dünya Turizm Örgütü verilerine göre 2020 yılı itibarıyla uluslararası turizm hareketlerine katılan kişi sayısının 1,6 milyara ve elde edilecek olan turizm gelirlerinin ise 2 trilyon dolara ulaşması beklenmektedir (Cho, 2003). Dolayısıyla günümüz dünya ekonomileri için turizm sektörü ekonomik büyümenin ve gelişmenin en önemli kaynaklarından biri haline gelmeyi başarmıştır (Jayawardena ve Ramajeasing, 2003: 176).

Türkiye'de turizm sektörü, Cumhuriyetin ilanından 1980'li yıllara kadar beklenenin altında kalmış, ancak bu durum 1980 sonrası uygulanan politikalar ile tersine dönmüştür. Diğer bir ifadeyle, Türkiye'de turizm ve turizm sektörü ancak 1980'li yıllardan itibaren gelişim göstermeye başlamıştır. Türkiye ekonomisi için önemli bir ekonomik gelir kalemi olan turizm sektörü özellikle son yıllarda dünyadaki gelişmelere paralel çerçevede hızlı artışlar göstermiştir. Turizm sektörü Türkiye'de; istihdam, dış ticaret açığı, ödemeler dengesi, enflasyon gibi ekonomik sorunlara iyileşmeler getirmektedir. Diğer bir ifadeyle Türkiye ekonomisi için turizm sektörü, ekonomik gelişmenin bir aracı olabilmektedir (Yavuz, 2006: 162).

Bu araştırmanın amacı, turizm gelirlerinin Türkiye'de ekonomik büyüme üzerindeki etkilerini ortaya koymaktır. Bu bağlamda Engle-Granger Eşbütünleşme testi yardımıyla 2003Q1 – 2018Q4 dönemi arasında Türkiye üzerine analize yer verilmiştir. Çalışmanın geri kalanı şu şekilde devam etmektedir: İkinci bölümde turizm gelirleri ve ekonomik büyüme arasındaki ilişkiye dair literatür taraması, üçüncü bölümde kullanılan değişkenler ve yöntemle ilişkin açıklamalar, dördüncü bölümde analiz ve bulgular, beşinci bölüm, diğer bir ifadeyle son bölümde ise sonuç ve tartışma sunulmaktadır.

## 2. Literatür taraması

Turizm, dünyadaki en büyük endüstrilerden biri olmakla beraber ülke ekonomilerinin önemli ve dinamik bir sektörü konumundadır. Turizmin ve turizm gelirlerinin ulusal ekonomiler üzerindeki etkileri ile ilgili olarak mevcut literatür Pearce (1991) tarafından sunulmuş olup, bu etkiler aşağıdaki gibi sıralanmaktadır:

- Ödemeler dengesi
- Ekonominin çeşitlenmesi
- Ulusal ve bölgesel kalkınma
- İstihdam potansiyeli
- Devlet gelirleri
- Yerleşiklerin gelir seviyeleri

Araştırmacılar, ekonomik ve sosyal öneme sahip bir faaliyet haline gelinceye kadar turizm kavramına ilişkin terminoloji, tanım ve incelemelere çok az önem vermiştir. I. Dünya Savaşı sonrasında kişisel seyahatlerde meydana gelen büyümenin ülkelerdeki destinasyonlarda ekonomik refahı artırması, ilgili araştırmalarda buna paralel bir büyüme gerçekleştirmiştir. Bu bağlamda turizm istatistiki ölçümleri ancak 1920'lerde başlamıştır.

Turizm ve ekonomik büyüme ile ilgili literatürde yer alan bazı araştırmacıların bulguları ve görüşleri şu şekildedir: Sharpley'e (2002) göre turizm, dünya ekonomilerinin sosyoekonomik gelişmesini ve yenilenmesini sağlayan etkili bir katalizörü olarak kabul edilmiş ve birçok geri kalmış ekonomilerin genişlemesini sağlamıştır. Robu ve Ballan'a (2009) göre turizm sektörü, ulusal gelir ve istihdamı artırmakta ve bu durum ödemeler dengesinin etkin bir şekilde iyileşmesini sağlamaktadır. Butler'e (1999) göre turizm, yarattığı pozitif sosyal ve ekonomik etkileri ile ulusal ekonomilere daha iyi bir yaşam standardı, rekreasyon tesisleri ve iyileştirilmiş sosyal hizmet sunmaktadır. Hazari ve Kour (1995) göre küçük bir ekonomi için turizmin artan bir dünya talebi içerisinde oluşu, uzun vadede büyümesi üzerinde olumlu bir etkisi olmaktadır. Aksine, turizmin ekonomik büyümeye olan olumsuz etkilere ilişkin görüşler arasında yer alan Hazari ve Ng (1993) göre, turizmin teknelci bir yapıya bürünmesi halinde ekonomik refahı düşüreceği ve büyüme üzerinde olumsuz bir etki yaratmaktadır.

Balaguer ve Cantavella-Jorda (2002), İspanya’da turizm gelirlerinin ekonomik büyüme üzerindeki etkilerini 1975-1997 yılları dahilinde Eşbütünleşme ve nedensellik testi ile araştırmış ve sonuçlarda İspanya’nın uzun vadeli ekonomik büyümesinin turizm gelirlerine oldukça duyarlı olduğunu tespit etmişlerdir. Yine aynı şekilde Dritsakis (2004), Yunanistan üzerinde 1960-2000 yılları dahilinde yapmış olduğu çalışmada benzer sonuçlara ulaşmıştır. Bal, Eray ve Bayraktar (2016), Türkiye üzerinde 1972-2014 yılları dahilinde eşbütünleşme testi ile yapmış oldukları çalışma sonuçlarında, Türkiye’de turizm gelirlerinde %1’lik bir artışın %0.314 oranında ekonomik büyümeye yol açtığı ortaya koymuşlardır. Hüseyini, Doru ve Tunç (2017), Türkiye’de 1980-2014 yılları arasında yapmış oldukları çalışma sonuçlarında turizmden ekonomik büyümeye doğru tek yönlü nedensellik sonucuna ulaşmışlar ve turizmin ekonomik büyüme üzerinde pozitif etkisini tespit etmişlerdir. Bahar (2006), 1963- 2004 yılları arasında Türkiye üzerinde VAR yöntemi ile yapmış olduğu çalışma sonucunda turizmin, ekonomik büyüme üzerinde olumlu etkilerini tespit etmiştir. Ancak Oh (2005), 1990-2005 yılları arasında Güney Kore üzerinde yapmış olduğu çalışma sonucunda turizm ile ekonomik büyüme arasında uzun süreli bir ilişki olmadığını ortaya koymuştur. Bu hususta literatürde yer alan bazı ulusal ve uluslararası çalışmalar kronolojik sıralamaya göre Tablo 1.’de sunulmuştur.

Tablo 1. Ulusal ve uluslararası ampirik literatür

Çalışmanın sahibi	Analiz dönemi	Analize konu olan ülke	Analizde kullanılan yöntem	Analizde ulaşılan sonuç
Balaguer ve Cantavella-Jorda (2002)	1975-1997 (Çeyreklik)	İspanya	Eşbütünleşme ve nedensellik testleri	Uzun vadeli ekonomik büyümenin uluslararası turizmin gelişmesine oldukça duyarlı olduğu tespit edilmiştir.
Eugenio-Martin vd. (2004)	1985-1998 (Yıllık)	Latin Amerika	Panel verilerini	Turizm ile ekonomik büyüme arasındaki ilişkinin gelişmekte olan ülkelerde güçlü, gelişmiş ülkelerde zayıf olduğu sonuçlarına ulaşılmıştır.
Dritsakis (2004)	1960- 2000 (Yıllık)	Yunanistan	Johansen Eşbütünleşme ve Granger nedensellik	Turizmin, ekonomik gelişmeyi ve ekonomik güdümlü turizm büyümesini desteklediği sonucuna ulaşılmıştır.
Gündüz ve Hatemi (2005)	1963-2002 (Yıllık)	Türkiye	Granger nedensellik	Turizm temelli büyüme hipotezinin deneysel olarak desteklendiğini tespit edilmiştir.
Oh (2005)	1990-2005 (Yıllık)	Güney Kore	Engle-Granger	Turizm ile ekonomik büyüme arasında uzun süreli bir ilişki olmadığı ortaya koyulmuştur
Bahar (2006)	1963- 2004 (Yıllık)	Türkiye	VAR modelini	Turizmin, ekonomik büyüme üzerinde olumlu etkileri tespit edilmiştir.
Fayissa, Nsiah ve Tadasse (2008)	1975-2005 (Yıllık)	42 Afrika ülkesi	Panel yöntemi	Turizm gelirlerinin ekonomik büyümeye ve mevcut milli gelir seviyesine katkıda bulunduğu tespit edilmiştir.
Kızılgöl ve Erbaykal (2008)	1991-2006 (Yıllık)	Türkiye	Toda-Yamamoto metodu	Ekonomik büyümeden turizme tek taraflı etki olduğu sonucuna ulaşılmıştır.
Cortés - Jiménez (2008)	1990 -2004 (Yıllık)	İspanya ve İtalya	Panel veri analizi	Turizm gelirlerinin ekonomik büyüme üzerinde pozitif ve anlamlı etkisi tespit edilmiştir.
Bal, Eray ve Bayraktar (2016)	1972-2014 (Yıllık)	Türkiye	Johansen eş bütünleşme	Turizm gelirlerinde %1’lik artış, ekonomik büyümeyi %0.314 oranında arttırmaktadır.
Govdeli ve Dirrekci (2017),	1997-2012 (Yıllık)	34 OECD ülkesi	Panel eşbütünleşme testleri	Turizm gelirlerindeki artışın uzun vadede ekonomik büyüme üzerinde olumlu etkileri tespit edilmiştir.
Hüseyini, Doru ve Tunç (2017)	1980-2014 (Yıllık)	Türkiye	Johansen Eşbütünleşme ve Granger nedensellik	Turizmden ekonomik büyümeye doğru tek yönlü nedensellik olduğu ve turizmin ekonomik büyüme üzerinde pozitif etkisi tespit edilmiştir.

Konu ile ilgili yapılan literatür çalışmasından elde edilebilecek genel kanı; turizm gelirleri ile ekonomik büyüme arasında pozitif ve anlamlı bir ilişkinin varlığıdır. Ancak az sayıdaki çalışmada, turizm ve ekonomik büyüme arasında pozitif bir ilişkinin olmadığı gözlemlenmektedir. Ayrıca sonuçlar, ülke ekonomilerinin gelişmişlik düzeylerine göre farklılık gösterebilmektedir. Sonuç olarak çalışmalar turizmin, özellikle Türkiye ekonomisi gibi gelişmekte olan ülkelerdeki önemini ortaya koymaktadır.

### 3. Veri seti ve yöntem

Türkiye’de turizm gelirlerinin ekonomik büyüme üzerindeki etkilerinin araştırılabilmesi için Engle-Granger tarafından 1987 yılında bulunan ve daha sonra Johansen tarafından geliştirilen yöntem kullanılmış olup, analize 2003 ila 2018 yılları arasındaki çeyreklik veriler dahil edilmiştir.

Çalışmada kullanılan yöntem; tek tek durağan olmayan iki ya da daha çok zaman serisinin doğrusal bileşimlerinin durağanlaştırılması şeklinde ifade edilmektedir. Durağan olmayan serilerin durağanlaştırılması sonucu elde edilen denklemler, eşbütünleşik denklem olarak adlandırılmaktadır. Elde edilen denklemlerden ilki uzun dönem denklemi şeklinde ele alınmaktadır. Dolayısıyla doğrusal denklemleri I (1) düzeyinde olan serilerin I (0) düzeyine getirilmesi mümkündür. Bu imkân dolayısıyla eş-bütünleşme ortaya çıkmaktadır. İkinci durumda ise kısa dönem ilişkisi ele alınarak kısa dönemden uzun döneme ne kadar sürede yaklaşıldığı ifade edilmektedir (Gujarati ve Porter, 2009: 730).

Eş-bütünleşme analizi iktisadi değişkenlere ait serilerin durağan olmadıkları durum halinde bile durağan doğrusal kombinasyonun var olabileceğini ifade etmektedir. Ele alınan değişkenlerin ilişki temelinde ortaya çıkan durum, bir denge ilişkisinin var olduğudur. Değişkenler arasında var olan eş-bütünleşme ilişkisinin ortaya çıkabilmesi ancak dışsal olarak gerçekleşen kalıcı etkilerin tüm değişkenleri ortak olarak etkilemesiyle mümkündür. Dolayısıyla, değişkenleri ortak etkileyen kalıcı etkiler bireysel değil toplu olarak değişkenleri etkilemelidir (Tarı, 2008: 406). Eşbütünleşme ve hata düzeltme modelleriyle yapılacak olan analiz temel olarak dört aşamalı süreç tabidir. Bu aşamalar aşağıda sıralanmaktadır:

- Modelde yer alan değişkenlerin bütünleşme önceliği belirlenir
- Bütünleşme dereceleri aynı düzeyde olan değişkenler En Küçük Kareler Yöntemi (EKK) yardımıyla eş-bütünleşme denklemleri tahmin edilir.
- Augmented Dickey Fuller (ADF) testleriyle seriler durağan hale getirilir.
- Engle-Granger yöntemi uygulanarak değişkenler arasında eş-bütünleşme ilişkisi incelenir.

