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Resilience and Hopelessness in Turkish Society: Exploring the Role of Spirituality in the COVID-19 Pandemic

Türkiye'de Dayanıklılık ve Ümitsizlik: COVID-19 Pandemisi Sürecinde Maneviyatın Rolü

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ABSTRACT

COVID-19 is an infectious disease that first appeared in China, and turned into a global pandemic. It has affected the health of millions of people and has also driven many changes in societies. This research aims to describe and define the importance of "spirituality" as a mediator in the COVID-19 Pandemic in Turkey while having a positive correlation with "resilience" and an inverse relationship with "hopelessness." The correlational research design was used and data were gathered through the technique of convenience sampling. Standardized sociological and psychological instruments were used to measure the variables. The participants were (N=546) from the general Turkish population (male and female) with the age range of 20-69. The outcomes revealed that resilience is positively correlated with spirituality (r=0.83, p<0.01), while spirituality is negatively correlated with hopelessness (r=-0.81, p<0.01). Resilience is also negatively correlated with hopelessness (r=-0.72, p<0.01). This study concluded that spirituality has a substantial impact on resilient behavior and reduces hopelessness even globally. This study enhances the literature related to psychological and sociological research and promotes the role of spiritual coping strategies, especially in the state of uncertainty created by the current COVID-19 Pandemic.

Keywords: Spirituality, Resilience, Hopelessness, COVID-19 Pandemic, Turkey

1. Introduction

In December 2019, the COVID-19 Pandemic erupted, and its multifaceted effects are causing worldwide disturbances today. Humanity is now in search of robust solutions to these challenges. Human beings can overcome negative situations through resilience and psychological stability. In this study, the relationships among the resilience, hopelessness, and spirituality variables during the COVID-19 Pandemic are explored. Resilience plays an essential role in preventing, communicating, and treating various disorders such as hopelessness and depression (Ozawa et al., 2017). Hopelessness is one of the major causes of mental health disorders. Safety measures aimed at managing the pandemic, such as quarantine, social isolation, obligatory use of surgical masks, and frequent hand sanitizer usage, have indeed been strict. COVID-19 can be transmitted to humans. However, not all of the above solutions can solve it effectively. In this Pandemic, people are also suffering from mental health problems that need to be addressed (Buheji, 2020). It is not enough to pay attention to safety strategies, medical treatments, and scientific explanations to avoid this Pandemic because the consequences are physical and psychological. In other words, it is a combination of mind and body. Human beings have physical bodies and are spiritual beings (McCormick, 1994). Other relevant studies have revealed the level of spirituality in people who are resilient to this harsh pandemic situation worldwide in terms of their mental state. Although spiritual beliefs bring about peace and trust in adherents, it can sometimes be difficult to conclude whether or not these beliefs provoke a positive response in pandemic situations. (Koenig, 2010). This article discusses how spirituality has a vital role in dealing with hopelessness and building resilience in the COVID-19 Pandemic. If a person is resilient, she/he can face challenging situations very well. Resilience plays a vital role in difficult situations wherein the mediation effect of spirituality enhances the indirect effect. For this reason, exploring spirituality as a mode of mediation in the COVID-19 Pandemic situation would be a humble but important contribution in this field. The concept of resilience refers to a person's routine and appropriate alteration of mental function when faced with difficult situations that increase daily life risks (Luthar, Cicchetti, & Becker, 2000).

This study explains that the two positive variables, spirituality and resilience, play an essential role in relation to hopelessness in the COVID-19 Pandemic. Research on resilience indicates that defensive resources are predominantly assembled in three main categories: positive personal dispositions, family rationality and social relations. One of the primary goals of resilience is to reduce the impact of risk factors such as disturbing life events and increase safety factors such as hope, social support, and active coping that enhance people's ability to cope with life's challenges (Abiola, & Udofia, 2011). A cross-sectional study revealed the direct relation of spirituality and resilience in sufferers of psychosis and mania, along with average persons (Mizuno et al., 2016). In dealing with difficulties, resilience is fundamental to human nature. It is well established that both resilience and spirituality have positive relations and vice versa. The concept of resilience refers to human development on a regular basis and appropriate modification of mental function when faced with difficult situations that increase the risks in daily life (Tyler et al., 2020).

Hopelessness is often defined as general negative anticipation of the future and is an intrinsic part of depression. It is identified as unique and the most important long-term risk factor for suicide in clinical populaces (Beck, Weissman, Lester, & Trexler, 1974). In the current research, hopelessness is selected as a criterion that has a significant vulnerability. It is a core characteristic of depression. According to Marchetti, in the theory of hopelessness, the hopeless individual who is willing to listen and adopt resilient attitudes will cope better with daily life challenges (Marchetti, Alloy, & Koster, 2019). The effects of spirituality help people cope with the uncertainties

that could lead to hopelessness. In general, there is a clear correlation between spiritual thoughts and conditions such as concentration, good mental performance, low-stress levels, anxiety, and habitual behavior (Heimberg et al., 1989).

Spirituality is recognized as one of the basic elements that enhances the development of resilience. Resilience has an inverse relation with depression and hopelessness. Current investigations in Judeo-Christian populations have reported positive effects of religion and spirituality on resilience levels in depression. This research shows that the ideas produced by negative experiences due to pandemics need spiritual orientation (Ozawa et al., 2017). New definitions of anxiety are needed that can offer solutions to the psychological and sociological problems caused by any pandemic scenario. Mental health professionals believe that spirituality relieves stress (Krägeloh, Billington, Henning, & Chai, 2015).

Some safety factors help to improve resilience and coping skills. These features include:

Social Support: Resilience also comes in the form of social resilience. Family, friends and community are sources of resilience and they help in overcoming social challenges and traumas. This perspective also applies in the current COVID-19 Pandemic.

Realistic Planning: The ability to be flexible helps people create and execute realistic plans, allowing individuals to work independently in pandemics and achieve their goals.

Self-Esteem: An optimistic sense of self-confidence when facing adversity can stave off feelings of helplessness. Coping skills and problem-solving skills help empower a person to overcome difficulties and social challenges in daily life (Sippel, Pietrzak, Charney, Mayes, & Southwick, 2015).

1.2. Theoretical Framework: In a theoretical framework, this research area can be approached in many different ways. In the literature below, definitions and theories are presented.

1.2.1. Resilience
This study will basically provide a different variable that can change behavior in a pandemic by presenting a theoretical paradox. The presented research used *resilience* as a dependent variable because, in the current COVID-19 Pandemic and the pre-Pandemic period, resilience has also gained clinical significance in sociological and other wellbeing-related fields of study. Mental resilience has been described as the capability to recover from unpleasant emotional experiences. It can also be referred to as an adjustment to the fluctuating tensions of nerve-wracking life experiences. Resilience is the capability for or a consequence of effective adaptation despite perplexing or threatening conditions. Resilient people are considered to have inner power, competency, hopefulness, and managing skills in hardship situations. They have self-confidence and trust in their self-efficacy, and have a range of problem-solving abilities and sustaining interactive relations. Resilience can also be defined as the enthusiasm capability of a person, or, his capability to adapt his optimal level of ego-control to his immediate environment's varying conditions. The scale used in the study is valid to measure the construct of resilience, and the scores on the scale define this variable functionally (Wagnild & Young, 1993). According to another theory, resilience is defined as the aptitude to jump back from difficulty, hindrance, and adversity and is vital for any influential leadership role. The previous research literature proves an inverse relationship between stress and the ability to stay resilient in the face of long interaction with difficulty (Ledesma, 2014).

1.2.2. Hopelessness

In this study, *hopelessness* is treated as an independent variable, one of the triad's significant constituents in Beck's cognitive model of depression. According to Beck's triad model, hopelessness can be defined as one of the main characteristics of depression related to the future, expectations related to oneself, and anticipation related to the world. Presently, the most comprehensively used tool for assessing hopelessness is the Beck Hopelessness Scale (BHS). In 1974, Beck and his team developed the Hopelessness Scale precisely to measure hopelessness, a concept that had been considered difficult to assess empirically. Beck's cognitive model verified that unhappy persons have an idiosyncratic and personal opinion that they are incompetent, apply self-criticism to their problems, and hold a useless view of their future (Beck et al., 1974). The scores computed by the scale define the construct of hopelessness operationally.

In contrast, resilience is related to optimism. Therefore, an inverse relationship of hopelessness with resilience is well researched and documented (Mizuno et al., 2016). For hopelessness, the theory also explains that it negatively affects the person and the subsequent unfolding of events in his life (Abramson, Seligman, & Teasdale, 1978).

1.2.3. Spirituality

The presented research explores *spirituality* as a mediator between resilience and hopelessness, which is increasingly gaining interest as a health research variable. However, the specific features inspected differ from study to study, ranging from obligatory religious practices to spiritual coping emphasizing the importance of life. These features commonly lead to vague views of spirituality's construct when it is to be measured empirically. Spiritual beliefs are often regarded as a coping mechanism for dealing with traumatic events. The question arises regarding the meaning of the relationships between wellbeing variables like resilience and spirituality and their functional value. Spirituality has many changeable descriptions. When associated with a religious setting, it can show the more individual or personal/inner aspect of the religious life, for instance, a personal relationship to God and practices in private life intended to promote kindness. Among specific civilizations, religion can refer to a particular set of beliefs and practices. When the term "spirituality" is removed from a religious background, it can become so unclear as to eventually become worthless. Despite all that, spirituality generally points to aspects of individual and private life that include the relationship with divine power, which is more than our physical existence. The Daily Spiritual Experience Scale is a self-reporting tool intended to assess everyday routine or "mundane" spiritual practices and experiences, not the more dramatic transcendent experiences such as near-death experiences, hearing voices, and seeing visions. It assesses involvements and associations with one's consciousness of the divine power (Underwood, & Teresi, 2002).

In a recent study from Turkey, Veysel Bozkurt conducted a survey study on the impacts of the COVID-19 Pandemic. A total of 5300 participants responded to the survey questions in April 2020. The results show that people have a low level of resilience and a high level of hopelessness about the future. People in the COVID-19 Pandemic need not only money but also psychological support (Bozkurt, 2020). Another study shows that a low degree of hopelessness is associated with depression when there is a high level of resilience. However, stress is related to medical or psychological issues (Ozawa et al., 2017). The critical characteristic of human nature that plays an essential role in dealing with uncertainty is spirituality; internationally, approximately 90% of the population performs spiritual exercises in desperate times (Mystakidou et al., 2007). Another study found that 90% of Americans had more interest in their mystical and religious views after

9/11 to cope with stress (Uecker, 2008). Similarly, in a study of severe mental illness in 165 adults at Boston University, it was revealed that the most beneficial practice was only spiritual performance. "Exercise" was more than just the rate of exercise (Gallagher, Wadsworth, & Stratton, 2002). In addition, a study in Australia found that 79% of patients with mental illness believed that their counselor needed to be aware of their psychiatric views, and 82% reported that stress was the cause of their illness (D'Souza, 2002). Another study results suggest mechanisms by which spirituality can help keep lower levels of depressive symptoms among adolescent girls during periods of transition to middle and high school (Pérez, Little, & Henrich, 2019).

Spirituality is a major, unaddressed factor in the global COVID-19 Pandemic. This study explores spirituality in Turkey by highlighting the current information through the presentation of crucially significant variables. Since Turkey has a predominantly Muslim population, this study intends to address the relevance of spirituality in dealing with the COVID-19 Pandemic. Ali Bardakoğlu, the former president of the Directorate of Religious Affairs of Turkey, emphasizes that Turkey is trying to balance religion and secularism. Because of this, it is continuously improving its democratic culture. Indeed, the perception of Islam in Turkey is one of a moderate nature if one compares it to other Muslim-majority countries. Democratic values have affected the emergence of such a moderate understanding of Islam. This understanding is reflected in the fact that other religious communities (such as Christians and Jews) also enjoy religious freedom (Bardakoğlu, 2009). According to research done by the Directorate of Religious Affairs and the Turkish Statistical Institute (2014), Muslims constitute 99.2% of the general population. Almost all of them learn about religion more or less at the age of 16. The rate of those who believe that God exists and is one and who do not doubt this was 98.7 %. The rate of those who agree with the proposition "All of the things told in the Qur'an are true and valid at all times" was 96.5 %. The rate of those who disagreed was 1 %. 1.6 % of the participants said that they had no idea. The rate of those who think that they will be resurrected after they die and that they will be judged according to their actions was 96.2 %. The rate of those who did not believe it was 0.9 %. When we look at beliefs in beings such as angels, the rate of those who believe that they are real was 95.3 %. The rate of those who always perform five daily prayers throughout the country is 42.5 %. The rate of those who have never performed the daily obligatory prayers was 16.9 %. While 50.5 % of rural residents perform these prayers all the time, this rate has dropped to 39.4 % in urban residents (Türkiye'de Dini Hayat Araştırması, 2014). As seen in the research results, the Turkish community has strong religious practices and, to some extent, spirituality.

1.3. Connection Between the COVID-19 Pandemic and Variables (Resilience, Spirituality, and Hopelessness)

This paper will explore the role of spirituality and its relation with resilience and hopelessness in society through the new combination of variables presented in this study. In the COVID-19 Pandemic, the level of uncertainty increases, which can increase the level of hopelessness. Resilience is a quality that can be affected in pandemics, but it is also a tool that can be used against uncertainty in a pandemic. Spirituality is negatively related to frustration and hopelessness because of spiritual beliefs and practices (Cotton et al., 2012). Spiritual beliefs can offer the potential effects of dealing with traumatic events (Peres, Moreira-Almeida, Nasello, & Koenig, 2007). In Turkey, it has been observed that spirituality and religious practices increased in the COVID-19 Pandemic. Thus, it can be said that due to these spiritual practices, people fought their hopelessness and gained resilience during this critical and uncertain situation. To examine this phenomenon, the presented research was conducted in Turkey during May and June 2020.

1.4. Significance of the Study

This study explores the role of spirituality in relation to resilience and hopelessness in Turkish society during the COVID-19 Pandemic. Keeping in mind Turkey's religious and spiritual beliefs and practices, the relationship between spirituality and resilience needs to be discussed. On the other hand, these two variables are inversely related to despair, reflecting the clinical and therapeutic nature of spirituality or spiritual practices. This study may have particular importance in the field of COVID-19 Pandemic research. This article examines the importance of spirituality in resilience and hopelessness and how it can be nurtured and subsequently flourish during the COVID-19 Pandemic. As a mediator, spirituality is worth researching in Turkey as it can be a psychological and social tool to overcome difficulties encountered in times of a Pandemic. It can be concluded that by enhancing resilience with spirituality, hopelessness can be treated in pandemic situations.

1.5. Research Objectives and Hypothesis

Four assumptions as objectives of this study need to be empirically verified before we can test our main hypotheses. The current study claims independent variables Y (hopelessness) and dependent variables X (resilience) and M (spirituality as mediator) are systematically related to each other. The study also discusses the relationships among these variables as X, Y, and M. Resilience can help a person recover quickly from difficulties and tough situations. Hopelessness (Y) in the COVID-19 Pandemic can decrease the level of hope, optimism, and passion. So, the main question is what the effects of M are on X and Y.

The aims of this study are:

1. To find out the inverse relationship between hopelessness and resilience in the COVID-19 Pandemic.
2. To find a healthy and positive relationship between resilience and spirituality that will positively impact people in a pandemic period.
3. To investigate the inverse relationship between hopelessness and spirituality.
4. To explore the mediation effect of spirituality in relation to resilience and hopelessness during the COVID-19 Pandemic.

The hypotheses of this study are:

1. There is an inverse relationship between resilience and hopelessness.
2. There is a significantly strong and positive relationship between resilience and spirituality.
3. There is an inverse relationship between hopelessness and spirituality.
4. There is a mediating effect of spirituality between hopelessness and resilience.

2. Aims and Methodology

Important suggestions can be drawn from this study for coping strategies and treatment plans in pandemic and post-pandemic times. Initially, when there is a sense of hopelessness, spirituality can play a protective role and increase resilience. Current findings suggest that increased spirituality may reduce the likelihood of hopelessness and increase resilience among the general Turkish population in the challenging global situation of the COVID-19 Pandemic. No pilot study was required to be conducted in this study.

2.1. Data Collection and Study Design

The correlational study design was used in Turkey during the COVID-19 Pandemic. All participants were informed and consent was obtained before the study was initiated. Consent forms written in the Turkish language were sent by digital channels such as email, Facebook, Instagram, Twitter, and WhatsApp from the 3rd to 5th of May, 2020. All information provided by the contributors was kept confidential and participants could withdraw from the survey at any time. Google's online questionnaire was distributed all over the country. Informed consent was attached to the questionnaire form and the protocol was received online. It was an online survey and a sample of (N=546) was taken through a convenient method. The study was conducted on 546 people from Turkey's general population between the ages of 20 and 69 years. The investigators drew the sample by convenience sampling selection from rural and urban areas of Turkey. The participants were from all areas, e.g., health, profession, education, required age limit, and rural and urban residencies. The participants were informed about the purpose of the study.

The Turkish author of this article translated the survey scales from English to Turkish and another professional English-Turkish translator verified the translation. During the survey, 10 participants were also asked to check the translations for any mistakes or incomprehensible questions. Additionally, in Google Forms, we also kept the original English questions so that any English-speaking participants who would like to contribute were welcome to do so. In each of the questions, participants were able to see both the Turkish and English equivalents simultaneously. So, the authors thought that all translations made were transparent and reliable.

2.2. Measurements

The data collected from the participants were recorded through an online form provided for age range, gender, income, residence, education, and religion. All ethical standards were taken into account before and during the study.

2.3. Data Analysis

Statistical Package for Social Sciences (SPSS) 23.0 was used for data analysis (Kinnear & Gray, 1999). Descriptive statistics and frequency tables were used to describe the demographic characteristics of the participants. The data's reliability was checked first and then the person's correlation was analyzed to assess the relationship between resilience, hopelessness, and spirituality. Mediating effect and mediating role (as described by Hayes model 4) were used to describe spirituality as the mediator between hopelessness and resilience within the correlation framework. Mediating effects were analyzed in two steps, which have been repeated in many types of research. The first step is to analyze mediating effects between variables, and the second step is to analyze the role of mediation between variables.

2.4. Instruments
2.4.1. 25-item Resilience Scale (RS)

The primary evaluation measure for resilience among people in this research was the 25-item Resilience Scale (RS). Items are counted on a seven-point scale, the range of the scale is 25 to 175, and higher scores indicate greater resilience levels. According to the authors of this scale, resilience is a trait that refers to mental resistance, audacity, and resilience in the sufferings of life (Wagnild, & Young, 1993).

2.4.2. The Daily Spiritual Experience Scale (DSES)

The Daily Spiritual Experience Scale (DSES) is used to measure the personal practices that a person uses in his relationship with the *supreme divine power*. This survey form contains 16 items that encompass personal involvement and views regarding the presence of a Superior Entity. All items are placed on a 6-point Likert scale from 1 to 6, where 1 means "never" and 6 implies "most of the time". In the last item (how close do you feel to God in general?), 1 signifies "not at all close" and 4 means "as close as possible." Within the range of scores (16-94), a higher score shows more recurrent spiritual involvement and practice (Underwood, & Teresi, 2002).

2.4.3. Beck Hopelessness Scale (BHS)

Beck Hopelessness Scale (BHS) is a 20-item self-report inventory with true-false items to gauge the degree of hopelessness and assess people in the age range of 17-80 years. This scale measures the practical, motivational, and cognitive factors of hopelessness. The range of the scores is 0 to 20 (Beck et al., 1974).

3. Findings

This study shows that there is a low level of spirituality with a high level of hopelessness and vice versa. This high score on hopelessness indicates that the level of spirituality is low, but the person who has a high level of spirituality has a low level of hopelessness. It is strongly recommended to raise the level of spirituality to overcome negative thoughts**.**

3.1. Participants' Descriptive Analysis

Data were analyzed by the Statistical Package for the Social Sciences (SPSS) 23.0. We performed a sequence of analyses of the socio-demographic variables. Participants were (N = 546) Turkish men and women. Most of the participants belonged to the age group 20-29, comprising 62.1% of the total respondents. The lowest number of respondents were age 60-69, constituting merely 2.4% of the sample population. Most participants were female at 58.6%. The percentage of male participants was 41.4%. Most participants had completed Bachelor's degrees (63.9%), while those with master's degrees were 14.3%. 7.9% of the respondents were Ph.D. holders. The urban population participated with 89.2% and participants from rural areas were at 10.8%. Both Muslims and non-Muslims participated in the survey. Results showed that 98% of participants were Muslims, and 2% were non-Muslims. Source of income information showed that the self-employed participated with a range of 64.8% compared to participants who are supported by someone, with a range of 32.2%. Other details of demographic data are presented in Table 1.

Table 1: Frequency (F) Table for Demographic Variables N=546

Variables	F	%
Gender		
Male	226	41.4%
Female	320	58.6%
Age		
20-29	339	62.1%
30-39	95	17.4%
40-49	62	11.4%
50-59	37	6.8%
60-69	13	2.4%

Education of Respondent		
Bachelor	349	63.9%
Master's	78	14.3%
Doctorate	43	7.9%
Others	76	13.9%
Income of Respondent		
Self	354	64.8%
Sponsored	192	32.2%
Residence		
Rural	59	10.8%
Urban	487	89.2%
Religion of Respondent		
Muslim	535	98.0%
Non-Muslim	11	2.0%

3.2. Reliability and Descriptive Analysis of Resilience, Hopelessness and Spirituality

The simple descriptive statistics of the variables resilience, hopelessness, and spirituality are presented in Table 2. The mean score for resilience was 139.3 (SD=20.8, range 58-173). The mean score for hopelessness was 28.6 (SD=2.4, range=4–19). Spirituality level differed significantly by participants with a mean of 77.61 (SD=15.5, range=54-94). The variable showed its Cronbach's alpha (α) with a strong range. Resilience showed (α =0.94), hopelessness showed (α=0.81), and spirituality showed (α=0.95). These data showed that these variables have strong Cronbach's alpha. The Resilience Scale (RS) has 25 items with the possible range of (25-175), the Beck Hopelessness Scale (BHS) has 20 items with the possible range of (0-20), and the Daily Spiritual Experience Scale (DSES) has 16 items with the possible range of (16-94).

Table 2: Reliability and Descriptive Analysis of Resilience, Hopelessness and Spirituality

Scale	Number Of items	Possible range of scores	Range of scores	Mean±SD	Cronbach's Alpha
Spirituality	16	16-94	54-94	77.61±15.5	0.95
Hopelessness	20	0-20	04-19	28.6±2.4	0.81
Resilience	25	25-175	58-173	139.3±20.8	0.94

3.3. Correlation Analysis among Resilience, Hopelessness and Spirituality

The correlations among resilience (DV), hopelessness (IV), and spirituality (mediator) are presented in Table 3, where our hypotheses (1, 2, and 3) are approved based on this table.

Resilience and hopelessness were found to be positively related to spirituality. The hypothesis "There is a significantly strong and positive relationship between resilience and spirituality" was also accepted when results showed that resilience was positively correlated with spirituality ($r=0.83$, $p<0.01$) but had been negatively correlated with hopelessness ($r=-0.72$, $p<0.0$). The correlation and P-value support the hypothesis "There is an inverse relationship between resilience and hopelessness." Spirituality had the highest positive correlation coefficient with resilience but negatively correlated with hopelessness ($r=-0.81$, $p<0.01$). The P-value supports our hypothesis (there is an inverse relationship between hopelessness and spirituality).

Table 3: Correlation among Resilience, Hopelessness and Spirituality

	Resilience	Beck Hopelessness Scale (BHS)	Daily Spiritual Experience Scale (DSES)
1. Resilience	1	-0.72**	0.83**
2. BHS		1	-0.81**
3. DSES			1

** Correlation shows significant at the 0.01 level p<0.01 (2-tailed).

3.4. The Mediating Effect of Spirituality on the Relation between Resilience and Hopelessness

The mediating effect of spirituality (M) on hopelessness (IV) and resilience (DV) shown in Table 4(a) and the results in Table 4(b) indicate that spirituality can function as a partial mediating effect between resilience and hopelessness. This indication supports our hypothesis (4), which is that "There is a mediating effect of Spirituality between Hopelessness and Resilience." Here, in the present study, the explanation of mediation is presented in two stages.

Table 4(a): Mediating Effects of Spirituality between Resilience and Hopelessness

Effects of Spirituality between Resilience and Hopelessness			
		CI 95%	
Effect	**B**	**Upper**	**Lower**
Total	6.4**	0.22	1.4
Direct	-4.7**	.02	1.0
Indirect	-1.7**	0.20	0.4

Note: p<.05; * p<.01; ** p<.000***

Table 4(b): Mediating Role of Spirituality between Resilience and Hopelessness

Variables	Spirituality		Resilience	
	Coefficient	**F P**	**Coefficient**	**F P**
Hopelessness	- 0.5	4.1 0.04	-0.46	15.40.000
Spirituality			0.32	6.10.000
R² = 0.71				
F= 15.4				

Note: p<.05; * p<.01; ** p<.000***

Firstly, hopelessness was regressed with resilience (b=6.4, p0.000). It shows that hopelessness has a direct strong negative effect on resilience (-4.7). Then, it involved regressing spirituality on the independent variable (hopelessness). Spirituality was significantly regressed with resilience (b=-1.7, p0.000). This regression shows that spirituality indirectly affects the dependent variable (resilience) through the independent variable hopelessness, and indirect effect becomes less by -4.7 to -1.7 because of the mediator spirituality. It powerfully shows that spirituality plays an effective mediator role in overcoming hopelessness. Spirituality was significantly regressed on resilience and hopelessness (b=6.4) R^2=0.71, which predicted 71% of the combined effect of spirituality (M) on resilience and hopelessness with the variance of F (15.4).

Secondly, regression shows a significant mediating role, as represented in Table 4(b). It also shows that spirituality (M) plays a mediator role between resilience (DV) and hopelessness (IV). Hopelessness and spirituality have F= 4.1 with p0.000*, which indicates significant results and the coefficient was -0.5. This indication means that those whose spirituality level is low may have

a higher hopelessness level. Hopelessness and resilience with a coefficient of -0.46, p0.000*, and F=-15.4 also show that hopelessness can play a vital role in a lower resilience (DV) level. Spirituality with F=15.4 represents its strong existence as a mediator. Results of R^2= 0.71 with the coefficient of 0.32 and F= 6.1 also show that spirituality (M) has a robust mediating effect.

4. Discussion and Conclusion

This study explores the contextual framework and supports our hypothesis based on results. This study is about the relationship between resilience, hopelessness, and spirituality as they are affected by the COVID-19 Pandemic. Despite the evidence of the correlation between spirituality and hopelessness suggested by professionals, when these findings have been incorporated into clinical practice, the application of this knowledge in clinics remains a challenge. Regardless of the restrictions mentioned above, this is one of Turkey's early studies to explore the relation of spirituality to resilience and hopelessness among Turkish people in the COVID-19 Pandemic period. Previous studies show that people should accept various issues and public awareness of spirituality should be elevated. The finding of our study is correlated with the given results. Spirituality is linked to many aspects of human behavior, such as having positive relationships with people, having self-confidence, being more optimistic, and having goals in life (Underwood, & Teresi, 2002). According to our study results, spirituality enhances resilience in traumatic and challenging situations in one's personal daily life. The role of spirituality in creating resilience in trauma survivors can further increase our understanding of human adaptation to trauma, even as spirituality is based on a personal struggle to understand questions about life and meaning (Peres et al., 2007). There is a small variation between our study and the previous study because of cultural differences and variations in beliefs (Cotton et al., 2012). For useful results, as the COVID-19 Pandemic has not ended yet, the longitudinal design can be redesigned to obtain spiritual factors in relation to the psychosocial challenges of the COVID-19 Pandemic. Therefore, resilience should also be incorporated into relevant strategies. The findings of the current study confirm that those who are most closely associated with spiritual practices and faith in God are more likely to have less anxiety, depression and frustration. People with a spiritual orientation are prone to think that the consequences will be auspicious and progressive (Cotton et al., 2012). This article examines the current state of the evidence-based guidelines for the integration of spiritual diagnosis and spirituality into pandemic diseases.

According to the relationship between hypothetical theory and principles, all general assumptions or (null hypotheses) are accepted. There is significant correlation and mediation between variables. Moreover, other spiritual tendencies and religions require possible variations from different cultural backgrounds. Modern research has shown that spiritual and religious beliefs are directly related to participation in dealing with depression (Ozawa et al., 2017). Many previous studies have shown that spirituality is inversely proportional to hopelessness (Cotton et al., 2012; Ozawa et al., 2017; Talib & Abdollahi, 2017). According to theories of common method variance studies by Cote & Buckley (1988), the significant problem of all explorations requires a substantial total frequency rather than a one-factor test or a one-factor analytical approach. This typical measurement is explained by the 71% of variance. When correlation among variables is strong, common method variance expands the observed relationship, which is stronger than the observed weak interrelationships between the variables of methods, which minimizes the relationship. The difference between the general relationships also leads to the elimination or reduction of the relationship of common method variance. There is a coefficient variation in this study as it clarifies

the difference in the common method variance which doesn't cause any problem with strong correlation. Resilience has the basic purpose of reducing the impact of risk factors and increasing safety factors that enhance people's ability to cope with life's challenges (Abiola, & Udofia, 2011). Psychological resilience plays an essential role in coping with hopelessness (Whitson et al., 2016). It is concluded that counseling is a necessary system for everyone to fight hopelessness.

The analysis of the results under the theoretical framework has considered whether resilience plays a vital role in the COVID-19 Pandemic when there is a prevalence of hopelessness among people. This study asserts that the real source of spirituality must be examined and valued before and during every critical matter. According to the previous study of hopelessness, the depressed person pays negative attention to personal, permanent, and various aspects of life (Abramson et al., 1978). Depression and hopelessness have an inverse relation with resilience (Ozawa et al., 2017). According to Meson's research, spirituality and resilience in people with psychosis and mania have a direct relationship with the general population. (Mizuno et al., 2016). According to a religious understanding, spirituality offers a close association with God as the affectionate authority supporting people in difficult situations; so, spiritual people are less prone to feel a sense of hopelessness, even under challenging circumstances (Abdollahi, & Talib, 2015). Researchers recommend spirituality as a defensive factor against suicidal thoughts and negative thinking.

Moreover, the mediation effect of spirituality in relation to hopelessness and resilience coincides with our findings that there is an inverse association between spirituality and hopelessness (Mystakidou et al., 2007). The current results show that spirituality mediates between resilience and hopelessness. A positive commitment to resilience is explained by R=0.71 that is 71% of the variability. Empirical conclusions displayed that spirituality affects behaviors in stressful situations. The present study's results show a positive relationship with spirituality and a significant defensive influence against hopelessness and depression, which also showed a strong inverse correlation between spirituality and hopelessness (r=-0.81) in Mystakidou's study. This hypothesis has been proved and theoretically it describes the role of these instruments by which spirituality impacts mental health. Identifying these instruments will be significantly important in developing new precautionary and treatment tactics. After checking the coherence of these variables, the study also fundamentally improved the current theoretical understanding. It is recommended that sociologists and psychologists work collaboratively to provide help in the COVID-19 Pandemic where hopelessness impacts the performance of a daily routine. During pandemics, people can be supported by spiritual counseling services. This support may increase resilience against hopelessness. Spirituality should be valued as having an essential role in increasing resilience in emotional situations and psychological problems.

5. Strengths, Limitations, and Implications for Future Research

The current study's main strength is assessing the element of spirituality as a mediator between hopelessness and resilience in the Turkish population in the severe global situation of the COVID-19 Pandemic. This study demonstrated that Turkey's population has a high level of spirituality and resilience during the COVID-19 Pandemic. The results and conclusions of this research should be viewed in the light of a few limitations. The sample was drawn through a convenient sampling technique, which can lessen the generalizability of the research but the number of samples (N=546) is sufficient, which can address this problem. Although researchers sent the online questionnaire all over the country, not all responses were received. The significant flaw of the current investigation is that it was conducted through the use of an online Google form. It is

suggested that appropriate testing conditions should be used in future studies. Further studies may use an experimental design to examine the relationship between resilience, spirituality, and hopelessness. The proposed study is a different combination of variables that were not previously studied in Turkey.

For future research plans, these variables should be researched with other related variables. Upcoming research is likely to expand the domain and add new variations on belief, such as the belief in the hereafter, and the proposed model to increase spirituality's impact on other variables such as stigmatization and mental health. For future studies, practical implications and important suggestions for coping strategies and treatment plans can be drawn from this study. Initially, when there is a sense of hopelessness, spirituality can play a protective role and increase resilience because spiritually minded people have a higher degree of adaptation ability. Current findings suggest that increased spirituality may reduce the likelihood of hopelessness and increase resilience among the general Turkish population in the COVID-19 Pandemic and, probably, its aftermath.

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Assessing Structural Components of Investment and Innovation Provision of Economic Security in the Basic Types of Economic Activity

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ABSTRACT

The article shows the progressive and practical value of a structural approach to the evaluation of investment and innovation provision of economic security, including the basic types of economic activity. The arguments have been distributed in relation to systemic, resource and functional approaches. Taking into account the multidimensionality of economic security of the basic types of economic activity, a methodological approach has been proposed in order to evaluate its investment and innovation provision, which incorporates Hellwig's scientific developments in calculating the taxonomic index of the level of economic development. The results of a systemic and structural analysis of investment and innovation provision of economic security of the basic types of Ukraine's economic activity have been grouped by quantitative and qualitative parameters. The retrospective and predictive dynamics of the main macroeconomic and technological measurement of the functioning of Ukrainian industry have been determined. The predictive evaluation of the structure of forming gross value added by basic types of economic activity of Ukraine has been carried out. A set of methods and instruments of investment and innovation provision of economic security of the basic types of economic activity has been offered.

Keywords: Economic Security, Investment and Innovation provision, Basic types of Economic Activity, Management, Development

1. Introduction

Ensuring economic security of the basic types of economic activity testifies to the ability of the entities of the economy to effectively carry out economic activity, realise economic interests and the innovative development potential, and support competitiveness in the markets. At the same time a wide range of means of ensuring this condition, taking into account both material, technical, technological and socio-psychological aspects.

The main focus in this choice should be on finding ways to create and realise the investment and innovation potential, which allows a number of important problems for the economy to be solved, such as ensuring self-sufficiency of the national economy, modernisation and more efficient use of resources and material and technological base of the production complex, the introduction of advanced scientific and technological developments into the creation and production of new knowledge-intensive, high-tech products. This confirms the priority of the investment and innovation component in ensuring economic security of the basic types of economic activity.

With the growing importance of investment and innovation provision, the need for a much better choice of ways and tools for forming a resource and functional base is increasing. The management system should aim to achieve the highest result of independence of the degree of the internal market development. In such circumstances, the processes of evaluation are of primary importance, because, in the context of such processes, the scale of attraction and formation of investment and innovative resources is defined. Such statements have been the subject of a number of scientific studies that have obtained sufficient practical results in their implementation.

The system of economic relations, especially in the field of the basic types of economic activity, is changing rapidly and this requires the use of more detailed approaches. Therefore, analytical procedures for measuring the degree of investment and innovation provision of economic security must meet systemic and structural characteristics and be divided into separate components based on the features of both investment and innovation activity.

2. Literature Review

Most of the assumptions regarding the policy on managing and evaluating investment and innovation provision of the economic security of the basic types of economic activity arise from the fact that economic security modelling is based on systemic, resource or functional approaches.

For example, a systemic approach to an assessment involves singling out the components of economic security, which lay the foundations for the functioning and development of priority types of economic security of the state, which produce tangible (intangible) goods (services). Fedorenko, Gryshchenko and Voronkova (2018), Ilyash, Dzhadan and Ostasz (2018), Vlasiuk (2016), Freeman (1995) emphasise that a large number of features of the basic types of economic activity and strategic directions of developing investment and innovation activity of their economic agents for ensuring active innovative growth requires the systematic and integrated use of organisational, institutional, economic, product and socio-psychological mechanisms. A significant number of papers by well-known foreign economists, in particular (Cohen, Levinthal, 1989; Kugler, 2006; Tidd and Thuriaux-Aleman, 2016; Zhang, Tan and Wong, 2015) are devoted to fundamental research on the problems of innovation and investment development, the formation of sources of investment in innovation, as well as the need to improve the innovation and investment environment in the search for mechanisms for economic security management. Vasyltsiv, Klipkova, Lupak, Mitsenko and Mishchuk (2019) improved the fact that in the analytical modelling of economic security, one needs to keep in mind that innovative development is rather limited in time,

scale of implementation and relevance of business ideas and it requires significant amounts of financial and resource support. The advantages of this approach are the universality and integrity of characteristics describing the state of economic security of the basic types of economic activity. To make high-quality management decisions on investment and innovative provision of economic security, it is necessary to develop a comprehensive evaluation system consisting of the analysis of the relevant parameters at the macro, meso and micro levels (Ilyash, Yildirim, Doroshkevych, Smoliar, Vasyltsiv and Lupak, 2020). The approach focuses on the processes that determine the basic systemic and structural conditions of economic activity (Lundvall, 1992). There are a number of disadvantages, in particular, the factors of production (investment, legal, socio-economic) are not fully characterised (Paranchuk and Korbutyak, 2013); the resource and investment, financial and institutional components are singled out with insufficient justification (Mazzucato, 2013); greater emphasis is placed on addressing investment and innovation problems without adequately considering other needs (such as infrastructure, technology, institutional needs, etc.) that directly affect the state of economic security of industries (light and food industries, agriculture) (Vasyltsiv, Lupak and Osadchuk, 2017) .

A resource approach makes it possible to characterise investment and innovative provisions of the economic security of the basic types of economic activity more broadly and comprehensively, as it takes into account the entire set of tangible and intangible resources necessary for ensuring the stability and development of economic entities. It takes into account the need for effective use of the financial and investment potential (Cherevko, Nazarenko, Zachosova, Nosan, 2019; Korol and Poltorak, 2018), as well as increased innovation activity (Mowery, 2009; Frolova, Zhadko, Ilyash, Yermak and Nosova, 2021), and the impact of material and technical support on the implementation of innovative approaches to providing economic security (Kobielieva and Ponomarenko, 2019; Perez, 2002) and the institutional system of investment support for innovative development (Bilousov, 2018; Guliaieva, Vavdiichyk and Matusova, 2018) of the basic types of economic activity. The following aspects of investment and innovation provision of economic security of the basic types of economic activity are singled out: organisational and economic, infrastructural and institutional ones. It is worth agreeing with the scientists (Haber, Bukhtiarova, Chorna, Iastremska and Bolgar, 2018) that with such a list of resources, one manages to better represent the financial and investment, innovation and technological characteristics of how well the subjects of the basic types of economic activity formed the possibilities for self-developing and progressing. There are a number of unfounded relationships, and there is a need to clarify a range of investment and innovation components that ought to be replaced or detailed. Nicolai J. Foss (1998) singles out a set of problems that give rise to this approach. In particular, the lack of basic research on the creation of new resources, which usually gives the future a retrospective nature and complicates its application to management practice.

In the context of the investment and innovative and analytical characteristics of the economic security of the basic types of economic activity, a *functional approach* is more objective. The scientists (Steblianko and Doroshkevych, 2017; Varnaliy, Onishchenko and Masliy, 2016) are of the opinion that the most optimal variant is the formation of long- and short-term strategic priorities for ensuring economic security by such functional components of investment and innovation activity as commodity, marketing, trade and technological, managerial, market and socio-economic components. Havlovska, Pokotylova, Korpan, Rudnichenko, Sokyrnyk (2019) emphasize the benefits of such an analytical approach are a comprehensive and in-depth study of the major factors affecting economic security and complex research into the main processes underpinning

it. Komelina, Zaiats, Rakhmetulina and Komelina (2018) improved the practical importance of this approach, in particular, the advantage of the successful identification of the areas of allocating and utilising resources by the enterprises of the basic types of economic activity and reliable consideration of the indicators that reflect the level of functional provision of economic security.

To determine the feasibility and features of using the above approaches as a tool for assessing the structural components of economic security, it is necessary to examine the nature of their relationship and interaction and answer the key question: are they alternatives or can they be combined with each other? We want to mention that only those approaches, which are singled out according to various classification features and those that belong to various classification groups can be combined with each other. *The system approach* is unalterable, in the management of economic security, as well as in all cases, without exception, when the system is the object of management. Naturally, this approach can be combined with all existing approaches to economic security management. *The resource approach* is not an alternative either, as it cannot be combined into one classification group with any of the considered approaches. This allows us to employ the resource approach as an addition to the system approach, which significantly increases the adequacy of the management tools that are being used. Thus, the functional approach successfully takes into account the internal and external aspects of ensuring economic security of the subjects of the basic types of economic activity and is indispensable in assessing the functional components of economic security, in particular investment and innovation components. Obviously, it helps to increase the level of coverage and the value of results of analytical research.

3. Methodology

It is well known that methods of a multivariate statistical analysis are used to determine the greatest number of characteristics that will affect the object of research. It should be noted that a taxonomic method is proposed to investigate the degree of a cumulative effect of factor traits on the level of innovation and investment security. The need to select a taxonomy method is conditioned by the search for a single summarising integrated indicator among a large number of indicators that characterise the level of innovation and investment security, which makes it possible to increase the efficiency of public administration and control in the field of innovation and investment security.

Taxonomic procedures are most often used to compare objects that are characterised by a large number of features, so a taxonomic index of a development level was one of the first methods to investigate the multidimensionality of objects (Hellwig, 1968). The problem of regulation of such a many-dimensional category as economic security in relation to normative standard vector was solved with using of taxonomy method too (Beshelev, 1994, Sablina 2009 and developed by Ilyash, 2015). This indicator is a synthetic value, «equally effective» for all features characterising the unit of the set under study, which allows the elements of this set to be arranged in a linear fashion with its help. The use of this method will make it possible to carry out a generalised assessment of the level of innovation and investment security of the basic types of economic activity in general and in terms of its functional components.

The following algorithm is used to calculate taxonomic measurement of investment and innovation provision of economic security of the basic types of economic activity:

(1) to generate a matrix of output data for the study of an investment and innovation system of managing economic security;

(2) to standardise the values of the matrix of the elements under study;

(3) to form a vector-standard of the development of each functional component of the system;

(4) to determine the distance between the individual variables and the vector-standard of the development of components of the system;

(5) to determine a taxonomic indicator of the level of investment and innovation provision of economic security.

According to the first stage of calculating the taxonomic index, it is necessary to select quantitative integrated indicators of innovation and investment support for the level of economic security, which act as an information base for the corresponding calculations. The indicators of innovation and investment security should be divided into two functional components: investment security indicators and innovation security indicators.

The first group of indicators showing the economic security of Ukraine (an investment component) by the basic types of economic activity comprises: Level of depreciation of fixed assets, Share of investment in the cost of fixed assets, Ratio index of net growth of foreign direct investment to GDP growth rate and Index of protection of investors' interests. The second group of Economic Security Indicators by an innovation component in terms of the basic types of economic activity (industry, construction, agriculture, forestry, fisheries and transport) will include such indicators as: Share of innovatively active industrial enterprises, Share of principally new products in the total volumes of sold innovative products, Index of inventive activity, Growth rates of the number of innovatively active enterprises, Level of innovative products in the gross volume of industrial production, Ratio of utilised objects of industrial property to registered ones, Share of state budget expenditures on science (in relation to GDP), Growth rates of the number of new types of technology, Growth rates of the number of new types of products. All these indicators were presented in the table as a source of information for taxonomic analysis of the level of economic security in terms of innovation and investment components.

The standardisation of its indicators is the next stage of conducting the taxonomic analysis of the level of innovation and investment provision of economic security. It is conditioned by the need to reduce the various units of measurement, which express the selected indicators to a non-dimensional number, which allows the values of these characteristics to be equalised.
The indicators are standardised by the formula 1(Sablina, 2009)

$$Z_i = \frac{X_i}{\overline{X}} \qquad (1)$$

where: X_i is the value of the i-th index (indicator); $\overline{XX}$ is the average value for each index (indicator).

The standardised indicators of innovation and investment provision of economic security are put in two matrices (the rows of these matrices correspond to years, and the columns – to factors of influence):

− $Y^{(1)}$ –the first component includes the indicators that characterise the level of investment security (10 × 5 matrix size);

− $Y^{(2)}$ –the second component includes the indicators that characterise the level of innovation security (9 × 5 matrix size).

The standardised values of the elements of the matrix containing output data of the indicators of developing the housing and communal infrastructure will look like:

$$Y(1) \quad = \quad \begin{bmatrix} 1{,}04 & 1{,}05 & 1{,}00 & 0{,}96 & 0{,}95 \\ 0{,}91 & 1{,}16 & 1{,}04 & 0{,}89 & 1{,}00 \\ 1{,}12 & 1{,}15 & 0{,}78 & 0{,}99 & 0{,}69 \\ 1{,}58 & 0{,}83 & 0{,}81 & 0{,}77 & 1{,}01 \\ 0{,}61 & 0{,}75 & 1{,}87 & 0{,}89 & 0{,}88 \\ 0{,}70 & 0{,}43 & 1{,}97 & 0{,}90 & 1{,}00 \\ 0{,}56 & 0{,}46 & 1{,}77 & 1{,}21 & 1{,}01 \\ 0{,}02 & 3{,}76 & 0{,}55 & 0{,}38 & 0{,}28 \\ 1{,}14 & 1{,}42 & 0{,}14 & 1{,}29 & 3{,}88 \\ 0{,}95 & 1{,}04 & 0{,}97 & 1{,}03 & 1{,}01 \end{bmatrix}$$

$$Y(2) \quad = \quad \begin{bmatrix} 0{,}95 & 1{,}02 & 1{,}11 & 0{,}95 & 0{,}97 \\ 0{,}98 & 1{,}13 & 0{,}85 & 0{,}91 & 1{,}13 \\ 1{,}09 & 094 & 0{,}97 & 0{,}99 & 1{,}01 \\ 1{,}07 & 058 & 1{,}15 & 1{,}04 & 1{,}16 \\ 1{,}87 & 1{,}04 & 0{,}97 & 0{,}52 & 0{,}60 \\ 0{,}98 & 0{,}91 & 1{,}27 & 0{,}71 & 1{,}13 \\ 1{,}18 & 1{,}08 & 0{,}94 & 0{,}88 & 0{,}92 \\ 0{,}84 & 0{,}56 & 2{,}30 & 0{,}42 & 0{,}88 \\ 0{,}70 & 0{,}84 & 1{,}30 & 0{,}57 & 1{,}59 \end{bmatrix}$$

After standardising the indicators of the level of innovation and investment provision of economic security, the division of features into stimulators and destimulators to determine the impact of an individual indicator on the overall level of security is a necessary condition for carrying out the taxonomic analysis. It should be noted that the features that have a positive (stimulating) effect on the overall level of provision of the object are called stimulators and those with an opposite effect – destimulators. In this case, the indicators of the level of innovation and investment provision of economic security will be factor traits, and years will be the objects of the study. In the total set of indicators of the corresponding analysis, most of the selected indicators are stimulants; the level of depreciation of fixed assets is an exception.

The division of the indicators into stimulators and destimulators is the basis for constructing a vector – a standard. The elements of this vector have coordinates and they are formed by the values of the indicators according to the formula 2 (Sablina, 2009):

$$\begin{cases} X_{0i} = max \ Xij \ (stimulator) \\ X_{0i} = min \ Xij \ (destimulator) \end{cases} \qquad (2)$$

Two vectors – standards of the level of providing innovation and investment security and in terms of its functional components were obtained:

$z^{r(1)} = (0.95; 1.00; 1.12; 0.83; 0.61; 0.70; 1.01; 0.28; 0.14; 1.01),$

$z^{r(2)} = (0.97; 1.13; 1.09; 0.58; 1.87; 0.98; 0.92; 0.88; 1.30).$

The important criterion for conducting the taxonomic analysis is to bring the output data to standardised indicators. In the first stage of standardisation, the indicators lose their cost and natural units of measurement (the results of the first stage of standardisation are described above

in the form of four matrices). In the second stage, the transformation of the indicators from stimulators and destimulators into one type of stimulators, which is defined as the distance between individual observations (periods) and the vector-standard. The taxonomic index itself increases as the stimulators' values rise and it decreases if they approach zero.

The distance between the individual observations (periods) and the vector standard was determined. In particular, the distance between the point with the figure one and the point with the vector-standard is calculated by formula 3 (Ilyash, 2015):

$$C_{i0} = \sqrt{\sum_{i=1}^{m}(z_{ij} - z_{0j})^2} \quad (3)$$

where: z_{ij} is the standardised value of the j-th indicator in the period i; z_{0j} is the standardised value of the i-th indicator in the standard.

The distance obtained is the initial one for calculating the indicator of the level of innovation and investment provision of economic security. The taxonomic indicator of the level of innovation and investment provision of economic security should be determined by formula 4 (Ilyash, 2015):

$$K_i = 1 - d, \quad (4)$$

where: d is the deviation of the distance between the point of the figure one and the vector-standard point from the value of the distance between the features.

Just before calculating it, one must define a number of other indicators. The average distance should be calculated by formula 5 (Ilyash, 2015):

$$\bar{C}_0 = \frac{1}{m}\sum_{i=1}^{m} C_{i0} \quad (5)$$

where: m is the number of periods; C_{i0} is the distance between the point with the figure one and the point with the vector-standard.

The calculation of the mean square root of the average square of the difference between the values of the features is made by formula 6 (Beshelev, 1994, Ilyash, 2015):

$$S_0 = \sqrt{\frac{1}{m}\sum(C_{i0} - \overline{C_0})^2} \quad (6)$$

where: S_0 is the mean square root of the average square of the difference between the values of the features; $\overline{C_0 C_0}$ is the average distance.

The distance can be standardised by the formulas 7,8 (Beshelev, 1994, Ilyash, 2015):

$$C_0 = \overline{C_0} + 2\overline{S_0} \quad (7)$$

$$d_i = \frac{C_{i0}}{C_0} \quad (8)$$

where: d_i is the deviation of the distance between the point with the figure one and the point with the vector-standard from the value of the distance between the features; C_0 is the distance.

In addition, based on the data of the taxonomic indicators of Ukraine's economic security, the simplest models of trends were built and the corresponding forecasts of the value for the next three years were calculated. All calculations were performed using the STATGRAPFICS application package. The construction of an adequate forecasting model for predicting taxonomic indicators can be the subject of further research.

4. Results

There are different results and various suggestions concerning decomposition of investment and innovation (scientific and technological) constituents at macroeconomic level of managing economic security of the basic types of economic activity. In particular, in Ukraine, it is institutionalised (in the methodical recommendations of the executive authorities) as a structure of economic security of the state, and its constituents. For example, the values of the indicators of the investment component of the basic types of economic activity are given in Table 1.

Table 1: The indicators of economic security of Ukraine (investment component) by the basic types of economic activity in 2005, 2010, 2014 -2018

Indicators	Types of economic activity	Marginal value	Values						
			2005	2010	2014	2015	2016	2017	2018
The level of depreciation of fixed assets, %	Agriculture, forestry and fisheries	35	50.7	40.8	38.8	38.9	37.3	35.7	35.4
	Industry		56.3	63.0	60.3	76.9	69.4	59.1	66.4
	Construction		47.1	50.1	51.9	53.0	36.0	45.7	44.5
	Transportation, warehousing, postal and courier activities		48.8	94.4	97.9	51.7	50.6	47.6	62.9
Share of the volume of investment in the cost of fixed assets, %	Agriculture, forestry and fisheries	6	6.6	13.4	15.5	19.1	47.6	22.7	22.4
	Industry		7.7	6.4	4.4	2.7	12.4	5.7	6.3
	Construction		49.8	8.8	9.7	7.9	30.5	20.9	17.4
	Transport, warehousing, postal and courier activity		9.2	1.1	0.3	45.7	6.7	4.6	3.4
The ratio index of net growth of foreign direct investment to GDP growth rate, %		0.5-1	1.90	1.18	0.79	0.99	-0.1	-0.9	2.7
The index of protection of investors' interests		4.5	3.0	4.7	5.2	5.7	5.3	5.6	5.5

Source: calculated by the authors on the basis of State Statistics Service of Ukraine (2019), Doing Business (2020).

The indicator «the level of depreciation of fixed assets» is not directly related to innovations, but it is an important characteristic of the investment provision of economic entities. The enterprises that have an excessively high level of depreciation of fixed assets, first, are less economically efficient, because they have a worst depreciation policy and direct part of their means at more expensive servicing of outmoded fixed assets, and, consequently, they limit their own financial possibilities, which would be directed at innovation activity. Secondly, they do not take care of the proper level of their own technical and technological safety, which largely depends on the creation or acquisition of modern high tech and, so, this safety is determined by innovation activity.