Çalışmada, 2003Q1-2018Q4 dönemine ait olan çeyreklik veriler kullanılmış olup, veri seti Türkiye Cumhuriyet Merkez Bankası (TCMB) Elektronik Veri Dağıtım Sisteminden (EVDS) temin edilmiş ve dolar cinsine dönüştürülmüştür. Söz konusu değişkenler ve bu değişkenler için kullanılan harf sembolleri Tablo 2’de sunulmaktadır.

Tablo 2. Analizde kullanılan değişkenler

GSYH	Gayri Safi Yurt İçi Hasıla- Gelirler Yöntemi ile (Bin dolar)
TG	Turizm Gelirleri (Bin dolar)
RER	Reel Efektif Döviz Kuru

Tablo 2’de görüldüğü üzere analizde üç adet değişken kullanılmıştır. İlâveten modele bir adet kukla değişken eklenmiştir. Kukla değişken, 2008 yılında gerçekleşen küresel krizin Türkiye ekonomisine olan etkilerini temsil etmektedir. Değişkenler modellenmeden önce logaritmik dönüşümü yapılmıştır. Eş-bütünleşme denklemi logaritmik olarak yazıldığında aşağıdaki gibi olmaktadır;

$$LGSYH_t = b_0 + b_1LTG_t + b_2LRER_t + b_3K_t + e_t \quad (1)$$

Yukarıdaki denklemde LGSYH, Gayrisafi Yurt İçi Hâsılayı; LTG, turizm gelirlerini; LRER, reel efektif döviz kurunu ve son olarak K, 2008 küresel krizine ait kukla değişkeni ifade etmektedir. Bununla birlikte “L”, değişkenlerin logaritmik dönüşümünün yapıldığını belirtmektedir. Denklemde yer alan değişkenlerin eş-bütünleşme ilişkisi içinde olup olmadıklarına karar verebilmek için denklem 1’in hata terimleri serisine ADF testi uygulanır. Uygulanan bu test sonucunda hata terimleri serisinin durağan çıkması halinde söz konusu değişkenlerin eş-bütünleşme ilişkisi içinde olduğuna karar verilir. Ters durumda ise eş-bütünleşme ilişkisinin varlığından söz edilemez. Hata terimleri serisinin denklemini aşağıdaki gibi tanımlamak mümkündür.

$$\Delta e_t = h_1 * e_{t-1} + \varepsilon_t \quad (2)$$

Yukarıdaki denklemde yer alan  $h_1$  modelin temel hipotezini ifade ettiği için burada kurulan temel hipotez şu şekildedir;

$H_0$ : Birim kök vardır seri durağan değildir

$H_1$ : Birim kök yoktur seri durağandır

Dolayısıyla bu temel hipotezlerden  $H_0$  hipotezi reddediliyorsa  $e_t$  serisinin durağan olduğu ve modelde kullanılan değişkenlerin eş-bütünleşik ilişki içinde olduklarına karar verilir.

Değişkenlerin eş-bütünleşme ilişkisinin varlığı saptandıktan sonra kısa dönem dinamikleri hata düzeltme modeli ile test edilmektedir. Turizm gelirlerinin ekonomik büyüme üzerine etkilerinin incelendiği bu modelde, hata terimi (ECT), LGSYH’nin kısa dönemdeki davranış biçiminin uzun dönemdeki davranış biçimiyle etkileşim

çinde olduğunu ve uzun dönemdeki denge düzeyinden sapmaların ne kadar sürede giderileceğini ifade eder. Bu doğrultuda oluşturduğumuz kısa dönem modelinin denklemi aşağıdaki gibidir:

$$\Delta LGSYH_t = b_0 + b_1 \Delta LTG_t + b_2 \Delta LRER_t + b_3 K_t + b_4 e_{t-1} + \epsilon_t \quad (3)$$

Yukarıdaki denklemde  $\Delta$  ifadesi değişkenlerin birinci dereceden farkının alındığını göstermektedir.  $e_{t-1}$  ifadesi ise denklem 1'deki regresyon kalıntı değerinin bir dönem gecikmeli değerini göstermekte ve uzun dönem değerini ifade etmektedir. Ayrıca  $e_{t-1}$  uzun dönem modeline yakınsama hızını da ifade etmektedir.  $\epsilon_t$  ise hata terimini ifade etmektedir. Burada ele aldığımız model eğer ekonometrik olarak anlamlı ise LGSYH'de bir dönemde ortaya çıkan dengesizliğin ne kadar sürede ortadan kalkacağını belirtmektedir.

#### 4. Analiz ve bulgular

Veri ve yöntem tanımlaması kısmında belirtildiği üzere, durağan olmayan veri setleriyle yapılan modellemelerde gerçek olmayan regresyon sorunları ile karşılaşılması sebebiyle, elde edilen modeller gerçek ilişkiyi yansıtmamaktadır. Bu hususta modelde anlamlı ve tutarlı sonuçların elde edilebilmesi için analize dahil edilen veri setlerinin durağan olmaları gerekmektedir (Gujarati ve Porter, 2009: 726). Dolayısıyla ilk olarak serilerin durağanlıklarını Genişletilmiş Dickey Fuller (ADF) testi yardımıyla analiz edilmektedir.  $Y_t$  Serisinin birim kök olma özelliğini test etmek için aşağıdaki regresyon denklemi kullanılmaktadır (Günaydın, 2004: 172-173):

$$\Delta Y_t = a_0 + a_1 t + \delta Y_{t-1} + \sum_{i=1}^N \Psi \Delta Y_{t-1} + \epsilon_t \quad (4)$$

Yukarıda gösterilmekte olan denklemde  $\Delta$  birinci farkını,  $t$  bir zaman trendini,  $\epsilon_t$  hata terimini,  $Y_t$  kullanılan serileri ve  $N$  ise hata terimleri arasındaki ardışık bağımlılığı gidermek için Akaike Bilgi Kriteri (AIC) tarafından belirlenen bağımlı değişkenin gecikme sayısını ifade etmektedir. Bu şekildeki birim kök testleri, ADF testleri olarak belirtilmektedir. Serilerin durağan olması alternatif hipotezi, serilerin durağan olmaması ise boş hipotezi ifade etmektedir. Eş-bütünleşme analizi için gerekli koşulun sağlanabilmesi amacıyla çalışmada kullanılan değişkenlerin durağanlıkları ADF testi ile analiz edilmektedir (Peker, 2008: 38). Bu hususta ADF testi sonuçları Tablo 3'te gösterilmektedir.

Tablo 3. ADF birim kök testi sonuçları

Değişkenler	ADF Test İstatistiği	Kritik Değerler		
		%1	%5	%10
LGSYH	-3.240566 [12] (0.0226)	-3.548208	-2.912631	-2.594027
$\Delta$ LGSYH	-3.534180 [12] (0.0104)	-3.548208	-2.912631	-2.594027
LTG	-2.060784 [12] (0.2610)	-3.546099	-2.911730	-2.593551
$\Delta$ LTG	-3.274623 (0.0206)	-3.546099	-2.911730	-2.593551
LRER	-1.644610 [12] (0.4541)	-3.538362	-2.908420	-2.591799
$\Delta$ LRER	-8.851230 [12] (0.0000)	-3.540198	-2.909206	-2.592215

Not:  $\Delta$  sembolü değişkenlerin birinci farkını göstermektedir. Köşeli parantez Schwartz Kriterine göre belirlenmiş gecikme uzunluğu, normal parantez içinde ise olasılık değerleri yer almaktadır.

Yukarıda sunulan Tablo 3'te elde edilen bulgularda seriler düzey değerinde birim kök içermekte, bir diğer ifadeyle, durağan durumda olmadığı gözlemlenmektedir. Bu nedenle analizde serilerin durağan hale gelebilmesi için birinci farkları alınmakta ve serilerin birinci farklarının alınması sonrasında durağan hale geldiği gözlemlenmektedir. Bu bağlamda eş-bütünleşme testinden önce hipotezler şu şekilde oluşmaktadır;

$H_0$ : Birim kök mevcuttur, seri durağan değildir.

$H_1$ : Birim kök yoktur, seri durağandır.

Değişkenlerin düzey seviyelerinde durağan olmaması ancak birinci farkları alındığında durağan hale gelmesinden dolayı,  $H_0$  hipotezi %5 ve %10 anlamlılık düzeylerinde reddedilerek,  $H_1$  hipotezi kabul edilmekte ve dolayısıyla analiz sürdürülebilmektedir. Durağanlık şartı sağlanan analizde, eş-bütünleşme testi modellemesi aşamasına geçilmektedir. Bu bağlamda uzun dönem eş-bütünleşme denkleminin kapalı fonksiyonu aşağıdaki gibidir.

$$LGSYH = F(LTG, LRER, K) \quad (5)$$

Yukarıda kapalı fonksiyon biçiminde gösterilen eş-bütünleşme modelinin uzun dönem analiz sonuçları Tablo 4'te sunulmaktadır.

Tablo 4. Uzun dönem eş-bütünleşme analiz sonuçları

Değişkenler	Katsayılar	t-İstatistik	Prob.
Bağımlı Değişken: LGSYH		Periyod 2003Q1-2018Q4	
C	13.47552	12.43260	0.0000
LTG	0.232364	4.893877	0.0000
LRER	0.399593	2.168349	0.0341
K	0.459916	8.588191	0.0000
R <sup>2</sup>	0.727597		
DR <sup>2</sup>	0.713977		
F-statistic	53.42065		
C.R.D.W	0.441992		
ADF	-3.36 [10]		
Prob.	0.000		

**Not:** Köşeli parantez Schwartz kriterine göre seçilmiş uygun gecikme sayısını belirtmektedir. R<sup>2</sup> ve DR<sup>2</sup>, modelin açıklama gücünü göstermektedir. C.R.D.W, eş-bütünleşme regresyon testini ifade etmektedir. Prob, değişkenlerin anlamlılık düzeylerini belirtmektedir. F İstatistiği modelin topluca anlamlılığını ifade etmektedir.

Tablo 4'teki analiz sonuçları Türkiye'de uzun dönemde turizm gelirlerinin ekonomik büyüme üzerindeki etkilerini yansıtmaktadır. Ek olarak modele eklenen reel efektif döviz kurunun ve 2008 krizine atfedilen kukla değişkenin ekonomik büyüme üzerindeki etkileri de gözlemlenebilmektedir. Bu modelin denklem olarak ifadesi ise aşağıdaki gibidir:

$$LGSYH_t = 13.003 + 0.23LTG_t + 0.39LRER_t + 0.45K_t + e_t \quad (6)$$

Tablo 4'te tahmin edilen uzun dönem eş-bütünleşme sonucuna göre turizm gelirleri ve döviz kurundaki değişmeler, Türkiye'deki ekonomik büyümeyi farklı seviyelerde değiştirmektedir. Ek olarak tahmin edilen modelin sonuçlarında görüldüğü üzere, incelenen dönem ve analize tabi tutulan değişkenler ekonomik büyümeye olumlu katkı yaparak modelde anlamlı değişkenler olarak yer almaktadır. Dolayısıyla, uzun dönemde diğer değişkenler sabitken, turizm gelirlerindeki %1 artış, beraberinde ekonomik büyümeyi %0.23 arttırmaktadır. Turizm gelirleri değişkeninin prob. değeri 0.00 olmakla birlikte bu değişken %5 ve %10 düzeylerinde anlamlıdır ve büyümeye pozitif katkı sağlamaktadır. Fonksiyonel olarak bu ifade aşağıdaki gibidir:

$$\frac{LGSYH}{LTG} = \%0.23 \quad \frac{LGSYH}{LRER} = \%0.39 \quad (7)$$

Tahmin edilen modelde döviz kuru değişkeni ele alındığında; uzun dönemde diğer değişkenler sabitken, döviz kurundaki %1'lik artış, ekonomik büyümeyi %0.39 arttırmaktadır. Döviz kuru değişkeninin prob. değeri 0.0341 olmakla birlikte bu değişken %1, %5 ve %10 anlamlılık düzeylerinde anlamlıdır ve büyümeye pozitif katkı sağlamaktadır. Ek olarak, kukla değişkenin uzun dönem büyümeye pozitif katkısı görülmektedir. Bu sonuçların genel bağlayıcısı, dış ödemeler dengesinde meydana gelen iyileşmeler olarak ele alınabilir.