The argument is a significant excess of the established marginal knowledge (the Ministry of Economic Development and Trade of Ukraine, 2013). With a critical value of depreciation of fixed assets at 35.0%, the level of this indicator in 2018 was 35.4% for agricultural enterprises, 66.4% for industry, 44.5% for construction and 62.9% for transport. This testifies to the low investment and innovation activity and insufficient attention of the heads of enterprises to the modernization of the technical and technological base and the financing for innovation in this area.

These tendencies partly negatively affect such an indicator of investment security of the economy of Ukraine as a "share of investment in the cost of fixed assets". At the marginal value of this indicator of 6.0%, in 2018 (Ministry of Economic Development and Trade of Ukraine, 2013), the share of investment in the cost of fixed assets of transport enterprises was only 3.4%, and for industry – 6.3%. On the plus side, this indicator was higher for other types of economic activity. For example, in construction it was 17.4%, in agriculture – 22, 4%.

The index of protection of investors' interests (by the method of the World Bank (The ease of doing business ranking)) was only 5.5 (maximal value – 10.0), that has a negative impact and shows a low level of protection of non-residents that make investments in Ukraine (Doing Business, 2020).

The drawbacks in an investment sphere influenced the results of innovation activity of Ukrainian subjects of the basic types of economic activity (Table 2). Despite the maximum value of the indicator «a share of innovatively active industrial enterprises» at 50.0 % in 2018 (Ministry of Economic Development and Trade of Ukraine, 2013), there were only 16.4 % of such economic subjects in the industry of Ukraine and the share of principally new products in the total volumes of innovative products was 31.6 %, which was 11.6 p.p. less than in 2005.

Table 2: The indicators of economic security (innovation component) of the basic types of economic activity of Ukraine in 2005, 2010, 2014-2018

Indicators	Critical values or directions of improving	The values by years						
		2005	2010	2014	2015	2016	2017	2018
1. Share of innovatively active industrial enterprises, %	50.0	11.9	13.8	16.1	17.3	18.9	16.2	16.4
2. Share of principally new products in the total volumes of sold innovative products, %	increase	43.2	32.6	27.5	31.6	23.6	25.3	31.6
3. Index of inventive activity (the number of obtained copyright protection documents per 1 million of individuals of the present population), units	400.0	163.1	165.7	124.2	107.0	110.0	113.0	115.0
4. Growth rates of the number of innovatively active enterprises, %	100.0	87.9	103.6	93.8	51.2	101.2	91.0	102.3
5. Level of innovative products in the gross volume of industrial production, %	5.0	4.2	3.8	2.5	1.4	1.3	0.7	0.8
6. Ratio of utilised objects of industrial property to registered ones, %	90.0	78.8	88.4	68.9	64.3	89.0	50.1	79.3
7. Share of state budget expenditures on science (in relation to GDP), %	1.7	0.4	0.75	0.60	0.55	0.48	0.45	0.47
8. Growth rates of the number of new types of technology, %	100.0	104.7	107.8	103.9	69.8	286.6	52.4	109.3
9. Growth rates of the number of new types of products, %	100.0	79.2	89.8	70.9	85.6	131.8	57.7	160.9

Source: calculated by the authors on the basis of the State Statistics Service of Ukraine (2019).

In spite of an increase in innovation activity of industrial enterprises of Ukraine (the share of innovatively active economic subjects rose in 2018 by 0.2 p.p. compared to 2017, and by 4.5 p.p. compared to 2005), the volumes of investment and innovation activity of the subjects of the basic types of economic activity remain small. Among the factors, which caused such a state, except for the objective ones (lack of financial and investment resources, insufficient support from the subjects of innovative and research infrastructure, unwillingness to carry out and unawareness of an objective need for development and introduction of innovations), are:

à) low inventive activity of the population (for example, the number of received copyright protection documents per 1.0 million people of the present population in 2018 was 115.0 units, but it diminished in 2005 by 48.1 units, while the acceptable value of this indicator according to methodical recommendations must be not less than 400.0 units) (Ministry of Economic Development and Trade of Ukraine, 2013).

b) the presence of frequent cases of failure to commercialise already created and registered objects of intellectual property (for example, the ratio between the number of introduced objects of industrial property and the number of registered ones in 2018 was 79.3%, i.e. about 20.7% of such objects after their creation were not used or used without the proper account);

c) a small portion of state budget expenditure on science in GDP (in 2018, 0.5 % of money was directed at the indicated aims, while a scientifically grounded minimum quota must make up 1.7%; moreover, the share of expenditure on science and research in Ukraine goes down annually).

At the beginning of 2018, the share of expenditure on R&D in the GDP of the countries belonging to EU-28 on average was 2.06%. It was higher than the average in Sweden – 3.40%, Austria – 3.16%, Denmark – 3.05%, Germany – 3.02%, Finland – 2.76%, Belgium – 2.58%, France – 2.19% and smaller than the average in Macedonia, Romania, Latvia, Malta and Cyprus (from 0.36% to 0.56%) (Eurostat, 2020).

A decrease in the share of innovative industrial products doesn't look quite rational against a backdrop of a general increase in the intensity of creating new standards of equipment in Ukraine. It is rather a sign of low efficiency of investment and innovation activity of Ukrainian economic subjects as well as its instability, conditioned by the shortcomings of the planned work in this sphere. Despite the increase in the intensity of developing samples of new goods, this indicator varied from side to side (in 2010, it was 103.9%, but in 2015, it dropped (to 69.8%).

The problem of arranging the multidimensionality of such a category as the level of innovation and investment provision of economic security in relation to the normative vector-standard is solved using the method of taxonomy. The division of all factor features (indicators of economic security) into stimulators and destimulators for each subsystem made it possible to calculate the Euclidean distances between the vectors of the standardized data and the vector-standard and to determine auxiliary values $\overline{c}_0^{(k)}$, $s_0^{(k)}$, $c_0^{(k)}$, and coefficients $d_i^{(k)}$ of the level of innovation and investment provision of economic security (Formula 1-8).

A generalised matrix with the calculations of the taxonomic indicator of the level of providing innovation and investment security has been formed based on analytical results, (Table 3).

Table 3: Taxonomic indicators of the level of innovation and investment provision of economic security of the basic types of economic activity of Ukraine in 2014-2018.

Years (objects)	Investment component			Innovation component		
	$c_{i0}^{(1)}$	$d_i^{(1)}$	$k_i^{(1)}$	$c_{i0}^{(2)}$	$d_i^{(2)}$	$k_i^{(2)}$
2014	1.57	0.32	0.68	0.83	0.39	0.61
2015	3.88	0.79	0.21	1.02	0.48	0.52
2016	1.99	0.41	0.59	1.83	0.86	0.14
2017	1.24	0.25	0.75	1.70	0.80	0.20
2018	4.05	0.82	0.18	1.43	0.67	0.33
	$\overline{Co}$ = 2.55			$\overline{Co}$ = 1.36		
	So = 1.18			So = 0.39		
	Co = 4.91			Co = 2.13		

Source: Calculated by the authors

The state of investment security of the basic types of economic activity in 2014-2018 was brought about by an insufficient level of gross accumulation; insufficient investment in high-tech industries; a reduction in the share of the cost of newly introduced fixed assets in relation to the volume of capital investment; lack of foreign direct investment in Ukraine, as well as its growth rate in comparison with the dynamics of economic growth; insufficient development of research and development centres and infrastructure; a low level of innovation in business. The taxonomic analysis reflects the low efficiency of the mechanism for state regulation of investment activity. Let us summarise the results obtained in Fig. 1.

The implementation of the proposed mechanism for investment and innovation provision of economic security of the basic types of economic activity and the introduction of such a mechanism into the management practice will make it possible to regenerate knowledge intensity of industrial technologies in the medium-term (until 2020) to the level of 2013, if the share of high-tech production (25.8%) in the technological structure of the industry of Ukraine rises to the values, which are represented by the forecast solutions.

Among a wide array of models of short-term forecasting in world practice, econometric modeling is mostly used. A retrospective analysis of the construction of econometric models showed that models of the countries with an extensive system of market relations are not suitable for short-term forecasting of the basic macroeconomic and technological measurement of the functioning of the industry in Ukraine. Therefore, in this study we used the method of short-term forecasting of the volume of sold industrial products, knowledge intensity of industrial technologies and technological structure of the basic types of economic activity.
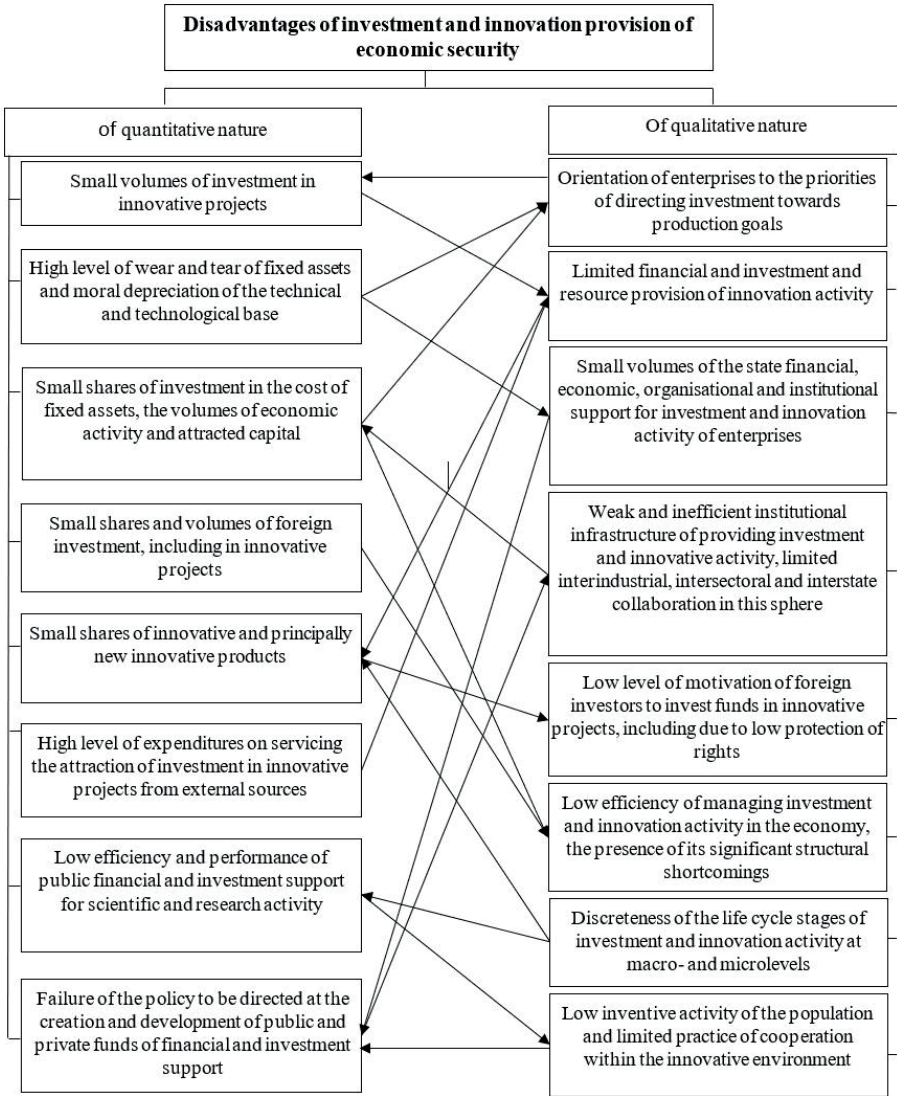
Figure 1. The results of the systemic and structural analysis of investment and innovation provision of economic security of the basic types of economic activity in Ukraine
Source: Designed by the authors

Using the methods of multifactor forecasting and the production function of factors, a linear correlation-regression equation of gross value added by the basic types of economic activity of Ukraine is obtained, the independent variables of which are certain factors.

Separately, the additional study was conducted on the compliance of the future econometric model with the analytical form of recording the production function. The use of the method of the

production function is conditioned by the fact that the object of forecasting is gross value added - an indicator that characterizes the development of industry.

The econometric model of short-term forecasting determined in this way is directly used for constructing the correlation-regression equation when performing forecast calculations of gross value added by the basic types of economic activity of Ukraine. As a result of the calculations, the construction of the econometric model of short-term forecasting allowed us to obtain the value of gross value added by the basic types of economic activity of Ukraine for the retrospective period. This fact is crucial when applying the methodology in the absence or untimely receipt of statistical information on macroeconomic indicators.

During the same period (up to 2022), the volume of sold industrial products will also be regenerated (restored) (up to the volume at the level of 139.9 billion US dollars). However, this will not ensure a sufficient recovery (up to the level of 2013), since it will require simultaneous rationalisation and a massive expansion of investment and innovation support of the real sector of the economy (Table 4).

Table 4: Retrospective and forecast dynamics of the basic macroeconomic and technological measurement of the functioning of the industry in Ukraine in 2001-2022

Periods, years		The volume of sold industrial products	Knowledge intensity of industrial technologies	Technological structure of the basic types of economic activities, %	
		billion US dollars	relative value	low-technology	high-technology
Retrospective period, years	2001	39.5	7.12	-	-
	2002	43.2	6.77	-	-
	2003	54.2	5.84	-	-
	2004	79.7	4.72	-	-
	2005	92.8	5.05	-	-
	2006	109.3	4.55	-	-
	2007	142.0	4.12	-	-
	2008	113.4	3.55	-	-
	2009	83.7	3.12	88.4 %, including low-technology – 37.0%; medium-low technology – 51.4%	11.6 %, including: medium-high technology – 10.4 %; high-technology – 1.2 %
	2010	134.4	3.01		
	2011	167.1	2.56		
	2012	175.3	3.12		
	2013	169.6	3.45		
	2014	91.1	2.54		
	2015	75.6	2.61		
	2016	82.3	2.52	77.6 (30.0/47.6)	22.4 (19.1/3.3)
	2017	93.0	2.57		
	2018	97.5	2.89		
	2019	116.8	3.12		
Forecast period	2020	136.8	3.36	73.5 (26.3/47.2)	26.5 (20.5/6.0)
	2021	138.0	3.39		
	2022	139.9	3.42		

Source: developed by the authors on the basis of the State Statistics Service of Ukraine (2019).

With the use of the econometric apparatus, a medium-term forecast for the volume of sold industrial production (up to 2022) was made. In case the proposed mechanism for managing in-

vestment and innovation provision of economic security of the basic types of economic activity is introduced into the management practice, the volume of sold industrial products is likely to rise to almost the same level as in 2013. One of the decisive conditions for increasing the share of high-tech industries in the basic types of economic activity (i.e. medium-high-tech ones up to 20.5%, high-tech – up to 6.0%) is the practical use of the complex of direct and indirect methods by the correlates (by defined levels) suggested by the author. The above-mentioned will cause a change in the structure of forming gross value added to the form presented in Fig. 2.
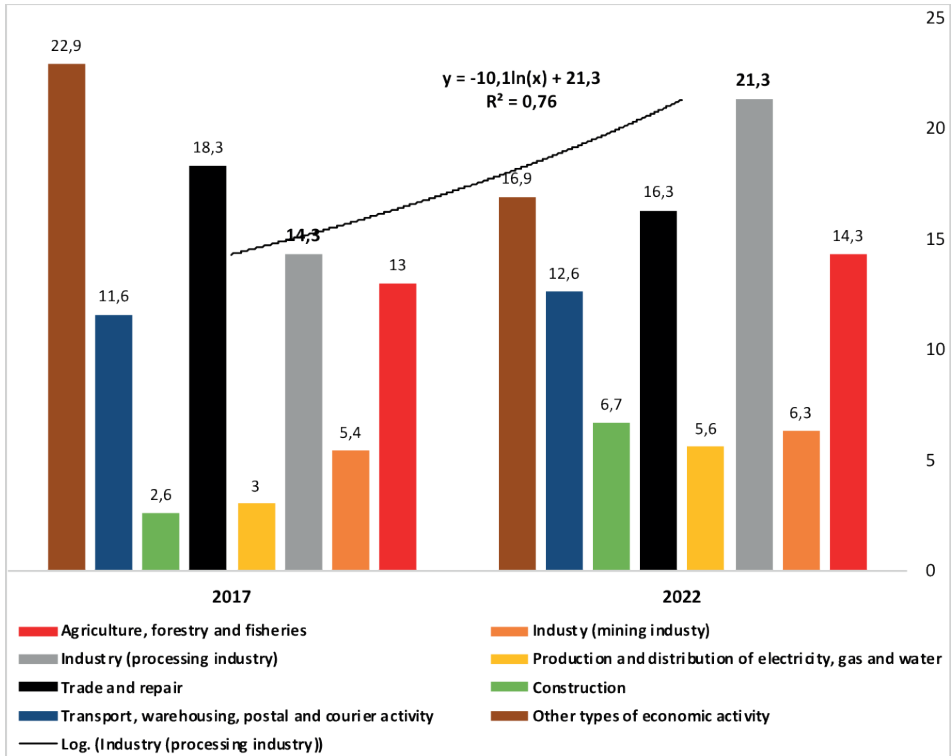
Figure 2. The comparison of the retrospective and forecast structure of forming gross value added by the basic types of economic activity of Ukraine in 2017, 2022
Source: Designed by the authors

According to the forecast assessments, the following trends in the basic types of economic activity can be expected: a rise in the share of the processing industry in the gross value added up to 21.3% (due to an increase in knowledge intensity of processing enterprises – with a coefficient of determination of 0.76), the growth of production and distribution of electricity, gas and water (if energy efficiency rises) – up to 5.6%, an increase in construction – up to 6.7%, agriculture – up to 14.3%. To achieve the projected results, it is necessary for the country to carry out a number of functional and structural reforms. (Fig.3)

Problems of functioning and development of the system	Structural directions of improving the system
❖ excessively high interest rates on investment loans; ❖ limited long-term lending programs, especially in the framework of expanding the state investment and innovation partnership; ❖ maintaining the ban on obtaining foreign currency investment loans and borrowings while expanding innovation activities; ❖ excessive collateral for lending to investment and innovation programs ❖ imperfect provision of state preferences regarding financial and credit services to investment and innovation structures; ❖ underdevelopment of venture and innovation lending programs	❖ improving the institutional environment, the expansion of financial opportunities of enterprises in the innovation area while ensuring economic security; ❖ providing opportunities for internal financing of innovation activities, incl. using own funds; ❖ carrying out a budgetary and financial reform and ensuring a fairer redistribution of tax revenues and fees among the budgets of different levels while implementing the projects to protect economic interests; ❖ promoting the activity of state structures concerning the improvement in normative and methodical provision of a depreciation policy of the subjects of economic activity; ❖ stimulating an increase in the volumes of investments for the innovative purposes and improvement in the structure of sources of their formation and use; ❖ expanding the scope of applying established management (direct and indirect) techniques and methods of ensuring the development of investment and innovation activity

Figure 3. Functional and structural directions of improving the system of investment and innovation provision of economic security of the basic types of economic activity
Source: Designed by the authors

The bodies of executive power must aspire to improve possibilities of the internal financing for innovation activity, i.e. using their own money (without regard to the expansion of the financial and credit potential and resources of the subjects of the infrastructure of investment and innovation activity). Except for other advantages for the subjects of the basic types of economic activity, it is a precondition for lower input intensity and higher financial and economic firmness in the process of investment and innovation activity. In order to carry out this task there are two main variants of solution. The first one is related to an increase in the volume of management of enterprises (which is limited by external factors); the second one is associated with the optimisation of expenditures or the stimulation of redistributing the part of them to necessary purposes. The second variant is more predictable, and the spheres of its realisation are the depreciation and tax policies of the state.

The taxation system of Ukraine does not presuppose sufficient incentives to increase the volume of investment and innovation activity of the economic entities of Ukraine. With carrying out budget and financial reform and ensuring fairer redistribution of tax receipts and collections between central and regional budgets, one should envisage tax preferences for the economic subjects that are engaged in investment and innovation activity. It can be a favourable rate of income tax or the functioning of a fund that finances the projects of the subjects of entrepreneurial activity in

the indicated sphere, the money of which is formed from some part of tax receipts to regional and local budgets.

The heads of the enterprises must realise advantages, and also directions of using money of depreciation funds for the purposes of investment and innovation activity, including, by expanding the applied methods of charging of depreciation and exercising the right to increase gross expenses due to depreciation that is charged for enterprises, the fixed assets and intangible assets of which are involved in investment and innovation activity.

Overcoming the disadvantages should become a goal of the state policy on perfecting investment and innovation provision of the basic types of economic activity. The special attention should be paid to stimulating an increase in the volume of investment in innovation goals and improving the structure of sources of its formation and utilisation.

Besides well-grounded and proposed means of improving investment and innovation support for economic security of the basic types of economic activity of Ukraine, the entities of different levels should apply well-established management techniques and methods. In particular, such as:

− direct management means: delegation of powers and tasks; criticism and encouragement; corporate supervision and results control; informatization and consolidation of communications; optimisation of receipt, selection, dissemination, transformation, accumulation, broadcasting and application of information bases;

− quasi-means of management: a clear definition (or restriction) of centralisation depending on the scale of the resource provision; formalisation of organisational management structures in accordance with the conditions of functioning of a certain type of economic activity and with the needs of the national economy; consolidation of industrial-economic, inter-regional and inter-sectoral interaction; motivation of investment and innovation activity, etc.

5. Discussion

The analysis of the structural components of economic security allows the problematic aspects to be revealed, and the deviation of the factual parameters of its development from maximum permissible ones to be identified. Such an analytical basis makes it possible to estimate the level integrally as well as reach conclusions regarding the necessary and promising directions of work on strengthening the state of security. Let us also pay attention to this aspect. It is worth noting that investment and innovation activity is related to investing and other forms of financing for innovation activity, i.e. without the division into investment and innovative components. It is also necessary to investigate the current state of the investment component and then the innovation component of economic security separately. Such an approach will help us to draw conclusions concerning the current preconditions and the disadvantages of the complex investment and innovation activity.

The study of quantitative parameters (the indices of the state of provision of structural indicators) of developing investment and innovation activity of the subjects of the basic types of economic activity is insufficient for systemic and comprehensive conclusions and it needs to be supplemented by qualitative characteristics (by the development and effectiveness of the institutional infrastructure, by rationality of attracting and using a base of sources of financing for innovation activity etc.). Only in this way, it is possible to get a valuable information base from the results of a vertical and horizontal analysis of the structural constituents of investment and innovation provision of economic development, which will be sufficient for making conscious and effective administrative decisions in the system of providing economic security of the basic types of economic activity.

With regards to the institutional infrastructure of support, provision and promotion of investment and innovation activity in the economy of Ukraine, the limited quantity of such structures and their low capability is observed. The creation of technoparks and innovative structures (innovative clusters, venture funds, academic innovative business-incubators) is not at a proper level at all in Ukraine. The 70 declared technoparks, innovative centres, business-incubators, centres of commercialisation of intellectual property and innovative venture funds, not more than 15 of such organisation's functions in the separate regions of Ukraine (moreover, they don't function very actively and with insignificant volumes of activity.

The largest share in the structure of expenditures (88.2%) is occupied by investment using enterprises' own funds. This corresponds to the practice of economically developed countries, since the target character and the efficiency of private investment are always higher (Table 5).

Table 5: Sources and financing for innovation activity in Ukraine in 2005, 2015, 2017-2019

Sources of funding	2005 Volumes, UAH million	2005 Structure, %	2015 Volumes, UAH million	2015 Structure, %	2017 Volumes, UAH million	2017 Structure, %	2018 Volumes, UAH million	2018 Structure, %	2019 Volumes, UAH million	2019 Structure, %	Growth rates by volumes, % 2019/2005	2019/2018	Absolute deviations by structure, % 2019/2005	2019/2018
Total	5751.6	100	13813.7	100	9117.5	100	12180.1	100	14220.9	100	247.3	211.8	-	-
Own funds	5045.4	87.7	13427	97.2	7704.1	84.5	10742	88.2	12474.9	87.7	247.3	212.9	0.0	-0.5
State budget	28.1	0.5	55.1	0.4	227.3	2.5	639.1	5.2	556.5	3.9	1980.4	2274.4	3.4	-1.3
Foreign investors	157.9	2.7	58.6	0.4	107.8	1.2	107	0.9	42.5	0.3	26.9	67.8	-2.4	-0.6
Other sources	520.2	0.9	273	8.7	1078.3	11.8	692	5.7	1147.0	8.1	220.5	133.0	7.2	2.4

Source: calculated by the authors on the basis of State Statistics Service of Ukraine (2019).

At the same time, the following disadvantages were singled out:

(1) the volumes, as well as the share of financing for innovation activity of economic entities at the expense of the state budget remain small (3.9% and only 556.5 million UAH in 2018), although one can observe a 3.4% increase compared to 2005.

(2) the volumes of funds for supporting investment and innovation activity that are being allocated from the local budgets in Ukraine are scanty (0.1% and 13.4 million UAH in 2018);

(3) the activity of investors regarding the support of investment and innovation activity of subjects of the domestic economy is low (for example, in 2019, the Ukrainian investors financed investment and innovative projects in the amount of 42.5 million UAH, that amounted to only 0.3% of the total volumes of financing; besides, the part of this source of investment during 2005-2018 reduced by 0.5 p.p. (from 1.4% to 0.9%)).

Along with the previously mentioned, the activity of foreign investors was significantly higher, but still insufficient. In 2019, they financed the projects in the amount of 42.5 million UAH, which was 0.3% of the total volumes of investment; for the period of 2005-2019, the volume of foreign investment, which was directed at realising investment and innovation activity by domes-

tic enterprises, decreased by 2.4% (and in the structure – by 1.8%). There was a decrease in foreign investment by 2.5 times in 2019 compared to 2018.

The low investment activity of the state and local communities in the financial support of the innovation sphere is an especially significant drawback. It is usual that budgetary resources are more limited because of the crisis. Government agencies carry out the budgetary subsidization, guaranteeing, insuring, lending, financing for specialised funds, which have a prevailing statutory share of the state and local communities, support for innovation activity in the communal sector etc. in the utterly limited volumes.

Domestic entities of the economy are aware of an objective need for the implementation of innovation activity. In addition, the volume of investment and innovation lending for 2005-2018 rose to 64.2 million UAH, accounting for 3.9% in the overall structure of investment. There is a sharp decrease in the volume of financing for innovation activity from this source. Only for 2015, the volumes of credit money reduced by 79.8% or 6.5 p.p. in the structure of sources of financing for innovation activity in Ukraine, making domestic economic subjects finance innovation activity almost fully using their own means, when, even in 2011, a bit more than 50.0% of own financial resources were allocated for it.

The investment potential of foreign investment, financial and credit structures, off-budget funds and private investors exists, but is not used to a large extent. The Ukrainian subjects of the basic types of economic activity appeal to foreign banking structures and funds to a small extent. However, these structures finance and lend money to some projects in the innovation sphere on a targeted basis (for example, the European bank for reconstruction and development), take part in projects of international and cross-border cooperation, realise joint innovative projects and programmes within the framework of interindustrial and intersectoral collaboration. For attracting more and more international financial resources in order to support the investment and innovation component of the development and economic security of the basic types of economic activity of Ukraine, it is necessary to form the transparent market investment and innovative environment with a developed institutional infrastructure and with international standards of accounting, reporting, disclosure and distribution of information in effect.

6. Conclusions

The ability of the subjects of the basic types of economic activity to achieve a sufficient level of economic security depends primarily on investment and innovation provision. Accordingly, there is a need for a constant search for instruments and management tools that can solve this problem. To do this, the subjects of the basic types of economic activity mainly use standard approaches (systemic, resource or functional), the advantages and disadvantages of which are highlighted by a number of scientists.

Despite the formation of management models of investment and innovation activity, one should not focus on their typical nature due to a set of certain advantages in order to ensure economic security. The state of economic security of the basic types of economic activity is not constant and this requires the use of new management models. Here we speak about the applied significance of a multidimensional methodology that uses a variety of management technologies in the field of investment and innovation.

A successful tool for assessing the investment and innovation system of ensuring economic security of the basic types of economic activity is the use of taxonomic methods, the help of which makes it possible to combine all the functional features of the management process. Taxonomic as-

sessment, on the one hand, is a highly standardized procedure, and on the other – a multisystem with a significant set of step-by-step operations, which qualitatively combines different content and important aspects of investment and innovation activity. The use of such a technique in substantiating the results allows us to identify the factor impact on economic security and not only in terms of investment and innovation, but also related trends (macroeconomic, legislative, market, etc.).

It is established that as the problems in the sphere of the basic types of economic activity are solved in Ukraine (a high level of depreciation of fixed assets, a low share of investments in their cost, insufficient rates of net growth of foreign direct investment compared to GDP growth rate, a low level of protection of investors' interests, an insignificant number of innovatively active industrial enterprises and slow rates of their development, insufficient inventive activity, low state budget expenditures on science, slow growth rates of new types of technology and innovative products etc) it will be possible to form an investment and innovation model. With the help of this model, in the Ukrainian innovation market, the objects with high investment attractiveness will be created, while the state will provide free access to them; in the capital market, new sources of investment and schemes for investing funds will be developed, which will be easily approved by state institutions; in the market of financial services, participants will have the opportunity to quickly establish exchange and redistributive relations connected to the processes of purchase and sale of financial resources against a background of the adoption of state legislation that will clearly regulate them.

The conducted taxonomic analysis showed the low efficiency of state regulation of investment and innovation activity and, accordingly, it served to develop a mechanism for managing investment and innovation provision of economic security of the basic types of economic activity. Thus, the retrospective and forecast dynamics of the main macroeconomic and technological dimensions of the functioning of the basic types of Ukraine's economic activity indicate a growing need for systemic and structural reforms. These reforms presuppose that the attention of public administration should be focused on improving the institutional investment and innovation environment, carrying out budgetary and financial reforms of investment and innovation activity, improving the activity of state structures that control investment and innovation processes, encouraging the subjects of the basic types of economic activity to increase the volume of investment for innovative purposes and expanding the scope of application of the established management technologies in the field of economic security. At the same time, the investment support given by the executive authorities is important, as they will perform the function of basic financial support and regulatory control of innovation provision of economic security; also, the quality of development and implementation of project solutions by the subjects of the basic types of economic activity is of vital importance.

The assessment shows that the reform changes should relate to the redistribution of financial flows in the direction of stimulating domestic production of high-tech products. We can expect the emergence of new sources of investment support for innovation for Ukrainian manufacturing enterprises. Investments will have a clear definition of facilities, the reproduction environment, factors influencing the efficiency of use, and so on. Therefore, it will be possible to form and effectively employ intra-industry funds of investment and innovation development, create and bring product innovations of the Ukrainian standard to the domestic market and increase the level of investment attractiveness of industrial entrepreneurship and, ultimately, the level of investment and innovation security.

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Research Article / Araştırma Makalesi

The Case of Hagia Sophia's Opening to Worship As an Example of Political "Anamnesis"

Bir Politik "Anamnenis" Örneği Olarak Ayasofya'nın İbadete Açılması Meselesi

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ABSTRACT

Hagia Sophia has a history of 1500 years. It has been used as a church for nearly 1000 years and has become a crucial symbol of the power of the Byzantine Empire as well as being a center of worshipping for Christians. The symbolic power of Hagia Sophia, which was used as a mosque for 482 years and was conquered by Ottomans, is important. The conquest of Istanbul has been designated by Prophet Muhammed as a 'heralded victory' or 'chosen destination' and therefore, it has a very different meaning for the Islamic world. It was converted into a museum on November 24, 1934. This decision can be interpreted as neutralizing the space in terms of religion or as an effort to compromise. The issue of whether Hagia Sophia is to be reopened as a mosque or not is discussed from time to time in nationalist-conservative discourse. It has been a monumental place that has important symbolic meanings for different religions and empires throughout history and has caused victories, sadness, joys, losses and collective traumas. These old-world traumas are instrumentalized again in the new world. In this paper, the subject will be discussed in the context of political anamnesis.
Keywords: Hagia Sophia, Anamnesis, Psycho-political

The past is never dead. It's not even past.
William Faulkner (2011)

1. Introduction

Hagia Sophia's transformation process harbours a profound psychopolitical journey in itself. The story starts with its construction period of five years, goes through its opening to worship as a spectacular church in 537 AD, follows with its conversion into a mosque in the wake of the conquest of Istanbul and completes with its transition to a museum from 1935 onwards. Having been recognized as a political symbol of Christianity throughout the Byzantine Empire, of Islam during the Ottoman Empire and of secularism at the time of the Turkish Republic, the political status of Hagia Sophia leads even today to heated discussions. While the subject of discussion is the reconversion of a building currently used as a museum, the public perception is highly different. This point of view is focused upon the transfiguration of an antique church, embodying great symbolic value in the eyes of Christians, from its neutralized status of a museum to a mosque open and ready to worship. However the evaluation of the monument's dismissal from its "museum" status, originally designed as a transitional phase, solely in terms of daily political and ideological dimensions, has a deficiency. For in all likelihood, psychopolitical ruptures and fluctuations on local and global levels may cause a higher than expected political impact.

First and foremost, the status of a museum has the feature of a point of equilibrium in an agreement where both sides neither win nor lose. The reconversion to a mosque can be defined as the most prominent psychopolitical attack within the story of the monument that started as a 'Patriarchal Cathedral' in the 6th century, and which then evolved first into the 'Great Mosque of Conquest' and finally to the 'Hagia Sophia Museum' in the 20th century. In case the re-conversion attempts of the museum to a mosque become a concrete action they will on one side create the psychological effect of a 'second conquest', and will on the other side awaken past traumas because like humans, societies are organisms 'conserving, forgetting, trying to forget, remembering and reacting'.

It must certainly be emphasized that however high the societal trauma to the Western and especially the Christian world is, caused by the 're-conversion to the mosque', there is yet another mass trauma on the opposite side. Changing the status of the mosque by reshaping it to a museum constitutes yet another psychological break when one considers that, following the conquest centuries ago, Hagia Sophia has been functioning as a prayers hall of high symbolic value over many years. In a sense, the loss of such a supreme symbol is equal to 'a loss of victory and of a conquest'. As regards the flag of conquest waving in the heart of Christendom for 482 years, the loss has been evened out and turned into everyone's defeat story under the protective secular identity, owing to its transformation in status from 'a mosque to a museum'. In short, Hagia Sophia resembles a sacred chest of history in which these two traumas were locked, and its opening bares the possibility of bringing about an impact far beyond any expectation since the collective traumas experienced in the past have political consequences as deep as their sociological and psychological roots. The remembrance of a conquest buried in the depths of history may on the one side be perceived as an anamnesis of a failure for both parties and may on the other hand turn into a 'chosen ideal' that arouses a re-winning motivation. Istanbul may turn into a keystone of building a current, anti-Islamic social identity by becoming a neo-Jerusalem for some marginal groups.

The re-emergence of a psychopolitical symbol buried in deep tunnels of collective memory as 'a notion of lost identity' will lead to its instrumentalization as a recalling apparatus, the so-called

anamnesis. As a matter of fact there are many artworks existing in the world that are displayed as monuments depicting the links between wars and their visual representations (Curtis, 2004, p. 303). The statues of commanders and fighters, the settings of battlefields, war memorials or triumphal columns were all built for the same purpose: to "recall". The political significance of art derives from its evacotary features, sometimes by narrating triumph stories building social identity, other times of a collective mourning, or at times of a rise of a leader or a victorious figure. The handling of places as *anamnesis* areas is an example of the positioning where 'art, politics and recalling actions are inseparable from each other' (Curtis, 2004, p.303). Thanks to memory, the past reproduces itself within the present. The rebuilding of production and design manifests that memory is not a storage where information is piled, rather a form of an active and dynamic process. Therefore the past is not passive (Güngör, 2015, p.71)

One of the most prominent thinkers of the 20th century, Hannah Arendt, identified *polis* as a realm of freedom, the highest sociopolitical organization of ancient Greece, while on the other hand described it as an "organized memory", in other words "an act of collective recalling" (Arendt, 1958, p.198). According to her, *polis* as a "locus of memory" and as such records the actions of the 'grand/supreme' so is able to convert a mortal actor into an immortal action.[1] In this regard commemoration -purporting the search for anamnesis- has a special significance and holds the power of shaping a political society's identity in a normative manner. In the eyes of Arendt, art and history reflect society's collective memory. The history of a community consists of statements and actions. The community determines its own identity by deciding on which statements and actions are worth remembering (Mullin, 2011, p.91). The chosen objects of anamnesis, turn into symbols of an identity narration constructed by the society for itself.

Societal identities are founded over memories, symbols, artistic and cultural carriers, traditions through values and habits, heritage and history, in short from recollections of all (Bilgin, 1994, p.14). The memory is not composed of the stories from the outer world but from processed narrations within our own past. The past is a pearl we shape from our experiences, thus it is not related to our existence but to our experiences. Consequently it is the collection of our stories, not of our experiences (Randall, 2014, p.218). This collection is processed, shaped and instrumentalized by our individual and collective awareness. Therefore the molding effect of a common 'social dream' in constructing a collective identity is undeniable (Bilgin, 1999, p.59). All anamnesis objects such as commemorative ceremonies, rituals, symbols and monuments act as building blocks in constituting this collective social dream.

When imagineering begins to be decorated with political adornments, we might possibly foresee the shaping of social psychology over 'chosen traumas' or 'chosen victories'. The 'chosen traumas', as conceptualised by Vamık Volkan, tell the passing down of the imagination of incidents of a large group's (ethnical, denominational etc.) subjugation by another group. The said incidents cause substantial losses, shames, humiliations, emotions of despair. In this way, this unconsciously chosen trauma becomes an inseparable part of a 'large group identity' (Volkan, 1998). As soon as large groups go into a regression, some historical symbols of early ages get reactivated and sometimes become an identity amplifier of a chosen triumph or a trauma (Volkan, 2000).

The loss of self confidence of the Chinese right after failure in the Opium Wars giving rise to the 19th century being remembered even today as a 'Century of Shame', may be considered as one

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1   http://www.thearendtcircle.com/proceedings/2008-meeting/the-amnesia-of-the-modern-arendt-on-the-role-of-memory-in-the-constitution-of-the-political

of the motivations of legitimacy behind its efforts of growth and search of power. For a country which has defined herself as the center of the world as well as the only real state until the year 1840; and of which the identity has subsequently been humiliated after each lost war, the only way rehabilitation for its distressed perception of grandeur is possible is through restoration of the period in between. The source of national Chinese trauma, identified with shame, is based upon the conquest of the Japanese in Chinese territory in the 1930's. Throughout the invasion period from its start in Manchuria to its spreading to a larger territory, there were mass massacres and war crimes committed. The heavily suffered trauma experienced during the Japanese conquest, in which hundreds of thousands Chinese were captured, heavy tortures and rapes of the civilians happened, babies and pregnant women murdered by sabering, the biological weapons such as cholera and typhus used, reached its peak in the course of the Nanking Massacre. The extent of the sorrow and shame experienced by the Chinese population underlies the rearing ideology in Chinese state ceremonies taking place even today. The purpose of the voices in union was clear: "do not ever forget your national belittling and make the Chinese dream come true" (Lee, 2014).

Whereas nobody would adopt the victim role, they would undoubtedly rather make the logical representation of the case to a psychological and legendary one (Ismayilov, as cited in Volkan, 2015, p.113). However the politicization of a group's emotions such as defeat/ humiliation/ desperation / shame, starts with a political leader's selection of collective traumas as a vehicle for future building. The assessment of the Battle of Kosovo by Slobodan Milosevic as a selected trauma with the purpose of strengthening the national unity of Serbian communities during the dispersal process of Yugoslavia can likewise be considered within this context. The commemorations made on the occasion of the 600th Anniversary of the Battle of Kosovo that took place in 1389, were turned into an opportunity for the materialization of Milosevic's project. As a matter of fact, the Serbian leader, focusing on Kosovo, commanded the removal of Prince Lazzar's skeleton from his graveyard, to be paraded around the whole country. In fact he succeeded in making Serbians feel their ancestor's traumatized self image within themselves. Vamık Volkan expresses this transition as follows.

> "When Lazar's body was shown around Serbia they cried, shrieked and promised never to allow such a defeat to happen again. Milosevic commanded an enormous monument to be built on a hill facing the Battle of Kosovo. The monument made of red stone was a representation of blood and was 100 feet tall above the "mourning" flowers. The monument had a platform. Around it there were "bullet formed concrete towers engraved with a sword and the dates 1389-1989". It was conjoining the associated emotions and comments about the Battle of Kosovo and the events in 1989. On the 28th of June 1989, the 600th anniversary of Kosovo, a helicopter brought Milosevic to the Field of the Black Birds. When he got off the helicopter he stepped on to a platform where girls in traditional attires were dancing on and raised the enthusiastic love of the crowd with a single message; "Islam will never again suppress the Serbians" (Volkan, 1999, p.85).

The ghosts of history taken out from the moldy chest by Milosevic in late 20th century for the purpose of manipulating a political atmosphere, succeeded in gathering more than 1 million Serbians on the anniversary of Prince Lazar's death on the Gazimestan plain. Milosevic's ideas, folded from the 19th century Serbian thinkers, that position Lazar as a savior, impressed not only the public but also intellectuals, politicians and the Serbian Orthodox Church. On the monument, a symbol of Serbian nationalism built under the command of Milosevic, is a quote to be seen by the mythical figure Prince Lazar: "Whoever is of Serbian origin and does not come to fight against Turks at the Kosovo Fields; he will not have a child, neither male or female, and he will not have fertile land where crops grow." (Volkan, 2002, p.94)

In order to produce a homogeneous national awareness and to construct an integrative narrative for all Serbians at the time of disintegration of the multinational structure of Yugoslavia, the message by the Serbian leader is instrumentalized in the name of shaping the new world over the old world traumas. It is a proven fact that the 600-years-old ghosts of Kosovo Battle were not yet buried in minds, despite the bodies having long been in graves. Today the Battle of Kosovo is not only a defeat in battle for Serbians but also a heroical combat at which its seeds were buried to reblossom in the course of 500 years of Ottoman regime (Suber, 2006, p. 3). The sorrow, mourning, hatred of historical traumas are not easy to be appeased. They are accommodated in the actual, so much so, that they become a source of revanchist feeling of revenge. Indeed, the consequences of Milosevic's call beyond the ages are obvious. In the center of Europe occuring in front of the entire world, an ethnic cleansing operation caused hundreds of thousands of human casualties.

Arthur Neal describes the emergence of international traumas as "individual and collective reactions to the upheavals in volcanic proportions of the social order." (Neal, 1998). Collective trauma differentiates itself from personal trauma by being shared by other people (Neal, 1998, p.4). A defeat in a battle, a suppressed liberation movement, a collapse of an empire, erosion of religious values, weakening of traditional family norms or illegal acts by politicians can be assumed as a precursor of the beginning of a cultural collective trauma (Çevik, 2005, p.45). The use of past incidents evolving into collective traumas for current political objectives, requires a building process starting with actions of "recalling" and "anamnesis". Sometimes a defeat left behind centuries ago can provide a winning motivation for a large group. It could supply the most important aspect of the group's identity, the need to get a 'chosen target'.

'Megali Idea' (Great Idea) did not gain any ideological notion until the mid 19th century, but still played a significant role in procuring national Greek union. It is possible to say that the conceptualization of 'Megali Idea' as 'a chosen target' complies with all its criteria. In 1791 an idea was asserted by Rigas Ferreros for the first time that acknowledges the collapse of Constantinople in 1453 as a departure point. This idea aspired to compensate for the losses caused by the defeat, starting particularly with Istanbul. Ferreros, originally a poet, claimed that a great part of the Balkans, Crete, Rhodes, Cyprus, Thrace and Istanbul (of course called by him Constantinople) were all to belong to the Greeks. By doing so he tried to bring Greeks together around this 'idea of recuperation'. One of the pioneers of this sentiment and eponym of the Megali Idea description, Ioannis Kolettis, is known to have articulated these words in Greek Parliament:

> "The Kingdom of Greece is not Greece, it is merely a part, a smallest, poorest part of Greece. The Greek is not only he who inhabits the Kingdom, but also he who inhabits Ioannina or Salonika or Serres or Adrianoupolis or Constantinople or Trebizond or Crete or Samos or any other region belonging to Greek history or the Greek race...There are two great centers of Hellenism: Athens is the capital of Kingdom, Constantinople is the great capital, the City, the dream and hope of all Greeks." (Smith, 1998, p.2)

The conquest of Istanbul can be acknowledged as a collective trauma not only for the Byzantine Empire successor of Greeks but also for the whole Christian world. In fact, the conquest of Constantinople the holy city by the Turks was perceived as God's punishment for the sins of Christians. Because the conquest happened on a Tuesday, every Tuesday was labeled as sinister by Christendom. Although the Roman church refused to help protect Constantinople against the Turks, it could not believe the news of 'the fall of Byzantium'. Thus the victory of the Turks was perceived as 'a knife stabbed into Christendom's heart'. On 12th of July, 1453, Enio Silvio Piccolomini (later known as Pope Pius II) wrote to Pope V. Nikolas explaining that the Turks had killed Homeros and Platon a second time (Volkan, 1999, p.148).

It was easy to approach that by that time there were many ecclesiastics and historians commenting in a similar fashion on the psychology emerging in the Christian world, and were in dread of the capture of entire Europe by the Turks. Right after the 'conquest' described as the biggest disaster having happened to the Christian world, all Christians were invited to pray for the rescue of the city from the Turks' clutches. According to a Georgian historian, the 'conquest' aroused the feeling of "the sun darkening on the day Turks captured Constantinopolis" (Schwobel, as cited in Senlen, 2007). As a matter of fact Papa Pius the II invited the Christian world to a Crusade in order to regain the city. However, he did not receive a positive answer due to serious political and social turmoil in Europe. The conversion of Hagia Sophia was recognized as the biggest sign of the conquest of Istanbul by Muslims and the proof of superiority of the crescent over the cross. As soon as Mehmed the Conqueror entered the city he went to Hagia Sophia. On the third day of the conquest, right after imam Akşemsettin's sermon, he performed the first Friday prayer there and sermons were given on behalf of the young sultan (Yerasimos, 1993, p.445). In that period the greatest monument of the Christian world, the Church of Holy Wisdom, from that time onwards served as the most sacred among the conquest mosques and the most prominent worship place in the protocol of Ottoman Empire.

The conversion of Hagia Sophia from a church to a mosque is undoubtedly far beyond the conversion of an ordinary temple. Firstly, while the conquest, destroyed the last remnants of the sacred Roman Empire, on the other hand it announced the footsteps of the emerging world-wide empire. According to the historian Ilber Ortaylı, after the downfall of I. Roman Empire known with its Pagan characteristic, II. Christian Rome was founded. After its collapse, the last Rome with a different characteristic was born, III. Rome was the Ottoman Empire (Ortaylı, 2009, p. 107- 108).

Secondly, the downfall of the city was declared even though it had been known as unconquerable and believed to be protected by angels. The 'conquest' of the city was qualified as the greatest victory gained by Islamic armies against the Christian world. It must be emphasized that the Hagia Sophia myth played a particular role behind the scenes in the transformation of the conquest story adorned with legends and myths into a clash of faiths.

The Christians found a shelter in the church during the 53 days of siege and waited for the angel in Hagia Sophia to descend to the earth, with a sword in her hand, to save them and to take the revenge of God's people (Dukas, 1956, p.178- 179). Meanwhile, Mehmed the Conqueror's soldiers believed they were accomplishing a holy duty through the faith given to them by a hadith announcing Istanbul's conquest centuries ago.

Finally, the conquest of Istanbul means also the conquest of Hagia Sophia. Consequently it is a story of 'win and lose' adorned with sacred tales. The psychological climate emerging from it indicates all the features of a collective trauma. This psychodynamic process has to be evaluated, not only in terms of number of casualties or material losses throughout the siege and conquest of the city, but also the in terms of collective belief, trust and loss of identity. The 'conquest', as was analyzed with a Freudian point of view by Vamık Volkan, is in regard to Christians, a victory carried out by aggressive Turks and holds symbols of sexual character. Breaches opened on the city walls by a young sultan were considered a rape and stuck in people's minds as a complemental detail about Turkish image associated with harem/salacity. According to Volkan "the essential… is the passing down of the fantasies related to the oedipal motivation of Turkish victory." (Volkan, 1999, p. 150).

Even though there are actual discussions on the passing down of traumas through the genes, the cultural conveyance and transmission is a sociological notion we all readily experience. All life experiences and practices carried through narrations, memories and myths etc., can blos-

som over the collective memory preserved in societies even after hundreds of years. In Hannah Arendt's view, the act of 'recollection' became much more substantive in the nihilistic era we live in where nothing has any meaning left (Yılmaz, 2017, p.30), because antisemitism, totalitarianism and imperialism destroyed in collaboration the common world and public domain and obliged the mankind to live in a gap between past and future (Arendt, 1996). In such a universe, each person is in need of an object to hold on to in order for the individual to exist and for the society to sustain their temporal perception; and collective memory covers this need. The loss of Istanbul, and so Hagia Sophia, nowadays seems to be a memory buried in the annals of history. Nevertheless it has a property suitable to take over the role of being a 'chosen trauma' to build a new collective identity or to refresh the old one. It must be taken into consideration whenever the recalling and evoking the forgotten are shaped in reference to a politic anamnesis, they will always have political consequences.

2. The Symbolic Value of Hagia Sophia

It is a known fact that Hagia Sophia has a significant symbolic value not only for Christians, but also for Muslims. First and foremost this church/mosque/museum, is the sign of the greatest conquest of Islamic history and is the capstone of the Ottoman Empire's identity, which gained its motivation through victories. From the 7th. century onwards, and starting with Ebu Eyyub el-Ensari, the guide of the Prophet Muhammad, this place was dreamt of by Muslims as a 'chosen target' for almost 800 years - so much so that its authentication can be considered a monumental sign. From this viewpoint, it is not a temple but a monumental symbol.

At this juncture, it becomes clear that the reason behind the demands of Hagia Sophia's re-opening to worship is not due to the need of a place of worship. According to the historian Ethem Eldem, there are three main bases for the desire for the refunctioning of the museum as a place of worship (Eldem, 2015, p.7). "The first one is the intolerance of losing a mosque attributed to the conquest of Istanbul/Constantinople by the nationalistic and pious mass and later regarded as the cornerstone of the Ottoman Empire's Islamic identity." Hagia Sophia before its conversion into a museum, had been a temple and a sacred space for 1400 years in total, almost the last 500 years of it used as a mosque and it is at the same time a triumphal monument. There is a great mass believing that the loss of the mosque, and also its symbolic value, as it represents a historical victory for the Turks, was a counter invasion if not military wise so at least in a political sense. This sentiment flared up especially in 1953, on the conquest's 500th anniversary and shaped as a reflection to the new collective awareness formed as Neo- Ottomans since the early 2000's.

Since 15th century Hagia Sophia is not only for Orthodox world but also for Islamic world one of the most prominent centers. As a result, it was perceived not only in terms of conquest-victory but also in a theological context as 'a monument sacralizing the city' (Deringil, 2014, p.42). So the museumification gave rise to a defeat psychology in terms of faith. The speech on Hagia Sophia, presented in 1965 at the Turkish National Students' Union by poet Necip Fazıl Kısakürek, is recognized as a historical call reflecting the conservative national group's outlook to Hagia Sophia. At his speech, Necip Fazıl addresses the young generation in summary as follows:

> "Hagia Sophia's symphony is neither a stone, a line, a colour, an object nor a matter; it is a sole signification, a bare one… Hagia Sophia is a unique monument in the whole world of an attack of a meaning to a counter meaning and rendering it impotent… All of the significations are related to Hagia Sophia… Hagia Sophia will be opened! It will open like a sacred book, a book

> *encompassing all value systems, historical provisions, secrets reciprocally reckoned with in different worlds, its real canons about each and every related work."*[2]

After the 1960 coup d'etat, Hagia Sophia maintained its importance as a distinct reference point for Turkish right centered around nationalism-conservatism. In due course it was established as the common 'Red Apple' (an ideal dream) by Islamist and pan-Turkism movements though they developed in completely different directions (Özekmekçi, 2016). Therefore it can be considered not just as a religious place of worship or a historical architectural monument, but also as a chosen ideal and a political symbol. As a matter of fact, the issue of opening Hagia Sophia to worship is observed to be employed as an important motivation vehicle, in almost every anti-Western movement based on various motives. Since the latter part of the 1960's, problems arising between Turks and Greeks on the Island of Cyprus and their reflections on homeland Turkey, led the Hagia Sophia issue to be positioned as the banner under which the struggle against the Greek-Orthodox world be carried out. In that period, there were many articles published in the media (Istiklal, Fedai, Bugun etc.) addressing the nationalistic conservative community. Pope VI. Paul's prayer in Hagia Sophia within the scope of his Istanbul visit in July 1967, exacerbated the discussions. At the beginning of the 1970's, Hagia Sophia turned into a symbol for the historical and victorious struggle against the Catholic-Orthodox alliance, beyond its status of a token of triumph gained against the Greeks and Orthodoxy.