Elde edilen bulgulara göre; turizmden elde edilen gelirler uzun dönemde Türkiye'nin ekonomik büyümesi üzerinde olumlu etkiler yaratmaktadır. Teorik açıdan ele alındığında bu durum, turizm gelirlerinin ülke ekonomilerinde yarattığı pozitif etkiler ile örtüşmektedir. Öyle ki turizm gelirleri, Türkiye gibi gelişmekte olan ülkelerin yaşamakta olduğu döviz cinsinden likitide sıkışıklığını rahatlatmakta ve dış ödemeler dengesinde iyileşmeler meydana getirmektedir. Ayrıca istihdam sorunları gibi temel ekonomik göstergelerde olumlu etkiler yaratan turizm sektörü, analiz sonuçlarında da yer aldığı gibi, ekonomik büyümeye pozitif katkı sağlamaktadır. Döviz kuru değişkeni açısından ise bu durum, dış ticaret faaliyetlerini lehte çevirmesi ve turizm talebini arttırması ile ekonomik büyümeyi desteklemektedir. Türkiye'nin son 15 yılda yaşamakta olduğu temel sorunlardan biri olan dışa bağımlılık, döviz kurundaki artışlar ile kısıtlanacağından dolayı ülke içine dönük, diğer bir ifadeyle kendi iktisadi kaynaklarını kullanmak durumunda kalacağı kalıba yönelik bir itici güç sağlamaktadır. Bu konjonktür ise dış açıklardan doğan borçlanma maliyetlerinin önüne geçilmesine etken güç konumundadır. Aynı zamanda turizm ile ilişkilendirildiğinde döviz kurundaki artışlar turistler için Türkiye'yi fiyat açısından daha cazip hale getirdiğinden dolayı turizm gelirlerinde de artışa neden olmaktadır. Sonuç olarak her iki değişkenin de uzun dönemde ekonomik büyüme üzerinde pozitif ve anlamlı etkisi bulunmaktadır.

Uzun dönemde değişkenlerin ekonometrik ve iktisadi yorumları sonrasında, değişkenler arasındaki uzun dönem eş-bütünleşme ilişkisine ait tahmin edilen modelin kalıntı değerlerine ADF testi uygulanması sonucunda ADF test istatistiğinin değeri Engle-Granger tablo değerinden yüksek çıkması gerekmektedir. Yapılan test sonucu elde

edilen bulgularda ADF değeri 3.36 olarak tespit edilmiş ve Engle- Granger tablo değerleri olan 3.17, 2.84'den büyük olduğu için kalıntı değerler yani hata terimi durağan çıkmıştır. Dolayısıyla ele alınan değişkenler uzun dönemde eşbütünleşik yapıda olduğu ortaya koyulmuştur. Ayrıca bu sonuç C.R.D.W testi ile desteklenmiştir. Analiz sonuçlarına göre C.R.D.W istatistiği 0.44 bulunmuştur. Bu değer Engle-Granger C.R.D.W tablo değerleri olan 0,38 ve 0,32 'den büyük olduğu için eş-bütünleşme ilişkisine ulaşılmıştır. Dolayısıyla hem ADF hem de C.R.D.W sonuçlarına göre eş-bütünleşme vardır. Uzun dönem analiz sonrasında ele alınan değişkenlerin kısa dönem hareketlerini görmek ve kısa dönem sürecin uzun dönem sürece yakınsayıp yakınsamadığını ölçmek amacıyla kısa dönem model tahmin edilmiştir. Bu bağlamda kısa dönem eş-bütünleşme denkleminin kapalı fonksiyonu aşağıdaki gibidir:

$$\Delta LGSYH = F(\Delta LTG, \Delta LRER, K) \quad (8)$$

Yukarıda kapalı fonksiyon biçiminde gösterilen eş-bütünleşme modelinin, kısa dönem analiz sonuçları Tablo 5'te sunulmaktadır.

Tablo 5. Kısa Dönem Eş-Bütünleşme Analiz Sonuçları

Değişkenler	Katsayılar	t-İstatistik	Prob.
Bağımlı Değişken: DLGSYH		Periyod 2003Q1-2018Q4	
C	0.041231	2.507950	0.0150
$\Delta LTG$	0.146584	10.00056	0.0000
$\Delta LRER$	0.506853	3.651040	0.0006
K	-0.036920	-1.843621	0.0703
EC <sub>t-1</sub>	-0.130543	-2.406980	0.0193
R <sup>2</sup>	0.682692		
DR <sup>2</sup>	0.660809		
F-statistic	31.19694		
Prob	0.00		

Not:  $\Delta$ , değişkenlerin birinci farkını ifade etmektedir.  $R^2$  ve  $DR^2$ , Modelin açıklama gücünü göstermektedir.  $EC_{t-1}$ , Modelin hata terimini ifade etmektedir. Prob, değişkenlerin anlamlılık düzeylerini belirtmektedir. F İstatistiği modelin topluca anlamlılığını belirtmektedir.

Tablo 5'teki analiz sonuçları kısa dönemde Türkiye'de turizm gelirlerinin ekonomik büyüme üzerindeki etkilerini yansıtmaktadır. Bu modelin denklem olarak ifadesi ise aşağıdaki gibidir:

$$\Delta LGSYH_t = 0.0412 + 0.14\Delta LTG + 0.50\Delta LRER - 0.03K - 0.13EC_{t-1} \quad (9)$$

Uzun dönemde büyümeyi pozitif yönde etkileyen turizm gelirleri ve döviz kuru değişkenleri, kısa dönemde de ekonomik büyümeyi pozitif etkilemektedir. Ele alınan değişkenler temelinde kısa dönemde ekonomik büyümenin uzun döneme yakınsamasını izleyebilmek için hata teriminin tahmin edilmesi gerekmektedir. Modelimizde tahmin edilen hata terimi beklentilerle uyumlu şekilde negatif çıkmış ve istatistikî olarak anlamlı olarak gerçekleşmiştir. Hata teriminin negatif çıkması kısa dönemde meydana gelen sapmaların ne kadar sürede uzun döneme gelerek denge durumunun ortaya çıkacağını belirtmektedir. Sonuçlarda hata teriminin tahmin edilen katsayısı -0.13 olarak elde edilmiştir. Bu sonuca göre, kısa dönemde medyana ekonomik büyümedeki dalgalanmalar 1/0.13 dönem sonra uzun döneme yakınsayarak dengeye gelmektedir. Dolayısıyla bu ortalama 7.5 dönem sonra gerçekleşmektedir.

Ele alınan modelde, kısa dönemde kukla değişken ekonomik büyümeyi açıklamakta anlamsız çıkmıştır. Diğer bir ifadeyle kukla değişken kısa dönem analizde ekonomik büyümeyi açıklayamamaktadır. Sonuçlarda kukla değişkenin prob. değeri 0.70 olarak gerçekleşmiş ve dolayısıyla bu değişken %10 anlamlılık düzeyinde dahi anlamsız çıkmıştır. Yapılan ampirik inceleme sonucunda uzun dönem ve kısa dönemde turizm geliri ve döviz kuru değişkenlerinin ekonomik büyümeyi pozitif etkilediği ortaya çıkarılmıştır. Turizm gelirleri ve ekonomik büyüme arasındaki ilişki literatürde Keynesyen çarpan teorisinden de elde edilmektedir. Keynesyen yaklaşıma göre uluslararası turizm; gelir, istihdam vb. üzerinde olumlu bir etkiye sahip olan toplam talebin dışsal bir bileşeni olarak kabul edilebilmekte, dolayısıyla çarpan aracılığıyla ekonomik büyümeye yol açmaktadır. Dolayısıyla turizm gelirlerinin, ekonomik büyümeye olan pozitif etkisi yapılan ampirik çalışma ile bir kez daha ön plana çıkmaktadır. Bu açılarından değerlendirildiğinde ekonomik büyümeye pozitif etki eden turizm gelirlerinin mevcudiyeti, Türkiye'nin ekonomik büyümesi ve gelişmesi açısından önemli bir konu olarak karşımıza çıkmaktadır.

## 5. Sonuç ve değerlendirme

Çalışmada, Türkiye'de turizm gelirlerinin ekonomik büyüme üzerindeki etkisi Engle-Granger Eş-bütünleşme testi kullanılarak analiz edilmiştir. Bu bağlamda, çeyreklik veriler ile 2003Q1-2018Q4 dönemini kapsayan çalışmada Gayri Safi Yurtiçi Hasıla, turizm gelirleri, reel döviz kuru ve bir adet kukla değişken kullanılmıştır. Çalışma

bulgularında Türkiye’de turizm gelirlerinin hem kısa hem de uzun dönemde büyüme performansını olumlu yönde etkilediği sonucuna ulaşılmış ve uzun dönem de diğer değişkenler sabitken turizm gelirlerinde meydana gelen %1’lik artışın, ekonomik büyümeyi %0.23 arttırdığı tespit edilmiştir.

Yapılan ampirik inceleme sonucunda uzun dönem ve kısa dönemde turizm geliri ve döviz kuru değişkenlerinin ekonomik büyüme üzerinde istatistiki olarak anlamlı ve pozitif etkilere sahip olduğu tespit edilmiştir. Çalışmanın odak noktasını oluşturan turizm gelirlerinin ekonomik büyüme üzerindeki pozitif etkileri teorik açıdan ele alındığında; döviz cinsinden yarattığı gelir, istihdam artışı ve buna bağlı olarak işsizlik oranlarında iyileşmeler, gelirden yarattığı artış, tüketim ve yatırım harcamalarda meydana getirdiği artış gibi ekonominin birçok kanalı ile açıklanabilir niteliktedir. Ayrıca yaşanan bu olumlu gelişmeler hem beklentileri hem de ekonomiye olan güveni de pozitif yönde etkileyebilmektedir. Turizm gelirleri ve ekonomik büyüme arasındaki ilişki literatürde Keynesyen çarpan teorisinden de elde edilmektedir. Keynesyen yaklaşıma göre uluslararası turizm; gelir, istihdam gibi makroekonomik değişkenler üzerinde olumlu bir etkiye sahip olan toplam talebin dışsal bir bileşeni olarak kabul edilebilmekte, dolayısıyla çarpan aracılığıyla ekonomik büyümeye yol açmaktadır. Modele eklenen bir diğer değişken olan döviz kurunun ekonomik büyüme üzerindeki pozitif etkisi ise dış ticaret dengesinde yarattığı iyileşmeler olarak ele alınabilir. Bu hususta, ulusal para biriminde meydana gelen azalışlar, Türkiye’nin turizm sektöründe rekabet gücünü arttırmakta ve dolayısıyla turizm gelirlerinin de artmasını sağlamaktadır.

Turizm gelirlerinin, ekonomik büyümeye olan pozitif etkisi, yapılan ampirik çalışma ile bir kez daha ön plana çıkmaktadır. Ayrıca elde edilen sonuçlar teorik açıdan desteklendiği gibi, ulusal ve uluslararası literatür ile de örtüşmektedir. Bu bağlamda elde edilen analiz sonuçları; Bal, Eray ve Bayraktar (2016), Bahar (2006), Huseyni, Doru ve Tunç (2017) ve benzeri çalışmaların bulguları ile desteklenmektedir. Ayrıca çalışmada ele alınan yıllar araştırmacılar tarafından siyasi istikrar dönemi olarak da adlandırılabilir. Araştırmacılar bu yaklaşım üzerinde, analizde kullandığımız değişkenlere ek olarak farklı değişkenler eklemeleri de mümkündür.

Elde edilen sonuçlar, turizmin Türkiye için önemli bir ekonomik sektör olduğunu ortaya koymaktadır. Türkiye’deki turizm gelirlerini artırmaya yönelik politikaların ekonomik büyümeye büyük katkı sağlayacağı göz ardı edilmemeli ve genişleme potansiyeline adanmış ilave önlemlerin devamlılığı gerekmektedir. Bu açılardan değerlendirildiğinde ekonomik büyümeye pozitif etki eden turizm gelirlerinin mevcudiyeti, Türkiye’de yönetimlerce esas alınan politikalar ile desteklenmeli ve sürdürülebilirliği sağlanmalıdır. Bu husus, Türkiye’nin ekonomik büyümesi ve gelişmesi açısından önem taşımakta olduğu unutulmamalıdır. Özetle Türkiye, uluslararası turizm gelirlerinden elde etmekte olduğu payı sürekli yükseltme çabası içinde bulunmalıdır.

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## Extended abstract

### Background

Today, for the world economies, the tourism sector is one of the most important sources of economic growth and development. In this conjuncture, the sector is regarded as a catalyst for economic development and renewal. From Turkey's perspective, this situation caused by improvements in the tourism balance of payments need, which allows an increase in employment opportunities in both the forefront and promotes economic growth. The tourism industry is an important economic income for Turkey in particular the developments in the world economy in recent years has shown a rapid increase in parallel with the frame. Tourism industry

### Research purpose

The purpose of this research is to determine the impact of the tourism revenue on economic growth in Turkey. In this context, with the help of Engle-Granger cointegration test 2003Q1- 2018Q4 period are included in the analysis on Turkey.



### Literature review

The findings and views of some researchers in the literature on tourism and economic growth are as follows: According to Sharpley (2002), tourism has been accepted as an effective catalyst for the socioeconomic development, and renewal of world economies and has provided the expansion of many backward economies. According to Robu and Ballan (2009), the tourism sector increases national income and employment, and this situation ensures an effective improvement in the balance of payments. According to Hazari and Kour (1995), the fact that tourism is in an increasing world demand for a small economy has a positive effect on its growth in the long term. On the contrary, according to Hazari and Ng (1993), who are among the views on the negative effects of tourism on economic growth, if tourism takes a monopoly structure, it decreases economic welfare and create a negative effect on growth.

The general opinion that can be obtained from the literature study on the subject; It is the existence of a positive and significant relationship between tourism revenues and economic growth. However, in a small number of studies, it is observed that there is no positive relationship between tourism and economic growth. In addition, the results may differ according to the development levels of the country's economies

### Methodology and data

Engle-Granger co-integration method is used in order to research the impact of the tourism revenue on economic growth in Turkey. Quarterly data from 2003 to 2018 are included in this analysis.