Following the calming down of discussions about the conversion to a mosque for a while, the issue was recently reignited. This flaring up can be asserted to be based on the one hand on intellectual discussions within the framework of Samuel Huntington's article "The Clash of Civilizations", and on the other hand on the new perception 'Islam and others' reared step by step in the wake of September 11th incident in the beginning of the 21st century. The oppressed Muslim society's response to the rising anti Islamic wave within that period's global power center representation, the 'Western' world, takes shape as a return to the old victories and narratives. No doubt, this is a 'psychology of a societal regression'. The reaction of Eastern Orientalism towards Western Orientalism is to take 'refuge in history' and Hagia Sophia is the most magnificent recalling/reminding object of this history. Moreover this monument is not only for Turkish society, but also in a global sense for all Muslims, a significant memorial of triumph gained over the Christian West. Consequently, it is a useful tool of populism and leadership for current politics and politicians.

As per the historian Eldem, one of the reasons of the attempt for a conversion to a mosque is *"Hagia Sophia is deemed to be the brightest symbol of specific struggle against Byzantium resulting in a conquest. Frequent references to either the notion of 'The right of Sword' or to the curse at the end of Fatih's endowment are due to this viewpoint of fighter/conqueror nature."* (Eldem, 2015, p.7). In the eyes of Ottomans, the erection of a minaret on an architectural structure is a strong symbol proving in a physical manner the victory of Islam and represents the Islamisation of that location. The first minaret in Istanbul, was erected at the most sacred church of Byzantium, in Hagia Sophia[3] and the 'Right of Sword' was established. As the greatest victory in Ottoman history was the conquest of the city of Istanbul, likewise Hagia Sophia was the most valuable booty, in other words 'Right of Sword', ever captured. *"In Islamic law, the right of sword comprises as far as the law allows some seizins in the territories occupied by non-muslims and captured*

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2   This speech can be found on this video; https://www.youtube.com/watch?v=0TfMfrVFtbg
3   http://www.culturaldiplomacy.org/europeanamericanrelationship/content/articles/events/2010foufp/
   participant-papers/Hagia_Sophia_after_1950.pdf

through battles. The conversion of the largest sanctuary of the town to a mosque comes foremost among them. In case the number of worship places are large several others can also be converted along with the major one. However if that town is conquered not as a result of a battle but by the opposite side's surrender without any sword drawn from its sheath, there will be no implementation of right of sword." (Bardakçı, 2018) It is possible to see the transformation of a praxis of Islamic conquest followed since the 10th century to a custom during the Seljuk and Ottoman eras (Öztürk, 2005).

Beyond its divine status of a magnificent sanctuary, Hagia Sophia reborn with the identity of a mosque, gained a theopolitical meaning, by means of 'Right of Sword', symbolizing the empire's ideology of "Conquest and Victory". As the historian Halil Inalcik indicated, each military expedition and victory celebration, began and ended at Hagia Sophia, the grand mosque of the capital. The Sultan, dignitaries, military commanders and a large mass of worshippers used to gather there and prayed for the triumph (Inalcik, 2017, p.28). Just as Byzantine Emperors, Ottoman Sultans also utilized Hagia Sophia as a space to ensure the religious legitimacy of the state power. According to the official website of the Hagia Sophia Museum; Emperor Justinian at the completion of the monument is said to have exclaimed "Solomon, I left you behind!", thus enjoying a moment of pride at beating the first monument made in the name of a monotheistic religion. By the same token, the conversion of the church into a mosque is a symbolic representation of the triumph of Islam over Christianity. Furthermore this transformation in the same breath symbolizes the superiority acquired of the new empire over the old one (Özekmekçi, 2016, p.286)

One of the most significant credentials indicating Hagia Sophia's symbolic value for high ranked state officials was its role as a tomb for Ottoman sultans. In the temple's yard are situated, along with more than 140 graves of dynasty members, Selim II.'s, Murat III.'s, Mehmed III.'s, Mustafa I.'s and Sultan Ibrahim's shrines. Therefore this place is one of the most sacred sites for the Ottomans. The monument falls within Mehmed the Conqueror's endowments and his 'Right of Sword', hence is one of the most respected shrine locations in the eyes of the dignity. One of the paramount arguments put forward by the supporters of Hagia Sophia's opening to worship as a mosque is the following quote from Mehmed the Conqueror's endowment:

> *"Whoever... change this foundation's terms or alters any of its laws and orders; strives for its conversion or cancellation, attempts to eliminate or manipulates its purpose...would obviously make a huge misdeed, commiting a sinful act. May Allah's, his angels' and all the people's curse be upon them. Let them remain in hell forever and let their torments never ease and let no mercy be granted on them. Whoever changes after seeing and hearing these, let the sin and shame fall upon them. No doubt that Allah hears and knows everything."* (Akgündüz, Öztürk, Baş, 2015).

The blessing of the conquest of Istanbul and consequently of Hagia Sophia by several mythical and religious narratives, paved the way for this incident to be acknowledged as a cornerstone in Turkish history. In the first place Muslims believe that 'The conquest of Istanbul was a victory heralded by the Prophet Muhammad' (Ağırakça, 1996). Even though there are some discussions about its authenticity, the hadith adopted especially by Turks is as follows: *"Verily you shall conquer Istanbul (Constantinople). What a wonderful leader will he be, and what a wonderful army will that army be!"* (Kulat, 2001, p.5). Therefore the conquest was perceived as a 'chosen target' in the direction guided by Islam's prophet. Indeed this historical triumph is among the factors binding together a grand group identity over the line of 'Pan-Turkism/Islam'. It has the status of a memory carrier over many generations under the banner of the Hagia Sophia.

At the beginning of the 20th century, the complete collapse of the Ottoman Empire caused its

major defeat, constituting one of the most important breaking points of this journey. The downfall of 620 years' reign of Pax Ottomana, may be comprehended not only as a collapse of a state but also as a ruin of a major system and a huge loss of history. The grand empire, which ruled a territory of 24 million square kilometers when its borders peaked at the beginning of the 18th century and took hundreds of years to fall apart, has not yet been mourned in the embedded collective memory of Turkish society. The last century of the Ottomans was shaped in the lost narratives of 5 million war casualties and of compulsory deportation from their own lands of another 5 million immigrants. According to Vamık Volkan, large groups are stationary under a tent sheltering and binding them together by means of stories passed down generations, values, chronicles, sorrows and joys. Under that tent, there are occurences of coming together over exultation and mourning. After great losses, the mourning periods of large groups may go on for 30 to 40 years or even from 60 to 100 years. In this context the loss of the Ottomans is the heaviest trauma the Turkish society embedded in its collective hidden mourning and felt inside all the time. Volkan clarifies the re-birth of such mournings as follows:

> "Imagine some pictures drawn on a tent's cloth. Each national, religious, ethnic group has his own patterns on their tent cloths. The most significant of the patterns is about the past of that society. After a shared historical disaster the image or the picture of this incident is printed like a stamp on the tent cloth. This historical incident may belong to only one group. Therefore its shared image is the symbol of the large group's identity. Sometimes years or centuries after this shared disaster, a political leader may attempt to re-paint this historical pattern and may try to bring forward to everybody's' attention for a political benefit." (Volkan and Atabey, 2010, p.35)

The modern Turkish society had to continue its path holding on to a fresh republican ideal on the left over territories after the downfall of Ottoman Empire, without however, having a chance of either facing its past or mourning its losses. The loss of Turkish society via the museumificati-on of the Hagia Sophia in 1935 is basically the story of its own loss. In a way it is the confrontati-on with the suppressed memories and hence implies the confirmation of a trauma. In fact, this is the symbol of the termination of a great triumphal evolution of Ottomans from a small scale seig-niory to an empire, and hereby the last nail hammered to the coffin.

The third reference point for the supporters of the reopening of Hagia Sophia as a mosque, is; *"the conversion of the mosque is a manifestation of a kind of a showdown with Kemalism or so-metimes with Mustafa Kemal Atatürk in person. It should not be forgotten that, the intention here is not a conversion of a church rather a conversion of a museum into a mosque. Therefore, the main point was to defeat the mentality having led to the choice of a museum or having speculated to do so."* (Eldem, 2015, p.7). Within this scope, the conversion to a museum can be possibly in-terpreted for the new regime as the attempt of a secular registration of its potent power. (Özek-mekçi, 2016, p.286) Indeed the recitals in Turkish of sermons since the end of the 1920's and of calls to prayer beginning for the first time in 1932, can be regarded as a supplementary package for the same intentions of the new regime. On the qadr night, February 3, 1932, first mawlid and then the Koran was broadcast live in Turkish on the radio (Dikici, 2006, p.81). The participation of foreign representatives to this night event was noteworthy symbolically.

The neutralization of the monument's sacred quality through its conversion to a museum, which had served as a church for 916 years and as a mosque for 481 years, may be comprehended as an initiative of the Turkish Republic to build a balanced relationship with the West. Moreover it may be perceived as an attempt to keep its distance with its Islamic and Ottoman background. Indeed, along with the museumification, the mosque turned into a museum/monument projecting

the past art forms, by abandoning its position of a place of worship (Agoston and Masters, 2009, p.245). It should not be forgotten that transforming it into a museum also means the 'acceptance of its aging in advance'. The thing that grows old at this point may be the decree of the Ottomans, the reign of Islam, the positioning of the West as an enemy or a story of a victory. However, this action at the final point holds the meaning of a burial of some outdated symbols and narratives. Republican Turkey has a claim for being founded on a new design and a foreign policy construction. It is determined to loosen, as far as possible, all its bonds related to the past.

The political decision of conversion to a museum, taken on the onset of the Turkish Republic, has among its rationales the emphasis that 'it would be a gladly received by the Eastern world and would bring in an institution of knowledge venture' (The Rebuplican Archive, 1934). The Kemalist establishment took over the mission of modernization of the society and headed towards the construction of a secular and a modern Turkey (Zürcher, 1998, p.341). The introduction of the principle of secularism into the constitution on February 5, 1937, was believed to have completed the process. Although secularism in the Western world, functions as a principal regulating democratic mechanisms, for the young Turkish Republic it contained the sense of leaving behind the Ottoman past and moving from one civilization to the other, along with the assurance of this transition period (Göle, 2010, p.83). The museumification of Hagia Sophia in this respect can be described as one of the many steps taken for a social architecture formed around secular principles.

Without doubt this topic can not be construed solely over the principle of secularism. The most substantial objective of the founding members of the republic, and of Mustafa Kemal Atatürk particularly, was to provide the new republic founded on the remaining territory with international recognition and acceptance. Right after the devastation of World War I, an economic depression in 1929 was experienced and thereafter in the beginning of the 1930's the system was forced to change shape by the consolidation of the nationalist and fascist regimes across the whole world, notably in Europe. Meanwhile rough winds blowing over Italy and Germany affected the founding members of the republic too. On one hand, the search continued for the identification of Turkish roots over the discourse of nationalization and homogenization, on the other hand voting rights as well as rights to be elected were granted for women in 1934 as a democratic step. Within the economic domain, the nationalization efforts were sustained with force over the 1930's and only Turkish citizens were allowed to work in some specific professions. The new political course of action was based on the compatibility of the Turkish Republic with the Western World and its structure was built on the assumption of similar political traits. In this framework, the founding staff paid great attention to building affirmative relations with the Western world, instead of situating Hagia Sophia as a symbol of the conquest or a symbol of former animosity, they rather preferred it to take the role of reconciliation and feature it as a symbolic gesture towards the West.

The origin of the flaming objections by the conservative and nationalistic groups, as of the time the museum decision was made, is to be found in the perception of this gesture as a concession. In their view, the withdrawal of this decision and the return of the identity of Hagia Sophia as a mosque is a must, because *"The continuity of its museum status means abiding with the punishment of the sacred within the course of the republic."* (Özekmekçi, 2016, p.303). In their opinion along with the reconversion of the museum to its past status, the recall of the conquest -as a second conquest- with all its grandeur and a true embrace of Turkey with its Ottoman history could become possible. In this way the cherished remembrance of the part of history will erupt from the collective memory. The subjugation of the Turkish society to the condition of 'obliged amnesia' by the republican staff in cooperation with the West will be over. The coercion to forget

as a typical implementation of revolution and reform periods is the consequence of the ideological pressures of the system. One of the most prominent practices put forward throughout the 20th century by fascism and totalitarianism is the case of suppressed social memory. It was conveniently instrumentalized in terms of rebuilding national histories. (Bakieva, 2007, s.96). The attempt of reopening Hagia Sophia to worship as a mosque is not related to gaining a new temple, rather, with 'the recalling of the forcefully effaced' during the revolution period, it seeks to rejoin with the lost history. In this sense, rather than a real or a mathematical need, a quest for moral and psychopolitical satisfaction lies in the foundation of this desire.

3. Conclusion

When the symbolical character of Hagia Sophia is analyzed in various dimensions, it preserves its function as a collective recalling object for both the Western world as well as the Turkish and Islamic community. Although it maintains its identity as a museum-like protective cover, this magnificent monument has a psychopolitical representative capacity and occupies a distinctive place in social dreams and memories.

First and foremost, Hagia Sophia is a memorial place where great achievements as well as major losses, joys and sorrows, collective traumas and historical victories have gathered. It is a memory trunk containing mythical, political and theological tales. At the transition times from one civilization to the next, it was confronted with attacks, devastations, plunders, disasters and conversion attempts throughout its 1500 years of history, yet it managed to survive With this aspect it prevailed as a fortress that stands forever defying time. Hagia Sophia belongs to history more than its existence as a monument, civilizations' symbol of social dreams and mystical memories, empires or regimes. It is the most valuable piece of the collective heritage of humanity.

The second most significant feature of Hagia Sophia is its standing for the end of an era and the gravestone of a "great loss" with reference to its unique meaning for the Christian world. It is an anamnesis object of the surrender of the sacred city of Istanbul in 1453 against the greatest Islamic Empire seen in history. In its mosque form, it continually represents a historical and moral trauma and as such creates a potential point of rupture through which the repressed memories in social recollection could leak. The most notable feature of political memoirs instrumentalized with their characteristic of 'chosen victory' or 'chosen trauma' is that they can never be forgotten and can always preserve their high temperature like a lava, ready to pop out of the earth from the first crack. For this specific reason the past pertains to today and to the future, so even if it is forgotten it never disappears, instead it waits to be remembered one day.

Like Milosevic's revenge in the 20th century of the Kosovo Battle that occurred 600 years ago, the Christian soul of Hagia Sophia awaits its wakening under the monument's vault of heaven. Politics may provide actual guidance to the effect when old narratives and traumas get reactivated in the memory. There are immense differences between the 15th century equilibrium of military-politics and today's world. A historical traumatic incident re-activated as a revanchist reaction may grow and develop to an unexpected extent. In the eyes of the Western world, the making over of Istanbul and Hagia Sophia into a chosen target, even symbolically, purging its enemies, may function as a binding element to mold a grand group identity. The re-conversion of Hagia Sophia into a mosque will undoubtedly be speculated as an act of provocation, especially in an atmosphere where the thesis of 'the clash of civilizations' is in high demand, where efforts are driven to spread the impression of radical Islamist factors representing all the Muslim communities.

On the other side of the coin lies the "great loss" of the Turkish-Islamic world. The decision of museumification purports the annihilation of the victory once and for all and hauls down the flag from the tower of sacred Hagia Sophia gained 567 years ago. Furthermore, for some groups, this flag is not only a symbol of the conquest, but also the turning down of the voice of Islam. Like a fortress being lost without any single shot, the re-opening to worship of a monument, can be qualified in this regard as a 'chosen target'. It is obvious that Hagia Sophia is a very strong symbol to be used in the exploitation of the nationalistic-conservative policies to provide consolation among their own constituency. Moreover it is clear that its conversion to a mosque will create the sentiment of a second conquest in mass psychology. Just for this very reason, a historical subject is employed as the leverage of current politics and is politicized by instrumentalizing 'the recalling of the forgotten'. However some physical rules are relevant in the world politics too and each effect inevitably has an impact.

The case of Hagia Sophia's opening to worship could send an intense reaction wave within the current political conjuncture. The determining factors for any political decision or action to be right or wrong are the capabilities at hand and the timing. The mistiming of any valid subject can be written down as another loss in history.

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Hagia Sophia: A Symbol of Christian Europe, or of Muslim Turkey?

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The Influence of a Tuition Fee Increase on the Drop-out Rate of the Nursing Program

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ABSTRACT

The aim of the study is to further delve into the question of whether an increase in tuition fee could have a significant impact on the positive outcome of the sacrifice-for-gain assessment among Nursing students. We used an SPSS17.0 to analyze data from an anonymous survey of 160 Nursing students from March of 2016. The results show that the majority of students consider the current tuition fee to be "too high". An increase in excess of 30% of the tuition fee would lead to a drop of 68.8% or more in the percentage of students willing to continue their education. In order to determine the impact of a tuition fee increase on the respondents' decision to drop out, three models were tested: 1) the drop-out rate is linearly dependent only on the degree of the tuition fee increase; 2) the drop-out rate depends on multiple factors such as tuition fee increase, year of study, and intrinsic motivational factors; and 3) the drop-out rate depends on intrinsic motivational factors. The models without the variable tuition fee have more predictive power. The study found that only 4% of the drop-out decision is motivated by a potential increase in tuition fee.

Keywords: Graduates, labor market, nursing program, nursing students, tuition fee

1. Introduction

The higher education system of Bulgaria is based on the belief in free tertiary education for qualified students, with the main supportive argument being the great return that educated citizens make to their society. The constitution guarantees all Bulgarians the fundamental right to education. Prior to the fall of communism in 1989, university programs were free for all admitted applicants. With the transition to democratic governance and a free market economy, came a drastic shift to a tuition fee-driven education system. While at first only a few universities charged their tuition fees, the number of paid university programs gradually increased until free university education had virtually disappeared by the beginning of the new millennium (Ilieva-Trichkova, 2013; Stoilova, 2015; Boyadjieva, 2010; Stoilova, 2010).

Currently there is no uniform tuition fee rate in Bulgaria: tuition fees vary according to the selected program and the preferred university, and depending on whether one is entitled to state subsidy. If an applicant qualifies for admission as a "state sponsored" student, then he/she covers only a small fraction of the cost of their studies. If an applicant is admitted as a "paying" student, then he/she has to cover the full cost (Higher Education Act, 2016).

Many researchers have shown that the introduction of a tuition fee (as well as its amount) influences the behavior of future students. In Germany, since the shift from a free education to a tuition-based one began at the turn of the XX c., such research has proliferated (Dwenger, at al., 2012). The study conducted by Hübner (2009b) evaluates the introduction of tuition fees focusing on the effects of tuition fees on enrollment decisions. Hübner finds that the introduction of tuition fees in some federal states has reduced the probability of enrollment by 2.74%.

The Center on Budget and Policy Priorities (CBPP) in the USA periodically publishes empirical data about tuition fees in the USA and discusses their effects on students' behavior. According to the data presented in the latest CBPP's report, tuition fees in the USA vary significantly across states and between universities (Mitchell, at al., 2016). Universities that cannot afford not to increase their tuition fees tend to witness a decline in interest of prospective students, whereas universities that succeed in keeping their fees at a stable level (by reducing some of their expenditures), tend to become more attractive for students. This tendency appears to hold especially true for lower-income students.

In addition, tuition increases may be pushing lower-income students towards less-selective public institutions, which in turn is likely to cause a reduction in their future earnings due to the correlation between education and earnings. Perhaps just as important as a student's decision to pursue a postsecondary degree, is the choice of which higher education institution to attend. Researchers have demonstrated that lower-income students are often forced by financial constraints to narrow their list of schools to apply to and, finally, enroll in an institution that is not highly selective (Mitchell, at al., 2019).

In Bulgaria, just like in all EU countries, the Nursing profession is a governmentally regulated profession. Thus there are certain state rules and regulations that need to be satisfied by university programs in Nursing. The prescribed course of study is full-time: it takes 4 academic years and 4600 course hours including clinical and theoretical instruction. The theoretical instruction consists of core curriculum courses, curriculum-supplement courses, and electives, delivered in the form of lectures, seminars, practical exercises, and independent work, distributed over no fewer than 7 semesters. The clinical instruction includes clinical practice and clerkship prior to graduation under the guidance of qualified specialists (Ordinance on the Unified State Requirements for Higher Education in the "Nursing" and "Midwifery" special-

ties for Bachelor's degree, 2010). Hence the minimum number of semesters that a Nursing student has to pay tuition fee for is seven.

In recent years, there has been a decline in interest in the nursing profession which has had a negative impact on the number of applicants to Nursing programs. According to official, unpublished data for internal use from the recruitment campaign of Medical University – Plovdiv (2015), in the Fall semester of 2015, there were 130 applicants while the state was to subsidize 90 admitted students. The ratio between applicants and admitted students was 1:1.4, thus almost all applicants had a good chance of being admitted. The admission criteria are lowered consecutively, and even applicants that may lack the necessary high level of motivation could get admitted. As the Medical University – Plovdiv (2015) statistical data shows, during the period from 2008 to 2013, less than 60% of all freshmen successfully graduated from the Nursing program. Since the reasons for Medical University – Plovdiv student drop-out have yet to be definitively elucidated by academic research, it is hard to pinpoint the exact factors at play. Tuition fees of Healthcare programs are typically more expensive than those of programs in other fields due to the greater costs incurred not only in connection with personnel expenses (salaries paid to attract qualified medical practitioners as lectors), but with high-tech equipment expenses (elevated initial purchasing costs and maintenance fees) as well. Even when the state covers part of the tuition fee (which is true only for *state-sponsored* students), students pay more to pursue a Healthcare degree than a degree in most other fields (Council of Ministers of the Republic of Bulgaria, 2020). Still, even though financial causes are often the first ones to be pointed out, the moderate tuition fee increase of 5.5% for the examined period does not lend itself to being identified as the sole leading factor for the high drop-out rate. In our previous study, we demonstrated the existence of a breaking point, i.e. a level of tuition fee beyond which students are unwilling to continue their studies (Stoyanova & Goranova, 2018).

The aim of the present study is to check if an increase in tuition fees could justly be identified as the sole leading trigger of the high drop-out rate. To this end we have prepared two models: one that takes into account only the rise in tuition fee, and one that contextualizes this increase and examines it along with other motivating factors.

2. Materials and Methods

In March of 2016, anonymous original questionnaires were filled out by Nursing students in their 1st, 2nd, and 3rd year of study at Medical University – Plovdiv. One hundred and sixty respondents took part, which represents 75% of the statistical population (214 Nursing students). The questionnaire asked for information about the social and economic state of the respondents. There were two open questions about the students' age and the amount of tuition fee they had to pay (since this amount varies in accordance with the year they initiated their course of study, it also depends on whether a student is state-sponsored or not). Also included were 10 questions that asked students to evaluate on the scale of 1 to 5 (from "I agree completely" to "I disagree completely") their choice and satisfaction with the decision to study Nursing. These questions were elaborated especially for the purposes of internal studies at our university and were arrived at as a result from brainstorming sessions with a focus group of 7-9 students and secondary information from numerous studies such as Neill (2009), Hübner (2012), Padlee at al. (2010), and Denny (2014).

Furthermore, in order to establish the threshold of acceptability of a tuition fee increase, we asked respondents "What percentage of tuition fee increase would cause you to leave the program?". The students had to select the lowest percentage (given in 10-percent increments) that would result in them dropping out.

The study was organized in two stages.

In the first stage, a pilot survey was conducted among 20 Nursing students to assess the reliability and validity of the prepared tools before the main study. Following an instruction briefing, the participants in the pilot survey filled out the questionnaire twice over two weeks. In the process of filling out the questionnaire for the second time, participants had no access to the original completed forms. To evaluate reliability, we used the split-half-reliability model and calculated the Spearman-Brown coefficient (rsb) for each item. The obtained high values for rsb (> 0.6) and Cronbach's α for the whole panel (0.891) show that the questionnaire has a very good reliability.

In the second stage the main study was performed. With the help of descriptive statistics, we determined the thresholds of acceptability of a tuition fee increase. Then a factor analysis was applied with the purpose of determining the correlations between the items regarding major choice motivation. This is a data reduction technique that can help determine a smaller number of underlying dimensions of a large set of inter-correlated variables. Factor analysis with varimax rotation was used to determine the underlying dimensions of 10 motivating factors. All factors with eigenvalues or latent roots of 1.0 or greater were considered significant and reported. Items were removed if factor loadings were less than 0.40 (Hair, at al., 1998). However, in this study, only items with factor loadings of 0.5 and above were taken based on Nunnally (1978).

Finally, a regression analysis was applied in order to determine the factors that influence the decision of students to leave the program, with a focus on tuition fee increase. Regression analysis is an established statistical technique for determining the relationship between a single dependent variable and one or more independent variables (Sen & Srivastava, 1990). The dependent variable in this study was the students' decision to leave the Nursing program. The independent variables were the tuition fee, year of study, and intrinsic motivational factors. The analysis yields a predicted value for the criterion resulting from a linear combination of the predictors (Palmer & O'connell, 2009) and was used in similar studies, conducted by Neill (2009), Hübner (2012), and Denny (2014).

To analyze the collected data, we used SPSS 17.0 and Windows Excel, and relied on descriptive, factorial, regression, and correlation analysis.

3. Results

The mean age of the respondents was 23.58 ±6,459. There were 41.2% (n=66) 1st year, 33.8% (n=54) 2nd year, and 25.0% (n=40) 3rd year students. We found out that all respondents enjoy state-subsidized tuition fee, which amounts to about 200 euro (93.5% of the minimal Bulgarian salary in 2016). A significant number of the students, 53.1% (n=85), believe that even now this tuition fee is too high, having in mind the standard of living in the country; 23.8% (n=38) cannot determine if it is so, whereas 23.1% (n=37) consider their tuition fee "acceptable". If their tuition fee is incremented by 30%, the greater part of the students, 68.8% (n=110), will leave the university. The answers can be grouped according to the year of study of the respondents (see table 1.)