The data of the study is obtained from the Central Bank of the Republic of Turkey Electronic Data Dissemination System and converted into dollars. Three variables were used in the analysis. These are; GDP, tourism revenues, and real effective exchange rate. In addition, a dummy variable has been added to the model.

### Findings and conclusions

In the study, the tourism income has reached both the short and the long-term growth of Turkey's economy to the conclusion that positively affected. In addition, while other variables are constant in the long term, it has been determined that a 1% increase in tourism revenues increases economic growth by 0.23%.

As a result of the empirical analysis, it has been determined that long-term and short-term tourism income and exchange rate variables have statistically significant and positive effects on economic growth. When the positive effects of tourism revenues, which constitute the focus of the study, on economic growth are considered theoretically; the income it generates in terms of foreign currency can be explained by many channels of the economy such as the increase in employment and consequently the improvement in unemployment rates, the increase in income, the increase in consumption and investment expenditures. Also, these positive developments can positively affect both expectations and confidence in the economy.

Ek 1. Türkiye’de turizm gelirleri ve giderleri

Yıllar	İhracat	Turizm gelir-leri	Turizm gelirlerinin ihracat gelirlerine oranı (%)	İthalat	Turizm gider-leri	Turizm giderlerinin ithalat giderlerine oranı (%)
2003	47 252.8	13 854.9	29.3	69 339.7	2 424.8	3.5
2004	63 167.0	17 076.6	27.0	97 539.8	2 954.5	3.0
2005	73 476.4	20 322.1	27.7	116 774.2	3 394.6	2.9
2006	85 534.7	18 594.0	21.7	139 576.2	3 270.9	2.3
2007	107 271.8	20 942.5	19.5	170 062.7	4 043.3	2.4
2008	132 027.2	25 415.1	19.2	201 963.6	4 266.2	2.1
2009	102 142.6	25 064.5	24.5	140 928.4	5 090.4	3.6
2010	113 883.2	24 931.0	21.9	185 544.3	5 874.5	3.2
2011	134 906.9	28 115.7	20.8	240 841.7	5 531.5	2.3
2012	152 478.5	29 351.4	19.2	236 545.1	4 593.4	1.9
2013	157 610.2	34 305.9	21.3	242 177.1	5 253.6	2.1
2014	151 802.6	32 309.0	21.8	251 661.3	5 470.4	2.2
2015	143 934.9	31 464.8	21.9	207 203.4	5 698.3	2.8
2015	143 934.9	31 464.8	21.9	207 203.4	5 698.3	2.8
2016	142 606,2	22 107,4	15.5	198 601,9	5 049,8	2.5
2017	156 782,2	26 283,6	16.7	233.799.6	5 137,2	2.2
2018	168 087,6	29 512,9	17.5	223.047.1	4 896,4	2.2

Kaynak: TURSAB

## Attitude of Afghan youths on watching foreign dubbed serials: A case study of Takhar University, Afghanistan

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Article Info	Abstract
<p>Research Article</p> <p>Received: 3 February 2021 Revised: 14 April 2021 Accepted: 23 April 2021</p> <p><b>Keywords:</b> Attitude, Afghan Youth, Dubbed serials, Takhar University, Case Study</p>	<p>The leading intention of this study was to discover the attitude of Afghan youths on watching foreign dubbed serials. The data were collected from 80 students including male and female who were studying at Takhar University in various majors. The participants were chosen randomly. The research instrument was a semi-structured interview. The data were analyzed based on thematic analysis. The outcome of the research is indicative that 96% of youths watch foreign dubbed serials, but 90% of them think that watching foreign dubbed serials have negative impacts on Muslim youths. Their reason is that the foreign dubbed serials like Turkish, Indian, and Americans are full of matters such as kidnapping, divorce, living in pleasure, drinking wine, illegal love affairs, and family distrust that change the minds of youths and guide them to apply those matters in their daily lives which are against Islamic values. Also, the result of the study illustrated that 80% of the study participants believe that foreign dubbed serials are extremely broadcast in Afghanistan because Afghanistan is a colonial and dependent government. Therefore, it is forced to implement the commands and purpose of superpower countries by any medium.</p>

### 1. Introduction

Watching TV shows and serials are widely prevalent among Afghan youths due to various national private television network broadcasts. Broadcasting foreign dubbed serials in Afghanistan has changed the mindset of many Afghan youths who watch the serials in the last one and a half-decade. According to Luyken et al (as cited in Blinn, 2008), dubbing is that the original dialogues are recorded with spoken dialogues by native speakers keeping the original music and sound-effects track. Therefore, the series becomes simple and understandable for the audiences of importing countries. Ann Morris (1961), stated that there are two special fascinations of television to the two senses of hearing and seeing that makes it a strong type of communication. It is television that has provided rich and various experiences to people. The fastest exporter of television serials in the universe after the US in Turkey. Turkish dubbed shows are usually available in many languages. Turkish serials have become famous since 2000 (Aslam, Ali, Ullah, Munawar, & Maria as cited in Naz, & Iraqi, 2017).

Some countries like Russia, India, Turkey, South Korea, China, France, Japan, Germany, Britain, and the USA spend plenty of money on media as an instrument of public diplomacy in so that obtain soft power in particular scopes and across the Universe( Olson, as cited in Khan & Rohn, 2020). The goal of Turkey for standardization is through cultural production and changing it into the industry as once America followed the same path for the production of standardized products. Turkey has spread widely its culture to the region and globe via media such as television, music, art, cinema, and soft power (Machin & Leeuwen as cited in Khan & Rohn, 2020). Buccianti (as cited in Alradimi & Al-Ali, 2019) asserted that the stimulation of watching dubbed serials is due to the interest that watchers catch from imported contents.

\* All responsibility belongs to the researchers. All parties were involved in the research of their own free will.

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### *1.1. Purpose statement*

Vast broadcast of foreign dubbed serials through domestic televisions networks in Afghanistan makes it crucial to study the attitude of Afghan youths on watching foreign dubbed serials at Takhar University

### *1.2. Significance of the study*

This study will be conducted in Afghanistan where since 2001 the foreign dubbed serials broadcasting through domestic television networks is increasingly attracting more viewers. The outcomes of this research will be useful for youths to waken them to not waste their precious time watching misled dubbed foreign serials. On the other hand, it will help the scholars, teachers, chaplains, and knowledgeable individuals to preach the negative consequences of watching dubbed foreign serials on family lives. Besides, it will assist the ministry of information and culture to review its policy regarding broadcasts in a way that does not harm the Islamic values.

### *1.3. Problem statement*

The broadcast and presence of foreign dubbed serials through domestic television networks of Afghanistan is very considerable and remarkable. The continuous and increasing rate of series exposure to viewers has impacted on whole viewers, particularly youths. Most families who have television, usually watch the broadcast programs. However, the television networks most of the time broadcast foreign dubbed series that are against Islamic values and culture and public will. As a result of broadcasting the series, the youths who are exposed are addicted to watching them on one hand. On the other hand, they are changed mentally, behaviourally, and apply the contents of the watched dubbed series in their daily lives which is leading them to a dark path. Hence, it is vital to study the attitude of Afghan youths on watching foreign dubbed series in Takhar, Afghanistan.

### *1.4. Research question*

- This study seeks to answer the following questions:
- What are the reasons that Afghanistan youths watch foreign dubbed serials?
- What are the attitudes of Afghanistan youths on watching foreign dubbed serials?
- What are the consequences of watching foreign dubbed series on Afghan youths?
- What are the reasons that domestic television networks broadcast foreign dubbed serials extremely?
- Why does not the government prevent the broadcast of foreign dubbed serials in Afghanistan?

## **2. Literature review**

### *2.1. The contradiction of foreign dubbed serials with Islamic culture*

According to Hedayati, the clerk of Shia Scholar's council in the Injil district of Herat province (as cited in Sadai Afghan News Agency, 2016), western Turkish serials do not match with Afghanistan culture, and broadcasting them reveals the western countries vast cultural invasion in Afghanistan. Hedayati also added that broadcasting such films and serials in a traditional community that most of them are illiterate causes that people accept the stranger and non-Islamic culture and use them as models. He said that the existence of cultural, scientific, and fiscal poverty in Afghanistan society and broadcasting these kinds of serials have increased the rate of marriage age and divorce. He also cited that in our society, some women tended further to luxury-oriented with patterning the broadcasted films and serials. Therefore, if the husbands cannot provide the desire of their wives, their lives will be filled with full of difficulties and they move toward divorce. Moreover, he quoted the speech of some parents in Herat that said releasing such serials teach the illegal relationship of a married woman with a single man and vice versa that damage the families' bases.

According to Asifi (2012), Turkey is one of the Islamic and liberal countries in the Middle East and the producer of the most popular serials that have lots of viewers in the world. One of these serials is Gomish. It was the first Turkish serial in 2005 that created different reactions across the Arab world. This serial displays the life story of a girl who grows in poverty and then gets married to a rich man. In this serial, actors drink wine and accept performing sexual intercourse before marriage. The negative content of this serial has raised the anger of clergies and religious groups in the Arabic world. The religious anger was as much as that the Saudi Arabia chief of judge commanded collecting and stopping this serial and issued the death sentence of television networks' owners who broadcasted this serial. Besides that, the popular Turkish serials like Gomish, Slaiman 'Usmani Emperor' and Hazaro Yak Shab have a negative cultural effect and has a major role in the expansion of the Turkish economy. Most of the viewers of these serials consider Turkey as a country that has modern and welfare Muslims.

People believe that raising of desires, luxury tendency, taking easy of illegal relations, and wine drinking among people are the consequences of watching and exemplifying foreign series such as Turkish and Indian. Husband and wife distrust in their lives causes divorce. Films, wrong social behaviors, and wrong phone contacts have caused husbands and wives distrust and can eliminate the legal relation of families. Decreasing of marriage statistics, increasing of derelict children, and moral corruption are some negative consequences of divorce that factor is watching the aforementioned serials (Jafari, a teacher in Alzahra Educational Center, as cited in Sadai Afghan News Agency, 2016). According to Mrs. Jafari, lots of husbands and wives get a divorce in Afghanistan, particularly in Herat province daily and they say that watching Turkish and Indian films and serials have increased their desires.

According to Fooladi (as cited in Sadai Afghan News Agency, 2017), the media activists in Herat believe that broadcasting Indian and Turkish films has opposition to Islamic culture and also contradicts to free of speech. They say that if broadcasting of these films continues, leads them to the wrong track. Mr. Fooladi added that besides cultural issues, the content of these serials represents the familial treachery and violence that also of opposition to Afghanistan peoples' culture, direct them to the wrong way. Escaping from prison, having illegal relations with aliens and other unlawful behaviors are the issues that these films and series have caused socially and inserted in the mind of the audience, especially youths and teenagers. He believes that the government can prohibit film broadcasting, but it does not take action. He stated that broadcasting these serials via domestic televisions is a kind of soft war and invasion of non-Islamic and western countries on Islamic countries. He also added that this cultural invasion is purposeful. The aim is to change the minds and thoughts of Muslim youths; otherwise, the media broadcasters and heads know better that such serials cost millions of dollars to be broadcasted. However, the question is here that why these dubbed serials are available and broadcasted for Afghanistan people without any cost and expenses? Why these serials are not free of charge in western countries?

Saljooqi 'one of the other media activists in Herat (as cited in Sadai Afghan News Agency, 2017), claimed that the matter of spreading Turkish and Indian serials in Afghanistan has a long-term purpose. He believes that the major purpose of Indian serials broadcasting is enhancing the Indian economy. However, one aspect of the Turkish serials' aim is that Afghanistan people follow the Turkish people as models and the ground becomes paved for Turkish future strategies' implementation. He also pointed to the negative impact of these serials in the Turkey community as well and said according to one investigation in Turkey, divorce has increased to forty percent in this country in the past four years. This statistic reveals the negative effect of these serials in Turkey itself too. According to Hashemi and Kew (2021), broadcasting such kinds of serials can cause cultural tension, the tension between two generations, increasing distrust among generations and family members and tribes. He also added that the only forces that can stop spreading these serials in Afghani society are religious scholars, elites, educators, and students by putting pressure on the government and media centers. In the end, he said that the artists and government should work on a domestic film production that represents the Afghani culture instead of broadcasting foreign misleading films.

According to Qazi Zadeh 'the head of Kahndazh News Site in Herat (as cited in Sadai Afghan News Agency, 2017), broadcasting these serials has put plenty of negative effects on youths' life such as wasting their times and leaving their education. He added that in these Turkish and Indian serials women and men have more action freedom. Therefore, this issue has encouraged the youths to watch them eagerly. He said that these serials are made and broadcasted against the Islamic culture and custom of Afghanistan. The infidels aim to inject and locate western democracy in the mind of the youth generation. He stated that the role of media is to prepare and broadcast educational and moral programs more to enhance the youths' generation level of knowledge and culture instead of these serials that are just seductive that spread revelry and anti-Islamic issues.

## *2.2. The contradiction of foreign serials to Islamic morality*

According to Fars News (2014), Turkish serials have become one of the most important cultural goods export of that country and it has customers in many countries. For instance, one Turkish serial represents the life story of King Suleiman 'one of the most important Osmani kings, but it doesn't match completely with the political, social, and historical situations of king Suleiman period. Its main theme displays the quarrel and competition of court women and power and money dealers. For making the product more attractive, the producer of the serial has used European semi-naked clothes for women and French model velvet clothes for men instead of the usual clothes of the Osmani Imperial period. This is while the left paintings from king Suleiman period and also the old pictures of the last decades of this imperial life show that the nudity of women was not usual as it is revealed in the mentioned serial.