Our nonparametric analysis did not find significant statistical differences in the type of answers, based on the year of study of the respondents. A tuition fee increase of 30% or more would serve as a deterrent even to 3rd year-students, who are about to complete their course of study. As could be expected, the respondents who believe that their tuition fee is already high, have a lower threshold of tuition fee increase tolerance (C=0.470; P = 0.00).

Typical of all students in the field of Medicine, including nursing students, is the very limited or practically non-existent possibility for them to work while pursuing a full course of studies. Hence students are not financially independent, and rely on financial assistance from their parents.

Table 1: Distribution of students' answers

Year of study	1st		2nd		3rd		Total	
At what percentage of tuition fee increase would you cease studying?	n	%	n	%	n	%	n	%
≤10%	17	25.8	15	27.8	11	27.5	43	26.9
≤20%	16	24.2	14	25.9	5	12.5	35	21.9
≤30%	14	21.2	13	24.1	5	12.5	32	20.0
≤40%	5	7.6	2	3.7	2	5.0	9	5.6
≤50%	11	16.7	6	11.1	9	22.5	26	16.2
≤60%	0	0.0	2	3.7	0	0.0	2	1.2
≤80%	1	1.5	0	0.0	1	2.5	2	1.2
≤100%	2	3.0	2	3.7	7	17.5	11	6.9

Our results completely concur with the above observation. Parents cover all tuition fee and fees of 73.8% (n=118) of the respondents. 17.5% (n=28) of them declare themselves to be financially self-sufficient, while 8.8% (n=14) both work and receive financial assistance from their parents. The greatest share is those students who live with their parents: 31.9% (n=51), followed by those who reside in student housing: 31.3% (n=50). The students who have an apartment of their own represent 19.4% (n=31), and 17.5% (n=28) rent an off-campus apartment. It is important to note that neither the source of income during the course of studies, nor the type of housing, influences the critical level of tuition fee raise ($P>0.05$), i.e. the breaking point at which students give up studying.

The decision to drop out of a given university program typically depends on various factors, prominent among them being the ones that have to do with a student's intrinsic motivation to pursue the major in question. In our initial sessions with groups (of 7 to 9 students each), we relied on brainstorming to deduce the main motivating factors. Table 2 shows the distribution of the answers of all participants in the study. They had to evaluate the influence of each of the given factors.

Table 2: Students' motivating factors

Motivating factors	I agree completely	I disagree	I do not disagree, but I do not agree either	I agree	I agree completely
	n, (%)	*n, (%)*	*n, (%)*	*n, (%)*	*n, (%)*
Q1 There is a deficit of professionals which will guarantee me employment in the future.	7 (4.4)	7 (4.4)	21 (13.1)	58 (36.3)	67 (41.9)
Q2 My diploma is recognized in the EU which will allow me to work abroad for a higher salary.	11 (6.9)	10 (6.3)	22 (13.8)	52 (32.5)	65 (40.6)
Q3 The profession is a very prestigious one.	9 (5.6)	13 (8.1)	53 (33.1)	42 (26.3)	43 (26.9)
Q4 This is my childhood dream.	34 (21.3)	17 (10.6)	47 (29.4)	39 (24.4)	23 (14.4)
Q5 There is no great competition among applicants.	39 (24.4)	34 (21.3)	47 (29.4)	29 (18.1)	11 (6.9)
Q6 The university is situated close to my parents' (relatives') home so I can live there (I do not have to pay rent and my commuting expenses are low).	62 (38.8)	24 (16.9)	40 (25.0)	16 (10.0)	15 (9.4)
Q7 My parents influenced my decision.	87 (54.4)	33 (20.6)	22 (13.8)	13 (8.1)	5 (3.1)
Q8 The tuition fee per semester is relatively low.	54 (33.8)	48 (30.0)	50 (31.3)	3 (1.9)	5 (3.1)
Q9 The quality of the theoretical studies of my desired major at this university is very high.	11 (6.9)	14 (8.8)	52 (32.5)	68 (42.5)	15 (9.4)
Q10 The quality of the practical studies (the clerkship) of my desired major at this university is very high.	8 (5.0)	33 (20.6)	37 (23.1)	64 (40.0)	18 (11.3)

In order to highlight the main motivating factors and reduce their number, we performed a factor analysis following the Principle Component Method. Items with a factor weight of less than 0.5 were left out. The rest of the items underwent a Varimax rotation in order to increase their factor weight at the expense of the removed items. In this way the observed variable could be better assessed using a minimum number of leading factors.

The results of our analysis showed that student motivation to enroll in this particular university program depends on four types of factors, which account for 59.30% of the studies variable. Thus, a model with four factors should be adequate and the analysis can be considered satisfactory since they do not exceed 60 percent of the explained variance recommended in social sciences (Hair, et al., 1998).

The motivating factors are interconnected, and have been grouped in the following way: F1 – Social and economic determinants, F2 – Quality of education, F3 – Market situation in the country, F4 – Opportunity to work abroad (see Table 3). Having a factor weight of 0.408, Q4 was left out of the analysis. The Kaiser-Meyer-Olkin (KMO) test showed 0.601 (i.e. >0.5), while the Bartlett's test of sphericity was Sig.=0.00, which demonstrates the suitability of our factor analysis.

In order to determine the degree of influence of a tuition fee increase on the respondents' decision to drop out, we tested a couple of models:

Table 3: Types of motivating factors

Motivating factors	F_1 Social and economic determinants	F_2 Quality of education	F_3 Market situation in the country	F_4 Opportunity to work abroad
Q6	0.742			
Q3	0.653			
Q8	0.647			
Q9		0.872		
Q10		0.700		
Q5			0.762	
Q7			0.624	
Q1			0.593	
Q2				0.878
% of Variance after Rotation: Varimax with Kaiser Normalization	16.57%	16.12%	14.95%	11.66%

1st. The decision to drop out is linearly dependent only on the degree of the tuition fee increase:

$$D = b0 + b1Ti \quad (1)$$

D – Drop-out decision

T_i – Degree of tuition fee increase

and

2nd. The decision to drop out depends on multiple factors such as tuition fee increase, year of study, and intrinsic motivational factors:

$$D = b0 + b1Ti + b2F1 + b3F2 + b4F3 + b5F4 + b6G \quad (2)$$

G- Year of study

Model 1: Results

The results of the regression analysis have shown that the model is statistically significant, Sig.= 0.011, albeit with a very low determinant coefficient, $R^2 = 0.04$: an increase of tuition fee accounts for only 4% of the drop-out decision which clearly points to the existence of other factors at play. The corresponding regression coefficients are given in Table 4.

Table 4: Findings of the regression analysis of students' drop-out decision as a result of a tuition fee increase

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	.261	.048		5.444	.000
	Tuition fee increased	-.031	.012	-.200	-2.571	.011

Model 2: Results

The results of the regression analysis have shown the second model as statistically significant as well, Sig.= 0.000, having a much higher determinant coefficient, $R^2 = 0.211$. The corresponding regression coefficients are given in Table 5.

Table 5: Findings of the regression analysis of students' drop-out decision as a result of multiple factors

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Beta	Std. Error	Beta		
2	(Constant)	.177	.072		2.476	.014
	Year	.027	.034	.057	.778	.438
	Tuition fee increased	-.020	.012	-.129	-1.717	.088
	F1	-.058	.027	-.157	-2.142	.034
	F2	-.125	.027	-.339	-4.685	.000
	F3	.068	.027	.183	2.537	.012
	F4	.004	.027	.012	.165	.869

F_1- Social and economic determinants; F_2 - Quality of education; F_3 - Market situation in the country; F_4 - Opportunity to work abroad

As shown in Table 5, the regression coefficients of the independent variables "year of study", "degree of the tuition fee increase", and F4 are statistically negligible, hence these variables have to be left out of the model. Thus we arrive at the following new model:

$$D = b0 + b2F1 + b3F2 + b4F3 \quad (3)$$

Model 3: Results

This third model is statistically significant, Sig.= 0.000, and has a negligibly lower determinant coefficient, R^2=0.194. The corresponding regression coefficients are given in Table 6.

Table 6: Findings of the regression analysis of students' drop-out decision as a result of the factors of Social and economic determinants, Quality of education, and Market situation in the country

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Beta	Std. Error	Beta		
3	(Constant)	.177	.072		2.476	.014
	F1	-.058	.027	-.157	-2.142	.034
	F2	-.125	.027	-.339	-4.685	.000
	F3	.068	.027	.183	2.537	.012

F_1 - Social and economic determinants; F_2 - Quality of education; F_3 - Market situation in the country

4. Discussion

There has been a lot of criticism of tuition fee-based education systems, and, in particular, of the incessant rise of tuition fee worldwide. In a study conducted in England, it was demonstrated that a great number of students and their families would like to see the return of free university education; in addition, many respondents did not agree that universities should be allowed to take the unilateral decision to increase their tuition fee (University and College Union, 2010).

According to a study in New Zealand, the choice of every fourth student was influenced to a great extent by the amount of tuition fee that they had to pay, and a significant part of drop-out students identified their inability to cover tuition fee costs as the main reason for leaving college (New Zealand Union of Students' Associations, 2010). Li and Min (2001) found a direct correlation between the increase in tuition fee and the rise of the likelihood for a student to drop out. However, the findings of our study do not completely concur with the above conclusions. Other

scientists also disagree that a tuition fee increase is the leading factor in the decision-making process of applicants. They point out that the effects of a tuition fee increase should be examined not in isolation, but in the context of other factors which might influence this decision such as family income or the necessity of living away from home (Deming & Dynarski, 2009; Hübner, 2012). Heine at al. (2008) reported that 75% of all first semester students stated that the closeness to home was one important determinant in the choice of university.

Although observations made in Scotland in 2001 and in England in 2012 clearly demonstrate that a steep increase of the tuition fee leads to a reduction in the number of applicants, the authors add that the trend is intensified when a rise in tuition fees is coupled with a low level of employment-after-graduation expectancy. As could be expected, a drop in tuition fees is associated with an increased number of applicants to university programs whose graduates do not typically enjoy a high remuneration level or a high percentage of employment after graduation. But an experiment involving students at several Dutch universities demonstrated that even though students' enrollment rate changed as a consequence of a reduced course fee, this change did not last long, and their regular enrollment rate soon returned to its original level (Ketel, at al., 2016). The conclusion drawn is that the effect of financial stimuli is transient. Sá, (2014) concludes that students are generally ready to pay more to study majors that are linked to a greater income and a lower unemployment rate. These statements are consistent with our findings.

Furthermore, Marcucci and Johnstone (2007), while systemizing the results of various studies in Australia, Canada, China, Holland, New Zealand, the UK, and the US, deduced that a rise in tuition fees does not affect the demand for university education on the macro level, albeit it might influence the share of social and economic groups of the total number of enrolled students. Buerhaus at al. (2009) insisted that it is the remuneration level expected upon graduation that plays a major role in the decision-taking process of applicants. The applicant choice of programs in Medicine should be expected to be also influenced by the insignificant unemployment rate and the high remuneration observed among professionals in the field. However, such motivation is typically found among applicants to Medicine in particular, and not to Nursing, the nursing profession being characterized by a noticeably decreasing attractiveness, which is pointed out in our study. Students' *gain* reflects their projected income, the possibility for professional growth and the low risk of unemployment after graduation (Alstadsæter, 2011).

Ke (2012) also identified a multitude of factors (such as the university ranking and the quality of education) that affect foreign students' choice of a given university, yet the leading one was found to be tuition fees. According to Card (1999), the correlation between the projected income after graduation and the costs of education (not only financial costs, but also the length of study, the difficulty of the course, the need for acquiring additional skills, etc.) is key for the choice of a future profession. One makes a rational choice when one compares the expenses (sacrifices) to the expected gain. The expenses that students incur in the course of their studies are of three major types: *personal expenses, cost of education*, and *loss of income.* The first type, *personal expenses*, includes living expenses, the cost of food and lodging, commuting expenses, clothing and the like. Such expenses ought to be calculated into the total costs of a university degree, yet are too often overlooked in many European countries (Schwarz & Rehburg, 2004). The second type, *cost of education*, comprises mainly tuition fees, and to a much lesser extent - the cost of books and similar fees. These costs play a major part in increasing the income of a university, and in allowing equal access to applicants regardless of their background. Still, these are costs that are obligatory for all admitted students (unless offset by some form of financial aid) (Marcucci & Johnstone, 2007).

Loss of income addresses the income that could have been generated, had it not been for the full-time academic load. Baxter and Birks (2004) claim that the highest cost that students need to pay is their lost income, i.e. all the income that they could have incurred during the years of study. In this context, the amount of financial aid, be it in the form of a governmental subsidy or a scholarship offered by a private company or person, may have a decided influence on the demand by prospective students. The demand for university programs in Medicine, for instance, could lessen significantly if the governmental subsidy in Bulgaria were to decrease, especially if, in addition to the rise in costs, the initial investment in education is of a slow return (as happens when the level of remuneration in the sector becomes lower). On the other hand, if students had to pay no tuition fee, we could expect to be faced with an extreme demand for university programs in Medicine. This, however, cannot happen since admission to programs in Medicine is conditional upon GPA, entrance exams, and other requirements (Scheffler, at al., 2012).

The amount of tuition fees per semester depends on the pricing policy of educational institutions, which in turn is based on variables such as Gross National Income per capita, inflation, sources of revenue, etc. (Boroch, at al., 2010). An important factor is salary expenditure especially for universities that offer programs in the medical field since in order to attract qualified medical practitioners as lectors, universities have to base their remuneration on the typically high salary level of professionals engaged in medical practice. In Bulgaria, the level of state subsidy is strictly regulated and cannot be increased, thus universities are usually forced to increase the sole major source of income that they have control of, namely, tuition fee. This is a reflection of the shift in understanding: since the state no longer identifies the whole society as the beneficiary of tertiary education, the burden of payment is transferred onto the one who profits most, the student (Education Directions, 1997; Baxter & Birks, 2004).

5. Conclusions

The results of the study revealed that many of respondents find even the current level of tuition fee to be too high when compared to the standard of living in Bulgaria, with only 23.1% finding the level of tuition fee to be acceptable. Most of the students, 68.8%, would leave the university if the tuition fee increased by more than 30%. Still, the results of our regression analysis clearly show that only 4% of the drop-out decision is motivated by a potential increase in tuition fee. The prognostic strength of the models that include intrinsic motivational factors of Nursing students is much greater, which allows us to conclude that a rise in tuition fee of already enrolled students is not the sole nor the most significant influencing factor on their decision to leave the university program.

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Dijital Dönüşüm, Araştırma Üniversitesi ve Yükseköğrenimde Yeniden Yapılanma: İstanbul Üniversitesi İktisat Fakültesi için Bir Model Önerisi

Digital Transformation, Research University and Restructuring of Higher Education: A Model Proposal for Istanbul University Faculty of Economics

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ÖZ

Türk üniversiteleri son birkaç yıldan bu yana YÖK'ün ve TÜBİTAK'ın geliştirdiği yenilikçi ve girişimci üniversite, araştırma üniversitesi, bölgesel kalkınma odaklı misyon üniversitesi olarak gruplandırılmakta ve bu yönde çalışma yapmaya özendirilmektedir. Covid-19, dijitalleşmeyi öncelikli hale getirmiştir. Avrupa Komisyonu da yükseköğrenimde dijitalleşmeyi öncelikli alan ilan etmiştir. Bu çalışmada, yükseköğrenimde dönüşüm boyutları ışığında, İÜ İktisat Fakültesi için bir dijital araştırma fakültesi modeli geliştirilmiştir. Bu modelin daha genel çerçevede üniversiteye veya daha dar kapsamda bölüm bazında da uyarlanabileceği değerlendirilmektedir. Modelin ilk bileşeninde çevrimiçi eğitim, eğitim 4.0, web 3.0, mikro rozetler, dijital dönüşüm, araştırma konsepti, Bologna Süreci, yeterlilik çerçeveleri, 21'inci yüzyıl becerileri, çekirdek yetkinlikler, akreditasyon ve kurumsal değerlendirme boyutları dikkate alınmıştır. Modelin ikinci bileşeni, yeni eğitim paradigmasıyla uyumlu olarak yeni nesil ofisler ve komitelere ilişkindir. Modelin üçüncü bileşeni, dijitalleşme, paydaş katılımı, araştırma fakültesi, çevrimiçi eğitim, mezun profili ve yönetişim modeline ilişkin metrikleri kapsamaktadır. Modelin dördüncü bileşeni, çeşitli boyutlara ilişkin olarak iç ve dış paydaşlarla iletişim stratejisine ilişkindir. Modelin beşinci ve son bileşeni yeni yaklaşımı somutlaştırarak uygulayacak yönetişim modelinin kurgulanmasına ilişkindir. 20 akran fakülte bazında uygulaması yapılan modelin bir bütün olarak yükseköğrenimde dönüşümü uluslararası trendlere paralel olarak sağlayacak bir yapıya, esnekliğe ve dinamizme sahip olduğu değerlendirilmektedir.

Anahtar kelimeler: Üniversitede dijital dönüşüm, Endüstri 4.0, Toplum 5.0, Covid-19, Çevrimiçi eğitim

ABSTRACT

Turkey's higher education and scientific research authorities have categorized the country's universities as innovative and entrepreneurial universities, research universities, or regional development-oriented universities, and have encouraged them to work in the corresponding direction. With COVID-19, digitalization has become an exceptionally prominent issue in higher education. The European Commission has declared digitalization in higher education to be a priority area. With these factors in mind, a digital research faculty model has been developed for Istanbul University Faculty of Economics, using 20 peer faculty websites to establish proof of concept. This model can be adapted to the university as a whole in a more general framework or to a particular department in a narrower context. The model has five components: (i) It is informed by ideas and discourse in online education, education 4.0, web 3.0, micro badges, digital transformation, research concepts, the Bologna Process, qualification frameworks, 21st century skills, core competencies, accreditation, and institutional evaluation; (ii) it proposes new generation offices and committees in line with the new education paradigm; (iii) it implements metrics related to digitization, stakeholder engagement, research faculty, online education, graduate profile, and governance model; (iv) it engages in a communication strategy with internal and external stakeholders; and (v) it establishes a governance model that will embody and implement the new approach. The model has been implemented on the basis of 20 peer faculties, but could be expanded for use by the entire university or narrowed for the benefit of a specific program.

Keywords: Digital transformation in universities, Industry 4.0, Society 5.0, COVID-19, Online education

EXTENDED ABSTRACT

Although digitalization has been on the agenda of Turkish universities over the last 10 years, approaches to it have not been systematic. The Council of Higher Education has developed the concepts of the innovative and entrepreneurial university, the research university, and the mission university focused on regional development, and has started to classify applicant universities accordingly. In the wake of COVID-19, the concept of digitalization has gained exceptional prominence.

Digitalization is the result of technological development and pertains to means, scope, and modes of operation rather than to content. Nonetheless, through feedback it also affects the quality, quantity, production, and presentation of content. Digitalization may be conceptualized economically as industry 4.0 in the economy, socially as society 5.0, and educationally as education 4.0. While new jobs that emerge as a result of digitalization require new skills, there will no longer be a need for skills related to jobs that have disappeared.

Although concepts such as e-learning, e-education, web-based learning, internet learning, distance learning, open education, blended learning, mixed learning, etc. each possess particular nuances, they can be used interchangeably. Blended education is defined as a mix of e-learning and face-to-face education. E-training involves designing face-to-face training in a complementary, supportive, and compensatory manner. E-education policy shapes change organizationally and pedagogically. With e-education, the possibility of a customized education for each student comes to the fore, as constraints of time and space are significantly overcome and the student's opportunities and options for self-learning and group learning are enhanced.

In the literature, no meaningful systemic distinction is drawn between e-education and face-to-face education. New media have enabled a wider range and richness of tools and content for learning activities, relative to traditional course material. E-education is thus presented as a social rather than a technological revolution in terms of its implications and effects.

In the transition process to e-education, it is critical to have sufficient readiness at a corporate level. The factors used to determine the university's digital readiness level can be listed as follows: (1) regulations, principles and rules, (2) management and operating model, (3) control, supervision, and evalu-

ation, (4) communication network and model, (5) content production, (6) distributed systems, autonomous working, and integration level, (7) support services, (8) human resources policy, (9) education policy, (10) standards and quality assurance, (11) financing model, (12) security, (13) technology (hardware, software, sustainability), (14) psychological counseling and rehabilitation, (15) enterprise resource management, (16) in-service training, (17) new skills policy for new jobs, and (18) gamification policy and competence in education, research, and in-service training.

In the face of increasingly widespread digital technologies, changing ways of doing business, international integration of workforces, marketing, products, and services through networks, and the widespread use of robotic solutions and autonomous systems employing artificial intelligence, human resources must be equipped with digital skills and be kept up-to-date. Making digital infrastructure investments with their technological dimension, ensuring digital readiness in terms of human resources, designing a management and operating model with the appropriate architecture, and establishing decision-making, implementation, and feedback mechanisms with an autonomous system approach, constitute the pillars of the digital perspective.

The transformation of the web plays an important role in the evolution of digital learning. Web 1.0 refers conceptually to access to another location, text, or file via hyperlinks or linked text. Web 2.0 based applications dominate informal/free learning. In addition, web 2.0-based applications in formal and nonformal education are increasing rapidly. With the development of mobile applications, this is leading to structural changes in the editing, presentation, acquisition, and review processes of traditional face-to-face education. Web 3.0 technology offers artificial intelligence, augmented reality, the internet of things, big data analysis, and distributed and autonomous systems.

In this study, existing literature on the digital transformation process in higher education has been evaluated and inferences made to create a road map and related metrics for a higher education institution pursuing digital transformation. A digital research faculty model has been developed for the Istanbul University Faculty of Economics, informed by key ideas in the international transformation of higher education. It is intended that this model be adaptable to the entire university in a more general framework or to a particular department in a narrower context.

The model has five key features. First, it is informed by ideas and discourse in online education, education 4.0, web 3.0, micro badges, digital transformation, research concepts, the Bologna Process, qualification frameworks, 21st century skills, core competencies, accreditation, and institutional evaluation dimensions. Second, it proposes new generation offices and committees in line with the new education paradigm. Third, it implements metrics related to digitalization, stakeholder engagement, research faculty, online education, graduate profile, and governance model. Fourth, it engages in a communication strategy with internal and external stakeholders. Finally, it establishes a governance model that will embody and implement the new approach.

1. Giriş: Dijital Dönüşüm ve İçerimleri

Dijitalleşme, özel sektör faaliyetlerinde, eğitimde, devlet hizmetlerinde ve sivil toplum etkinlikleriyle ilgili süreçlerde, araçlarda, ağlarda ve çıktılarda geniş uygulama imkânı bulan bir konsept olarak karşımıza çıkıyor. Dijitalleşme, teknolojik gelişmenin bir sonucu olup, içerikten ziyade araç, kapsam ve işletim biçimleriyle ilişkilidir; ancak, geri besleme yoluyla içeriğin nitelik, kalite, kantite ve üretim ve sunum biçimini de etkilemektedir. Dijitalleşme, ekonomide endüstri 4.0, toplumsal yaşamda toplum 5.0, ve eğitimde eğitim 4.0 olarak kavramsallaştırılmaktadır. Dijitalleşme ile birlikte ortaya çıkan yeni işler, yeni beceriler gerektirirken, ortadan kalkan işlere yönelik becerilere de artık ihtiyaç kalmamaktadır. Aşağıda, sırasıyla, dijitalleşme süreci, endüstri 4.0, toplum 5.0 ve dijital çağda üniversite eğitiminin dönüşümüne ilişkin değerlendirmeler yapılmaktadır (Toprak, Bayraktar & Özyılmaz, 2020).

Dijitalleşme döngüsel bir süreç olup, dört aşamada tamamlandığı söylenebilir: (1) Bilginin, fiziksel ortamdan dijital ortama aktarımını ifade eden *dijitizasyon*; (2) Dijital ortamdaki bilginin işlenerek iş süreçlerini güçlendirmesini ifade eden *dijitalizasyon*; (3) Dijital teknolojilerin değişim ve fırsatlarından stratejik bir yaklaşımla ve önceliklendirilmiş bir şekilde azami düzeyde yararlanmak için, bunların toplum üzerindeki mevcut ve gelecekteki olası etkilerini göz önünde bulundurarak; iş faaliyetleri, süreçleri, yetkinlikleri ve modellerinin esaslı ve hızlandırılmış dönüşümünü ifade eden *dijital dönüşüm* ve (4) Teknolojik veya dijital dönüşümü yaşayan bir organizasyonun iç paydaşları itibariyle kurumsal ve kişisel düzeyde dijital süreç ve işleyişe hazır olma düzeyini ifade eden *dijital hazır-bulunuşluk* (Bloomberg, 2018; Mergel, Edelmann & Haug, 2019).

Toplum 5.0 ve endüstri 4.0 uygulamaları birlikte *dijital devrim*in fotoğrafını gösterir. Bu devrimin derinliği ve yaygınlığı ülkeden ülkeye değişebilmektedir. İnsan kaynağının niteliği, tarihsel süreç içinde dijital çağdaki kadar ekonomik hayatta kritik bir rol oynamamış olmakla birlikte, nitelikli insan kaynağının diğer ülkelerin insan kaynaklarıyla bugünkü kadar kolay ikame edilebilir olduğu başka bir üretim faktörü de yoktur. Günümüzde işgücünün hareketliliğine ihtiyaç duymadan, dijital becerilerle donatılmış insan kaynağına erişim oldukça etkili olup ve maliyeti de düşüktür. İçinde bulunduğumuz dijital çağ, toplumsal ve bireysel yaşamın cereyan ettiği üretim, tüketim, ağlar ve ilişkiler bakımından yurtiçi ve yurtdışı yüksek etkileşimin olduğu ve bundan uzak durmanın veya kaçınmanın mümkün olmadığı bir zaman dilimidir.

Endüstri 4.0 yaklaşımında insanlar, nesneler ve sistemlerin hepsi siber alanda birbirine bağlı olup, dağıtık ve otonom sistemler söz konusudur. Dijital teknolojiye dayalı endüstrilerde, bilgi ve iletişim teknolojileri yoğun kullanılmakta; ulusal ekonominin yapı ve işleyişi, değişen, çeşitlenen ve karmaşıklaşan teknoloji tabanlı uygulamalar doğrultusunda yeniden organize olmayı gerektirmektedir. Teknolojiye dayalı sistemler dağıtık olmakla birlikte sanal ortamdaki entegrasyon yoluyla, sistemik ve sistematik biçimde çalışmakta ve işlev görmektedirler. Doyasıyla büyük veri analizi, yapay zekâ, artırılmış gerçeklik, nesnelerin interneti, web 3.0, robotik çözümler ve siber güvenlik endüstri 4.0'ın mottoları olarak öne çıkmaktadır (Toprak, 2018).