The moral and social deviation rate and fear of the vast and profound negative effect of the serials are as much as that Belent French ‘the deputies of the prime minister and the spokesman of state board’ and also Husain Chelik ‘spokesman of Justice and Development Party’ called these products and works destructive and declared that continuation of this process will threaten the morality and familial religious and sound relations of Turkey people seriously.

The research was conducted regarding the effect of foreign content in Pakistani society and on their cultural and religious values. A qualitative methodology was used to collect data. The data was gathered via a questionnaire filled by hundred respondents. The result revealed that people think that Turkish dramas are harmful to their Islamic society because people in Turkish drama drink alcohol, wear short dresses, have illegal activities, and the concept of female suppression. However, knowing the facts, people still want to watch more Turkish Dramas (Naz, & Iraqi, 2017).

According to Anwari (as cited in BBC Persian News Agency, 2008), the ministry of information and culture and the religious scholars’ council opposed foreign serials broadcasting reasoning that the serials are against Islamic values and damage Islamic values. The stories of these serials are all about their own families’ matters. The points which are opposite of Afghanistan people culture. For instance, the main hero of one of the Indian serials is a woman. She is forced to get married more than three times because of various reasons. Another example is that one woman is accused that a strange man has done sexual intercourse with her and has made her pregnant and this accusation separates her from her husband and family. Then she always thinks regarding how to live lonely with this baseborn child and finally, she tries to defend herself from her status. In the other scene, a father says to his illegal child “for love and living together only legal relation is not the condition”, but human beings can have a relationship with having human and emotional relation. Showing such behaviours in Afghanistan traditional society is strange and unlawful that has stimulated the reactions of clergymen and ministry of information and culture authorities. Abdul Karim Khuram the ‘former minister of information and culture of Afghanistan’, as opposed to such serials and stated his opposition reasoning as below. “For example, one woman in one serials’ story has four husbands at the same time, live with four men and has an illegal child; these are what our children see and are affected seriously”. In some parts, the Indian serials’ actors and actresses express their emotions about issues that are illegal in Afghanistan and even likely in India. In some scenes of these serials, a strange girl and boy talk about love. The religious council of Afghanistan says that these talks between strange girls and boys are seductive and destructive. According to Enayatullah Baligh member of the religious scholars’ council and the Imam of Poli Kheshti Masjid( as cited in Anwari, 2008), the reason of religious scholars about stopping the broadcasting of serials is that they are against Islamic morality and show naked females and stimulating deeds.

The research was done about dubbed series and their possible effects on Jordanian adolescents. The participants’ were 1100 Jordanian adolescents. The data were collected through a questionnaire. The finding of the study exposed that 94.9% of males and 84.9% of females viewed dubbed series and liked to watch them (Qudah & Tahat, 2013).

### *2.3. The danger of foreign serials’ broadcasting on youths’ generation future*

According to Haqqarast assistant professor of Shahid Rabani Education University (as cited in Sadai Afghan News Agency, 2012), the broadcasting of Turkish, American, and Indian serials by Afghanistan media is outcast based on Islam religion. He stated that most of the video media of Afghanistan engagement is broadcasting Turkish and western serials and it exposes that they are against Islam religion. He added that these serials are unlawful, lead the Islamic community toward moral corruption, prevents youths from reading Holy Quran, our prophet’s tradition and morality, spread Jewish and Christian programs, and hazard the future of youths’ generation. He said that the concessioners of these Afghani media are Afghan figures, but western countries encourage and support them to broadcast such misleading serials. He requested seriously from the ministry of information and culture to not let the media broadcast the aforementioned seductive serials.

On the other hand, Khan and Rohn (2020) conducted an online survey about the title of “the transnational role of television production in general and the specific case of the impact of Turkish television serials” in Pakistan and Egypt. Five hundred twenty-nine audience members from Pakistan and 423 audience members from Egypt filled out the survey. From Pakistan, survey participants were 58% male and 42% female, while Egyptian respondents were 52% male and 48% female. A 5 point Likert scale questionnaire was used. The outcome of the study showed that most of the participants liked to watch television series that contain contemporary and historical

issues. Many of the respondents believed that Turkish television series aims to motivate others to visit Turkey and/or purchase Turkish products.

#### *2.4. Watching violent movies and their effects on youths*

According to Anderson et al (2003), the youths who watch violent scenes often have more aggressive emotions, thoughts, and behaviour than those who do not watch. An investigation was conducted on boys by putting them into two cottages. One group had violent movies to watch every night for five nights and the other group had nonviolent movies to watch. The study result revealed that the boys who watched violent movies had a physical attack on their cottage mates at a higher rate than those who watched nonviolent films (Berkowitz, as cited in Anderson et al, 2003). According to Stapleton (as cited in Morgan, 2002), the impact of virtual violence is long-lasting. He believes that entertainment violence fills the mind that the universe is the place of violence. Also, he believes that viewing violence as an acceptable matter might expand a tendency for real-life violence, and children who watch TV violence have more trend for aggressive treatment in the future.

### **3. Methods**

The design of this research is qualitative. This kind of research design was chosen because through it the researcher can dive profoundly into the mind of respondents and ask more open questions to collect more drastic and reliable data. Eight main open-ended queries were used to collect responses from participants.

#### *3.1. Sample*

The study respondents were composed of 80 university students both male and female equally from various majors who were studying at Takhar University. The research respondents were chosen randomly.

#### *3.2. Instrument*

According to Cassell and Nunkoosting (as cited in Alsaawi, 2014), the most common means of gathering data in a qualitative research interview. The research instrument was a semi-structured interview. The questions were adapted from "Effects of Turkish Dramas on University Students: A Survey of Pakistani Universities" developed by Iqbal (2018).

#### *3.3. Data collection procedure*

In the beginning, the interview questions were developed. Then they were translated into the Dari language. Next, the respondents were identified. After that, they were asked whether they are ready to take part in the interview process. After their agreement, the purpose of the interview was explained to the interviewees. Then the place, date, and time of interview were specified. For recording the interviewee's voices, the mobile phone was employed. Next, the interview was done at the exact time and the data were collected for analysis. Finally, the recorded data was transcribed for choosing the relevant points. Also it worth to be stated that some of the data in the literature review part were collected from various internet sites which were into Dari language and then translated into the English language.

#### *3.4. Data analysis*

Analyzing data is the process of checking and explaining the collected data by breaking it into main components to expose its structures, features, and themes. According to O'Connor and Gibson (2003), the data should be organized in a mode that is easy to look at, and that assist the researcher to study each point to pick out concepts and issues. In this study, for data analysis, thematic analysis was used to put the gathered data into particular relevant themes. First, the data were coded and categorized regarding each question one by one. Then the responses were set based on their relevant themes.

### **4. Findings**

The researcher investigated the attitude of youths on watching foreign dubbed serials. The findings of the study revealed that 95, 5% of the interviewees watch foreign dubbed serials, and 4, 5% of the participants never watch foreign dubbed serials. The outcome of the investigation exposed that 54% of the respondents usually watch Turkish and Indian serials, 28% of the respondents watch only Turkish dubbed serials, 10% of the respondents watch Turkish, Indian, and American dubbed serials, 4% of the participants watch Turkish and American serials, and 4% of the participants never watch foreign dubbed serials. Also, the result of the research is indicative that

77% of the participants watch foreign dubbed serials 2 hours in 24 hours, 19% of the participants watch foreign dubbed serials 1 hour in 24 hours, and 4% of the respondents never watch foreign dubbed serials.

In addition, the study finding demonstrated that 81, 1% of the respondents watch foreign dubbed serials for entertainment, 9, 4% of the research subjects watch foreign dubbed serials to learn life affairs, 3, 8% of respondents watch foreign dubbed serials to get information concerning foreign culture, 1, 1% of the study subjects watch foreign dubbed serials due to their eagerness, and 4, 4% of the participants never watch foreign dubbed serials for any purposes. Moreover, the outcome of the investigation exposed that 43, 3% of the respondents regard foreign dubbed serials as useful and informative, 45, 5% of the interviewees consider foreign dubbed serials harmful reasoning that they spread foreign cultures, change the minds of youths and teach family violence. Therefore, they suggest that the foreign dubbed serials broadcast must be banned. 11, 1% of the participants' state that foreign dubbed serials have both positive and negative effects and it is the watcher how he or she follows them. The result of the research is indicative that 90% of the interviewees believe that watching foreign dubbed serials have harmful and destructive effects like kidnapping, divorce, imitating strange culture, living in pleasure, drinking wine, learning illegal love affairs, changing the minds of youths and misleading human, and 10% of the respondents think that watching of foreign dubbed serials have both positive and negative consequences. Besides, the finding of the study illustrated that 46,6% of the interviewees believe that domestic televisions' networks broadcast foreign dubbed serials to earn money from foreign countries, 30% of the participants think that domestic televisions' networks broadcast foreign dubbed serials to spread foreign culture, change the peoples' minds and mislead them, 13,3% of the interviewees deem that domestic televisions' networks broadcast foreign dubbed serials because people are very eager to watch them, and 10% of the respondents believe that domestic televisions' networks broadcast foreign dubbed serials because Afghanistan does not have domestic film and serial production to broadcast for demanders. As well, the outcome of the study demonstrated that 80% of the interviewees believe that the reason that the Afghanistan government allows the broadcast of foreign dubbed serials is that it is a colonial state and has a puppet and dependent government. Therefore, it is forced to implement the commands and aims of superpower countries via any means, 11, 1% of the respondents deem that foreign dubbed serials have many demanders and watchers, 8, 8% of the respondents think that carelessness of Afghan citizens is one of the main reasons that the government does not prevent the broadcast of foreign dubbed serials in Afghanistan.

## **5. Discussion and conclusion**

The study aimed to explore the attitude of youths on watching foreign dubbed serials in Takhar, Afghanistan. The total outcome of the investigation reveals that nearly 96% of Afghan youths included in the study watch foreign dubbed serials. 54% of the respondents that form the majority, usually watch Turkish and Indian serials. 77% of the participants that make the maximum, watch foreign dubbed serials 2 hours in 24 hours. 81, 1% of the respondents that form the highest degree, watch foreign dubbed serials for entertainment. 45, 5% of the respondents consider foreign dubbed serials harmful, and 43, 3% of the respondents that make the second degree, regard foreign dubbed serials as useful and informative. 90% of the participants that compose the majority believe that watching foreign dubbed serials have harmful and destructive effects like kidnapping, divorce, imitating stranger culture, living in pleasure, drinking wine, learning illegal love affairs, changing the minds of youths, and misleading individuals. 46,6% of the respondents believe that domestic televisions' networks broadcast foreign dubbed serials to earn money from foreign countries, and 30% of the participants that form the maximum one after another, think that domestic televisions' networks broadcast foreign dubbed serials to spread foreign culture, change the people's minds and mislead them. 80% of the participants believe that the reason that the Afghanistan government allows the broadcast of foreign dubbed serials is that it is a colonial state and has a puppet and dependent government that works for benefit of foreigners. The overall outcome of the study indicates that most Afghan youths have negative views concerning watching foreign dubbed serials although the majority just watch them for the aim of entertainment. The output of the investigation is identical with the findings of the studies carried out by Orfan, (2021); Naz and Iraqi (2017), Berkowitz (as cited in Anderson et al, 2003), and Stapleton (as cited in Morgan, 2002). Also, the finding of the research is similar to the statements of Hedayati, the clerk of Shia Scholar's Council in Injil district of Herat province (as cited in Sadai Afghan News Agency, 2016), Asifi (2012), Jafari, a teacher in Alzahra Educational Center (as cited in Sadai Afghan News Agency, 2016), Fooladi (as cited in Sadai Afghan News Agency, 2017), Saljooqi 'one of the media activists in Herat (as cited in Sadai Afghan News Agency, 2017), Qazi Zadeh 'the head of Kahndazh News Site in Herat (as cited in Sadai Afghan News Agency, 1396), Fars News (2014), Hashemi and Kew (2020); Anwari (as cited in BBC Persian News Agency, 2008), Haqparast assistant professor of Shahid Rabani Education University (as cited in Sadai Afghan News Agency, 2012) and Enayatullah Baligh member of religious scholars' council and the Imam of Poli Kheshti



Masjid ( as cited in Anwari,2008). However, the study outcome contradicted the findings of studies conducted by Qudah and Tahat (2013) and Khan and Rohn (2020).

The purpose of the study was to seek the view of youths on watching foreign dubbed serials in Takhar, Afghanistan. The overall finding of the investigation illustrated that most youths have a negative attitude concerning watching and broadcasting foreign dubbed serials although the majority of them watch the serials. The reason that the contents of foreign dubbed serials are against Islamic values and misleading, but most of them merely watch for the aim of entertainment. The study has implications for the ministry of information and culture and youths' parents. Although the foreign dubbed serials are broadcast frequently via national television networks and have more viewers, the attitude of youths as the main target and audience of dubbed serials are negative toward broadcasting and watching them. Thus, the ministry of information and culture as the first-rate responsible should force the national television networks to substitute useful and enabler programs instead of foreign dubbed serials which are destructive for Muslim's watchers. In addition, the ministry of information and culture in coordination with private sectors in the relevant scope should attempt to pave the way for investing and enriching national serials and film productions to become a proper alternative for strange dubbed serials and films. On the other hand, parents in charge of their families besides advising their children not to watch foreign dubbed serials should make them engaged in other informative tasks to not find an opportunity for watching the serials.