Toplum 5.0, siber alanı ve fiziksel alanı bütünleştiren bir sistem yoluyla, toplumsal sorunların çözümü ile ekonomik gelişme arasında denge kuran insan merkezli bir toplum yaklaşımı olarak tanımlanabilir (Cabinet Office, 2020). Toplum 5.0 inisiyatifi, endüstri 4.0'ın teknolojik yeniliklerini tam olarak birleştirerek yeni bir sosyal sözleşme ve ekonomik model yaratmak için amaçlı bir çaba olarak tanımlanmaktadır. Toplum 5.0'da dünyaya yol haritası görevi görecek bir "süper akıllı" toplum oluşturulması ideali söz konusudur. Toplum 5.0 bağlamında büyük veri analizi, yapay zekâ uygulamaları, siber güvenlik, nesnelerin interneti, robotik çözümler, web 3.0, sanal gerçek-

lik ve artırılmış gerçeklik, ekonomik ve toplumsal hayatta köklü değişiklikler getiriyor. Bu yapısal değişiklik trendini başarıyla yürütmek için, devlet, özel sektör ve STK'ların işbirliği ve gerektiğinde eşgüdüm içinde iş tutması gerekiyor. Toplum 5.0'ın mottosu "insan merkezli toplum"dur. Toplum 5.0'da ileri teknoloji imkânlarının bireysel ve toplumsal kalkınma ile ekonomik gelişmeye katkı sunması öngörülmektedir.

Bu doğrultuda, Türkiye üzerinden örneklendirilecek olursa; üniversiteler, dijital dönüşümün koordinatör kurumu (Sanayi ve Teknoloji Bakanlığı), teknokentler, teknoloji transfer ofisleri, Ar-Ge ve proje fonları, araştırma altyapıları ve üniversiteler dışındaki araştırma ve proje kuruluşları, meslek liseleri ve fen liselerinin, ulusal çapta Toplum 5.0'ın "bilim ve teknoloji araştırma" ekosistemindeki aktörleri olarak sistemik tasarımının gözden geçirilmesi gerekmektedir. Hali hazırda Cumhurbaşkanlığı Dijital Dönüşüm Ofisinin de ülke düzeyinde ilave bir koordinasyon veya yönlendirme görevi görme potansiyeli vardır.

Toplum 5.0'da, siber uzay (sanal alan) ve fiziksel alan (gerçek alan) arasında yüksek derecede yakınsama söz konusu iken, toplum 4.0'da, insanlar siber alanda bir bulut hizmetine (veri tabanlarına) internet üzerinden erişmekte ve bilgi veya veri tarayarak analiz etmektedir. Endüstri 4.0'da insanlar, nesneler ve sistemlerin hepsi siber alanda birbirine bağlı olduğu için, Toplum 5.0'a yüklenen işlevler teknolojinin imkânları dahilindedir. Toplum 5.0'da, siber ve fiziksel alanlardaki sensörlerden çok miktarda bilgi birikir. Siber alanda, bu büyük veriler yapay zekâ (AI) ile analiz edilir ve analiz sonuçları çeşitli şekillerde fiziksel alanda insanlara geri besleme yoluyla iletilir. Yapay zekânın bilgi derleme ve değerlendirmesi, insan kapasitesinin çok ötesindedir. Örneğin, borsa ve finans eğitimi, tıp eğitimi, sınıf öğretmenliğinde uygulamalı öğretim ve öğrenme teknikleri, yapay zekâ yoluyla öğrencinin ve öğretmenin yararlanabileceği örnekleri en etkili şekilde temin eder.

Toplum 5.0 perspektifinde, eğitim sürecinin beceri ve yetkinlik geliştirici işlevinin önemi belirgin şekilde öne çıkmaktadır. Dolayısıyla, eğitim modelinin uygulamalı olması bu perspektifin önemli bir gerektirmesidir. Uygulamalı eğitimin günümüzdeki uyarlaması dijital eğitim olarak tanımlanabilir. Buna göre, bilgi, beceri ve yetkinlik arasında karşılıklı yüksek etkileşim ve karşılıklı bağımlılık; işgücü piyasasının insan kaynağı ihtiyacını karşılamayı hedefleme; ileri ve yoğun teknoloji yönelimli olma; İngilizceyi süreçlerinde etkili kullanma; paydaşların aktif katılımının sağlandığı ve öğrenen odaklılığın olduğu eğitim yaklaşımı, *yeni nesil* eğitim *uygulamalı* eğitim veya *dijital* eğitim olarak nitelendirilmektedir.

Türkiye'de üniversitelerin büyük kısmı, dijitizasyonda önemli mesafeler kaydetmekle birlikte, henüz dijital dönüşüm aşamasının başında bulunmaktadırlar. Üniversite 4.0 veya dijital üniversitenin öne çıkan boyutları aşağıdaki gibi sıralanabilir (PWC, 2018; Toprak ve ark., 2020):

1. Üniversite, içinde bulunduğu ekosistemin tamamlayıcı bir unsuru olarak organizasyonel ve fonksiyonel mimarisini ve yönetişim modelini dijital dönüşüm perspektifiyle kurgular.

2. Yeni işler için yeni becerilerin müfredata içerilmesinde paydaşların konsensüsü söz konusudur.

3. Eğitim, araştırma, uygulama ve toplumsal katkı fonksiyonlarında ticarileşme mihenk taşıdır.

4. Diploma ve sertifika eğitimlerini tamamlayanların yaşamları boyunca güncelliklerini korumaları için mezuniyet sonrası serbest öğrenme, yaygın eğitim ve örgün eğitim yoluyla elde ettikleri beceri ve yetkinliklerin tanınması söz konusudur.

5. Üniversite, bulunduğu ekosistemde hem girişimci ve yenilikçi insan kaynağı ve hem de araştırma altyapısı kaynağıdır.

6. Uygulamalı eğitim yoluyla, girişimcilik, yenilik ve liderlik becerileri ile eğitim, araştırma ve uygulama uzlaştırılarak geliştirilmektedir.

7. Uygulamalı eğitim sayesinde, mezunlar çalışma hayatına, ilave eğitime asgari ihtiyaç duyacak şekilde üretmeye hazır olarak başlar.

8. Dijitalleşme sayesinde, şeffaflık ve hesap verebilirlik ilkeleri daha etkin uygulanır.

9. Üniversitenin kaynakları, imkânları, fonksiyonları ve ilişkide bulunduğu ağlar dağıtık ve otonom sistemler yoluyla etkin bir yönetişim modeline imkân tanır.

2. E-öğrenme, Sosyal Medya, Dijital Kimlik ve Otonom Sistemler

Youtube, Facebook, Instagram vd. programlar yoluyla veri ve dosya paylaşımı, canlı yayın yapma, video yükleme gibi senkron ve asenkron online eğitime imkân veren uygulamalar kolayca yapılabilmektedir. Sosyal medyanın bu denli aktif ve yaygın kullanıldığı günümüzde, üniversite öğrenme yönetim sistemlerinin bu mecralarla etkileşimli veya entegre çalışmaması halinde önemli bir sinerji potansiyeli yakalanmış olmayacaktır. Sosyal medyanın eğitim sisteminde yer alan nüfus kesimi tarafından önemli ölçüde mobil uygulamalar yoluyla kullanılması, öğrenme mecralarının da mobil uygulamalarla entegrasyonunu gerektirmektedir. Sosyal medyanın üniversite eğitim sistemine entegrasyonu, öğretim kadrosu ile öğrenciler arasında, öğrenciler ile öğrenciler arasında ve üniversitenin diğer sosyal paydaşları arasında yatay ve dikey hiyerarşiler itibariyle iletişimi sağlamada, kaldıraç görevi görerek önemli bir sinerji sağlayacaktır.

2000'li yılların başından itibaren doğanlar internet ortamında doğup büyüdükleri için, sanal dünya onlar için en gerçekçi realitedir. Google, Youtube, Wikipedia vb. mecralar ve diğer sosyal medya ortamları yaptıkları işe bağlı olarak milenyum çağının vazgeçilmezleri arasındadır. Başlangıçta bir veya birkaç ürüne dayalı olan Microsoft, Google, Youtube gibi firmalar, zamanla ürün gamını çeşitlendirmekte ve işbirlikleriyle doğrudan sahibi olmadıkları ürünleri de portföylerine katarak ağlar genelinde faaliyette bulunmaktadırlar. Online eğitimde kişisel verilerin ve telif çalışmaların güvenliğinin riske girmesi, önemli bir sorun alanı olarak karşımıza çıkmaktadır. Diğer yandan, online öğrenme yönetim sistemleri (LMS) güvenlik açıklarını giderek daha fazla kapatmakta ve güvenliğin önemli bir sorun alanı olması büyük ölçüde bertaraf edilmiş durumdadır (Babic, Vilovic & Tomic, 2019; Sanchez, Cortijo & Javed 2019; PRGI, 2019;).

Akademik yayın dünyasında dijital kimlik numarası uygulaması, son 10 yılda giderek artan bir oranda kullanılmaya başlanmış, makale yayın başvurusunda dijital kimlik numaraları ön şart olarak aranır olmuştur. Benzer şekilde üniversitedeki öğrenciler ve diğer personel bakımından da dijital ayak izlerini takip etmek için dijital kimlik numaraları yaygın olarak kullanılmaya başlanmıştır. Bunlara örnek olarak, ORCID (Araştırmacı ve İştirakçi Açık Kimlik Numarası), WoS Researcher ID, Scopus ID ve Google Scholar ID en yaygın kullanılan dijital kimlik numarası servisleri olup, bu kimlik numaralarıyla, araştırmacının yayın faaliyetlerinin kalitesi ve sayısı etkili biçimde takip edilebilmektedir.

E-posta, takvim, haftalık ders planı, araştırma ve proje yönetimi takvimi, günlük faaliyet takvimi, sosyal medya hesaplarına ilişkin aktiviteler ve planlamalar, iletişim trafiği, e-kütüphane hizmetleri, öğrenci bilgi sistemiyle entegrasyon, öğrenme yönetim sistemi modülleriyle entegrasyon ve diğer dijital platformların ve modüllerin birlikte çalışması, 'otonom sistem' yaklaşımını beraberinde getirmektedir (Hinds & Joinson, 2018; Iancu, 2019). Otonom sistem veya özerk sistem, birbirinden kısmen veya tamamen bağımsız dağıtık donanımlar, yazılımlar, algoritmalar ve ağların gerekli durumlarda birbiriyle etkileşimde bulunarak entegre çalışabilme özelliğidir. Otonom sistemde farklı operatörler birbirine eklemlenmiş olup, bu yapıları kendi perspektiflerinden otonom çalıştırma kabiliyetine sahiptir.

E-öğrenme kavramı, teknolojik gelişmelerle paralel olarak zaman içinde farklı boyutlar ve genişleyen anlamlar kazanmaktadır. Buna göre, bilgiye erişim, beceri geliştirme, ders süresi ve sunum şekli gibi unsurlar, gelişen teknoloji ve içeriklerle birlikte, daha yaygın toplum kesimlerine, çok daha düşük maliyetlerle ve etkili dağıtım araçlarıyla sunulmaktadır. Yine, geleneksel bilgisayar-tabanlı öğrenme, yerini harmanlanmış öğrenmeye ve sanal öğrenmeye bırakmaktadır. Günümüzde teknoloji, bilgiye erişim, bilgiyi kullanım ve bilgi toplumunu oluşturmada en büyük eşitleyici olarak temayüz etmektedir (Kundi & Nawaz, 2014). Bilgi, bilimsel ve teknolojik gelişmenin etkisine açık olduğu kadar toplumsal dönüşümün de biçimlendirmesine maruz kalmaktadır. Dolayısıyla, bugünkü teknolojik gelişmenin sosyal devrim boyutu çok daha fazla dikkat çekmektedir (Brown & Adler, 2008).

Teknolojik imkânlar sayesinde, geleneksel yöntemlerin yerini, yeni nesil yöntemler almaktadır. Buna göre, derslerin senkron ve asenkron şekilde takip edilebilme imkânı, otomatik soru üretimi yoluyla esnek sınav zamanı ve yeri, ders materyalinin otomatik soru üretimine imkân verecek düzeyde standart ve doğrulanmış bilgiler içermesi, öğretim elemanının daha ziyade koçluk ve rehberlik yapma rolünün güçlenmesiyle öğrencilere kişiselleştirilmiş düzeyde destek vermesi, eğitimin daha cazibeli ve eğlenceli hale gelmesi, öğrencinin öğretme sürecinin parçası haline getirilerek başarısının artırılması ve tüm bunların sonunda teknolojik yatırımların etkin kullanılması mümkün olacak, böylelikle dijital eğitim ve dijital beceriler azami ölçüde kazandırılmış olacaktır (Gonzales, 2012; Njenga & Fourie, 2010).

E-eğitim ile öğrenme daha esnek ve dinamik hale gelmektedir. Öğrenmede, kişeselleştirilmiş ölçek mümkün olabilmekte, e-ortam sayesinde, öğrenci akademik olmayan jenerik bilgi ve becerileri de kazanabilmektedir. Çalışanlar, çalıştıkları işyerinin ve işlerin parçası olarak e-ortam (e-posta, muhasebe yazılımı, performans değerlendirme paneli, kurum içi sosyal ağlar ve diğer portaller) üzerinden öğreneceklerdir. E-eğitim önemli ölçüde teknolojik gelişmelerle bağlantılı olduğu için, e-eğitim liderleri için üç husus önem kazanmaktadır: değişime öncülük etme, operasyonel mükemmeliyeti sağlama ve sürdürülebilir yenilik veya e-eğitimin dönüşümüne öncülük etme (Wagner, Hassanein & Head, 2008; Tham & Werner, 2005).

E-eğitim politikası, değişimi organizasyonel ve pedagojik olarak biçimlendirir. Ancak, tepeden inme veya tabandan gelme yaklaşımlarından birinin mi yoksa hibrit bir yaklaşımın mı benimseneceği önemli bir konudur. Tepeden inme ve tabandan gelme yaklaşımlarının e-eğitim uygulamalarında, mevcut teknolojik imkânlarla etkili bir şekilde birlikte uygulanabileceği söylenebilir. E-eğitim ile öğrenciye özelleştirilmiş eğitim imkânı öne çıkmakta, zaman ve yer kısıtı önemli ölçüde aşılmakta, öğrencinin kendi başına öğrenme ve grup içinde öğrenme fırsatları ve olasılıkları gelişmektedir. Nitekim bugün e-eğitimde öncü rolü oynayan üniversiteler, yenilikçi uygulamalar yoluyla, öğrenme performansını, öğrenci-öğretmen etkileşimini ve dijital becerileri geliştirmeyi hedeflemektedir (Williamson, 2019; Papachristos ve ark. 2010; Singha & Hardaker, 2017).

Covid-19 krizi ile bütün üniversitelerin gündemine hızla giren e-eğitimin geleneksel yüz yüze eğitime göre avantaj ve dezavantajları üzerine yapılmış araştırmalara göre, harmanlanmış eğitim, e-eğitim ve yüz yüze eğitime göre daha verimli olup, e-eğitim ve yüz yüze eğitim arasında ise anlamlı bir fark bulunmamaktadır (Al-Qahtani & Higgins, 2013).

E-eğitim kavramı, içerimleri itibariyle bir konsept bütünlüğüne sahiptir. Ekonomileri, toplumları, endüstriyel dönüşümleri ve nihayet eğitim paradigmasındaki değişimleri numaralandırarak sınıflandırıp tanımlamak, analitik ve pedagojik olarak büyük kolaylık sağlamaktadır. Endüstri devrimlerinin teknolojik düzeyleri, ekonomi, toplum ve eğitim alanlarını da etkilemiş ve

paralel dönüşümlerin yaşanmasını sağlamıştır. Endüstri 3.0 dijital otomasyon ile etiketlenirken, endüstri 4.0 siber-fiziksel sistemlerin entegrasyonu ve birlikte işlemesi olarak tanımlanmaktadır. Bulut sistemleri, büyük veri, öngörücü analitik ve bütünleştirici platform teknolojileri gibi dijital dönüşüm teknolojileri, yüksek öğrenimi ve mesleki eğitimi derinden biçimlendirmeye başlamıştır (Jackson, 2019). Bu nedenle, eğitim 4.0'ın temel güdüsünün diğer bir deyişle yüksek etkileşim içinde olduğu konseptin, endüstri 4.0 olduğu söylenebilir (Maria, Shahbodin & Pee, 2016).

Tablo 1: Eğitim paradigmasında değişim

Eğitim devrimi	Yöntemler	Teknoloji
Eğitim 1.0	Dikte etme Ders anlatma Bilginin doğrudan transferi	Eğitim süreci sırasında izin verilmez Eğitim 1.0'dan önce (1840'lar-1950'ler): yazışma ve telsiz yayın 1960'lar-1990'lar Bilgisayar tabanlı eğitim 1994: Web 1.0 1990'ların ortası: Bilgisayar tabanlı eğitim
Eğitim 2.0	İlerlemeci eğitim İnternet erişimine açık olmanın başlaması	Sınırlı erişim 2000'ler: Harmanlanmış öğrenme 2004: Web 2.0
Eğitim 3.0	Bilgi üretimi Birlikte inşâcılık	Bilgi inşâsı ve aktarımına tam erişim Teknoloji evriminin ana kaynağı olarak öğrenenler 2010'lar: sosyal ve sanal öğrenme 2011: MOOC
Eğitim 4.0	Yenilik üretimi Sınıfların ortadan kalkması	Sürekli değişim Endüstri 4.0'ın etkisi

Kaynak: Maria, Shahbodin & Pee, 2016.

3. E-eğitime Yönelik Öğrenci ve Akademisyen Değerlendirmeleri

E-eğitime yönelik olarak öğretim elemanlarının ve öğrencilerin algıları oldukça geniş bir yelpazeye dayanmaktadır. Öğretim kadrosunun ve öğrencilerin sahip oldukları teknolojik ekipmanlar ve teknoloji okur-yazarlık düzeyleri, e-eğitim ortamına yönelik tecrübeleri, geleneksel sistem bileşenlerinin yeterlik düzeyi, ve e-ölçme-değerlendirme yöntemleri algısının oluşmasında önemli olmaktadır. Ancak, uygulamada genelde öğretmen ve öğrencilerin dijital ortamlardaki sınavlara yönelik değerlendirmeleri ağırlıklı olarak pozitifken, yöneticilerin değerlendirmelerinde yatırım maliyeti, donanım ve bakım masrafları bağlamında farklılıklar gözlenmektedir (Berggren, Fili & Nordberg, 2015; McConnell, 2018).

E-eğitim ve web-tabanlı eğitime yönelik öğrenci algısının genelde pozitif olduğu, mobil uygulamanın öğrenciler arasında e-eğitime yönelik algıda belirleyici olduğu, e-eğitimin dersin içeriğinin daha iyi anlaşılmasına katkıda bulunduğu ve öğrencilerle öğretim elemanları arasında işbirliği ve etkileşimin e-eğitim ile güçlendiği bulgularını sunan birçok çalışma bulunmaktadır (Miller ve ark., 2013; Figaredo & Alvarez, 2019; Felea ve ark., 2018;). Bunun yanı sıra sanat alanındaki lisans ve lisansüstü öğrenciler üzerinde yapılan ve e-eğitime hazır-bulunuşluk düzeyini tespite yönelik bir saha araştırmasında, eğitim düzeyleri arasında farklılaşma görünmekle birlikte; cinsiyet, üniversite ve öğrenim görülen branş bakımından anlamlı bir ayrışma tespit edilememiştir (Rasouli, Rahbania & Attaran, 2016).

Çevrimiçi uzaktan eğitim (ODL) için kritik başarı faktörleri beş başlık altında gruplandırılabilir. Bunlar, kurumsal yönetim, öğrenme ortamı, öğretimin tasarımı, hizmet sunumu ve dersin

değerlendirilmesidir (Cheawjindakarn ve ark. 2012). Dolayısıyla, kurum ve program düzeyinde çevrimiçi eğitim yaklaşımını benimseyen organizasyonların dağıtık, entegre ve *otonom sistem* yaklaşımıyla bütün boyutları birlikte tasarlamaları ve işletmeleri gerekmektedir.

Öğretmen yetiştirme fakülteleri üzerinde yapılan bir araştırmada akademik kadronun öğretmen yetiştirmede dijital araçları pedagojik yaklaşımlarında ana unsur olarak kullanmadıkları bulgusu elde edilmiştir. Bu nedenle, akademik kadronun dijitalleşmede birçok yönden desteklenmesi gerekmektedir (Amhag, Hellström & Stigmar, 2019). Bu çerçevede, öğretmenlerin sahip olması gereken çekirdek yetkinlikler konusunda Avrupa Komisyonu kapsamlı çalışmalar yürütmektedir (Canea, 2011). E-eğitim stratejisi geliştirilirken, başarının sağlanması için öğretim elemanlarının yanı sıra öğrenciler ve yönetimin de aktif katılımı ve geliştirilen stratejiyi benimsemeleri önemlidir (Tucker & Gentry, 2009). Çünkü, E-eğitim ortamlarıyla, üniversitede akademik ve idari personele olan ihtiyaç azalmakta, yapay zekâyla üniversitelerin girişimci özelliği pekişmekte ve dijital iş dünyasının ihtiyaç duyduğu alanlarda eğitim ihtiyacı artmaktadır. Dolayısıyla eğitimin tasarımı ve eğitimden beklentilerde yapısal değişimler ortaya çıkmaktadır (Bogoviz, 2019).

E-eğitime geçişle ilgili süreçte, kurumsal düzeyde hazır-bulunuşluğun yeterli olması kritik önemdedir. Üniversitenin dijital hazır-bulunuşluk düzeyini belirlemede kullanılan faktörler şöyle sıralanabilir (Al-Fraihat ve ark., 2020): (1) Düzenlemeler, ilkeler ve kurallar, (2) Yönetim ve işletim modeli, (3) Kontrol, denetim ve değerlendirme, (4) İletişim ağı ve modeli, (5) İçerik üretimi, (6) Dağıtık sistemler, otonom çalışma ve entegrasyon düzeyi, (7) Destek hizmetleri, (8) İnsan kaynakları politikası, (9) Eğitim politikası, (10) Standartlar ve kalite güvencesi, (11) Finansman modeli, (12) Güvenlik, (13) Teknoloji (donanım, yazılım, sürdürülebilirlik), (14) Psikolojik danışmanlık ve rehabilitasyon, (15) Kurumsal kaynak yönetimi, (16) Hizmet-içi eğitim, (17) Yeni işler için yeni beceriler politikası ve (18) Eğitim, araştırma ve hizmetiçi eğitimde oyunlaştırma politikası ve yeterliği.

4. Dijital Üniversite

Dijital üniversite tartışmaları son yirmi yıllık süreçte giderek yoğunluk kazanmaktadır. Üniversitelerin dijital dönüşüme gitme zorunluluğu, sadece teknolojik gelişmelerin zorlaması ile değil, aynı zamanda salgın, afet ve kriz dönemlerinin etkisiyle de ortaya çıkmaktadır. Ne var ki, bütüncül bir plan dahilinde sistemik olarak dijitalleşme ajandası uygulamayan üniversitelerde beklenen sinerjiyi yakalamak mümkün olmamakta, üniversitelerin donanım ve yazılıma yaptıkları yatırım harcamaları, tam olarak semeresini vermemekte ve kaynak israfı ortaya çıkmaktadır. Covid-19 salgını ile birlikte, bütüncül bir yaklaşımın bir sistem perspektifi içinde izlenmesi gerektiği daha net olarak anlaşılmıştır (Hodges ve ark., 2020; Ayebi-Athur & Kofi, 2017).

Leeds Üniversitesi dijital öğrenme direktörü Prof. N. P. Morris, İngiltere yüksek öğrenim kalite ajansının 2004 yılından itibaren ilan ettiği ve güncellediği yeni eğitim standartlarını göz önünde bulundurarak eğitim sisteminin dijital platforma taşınmasının bir gereklilik olduğunu vurgulamaktadır (Morris, Swinnerton & Coop, 2019). Dijital üniversite, öğrenci ve öğretim elemanının dijital ayak izleri ve dijital eğitim parası ile birlikte düşünülmesi gereken bir konsepttir. Yine e-öğrenme ve dijital öğrenmede kurumsal politika ve imkânlar oldukça önemlidir (Veretekhina, Krapivka & Krieeva, 2020; Bridgstock, 2016).

Dijital üniversitenin getirdiği önemli bir boyut, değerlendirme ve ölçümdür. Dijital üniversitede, eğitim, öğrenci ve öğretim elemanı performansı, materyal, ölçme ve değerlendirme, mezun profili, istihdam performansı ve idari personel performansı gibi nitel değerlendirme boyutu da olan bir çok alan, nispeten daha kolay ve etkin bir şekilde ölçülebilecektir. Bu nedenle dijital

üniversitede, üniversitedeki hemen her boyut için bir metriğin geliştirilmesi ve karar alıcılar tarafından değerlendirilmesi gerekli olmaktadır (World Bank, 2016).