### *5.1. Theoretical and practical implication*

Despite interesting findings, the study has numerous theoretical and practical implications. Among the theoretical implications, an investigation of the experiences and consequences of watching dubbed serials are the first step toward watching dubbed serials. The various antecedents could be hypothesized to have an either positive or negative impact on attitudes toward watching dubbed serials which using a theory of planned behaviour, can be hypothesized to stimulate their behaviour intentions, which in turn impact their ultimate binge-watching behaviour. While the practical implication can be as of the serials are mostly made based on themes of treachery, emotional triangular relations, and mafia relations. The serials worth to be criticized deeply. For showing their products more attractive, the producers of the serials use good looking, fresh and semi-naked clothes actors and actresses, modern cars, luxurious homes and villas and showing the modern and attractive scenes and pictures of Turkey. The content of Turkish serials emphasizes and publicizes the relationship of boy and girl as the symbol of modernism, freedom and usually, the married people try to have illegal and hidden relations. Therefore, the practical implications can be straying and lead the people to the wrong way.

### *Author contribution statements*

B. Daqiq and A. Hashemi contributed equally to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

### *Disclosure statement*

No potential conflict of interest was reported by the authors.

### *Ethics committee approval*

All responsibility belongs to the researchers. All parties were involved in the research of their own free will.

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## Hotel attributes and customer's choice behavior: evidence from port Harcourt city, Nigeria

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Article Info	Abstract
<p>Research Article</p> <p>Received: 15 January 2021 Revised: 11 April 2021 Accepted: 23 April 2021</p> <p><b>Keywords:</b> Hotel attributes, Port Harcourt City, Location, Tariff, Service Conveniences</p>	<p>This paper tested a structural model that examines the proposed relationships between hotel attributes and hotel choice in respect to customers in Port Harcourt, Rivers Nigeria. The study used a structured questionnaire hence, a quantitative research design. Multiple regression analysis was used for analysis of data collected using statistical package for social science (SPSS) software version 23. The result shows that all the six hotel attributes have positive and significant relationship with customer's hotel choice behavior in respect to the study area. Result further validates the proposed Hotel Choice Indicators (HCI) Model for hotels in Port Harcourt City. This study contributed to the body of knowledge by proposing and validating the HCI Model for hotels in an emerging economy and Port Harcourt City in particular. It authenticates attribute that influence hotel choice behavior among hotel patrons in Port Harcourt. The study also increased the explanatory power of the push-pull theory in explaining hotel choice attribute or attributes in an emerging economy.</p>

### 1. Introduction

The needs for people to travel outside their places of abode have increased tremendously in recent years (Igbojekwe, et al. 2013; Bello, 2015). As more people travel, the need for clean, comfortable and safe hotel services cannot be overemphasized (Bello, et al. 2016). It is pertinent to state that hotel industry is a distinctive multifaceted people-oriented industry, which significantly contributes to the service economies of nations and Nigeria in particular (Bello, 2012; UNWTO, 2013). The contributions of hotel industry to the Nigerian economy is unprecedented hence, attracted significant investment put at over US\$3 billion yearly in the past five years (Madugba, 2016; PricewaterhouseCoopers, 2017). PricewaterhouseCoopers (2015) reported that Nigerian hotel room revenue expanded at 22.6% compound annual rate of \$US1.1 billion in 2018 from \$448 million in 2014. This implies that hotel industry in Nigeria gears up to impact the national economy through corresponding revenue (Nikki, et al., 2015). However, despite the huge investment attracted to the Nigerian hotel industry, the average occupancy percentage of hotels in the country in the last six years are not encouraging. Average occupancy percentage in this context implies a statistical index used to determining the percentage of rooms available to total rooms sold (Bello & Bello, 2017). It represents the physical capacity utilization of accommodation facility hence, used to assess the degree of performance of hotels (Igbojekwe, 2008). Average occupancy percentage is therefore a practical alternative approach, in view of the reluctance of hotel managers to provide details on financial hotel performance (Sun & Lu, 2005). Report has it that Nigerian hotel industry accounted for 49.8%, 44.7%, 43.6%, 42.4%, and 42.6% occupancies in 2014, 2015, 2016, 2017, and 2018 respectively (PricewaterhouseCoopers, 2017). Also worrisome is the fact that the projected occupancy percentage for Nigerian hotels in the year 2021 is pegged at 43.6% (PricewaterhouseCoopers, 2017). Thus, a negative trend, and sharp decline in total room sold. The implication of this trends is that the physical capacity of hotel accommodation in Nigeria are underutilised, resulting in revenue loss, and low organisational productivity.

\* All responsibility belongs to the researchers. All parties were involved in the research of their own free will.

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It had been reported that many attributes may be responsible for the low occupancy percentage of the Nigerian hotels and more so in Port Harcourt. Major among them is poor knowledge of customer's hotel choice indicators. Managers of hotels in Port Harcourt fail to understand those hotel attributes that motivates guest's choice of a hotel. Kotler, et al. (2006) opined that the first and the most critical step in service quality delivery in hotel establishments is the knowledge of the needs of customers. Given the vital role of customer's satisfaction, it is not surprising that a variety of research has been devoted to investigating hotel attributes that motivates consumer's choice of a hotel over others (Zeithaml & Bitner, 2003). To the best of our knowledge, very limited empirical studies had reported indicators of hotel choice from the viewpoints of the customers in respect to hotels in Port Harcourt. Premise on this, the current study aims to determine the relationship between hotel choice indicators and customer's choice behaviour of hotels in Port Harcourt. Practical implications of this study include the contribution to the literature of the integrated model capable of explaining the most significant hotel choice indicators in emerging economy and more so in Port Harcourt, Nigeria. The results in this study are expected to empower hotel managers, tourists, and tourism industry practitioners on how to make decisions on high quality services for a higher rate of tourist's satisfaction based on hotel choice indicators explored in this study.

## **2. Review of related literature**

### *2.1. The concept of hotel attributes*

There is no stereotyped definition for the term hotel attribute. View of previous researchers on the subject matter are as follows. Wuest, et al. (1996) defined hotel attributes as various services and facilities travelers find important and satisfying in the hotel. In addition, hotel attribute is defined as those features of services offered by hotels that lead consumers to choose one hotel over others (Lewis, 1983). It is also defined as those attributes that directly arouse customer's purchase intentions and differentiates a hotel offering from competitor's offerings (Sohrabi, et al. 2011). Hotel attributes explain those characteristics that lead to higher customer's retention (Dominici & Palumbo, 2012). It is also defined as most probable drivers of customers to select a hotel over another (Richard & Sundaram, 1993). Hotel attribute is defined as those unique features of modern hotel industry perceived to have motivated customers to prefer a hotel to another including, keeping them satisfied (Kuo, 2009; Lam & Zhang, 1999; Yen & Su, 2004; Dominici & Guzzo, 201). Hotel attributes is seen as value drivers of hotel establishment that are considered by guests to arrive at a positive overall assessment of the hotel thus, enhancing the chance of repeat patronage and positive word of mouth. (Dominici & Palumbo, 2013). The index in the above definitions shows that hotel choice attributes are those hotel unique features which directly influences the choice process and arouse customer's purchase intentions and differentiate from competitor's offerings.

### *2.2. Theoretical underpinning: The push-pull theory*

This study adopted the Push Pull theory. The Push Pull theory was developed by the E. G. Ravenstein, a Fellow of the Royal Geographic Society in the mid-eighteenth century (Baloglu & Uysal, 1996; Bello, 2015). According to Baloglu & Uysal (1996), Ravenstein used the Push Pull theory to explain migration patterns of people both within and between nations hence, proposed the law of migration. The theory holds that travellers embarked on a trip because they are pushed by their internal forces (intrinsic factors) and the external forces (extrinsic factors) of their origin country (Ravenstein, 1889). The theory also holds that travellers are pulled to migrate to a particular destination as a result of attractiveness of the destination as being perceived by them (Ravenstein, 1889). Push Pull theory had been variously applied in the domain of hotel choice decision among customers (Battour, et al. 2014; Kovjanic, 2014). The theory emphasised that travellers chooses a particular hotel over others as a result of the attractiveness and unique attributes of the hotel as being perceived by them (Baloglu & Uysal, 1996; Bashar & Ahamad, 2010) hence, the hotel pull factors. The push factors on the other hand emphasized on guest's internal forces (intrinsic factors) and the external forces (extrinsic factors) of the hotel. The push factors (i.e. guest's personal factors, and hotel external factors) are both out of scope of the current study. This is because, the current study focusses on hotel intrinsic factors (i.e. internal factors) thus, the pull factors that informed hotel choice decision among customers.

Given the vital role of customer's satisfaction, it is not surprising that a variety of research had applied the Push Pull theory to explaining hotel choice attribute or attributes that informed consumer's choice of a hotel over others (Zeithaml & Bitner, 2003; Battour & Ismile, 2014; Kovjanic, 2014). McCleary, et al. (1993) and Knutson (1988) found that service convenience is the top most pull factor influencing customers' choice of hotel services. Lewis (1985) opined that hotel customers seem to be more concerned with room rates in their initial hotel choice. McCleary, et al. (1993), Taninecz (1990), and Lewis & Chambers (1989) reported that physical environment is an important hotel choice factor attracting customer's choice of hotels. Atkinson (1988), and Clow, et al. (1994) found

that security and safety, and staff behaviour are determinants of customer's choice of hotels. Knutson (1988) revealed that prompt service is likely to influence customer's choice of a hotel. The index in the above literature shows that the results of empirical studies of customers' hotel choice indicators are inconsistent. We also argued that limited study has assessed hotel choice indicators by customers specifically in the context of Port Harcourt City. The choice of the key constructs and variables such as Hotel Tariff, Service Convenience, Security and Safety, Physical Environment, Location, and Staff Behaviour in this study reflected the boundaries this study places in limiting its scope.

### 3. Empirical review

#### 3.1. Hotel tariff and hotel choice

Hotel tariff denote the price that customers pay in exchange for hotel goods and services especially accommodation, drinks and food. It is important to both the operators of hotel business and customers alike. For operators of hotel business, hotel tariff represents the returns on efforts (Igbojekwe, 2002). Aside, hotel tariff is considered as relative to the extent of satisfaction the hotel wishes to give to its customers. This implies that it denotes customer's satisfaction measurement indicator. It is pertinent to state that hotel tariff is not only important to the hotel business operators, it is also important to hotel customers as it represents the value that customers assigned to the satisfaction of needs and wants (Bello, 2018). Hotel guests expect higher level of service when they pay more (Parasuraman, et al., 1991). Hence, always perceive that the tariff charged should commensurate with the quality of services offered as well as the total satisfaction gained. This confirms hotel tariff as important determinant of customer's satisfaction and repurchase intention.

Bojanic (1996) opined that there is a significant and positive relationship between hotel tariff and hotel choice. Al-Sabbahy, et al. (2004) have also classified hotel tariff as an influencing factor of customers' future hotel choice. Mohsin & Lockyer (2010) have identified that customer of hotels associate high importance to value for money. Kashyap & Bojanic (2000) in their study noted that hotel tariff is significant in explaining ratings and intention to choose a hotel over others by business guests. Chu & Choi (2000) in their research on Hong Kong hotels found that business guests stressed value for money in making their hotel choices. Ramanathan (2010) in his study of UK hotels opined that value for money is classified as a critical attribute in business guest accommodation choice. Kwenga (2012) in his study of the hotel choice criteria in church guest houses in Nairobi, Kenya, found out that fair hotel prices influence the customers in purchase of accommodation in these guest houses. Oh (1999) opined that hotel tariff exerts a significant influence on perceived service quality and subsequently their hotel choice decision. The implication of this review is the consistencies in literature regarding the influence of hotel tariff on customers' choice decision. However, the fact that the correlation between hotel tariff and customer's choice of hotel have not being tested in respect to hotels in Port Harcourt made us to assume that:

*H<sub>1</sub>. Hotel tariff has a positive influence on hotel choice among hotel customers in Port Harcourt.*

#### 3.2. Service convenience and hotel choice

The most important thing for a hotel to keep its customers is to establish more convenience during the service process (Reichheld & Sasser, 1990). Berry, et al. (2002) defined service convenience as the "awareness of time and energy expenditure for customers to purchase or accept service". Chang (2007) used economic effectiveness theory to explain the multi-dimensions of service convenience to include: time convenience, location convenience, access convenience, application convenience and implementation convenience. Berry, et al. (2002) and Yüksel, et al. (2006) divided convenience into five dimensions: decision convenience, access convenience, transaction convenience, benefit convenience, and post-benefit convenience. Chang (2007) argue that service inconvenience will lead to a customers' hotel choice decision. Therefore, hotel services providers need to remain conscious of the positive implications of convenience for customers' value and loyalty (Berry, et al. 2002). If customers experience a high degree of service convenience, they will feel satisfied with the service provider and subsequently made revisit intention. Previous researchers have proposed certain important relationships linked to service convenience; for example, service convenience can directly affect customer's choice of a hotel (Fornell, et al. 1996; Seiders, et al. 2000; Berry, et al. 2002; Chow, et al. 2007). Keaveney (1995) argues that service inconvenience lead to a customer switching behaviour. The implication of this review is the consistencies in literature regarding the influence of service convenience on customer's choice of hotel. However, the fact that these studies were not examined in respect to hotels in Port Harcourt made us to assume that:

*H<sub>2</sub>. Service convenience has a positive influence on hotel choice among customers in Port Harcourt.*

### *3.3. Security and safety and hotel choice*

It is well established that safety and security are attribute of concern for travelers and hotel guests. Customers want to see visible indicators of security in hotels hence, security and safety attribute are critical to customers' choice of a hotel (Enz & Taylor, 2002; Himmelberg, 2004). Previous studies have explored the importance of hotel safety and security to travelers generally (Mariner, 1995; Himmelberg, 2004). Hinkin & Tracey (2003a, 2003b) in their studies found that security and safety ranked as the number-one factor contributing to hotel choice decision by customers. Ananth, et al. (1992) in their survey of 510 travellers, asking them to rate the importance of 57 hotels attributes that influences their hotel choice decision. The results showed that attributes related to security is one of the most-rated attributes across all age categories. Chu & Choi (2000) in their study of 343 Hong Kong tourists about the hotel attributes that influences their hotel choice. They reported that security is one of the main attribute for hotel choice. Safety and security are important attribute to customers when choosing a destination and when selecting a hotel to stay (Ghazi, 2015). Clow, et al. (1994) indicated that security and safety is one of the most important attributes influencing leisure travellers' choice of hotel. Atkinson (1988) found that safety and security is identified as one of the most attributes for travellers' choice of hotel. However, the fact that these studies were not examined in respect to hotels in Port Harcourt made us to assume the following hypotheses:

*H<sub>3</sub>. Security and safety have a positive influence on hotel choice behaviour among customers in Port Harcourt.*

### *3.4. Physical environment and hotel choice*

The pleasing environment has a potential to stimulate customer's hotel choice behaviour, buying habit and produce more profit. This implies that the physical environment of an organization consists of elements, such as overall layout, design, and decoration. Wakefeild & Blodgett (1994), stated that the physical environment includes elements such as layout, interior architecture and decoration, lighting, music, aromas and cleanliness. Physical environment in this sense emphasised on ambient cues, design cues, and social cues that attracts customers to choose a hotel over others (Reimer & Kuehn, 2005). Wakefeild & Blodgett (1994) reports that physical environment of a hotel influences not only consumers cognitive, emotional, and physiological states but their hotel choice behaviour. Kokko (2005) suggests that hotel physical environment is often perceived by customers as the single most positive characteristic of the establishment. This is because the physical surrounding creates an expectation of hospitality experience even before customers are served (Young, et al. 2007). Liu & Jang (2009) study shows that increasing ambience by scent can improve evaluations of a hotel and create higher tendency of choosing a hotel over others.

Many empirical studies have shown how environment influences customer's satisfaction and predicts repurchase behaviour (Knutson & Patton, 1995; Hui et al. 1997; Chang, 2000; Mattila, 2001; Chebat & Michon, 2003; Barber & Scarcelli, 2009; Liu & Jang, 2009; Lim, 2010). Kwenga (2012) in his study of the hotel choice criteria of customers in church guest houses in Nairobi, Kenya, found out that good physical environment influences the customers in purchase of accommodation in these guest houses. Wakefield & Blodgett (1996) study shows that hotel facility aesthetics, seating comfort and cleanliness significantly affect customer's satisfaction and subsequently, their choice decision. In addition, Chang (2000) also mentioned physical environment of a hotel as having direct relationship with customer's satisfaction and subsequently future revisit intention. Chen & Hsieh (2011) study shows that pleasure and arousal environment will stimulate customers spend approximately 12 percent more in average. Soriano (2002) mentioned that comfortable atmosphere will make customers to stay longer in the hotel. Additionally, Brady & Cronin (2001) stated that environment can have a significant impact on perception of overall quality, which turn to affect customer's choice behaviour. The implication of these review is the consistencies in literature regarding the influence of hotel physical environment on customer's choice decision. However, the fact that the correlation between physical environment and customer's choice has not being tested in respect to hotels in Port Harcourt made us to assume that:

*H<sub>4</sub>. Physical environment has a positive influence on hotel choice behaviour among customers in Port Harcourt.*

### *3.5. Location and hotel choice*

Rivers, et al. (1991) examined hotel choice decisions of members and non-members of frequent guest programs. The outcome of their study showed that a hotel's location is an essential factor which strongly influences tourist's hotel choice. Knutson (1998) opined that both business and leisure travelers considered location convenience as one of the major hotel attributes that determines their hotel choice. Ananth, et al. (1992) in their survey of 510 travellers showed that convenient of location has positive correlation to hotel choice. Barsky & Labagh

(1992) reported that hotel location is one of the major attributes that influences both business and leisure traveler's choice of hotel. Chu & Choi (2000) and Xue, et al. (2008) reported that business travelers are more concerned about hotel location hence, informed their choice decision. Kim (2014) examined the relationship between hotel attributes and leisure traveller's satisfaction. He opined that hotel location mostly informed the satisfaction of leisure travelers. Tsai, et al. (2011) in their study of differences in the important ratings of hotel choice criteria between Mainland Chinese and foreign individual travelers to Hong Kong found that location is the most important hotel choice factor for business travelers. Yusoff & Abdullah (2010) identified convenient location as the highest ranked hotel choice factor by Middle East tourists. The fact that the correlation between hotel location and customer's choice have not being tested in respect to hotels in Port Harcourt made us to assume the hypotheses that:

*H<sub>5</sub>. Location has a positive influence on hotel choice behaviour among customers in Port Harcourt.*

### 3.6. Staff behavior and hotel choice

Numerous studies show that the degree to which hotel employees' attitudes impact on customer's satisfaction and subsequently, hotel choice cannot be overemphasized (Bach & Milman, 1996; McColl-Kennedy & White, 1997; Mayo & Collegian, 1997; Kriegl, 2000; Kuo, 2009). Clow, et al. (1994) indicated that one of the most important attributes influencing leisure travellers' choice of hotel is staff-customer personal interactions. Atkinson (1988) found that courtesy and helpfulness of staff is identified as one of the top-most attributes for traveller's choice of hotel. Hsieh, et al. (2008) opined that "the quick problem-solving abilities by the service personal", is an important hotel choice attribute in Taiwan hot-spring tourism industry. Cladotte & Turgeon (1988) in their analysis of data provided by the American Hotel and Motel Association observed that staff attitude is the critical considerations for guests' hotel choice. Barsky & Labagh (1992) stated that staff attitude is one of the major determinants of hotel choice. The fact that the correlation between hotel staff behaviour and customer's choice decision have not been tested in respect to hotels in Port Harcourt made us to assume that:

*H<sub>6</sub>. Staff behaviour has a positive influence on hotel choice behaviour among customers in Port Harcourt.*

### 3.7. Conceptual framework of the study

The hotel choice indicators (HCI) model for hotels in Port Harcourt City is proposed in this study as shown in Figure 1. The HCI model shows six hotel attributes or indicators as independent variables and customers' choice as the dependent variable. The independent variables include; Hotel Tariff, Service Convenience, Security and Safety, Physical Environment, Location, and Staff Behaviour. The model is expected to explain the relationship between these six hotel attributes and the dependent variable (i.e. Customers Choice Behaviour) in the context of hotels in Port Harcourt, Rivers State.

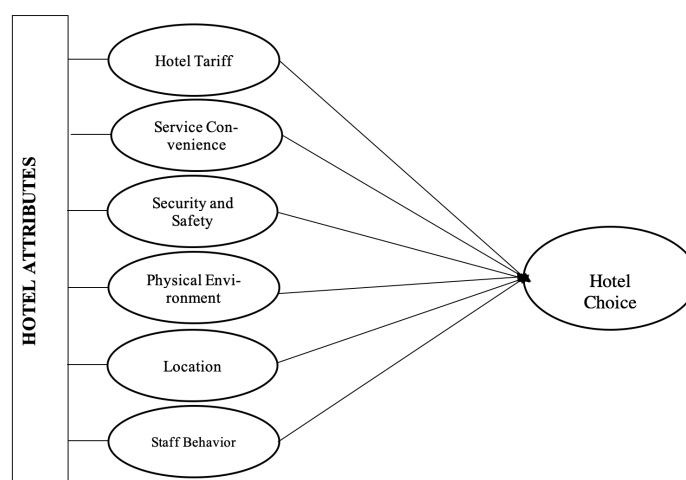


Figure 1. The Hotel Choice Indicators (HCI) model for hotels in Port Harcourt City.

## 4. Research methodology

This research adopts a survey research design to establish the relationship between hotel attributes and hotel choice by customers in Port Harcourt City. The 33-items Hotel Choice Attribute Instrument developed by Sohrabi et al. (2011) to explore hotel choice attribute in Tehran were adopted and modified into 19 items (Location -2 items; Service Convenience-8 items; safety and security -4 items; physical environment - 2 items; Staff behavior

– 3 items). Also the 61 items hotel choice attributes instrument developed by Choosrichom (2011) to determine attribute influencing the choice of hotels/Resorts in Lanta Yai Island, Krabi, Thailand by international travelers were adopted and modified into 11 attributes (Location -1 item; Hotel tariff- 2 items; Safety and security- 4 items; Physical environment 5 item; staff behavior – 3 items). Furthermore, 16 items were adopted and modified from hotel choice instrument developed by Kowisuth (2015) to investigate attribute influencing hotel choice of tourists travelling with children in Phuket (Location -4 items; Hotel tariff – 3 items; and Staff behavior – 4 items). In addition, a 5-items hotel choice scale developed by Bello (2018) were adapted and used for this study. The questionnaire design has three sections; Section A contains the respondent's bio data such as age marital status, gender, academic qualification, etc. Section B contains the hotel attributes structured on a five (5) point likert scale with weights assigned as follows: 5 -strongly agree, 4 - agree, 3 – neutral, 2- disagree, and 1 – strongly disagree. The research population for this study comprised of customers that patronise the 10 selected hotels as shown in Table 1. These hotels were selected for the study due to its popularity among hotel patrons in Port Harcourt City and its environs. To determine the exact sample size for the present study, the suggestion in Freneund & William (2009) for determining infinite population were upheld. The authors proposed the formula to determining the sample size ( $n$ ) as follows:

$$n = \frac{(Z_{\alpha/2})^2 PQ}{e^2}$$

Where

$P$ = Probability for positive response.

$Q$ = Probability for negative response.

$e$ = Tolerable error (0.05).

$Z_{\alpha/2}$  = 1.96 from the critical table Z of 0.05 under infinity  $\infty$ .

$\alpha$  = 0.05, the significant level

$n$  = Sample size

Applying this formula to the present study, the sample size ( $n$ ) is put at 323. Since 10 selected hotels in Port Harcourt City are being examined in this study including, the fact that the populations of patrons in each of these hotels are unknown, the researchers therefore divided 323 by 10 of the sampled hotels hence, 33 customers in each of the 10 selected hotels were sampled hence, the sample size of 330. Since is practically impossible to access the nominal register of all the customers that patronises the 10 selected hotels in Port Harcourt City been examined in this study, the researchers therefore opted for non-probability sampling with convenience sampling technique. The researchers personally visited each of the 10 targeted hotels in Port Harcourt City and, thus, administered the structured questionnaires until the sample size of 330 is met. Multiple regressions analysis that allow the exploration of the interrelationship among a set of variables (Pallant, 2010) were adopted for the analysis of data collected. According to Hair, et al. (2006), it is a general statistic technique used to examine one dependent variable and several independent variables. Before proceeding with the analysis of objectives in the present study, the researchers carefully screen the data in terms of missing values, influential outliers, normality, and multicollinearity using statistical package for social science (SPSS) software version 23.

## 5. Results

### 5.1. Demographic distribution of respondents

The gender distribution of the respondents indicates that 63.3% of the respondents are males and 36.7% are females. This implied that majority of the participants in this study are males. In terms of marital status, 66.4% of the respondents are single, 32.7% are married, and .9% are divorced. This implied that majority of the participants in this study are single, followed by the married. The religion distribution of respondents used in the present study includes: Christianity (13.9%), Islam (71.8%) and others (14.2%). This shows that majority of participants in this study are Muslims followed by Christians with only very few Other's participants (i.e. traditional believers). Analysis of participants' distribution by education qualification shows that 35.5%, 31.2%, and 33.3% of the respondents had HND/ Bachelors, PGD/Masters Degrees, and Ph.D respectively. This implies that majority of participants used in the study are holders of HND/ Bachelors qualifications, followed by those that has Ph.D qualification. The



analysis of respondents' length of stay distribution shows that 53.3% of the respondents spends 5-6 nights in the hotel before checking-out, 29.1% of the respondents spends 3-4 nights, while 17.6% spends 1-2 nights. This implies that majority of the respondents spend 5-6 nights before checking-out.

### 5.2. Reliability analysis

The outcome of the reliability analysis shows that each of the six hotel attributes has a Cronbach's alpha readings as follows; Location, ( $\alpha=.784$ ), Tariff Structure, ( $\alpha=.846$ ), Service Convenience, ( $\alpha=.784$ ), Safety and Security, ( $\alpha=.720$ ), Physical Environment, ( $\alpha=.832$ ), and Staff Behaviour, ( $\alpha=.783$ ). The Cronbach's alpha readings of the dependent variable- Hotel Choice show, ( $\alpha=.783$ ). These results justify that all the items of the six hotel attributes, and Hotels' Choice construct in respect to Port Harcourt City, Nigeria has Cronbach's alpha value  $>.70$ . This shows the internally consistency of the items in the instrument (Hair et al. 2006).

### 5.3. Correlations of hotel attributes and hotel choice

Data collected were analysed using Pearson moment correlation to determine the relationship between hotel attributes and customer's choice of hotels in Port Harcourt City, Nigeria. The result is shown in Table 1.

Table 1. Correlations of hotel attributes and hotel choice

Variables	R	P	Level
Hotel Choice (HOTC)	--	--	--
Location (LOC)	0.241	0.000	Low
Tariff Structure (TAR)	0.357	0.000	Medium
Service Conveniences (SERC)	0.373	0.000	Medium
Safety and Security (SAFS)	0.373	0.000	Medium
Physical Environment (PHYE)	0.536	0.000	Large
Staff Behaviour (STAB)	0.971	0.000	Large

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Source: (Authors Computation, 2019).

The results as shown in Table 1 depicted that there is positive and significant correlation between the six dimensions of hotel attributes: Hotel Location (LOC) ( $r = 0.241$ ;  $p = 0.000$ ), Tariff Structure (TAR) ( $r = 0.357$ ;  $p = 0.000$ ), Service Conveniences (SERC) ( $r = 0.373$ ;  $p = 0.000$ ), Safety and Security (SAFS) ( $r = 0.373$ ;  $p = 0.000$ ), Physical Environment (PHYE) ( $r = 0.536$ ;  $p = 0.000$ ), and Staff Behaviour (STAB) ( $r = 0.971$ ;  $p = 0.000$ ). This suggests that all the tested variables have a positive and significant relationship with customer's choice of hotels (HOTC) in respect to Port Harcourt City. In terms of the strength of the relationship, the results shown that hotel location has a low and positive relationship ( $r = 0.241$ ), Tariff Structure, Service Conveniences, and Safety and Security has a medium and positive relationship ( $r = 0.357$ ), ( $r = 0.373$ ), and ( $r = 0.373$ ) respectively. The study further shows that Physical Environment, and Staff Behaviour has a large and positive relationship ( $r = 0.536$ ), and ( $r = 0.971$ ) respectively. Therefore, the alternative hypothesis was accepted which states that there is a significant and positive relationship between the dimensions of hotel attributes (Hotel Tariff, Service Convenience, Security and Safety, Physical Environment, Hotel Location, and Staff Behaviour), and Hotel Choice by customers in Port Harcourt City, Rivers State Nigeria.

Table 2. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.971 <sup>a</sup>	.944	.943	.784	.944	1084.916	5	324	.000

a. Predictors: (Constant), STAB, LOC, SAFS, TAR, PHYE

b. Dependent Variable: HOTC

Source: (Authors Computation, 2019).

From Table 2, it was depicted that the value of R-square is .944. This indicates that the goodness of fit of the Hotel Choice Indicators (HCI) Model for Hotels in Port Harcourt City is statistically significant. The adjusted R-square value of .943 is also statistically significant which indicate that after taking into accounts; the number of regressors, the HCI Model explains about 94% of the variation in customer's choice of hotels in Port Harcourt City, Rivers State. Thus, the remaining 6% is due to other attribute and residuals. Also, the multiple R ( $R=.971$ ) revealed a significant large relationship between independent variables (i.e. Hotel Attributes) and the dependent variable (i.e. Hotel Choice) in respect to customers in Port Harcourt City.

Table 3. ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3338.332	5	667.666	1084.916	.000 <sup>b</sup>
	Residual	199.392	324	.615		
	Total	3537.724	329			

a. Dependent Variable: HOTC

b. Predictors: (Constant), STAB, LOC, SAFS, TAR, PHYE

Source: (Authors Computation, 2019).

From Table 3, the result of the analysis shows that F value was significant ( $p=.000$ ). This shows that the model was valid. Thus, based on the findings it can be concluded that there was a linear relationship between the six predictors of hotel (Hotel Tariff, Service Convenience, Security and Safety, Physical Environment, Hotel Location, and Staff Behaviour), and Hotel Choice by customers in Port Harcourt City, Rivers State Nigeria.

Table 4. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	.705	.323		2.181	.030
LOC	-.011	.009	-.019	-1.227	.221
TAR	-.014	.015	-.016	-.977	.329
SAFS	-.010	.010	-.015	-.977	.329
PHYE	-.011	.013	-.014	-.834	.405
STAB	.858	.014	.997	59.768	.000

a. Dependent Variable: HOTC

Source: (Authors Computation, 2019).

From Table 4, in comparing the contribution of each independent variable, Beta values are used. As illustrated in the standardized coefficient column, staff behaviour (STAB) makes the strongest unique contribution to customer's choice of hotels in Port Harcourt City, Rivers State, Nigeria with ( $\beta=.977$ ), followed by hotel location (LOC) with ( $\beta=.019$ ), tariff structure (TAR) with ( $\beta=.016$ ), safety and security (SAFS) made the fourth relative contribution, ( $\beta=-.015$ ).

## 6. Discussion

The study sought to establish the relationship between hotel attributes and customers' choice of hotels in Port Harcourt City, Rivers State, Nigeria. The major findings for each objective are as follows.

Regarding the first objective that examine the relationship between hotel tariff and customer's choice of hotels in Port Harcourt City, the study found that hotel tariff has a positive and significant relationship with the customer's choice of hotels in Port Harcourt City. This finding corresponds with existing literatures. Bojanic (1996) opined that there is a significant and positive relationship between hotel tariff and hotel choice decision. Al-Sabbahy, et al. (2004) have also classified hotel tariff as an influencing factor of customers' future hotel choice behaviour. Kashyap & Bojanic (2000) in their study noted that hotel tariff is significant in explaining ratings and intention to choose a hotel over others by business guests. Chu & Choi (2000) in their research on Hong Kong hotels found that business guests stressed value for money in making their hotel choices. Ramanathan (2010) in his study of UK hotels opined that value for money is classified as a critical attribute in business guest accommodation choice. Kwenga (2012) in his study of the hotel choice criteria in church guest houses in Nairobi, Kenya, found out that fair hotel prices influence the customers in purchase of accommodation in these guest houses. In respect to the relationship between Service Convenience and Hotel Choice among hotel patrons in Port Harcourt City, Nigeria, the finding shows that Service Convenience positively influences Hotel Choice among hotel patrons in Port Harcourt City, Nigeria. This finding is in agreement with Keaveney (1995) who argues that service inconvenience lead to customers' switching his choice behavior of hotels. Previous researchers have also established the relationships between service convenience customers' choice of a hotel (Berry, et al. 2002; Chow, et al. 2007; Fornell, et al. 1996; Seiders, et al. 2000).

Furthermore, on the objective that determines the relationship existing between security and safety and hotel choice in respect to hotel patrons in Port Harcourt City, Rivers State, Nigeria, the study found a positive and

significant relationship. This finding agrees with Hinkin & Tracey (2003a, 2003b). The authors opined that security and safety ranked as the number-one factor contributing to hotel choice by customers. Ananth, et al. (1992) in their survey of 510 travellers, asking them to rate the importance of 57 hotel attributes that influences their hotel choice decision. The results showed that security is one of the top-most-rated attributes across all age categories. Chu & Choi (2000) in their study of 343 Hong Kong tourists about the hotel attributes that influences their hotel choice. They reported that security is one of the main attribute for hotel choice. Atkinson (1988) found that safety and security is identified as one of the top-most attributes for travellers choice of hotel. In respect of objective four, the relationship between physical environment and hotel choice was determined. The study found a positive and significant relationship between physical environment and hotel choice. This finding agrees with Kwenga (2012) in his study of the hotel choice criteria of customers in church guest houses in Nairobi, Kenya, found out that good physical environment influences the customers in purchase of accommodation in these guest houses. Wakefield & Blodgett (1996) study shows that hotel facility aesthetics, seating comfort and cleanliness significantly affect customers' satisfaction and their choice decision.

In addition, the objective that examined the relationship existing between location and hotel choice behavior in respect to hotel patrons in Port Harcourt City, found a positive and significant relationship. This finding agrees with Ananth, et al. (1992) in their survey of 510 travellers. Hence, showed that convenient of location has positive correlation to hotel choice. Barsky & Labagh (1992) reported that hotel location is one of the major attributes that influences both business and leisure travelers' choice of hotel. Chu & Choi (2000) and Xue, et al. (2008) reported that business travelers are more concerned about hotel location hence, informed their choice decision. Kim (2014) opined that hotel location mostly informed the satisfaction of leisure travelers. On the objective which determined the relationship between staff behaviour and hotel choice in respect to hotel patrons in Port Harcourt City, Nigeria, the finding shows a positive and significant relationship between the two variables. This finding conforms to Cladotte & Turgeon (1988) hence, in their analysis of data provided by the American Hotel and Motel Association observed that staff attitude is the critical considerations for guests' choice of hotel. Barsky & Labagh (1992) stated that staff attitude is one of the major determinants of hotel choice decision. Atkinson (1988) found that courtesy and helpfulness of staff is identified as one of the top-most attributes for traveller's choice of hotel. Finally, on the objective which determined the hotel attribute that mostly predicts customers' choice of hotels in Port Harcourt City, the finding shows that staff behaviour (STAB) makes the strongest unique contribution to customer's choice of hotels in Port Harcourt City followed by hotel location, tariff structure, and subsequently, safety and security. This finding conforms to Atkinson (1988) who reported that courtesy and helpfulness of hotel staff is identified as one of the top-most attributes for traveller's choice of hotel. Barsky & Labagh (1992) stated that staff attitude is one of the major determinants of hotel choice decision.

## 7. Conclusions

One of the conclusions that could be drawn from this study is that hotel patrons in Port Harcourt City choose hotels due to the location of the hotel in clean climate district, access to shopping centers, serene and quite area, and access to major tourist attractions. In addition, hotels that offers value for money for food and beverages served, friendly tariff for rooms, and other services offered are likely to be highly patronized by Port Harcourt customers. Furthermore, hotel that promote service conveniences in terms of e-banking services, ease of making airline reservations, and advance reservations among others are likely to be patronized by customers in Port Harcourt. Hotels that parades visible security staff presence, have emergency services, electronic key cards, and fire escape and alarm facilities shall enjoy the patronage of Port Harcourt customers. Hotels in Port Harcourt that maintains general hygiene, whose design/layout conform to modern architecture, has adequate parking space, provides comfortable ambience, and green space may enjoy the patronage of customers. Finally, the extent at which hotel staff provides efficient services, display attribute of being polite and friendly, neat, and understanding including, have multi-lingual skills are plus to attracting the patronages by Port Harcourt customers.

### 7.1. Theoretical implications

Theoretically, the push pull theory was successfully applied in the present study to explaining hotel attributes that informed guest's choice of hotel establishment in Port Harcourt, Rivers State Nigeria. The hotel choice indicators (HCI) model for hotels in Port Harcourt City were proposed and validated in this study. The result shows a linear relationship between the six hotel pull factors (i.e. Hotel Tariff, Service Convenience, Security and Safety, Physical Environment, Hotel Location, and Staff Behaviour), and Hotel Choice by customers in Port Harcourt City, Rivers State Nigeria. The implication of this is that the new model offers an understanding of hotel attributes (i.e. Pull factors) that informed the choice of hotels in Port Harcourt.

### 7.2. Practical implications

Findings in the current study provides significant benefits not only to the managers of hotel business, but also to the government of Rivers State, Nigeria. Managers and operators of hotel businesses in Port Harcourt should give more attention to sustenance of the physical environment and aesthetic values of their hotels. Also, the government of Rivers State and the private sector should aggressively invest more on security infrastructure to guarantee safety of hotel patrons in Port Harcourt and its environs. In addition, the government of Nigeria and more so Rivers State should invest in public infrastructure to help reduce cost of running hotel business. This will promote price competitiveness and reduces hotel tariff structure hence, enhances customer's patronage. Furthermore, hotel business operators in Rivers State should endeavor to train their staff on the modern hotel service staff and customers relationship psychologies. This will help shape their staff behavior and in turn enhances customer satisfaction. Partnership of the management of hotel businesses with major service providers such as MTN, Globacom among others to ensure stable and discounted Wi-Fi connections will be an added advantage to hotel choice in Port Harcourt. Finally, banking services and ease of e-transaction at the hotel by the customers will add more flavor to the image of hotels in Port Harcourt.

### 7.3. Limitations of the study

Despite the incisive results, one of the major limitations of this study is that only hotel patrons in Port Harcourt City was focused, thus, did not consider hotel patrons in other local government areas of Rivers State and more so other States across Nigeria. If this is done it may provide a more in-depth insight and more meaningful results.

### Author contribution statements

Y. Ojo Bello and M. Busayo Bello contributed equally to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

### Disclosure statement

No potential conflict of interest was reported by the authors.

### Ethics committee approval

All responsibility belongs to the researchers. All parties were involved in the research of their own free will.

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