Dijital kampüs, ileri bilgisayar teknolojisi ve ağları yoluyla entegre hizmetlerin ve üniversite topluluğu arasında iletişime imkân veren kişiselleştirilmiş ortamın oluşturulmasını ifade eder. Dijital kampüs sözcüğü yerine, otonom sistemler nedeniyle akıllı kampüs sözcüğü de kullanılmaktadır. Dijital kampüs, üniversite kampüsünde dijital ekosistemin inşâ edilmesidir. Dijital kampüs, sanal kampüs ve fiziki kampüsün eş zamanlı ve etkileşimli olarak işlemesidir (Bykov ve ark., 2019; Min, 2014). Üniversitenin iç ve dış paydaşları dijital kampüs işletim modeli sayesinde şeffaf ve etkili bir izleme ve değerlendirme yapma imkânına sahip olacaktır. Büyük veri analizi, yapay zekâ uygulamaları, siber güvenlik, nesnelerin interneti, robotik çözümler, sanal gerçeklik, artırılmış gerçeklik, web 3.0, 5G kablosuz ağları, bulut çekirdek ağı ve bunların sonucunda otonom sistemler dijital kampüsün dayandığı başlıca teknolojilerdir (Jurva ve ark., 2020; Subbarao, Srinivas & Pavithr, 2019; Lu, 2015).
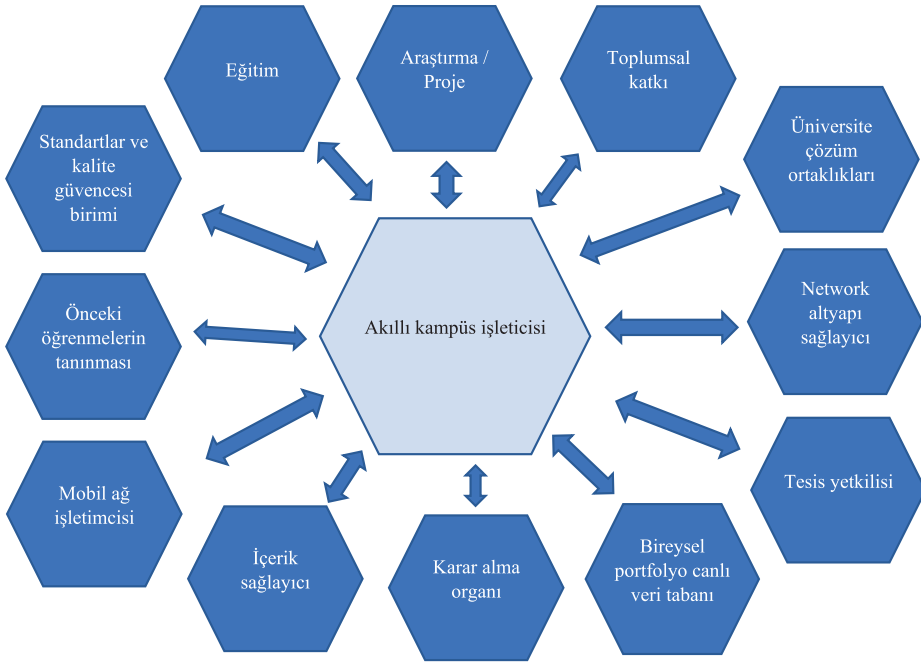
Şekil 1: Akıllı kampüs ekosistemi
Kaynak: Jurva ve ark. (2020)'den uyarlanmıştır.

Dijital eğitim konsepti konusunda birçok gelişmekte olan ülke strateji belgeleri yayımlamaktadır. Bir örnek olarak Rus Hükümeti (2019) yeni eğitim modelini, "yeni dijital eğitim ortamı" olarak tanımlamaktadır. Rusya'da, analog ekonomiden dijital ekonomiye geçişe ilişkin yol haritası hazırlanmıştır (World Bank, 2016 & 2018). Benzer bir yaklaşım, Rusya'nın birleşik dijital eğitim ekosisteminde (UTSOP) de bulunmaktadır. UTSOP yol haritasındaki başlıca konseptler şunlardır: (i) Dijital çift veya dijital ikiz: Bir kişinin fizyolojik ve biyolojik bütün özelliklerinin,

eylemlerinin gerçek zamanlı olarak dijital kopyası; (ii) MOOC (massive open access online courses): Mesafeli eğitim formlarından biri olan, internet yoluyla açık erişim sağlanan e-eğitim teknolojilerinin kullanımıyla kitlesel etkileşimli katılımı olan dersler; (iii) Açık mikro-öğrenme: 5 dakikadan fazla sürmeyen kısa eğitim materyali (genellikle etkileşimli ses veya video formatında); (iv) Mikro kimlik bilgileri: Bir kursun bir bölümünü tamamlamak için alınan küçük bir ödül, ayrıcalık veya sertifika (öğrencileri sürekli olarak öğrenmeye devam etmek için motive etme amacıyla); (v) Akıllı sözleşme: Blokzincir teknolojisinde ticari sözleşmeleri girmek ve sürdürmek için kullanılan tasarlanmış bilgisayar algoritması ve (vi) Blokzincir: Belirli kurallara göre oluşturulmuş bilgileri içeren birbiriyle bağlantılı bir liste olan blokların sıralı ve sürekli zinciridir. Çoğu zaman, blok zincirlerinin kopyaları, birbirinden bağımsız olarak çalışan birçok farklı bilgisayarda depolanır.

Rusya'da devlet, dijital eğitim para birimi oluşturmayı planlamaktadır. Dijital para birimi, devletin mevcut ekonomik duruma göre değerini belirlediği (endekslediği) bir üniversitedeki bir öğrencinin temel öğrenim ücretine eşit olacaktır. Sadece yasal kurumlar bu para birimini satın alabilir ve sadece bireyler yetkili bir kurumda eğitim amacıyla bu para birimini harcayabilir. Burada dijitalleşen eğitim sektöründe sinerji yaratmak için eğitim hizmetleri ekosisteminin oluşturulması öngörülmektedir. Eğitim sistemindeki bütün katılımcıların biyometrik bilgilerini kullanmak için yetkilendirilen tek sistemin önemini maksimize etmek amaçlanmakta; eğitim kurumlarını ve verdikleri belgeleri değerlendirmek üzere eğitim kalitesini değerlendiren bir sistemin oluşturulması planlanmaktadır. Hem öğrenciler ve mezunlar hem de işverenler değerlendirmeyi yapacak ve sonuç genel kamuoyunun erişimine açık olacaktır.

Dijital kütüphane, dijital üniversite için en önemli kaynaklardan biridir. Herhangi bir yerde herhangi bir zamanda herkes için öğrenme ortamı sağlanması, dijital kütüphaneyi üniversite 4.0'ın ana iticilerinden biri yapmaktadır. Dijital kütüphanede, bedava kaynaklara erişim, yatırım yapılan kuruma özgü kaynak ve uygulamalara erişim ve satın alınan veya kiralanan kaynaklara ve uygulamalara erişim dijital eğitim için sinerji oluşturmaktadır (Khannanov, 2007). Bunun yanı sıra, akademik kütüphaneler ve halk kütüphaneleri arasındaki çevrimiçi entegrasyonlar, beklenen yararı toplumun geneli bakımından daha da güçlendirecektir. Yetişkin eğitimi veya üniversite dışındaki bireylerin eğitimi için ulusal kütüphanelerin de yaygın eğitim destek birimleri olarak önemli işlev görme potansiyeli vardır (Aramburo, 2019; Bradley & Soldo, 2011). Kütüphaneler öğretim elemanı, öğrenciler, mahalli topluluklar, yetişkinler gibi farklı grupların kütüphane hizmetlerine erişimini güçlendirip yaşamboyu eğitim yaklaşımını destekleyecektir (Llewellyn, 2019; Moss, 2008).

5. Dijital Üniversitede Program Geliştirme

Bir bölüm veya program ilk defa açıldığında müfredat oluşturma veya program geliştirme kavramları birbirini ikame edecek şekilde kullanılabilmektedir. Program geliştirmede Bologna Sürecinde geliştirilen "yeterlilik formu" şablonu kullanılmaktadır. Bu formda, programın anahtar öğrenme kazanımları, eğitim modeli, konsept ve jenerik yetkinlikler, iş yükü, işgücü piyasası ile ilişkiler, çözüm ortaklıkları ve öğrenme ortamları gibi geniş bir spektruma yayılan özellikler yer alır. Program yeterlilik formu, kurumsal düzeyde dağıtık otonom sistemlere ilişkin olarak da önemli ipuçları verebilir.

Program geliştirme için birbiriyle ilişkili çeşitli bileşenler tanımlanır. Bu bileşenlere ilişkin karar alma, uygulama ve gözden geçirme süreçlerinin bir kısmı örtüştüğü gibi, bir kısmı ardışıklık niteliği göstermektedir. Program geliştirmede başlıca bileşenler şu şekilde sıralanabilir: Fizi-

ki, mali ve akademik insan kaynağı dahil temel koşulların sağlandığının kanıta dayalı olarak gösterilmesi; program amacının ve mezun profili veya profillerinin, program anahtar kazanımlarının ve kurum, fakülte ve program özelinde konsept, jenerik ve konuya özgü yetkinliklerin tanımlanmaları; müfredatın ve ders formlarının oluşturulması ve izleme ve gözden geçirmeye dayalı değerlendirme ve iyileştirme (WamPPP, 2016; Kallioinen, 2010).

Müfredatlar, bir yandan endüstri yönelimli ve istihdam yönelimli olmaya doğru evrilirken, diğer yandan oyun tabanlı eğitim uygulamalarına ilgi artmaktadır. Dijital tabanlı öğrenmede oyunlaştırmanın rolü giderek artmakta ve üniversitelerin yeni öğretim yöntemleri geliştirmeleriyle öğrenme kazanımlarının daha dinamik ve etkin olarak elde edilmesi hedeflenmektedir. Öğrencilerin eğlenmelerinin, öğrenmelerinde önemli bir motivasyon kaynağı olacağı yönünde birçok bulgu mevcuttur. Ekip çalışması yapma, daha ileri düzeylere geçme, hedefe kilitlenme, hırs yapma, hatalardan öğrenme ve kendini geliştirme gibi beceriler oyunla öğrenme yoluyla daha hızlı ve sürdürülebilir şekilde geliştirilebilmektedir (Annansingh-Jamieson, 2017; Elabnody, 2017; Aldemir, Celik & Kaplan, 2018; Çakıroğlu ve ark., 2017).

6. Dijital Üniversitede Mezun Profili, Web'de Dönüşüm ve Dijital Öğrenme

Nitelikli insan kaynağı, ekonomik ve toplumsal gelişmenin anahtarıdır. Nitekim insani gelişme endeksi, ekonomik ve toplumsal gelişmenin göstergesi olarak kullanılmaktadır. Bilgi toplumunda ve dijital toplumda beşeri sermaye toplumsal hayatın en önemli bileşenidir. Üniversite eğitimi, bir toplumun insan kaynağının ana mecrası olduğu için, bütün dikkatler yüksek öğrenime ve mesleki eğitime yönelmektedir. Özel sektörün, kamu sektörünün ve üçüncü sektörün ihtiyaç duyduğu işgücü profilini karşılayacak mezunların sağlanması, üniversitelerin öncelikli olarak dikkate alacağı bir ölçüdür.

Avrupa Tuning Projesi ve Avrupa Yeterlilikler Çerçevesine dayalı olarak geliştirilen ulusal yeterlilik çerçeveleri, ülkelerin ekonomik ve toplumsal yapılarının ihtiyaçlarını önceleyen mezun profili oluşturmalarına imkân tanımaktadır. Çeşitli yeterlilik çerçeveleri ve çekirdek kazanımlar birlikte değerlendirildiğinde, genel kabul gören yetkinlikler listesi oluşturulabilir. Yetkinlik olarak kabul edilebilecek niteliklerin önemli bir kısmı belirli bir mesleğe veya alana özgü olmayıp jenerik düzeydedir ve farklı alanlara ve mesleklere kolaylıkla transfer edilebilir özelliktedir. Örneğin, 21'inci yüzyıl becerileri arasında mezunların girişken ve girişimci yetkinliklerinin geliştirilmesi öne çıkmaktadır (Carretero, Vuorikari & Punie, 2017; Redecker & Punie, 2017):

Aşağıda üzerinde geniş bir uzlaşı sağlanan jenerik beceriler / yetkinlikler listesi yer almaktadır.

1. İnsanlarla etkili ve pozitif iletişim kurma, görgü kurallarına aşina olma
2. Ağlar genelinde işbirliği yapma ve etki yaratarak öncülük etme
3. Hedef tespit etme ve önceliklendirme
4. Liderlik ve ekip çalışması becerileri
5. Girişkenlik ve girişimcilik
6. Organize etme / zaman yönetimi becerileri
7. Bilgi ve iletişim teknolojilerini etkin kullanma
8. Akademik yazım ve sunum becerileri
9. Bilgiye erişme ve bilgiyi analiz etme
10. Soyut akıl yürütme, eleştirel düşünme ve analitik beceriler
11. Meslek standartlarının ve kalite ölçütlerinin farkında olma

Yukarıdaki yetkinliklere / becerilere sahip mezunlar verebilmek için üniversitenin eğitim

programlarının ve yönetişim modelinin buna imkân verecek tasarıma sahip olması gerekir. Eğitim müfredatının bazı temel özellikleri taşıması, yukarıda belirtilen mezun profilinin karşılanmasında önemli bir kolaylaştırıcı olacaktır. Buna göre, farklı mezun profiline imkan verme, ortak derece programlarını hedefleme, öğrenen merkezli olma, çıktı ve başarım odaklı olma, mesleki yeterlik ağırlıklı olma, beceri / yetkinlik odaklı olma, iş başında yaparak öğrenme esaslı olma, girişimcilik yetkinliği kazandırmaya odaklı olma, sosyal sorumluluk duyarlılığı yüksek, kültürel farkındalığa sahip mezunu hedefleme, ekip çalışmasına yatkın mezunu hedefleme, ulusal ve uluslararası ortamlarda çalışmaya yatkın mezunu hedefleme ve İngilizceyi etkin kullanan, ikinci yabancı dili en az temel düzeyde kullanabilen mezunu hedefleme başlıca hedefler olmalıdır.

Medya, bilişim, işgücü ve sivil toplum örgütleri gibi çeşitli alanlarda ve iş kollarında faaliyet gösteren kuruluşların istihdam kararlarında, en fazla ağırlık verdikleri beceri ve yetkinlikler aşağıdaki tabloda sunulmaktadır.

Tablo 2: İş dünyasında, eleman istihdamında en çok aranan beceriler / yetkinlikler

Sözlü iletişim	1	Konuşma sırasında fikirlerini net ve kendine güvenen bir şekilde ifade edebilme
Takım çalışması	2	Grup içinde kendine güvenen bir şekilde çalışma
Ticari farkındalık	3	Mensubu olduğu organizasyonu etkileyen ticari gerçeklerin farkında olma
Analiz etme ve araştırma	4	Olguları ve ilkeleri oluşturmak için sistematik olarak veri toplama. Sorun çözme
İnisiyatif alma / kendi kendini motive etme	5	İnisiyatif alarak hareket edebilme, fırsatları tespit edebilme, fikirleri ve çözümleri ortaya koymada proaktif olma
Dürtü	6	İşlerin yapılmasında kararlı davranma, işlerin yapılmasını sağlama, işlerin daha iyi yapılması için sürekli olarak daha iyi yolları arama
Yazılı iletişim	7	Kendini yazılı olarak net bir şekilde ifade edebilme
Planlama ve organize etme	8	Etkinlikleri planlayabilme ve etkili bir şekilde yürütebilme
Esneklik	9	Değişen durumlara ve ortamlara başarıyla uyum sağlama
Zaman yönetimi	10	Zamanı etkili bir şekilde yönetebilme, görevleri önceliklendirebilme ve işleri son teslim tarihine yetiştirebilme

Kaynak: University of Kent, 2020, GetMeACourse, 2018.

Tablodan görüleceği gibi, jenerik yetkinlikler, istihdam kabiliyetini en fazla artırmaktadır. Yukarıdaki tabloda belirtilen yetkinlikler düzeyinde olmasa da işe alımlarda aranan diğer yetkinlikler şu şekilde sınıflandırılmaktadır (University of Kent, 2020; Getmeacourse, 2018):

1. Küresel beceriler (yaygın kullanılan yabancı dillerde iletişim, diğer kültürlerin değerli olduklarının farkında olma ve saygılı davranma, yurtdışında eğitim görme ve çalışabilmeye hazır olma)

2. Müzakere ve ikna (başkalarını etkileyebilme ve ikna edebilme, tartışma yapma ve anlaşmaya varma)

3. Liderlik (başkalarını motive edebilme ve yönetebilme)

4. Aritmetik beceriler (çarpma, bölme, yüzdelik hesaplama, temel istatistik hesapları yapabilme, hesap makinesi kullanabilme, tablo ve grafikleri yorumlayabilme)

5. Hesaplama becerisi (kelime işlemcileri, veri tabanlarını, veri tablolarını kullanabilme, web sayfalarını tasarlayabilme)

6. Öz-farkındalık (başarılarının, kabiliyetlerinin, değerlerinin ve zayıflıklarının ve hayattan ne beklediğinin farkında olma)

7. Kişisel etki / güven (başkalarına güçlü, profesyonel ve pozitif bir imaj verme ve dolayısıyla kendine duyulan güvenin artması)

8. Yaşamboyu öğrenme (yaşam boyunca öğrenmeye devam etme, bugünkü ve gelecekteki roller için yetkinlikleri geliştirme)

9. Gerilme toleransı (basınç altında etkili performansı sürdürme)

10. Dürüstlük (standartlara ve prosedürlere uyma, gizliliği koruma ve uygunsuz davranışları sorgulama)

11. Bağımsızlık (Görüş ve eylemlerin sorumluluğunu kabul etme ve kendi başına çalışabilme)

12. Profesyonelliğin geliştirilmesi (tüm çalışmalarında kaliteye önem verme ve özen gösterme, başkalarını destekleme ve güçlendirme)

13. Eylem planlaması (belirli hedeflere ulaşmak için hangi adımların gerekli olduğuna karar verebilme ve bunları uygulayabilme)

14. Karar verme (en iyi hareket tarzını belirleme, seçenekleri mantık ve olguya göre değerlendirme ve çözümler sunma) kişilerarası duyarlılık (farklı bakış açılarını ayırdına varma ve saygı duyma, başkalarının fikirlerine ve görüşlerine açık olma)

15. Yaratıcılık (yeni fikirler ve çözümler üretme ve uygulama)

Web 1.0, köprü veya bağlantılı metinleri yoluyla başka bir konuma, metne veya dosyaya erişimi ifade eden konsept olup, www'in (dünya çapında ağ) ilk versiyonuna karşılık gelmektedir. Bu versiyonda karşılıklı bir etkileşim olmayıp, tek yönlü statik bir sunum söz konusudur. Web 2.0, Wikipedia, facebook, twitter, Youtube, Linkedin, Flickr ve Skype gibi görüntü ve sosyal paylaşım ağları ile *amazon*, *sahibinden*, *gittigidiyor* gibi sanal satış sitelerini ifade etmek için kullanılan ikinci nesil internet hizmetidir. Web 2.0, etkileşimli çift yönlü bilgi alışverişine imkân veren teknolojik altyapıyla desteklenen dünya çapında ağ olarak betimlenebilir. Web 2.0, internet üzerinden içerik taraması yapanların aynı zamanda içerik yüklemelerine de izin veren teknolojidir.

Web 2.0 tabanlı uygulamalar, serbest öğrenmede baskın bir konumdadır. Ayrıca örgün ve yaygın eğitimde web 2.0 tabanlı uygulamalar hızla artmakta ve mobil uygulamaların da gelişmesiyle, geleneksel yüz yüze eğitimin kurgu, sunum, kazanım ve gözden geçirme süreçlerinde yapısal değişimlere yol açmaktadır.

Web 1.0 ve web 2.0 ortamlarındaki içerikler insanlar tarafından tasarlanır ve oluşturulur. İçeriğin sınıflandırılması, amacının belirlenmesi, güncellenmesi ve içerikler arası ilişkinin kurulmasında aktör insandır. Web 3.0 teknolojisinde, yapay zekâ, artırılmış gerçeklik, nesnelerin interneti, büyük veri analizi ve Web 3.0 teknolojisinde dağıtık ve otonom sistemler söz konusudur.

Chicago Üniversitesinden Benjamin Bloom 1956'da öğrenmeyi bilişsel, duyuşsal ve psikomotor alanlar itibariyle sınıflandırmıştır. Aşağıdaki pedagoji çarkı, Bloom taksonomisindeki bilişsel alan sınıflamasını esas alarak, web imkânlarıyla öğrenmenin biçim ve içeriğini resmetmektedir. Dijital öğrenmenin başat öğrenme biçimi olma potansiyelini gösteren bu teknolojik kurgunun eğitim kurumlarında ve iş dünyasında otonom sistem yaklaşımıyla bir mekanizma dahilinde süreçlere içerilmesi gerekmektedir.

7. Mevzuat Çerçevesinde Özgün Eğitim Modeli İmkânı

Fakültenin, dijital dönüşümü programlı olarak uygulamaya karar vermesi durumunda, öncelikle jenerik becerileri / yetkinlikleri belirlemesi ve Fakülte konseptlerine karar vermesi; ayrıca, Fakültenin kendine özgü bir *ekol olma iddiasını* netleştirmesi gerekmektedir. Buna göre, lisans eğitimi veren nitelikli bir *kolej*, bilimsel bilgi üretimini hedefleyen lisansüstü bir *araştırma kuru-*

mu veya bilimsel bilgi üretme iddiasından ziyade toplumsal katkıyı önceleyen katma değer üretmeye odaklı *uygulamaya dönük bir yükseköğrenim kurumu* seçeneklerinden hangisine odaklanacağı önemli bir karardır. İÜ İktisat Fakültesi gibi köklü, gelenekleri oluşmuş ve güçlü kadroya sahip bir kurumun yukarıdaki üç odak noktasını ağırlıkları farklılaşmakla birlikte, eş zamanlı gerçekleştirme imkânı da söz konusu olabilir. Yükseköğretim Kurulu, İstanbul Üniversitesi ve İktisat Fakültesi bazında mevcut dijitalleşme aşamaları dikkate alındığında, her üç kurum itibariyle dijitalleşmenin ikinci aşamasında oldukları, henüz dijital dönüşüm ve dijital hazır bulunuşluk aşamalarına yönelik sistemli bir programın bulunduğu tespit edilememiştir. Fakültelerin internet siteleri üzerine yapılan değerlendirmede 100 puan üzerinden dijitalleşme performansları 52,8 olarak tespit edilmiştir.

Tablo 3: Özet Performans Tablosu

	Ağırlık (%)	Skor (100)
Kurumsal kaynaklar	30	58,3
Eğitim-öğretim	38	48,7
Araştırma	7	55,0
Yönetim	20	51,8
Kalite güvencesi	5	50,0
Toplam	**100**	**52,8**

Kaynak: 20 fakülte üzerinde yapılan internet sitesi değerlendirmesi.

7.1. Jenerik Beceriler, Konsept Yetkinlikler, Mezun Profilleri ve Seçimlik Dersler

Jenerik beceriler, Fakülte konseptleri ve mezun profilleri belirlendikten sonra, zorunlu ve seçimlik derslerin belirlenerek söz konusu jenerik ve konsept yetkinlikler ve profiller ile ilişkilendirilmesi gerekmektedir. Fakülte programlarında seçimlik derslerin sayısı, akran kurumlara göre çarpıcı düzeyde fazladır. Seçimlik derslerin öngörülen mezun profilleri ve Fakülte konseptleri doğrultusunda modüler yaklaşımla gruplandırılması ve amaç odaklı olarak tasarımı, Fakültenin vizyonuna ve amacına daha fazla hizmet edecektir. İç ve dış paydaşların çözüm ortaklıkları, söz konusu beceri ve yetkinliklerin kazandırılmasında önemli bir işlev görebilir.

Mezun profillerinin belirlenmesi işgücü piyasası ile doğrudan ilişkilidir. Örneğin, Fakültenin İktisat Bölümü dikkate alındığında muhtemel mezun profilleri şu şekilde gruplandırılabilir: (i) Kamu kesiminde vergi müfettişi, gelir uzmanı, Hazine meslek personeli, Merkez Bankası meslek personeli, BDDK ve SPK gibi kurumlarda meslek personeli olmayı hedefleyenler için bir profil. (ii) Bakanlıkların teftiş kurullarını ve genel yönetim uzmanlıklarını hedefleyen mezunlar için siyaset bilimi, yönetim bilimi, idare hukuku, anayasa hukuku, medeni hukuk gibi daha ziyade kamu yönetimini hedefleyenler için bir profil. (iii) Kamu, özel ve üçüncü sektörlerdeki araştırma kurumlarında çalışmayı hedefleyenler için *nicel analiz becerilerine* odaklanan profil. (iv) Kamu, özel ve üçüncü sektörlerdeki araştırma kurumlarında çalışmayı hedefleyenler için *sosyal bilime* ve *sözel becerilere dayalı* bir profil. (v) Özel sektörde muhasebecilik ve mali müşavirlik veya gümrük müşavirliğini hedefleyenler için bir profil. (vi) İnsan kaynakları yönetimi alanını hedefleyenler için bir profil. (vii) Pazarlama alanını hedefleyenler için bir profil. (viii) Kendi başına veya ortaklaşa olarak kendi işini kurmayı hedefleyenler için bir girişimcilik profili. Profillerin tanımlanması, özellikle son iki veya üç yarıyılda uygulanacak modüllerin (dersler topluluğu) oluşturulması bakımından bir ön gerekliliktir. Söz konusu modüllerle, Fakülte konseptleri ile mezun profilleri arasında güçlü bir karşılıklı etkileşim söz konusudur.

İktisat bölümü mezunlarında profil farklılaşmasını iki farklı model ile gerçekleştirmek mümkündür. Birincisi, halihazırda Türkçe ve İngilizce ayrı iktisat programlarına benzer şekilde "İktisat Teorisi ve Politikası", "Kantitatif iktisat", "İktisat ve Sosyal Bilimler", "İktisat ve Hukuk", "Bankacılık ve Sermaye Piyasası", "Ticaret ve Finans", "İktisat Tarihi", "Kalkınma ve Çevre", "İşletme İktisadı", "Üretim ve Pazarlama", "Muhasebe ve Ekonomi Hukuku", "Girişimcilik ve Yenilik İktisadı", "İnsan Kaynakları Yönetimi" gibi programlar oluşturulabilir. İkinci model ise iktisat bölümü altında farklı programlar açmadan, diploma ekinde gerekli düzenlemeleri yaparak profil ismini belirlemektir. Birinci yöntem için YÖK'ün onayı gerekecektir. YÖK, son birkaç yıldır program isimlerinde sadeleştirme ve azaltmaya gitmektedir. Dolayısıyla, bu seçeneğin olasılığı düşüktür. Bunun temel gerekçesi ise denklik ve tanımadan kaynaklı sorunlardır. Oysa diploma ekinde yapılacak ilave ve çeşitlendirme ile YÖK onayına gerek olmadan profil tanımlaması mümkündür. Yine, zaman içinde ortadan kalkacak veya yeni geliştirilecek profiller bakımından diploma eki özelinde bir uygulama daha pratik görünmektedir.

7.2. Öğrenme Kazanımları ve İşgücü Piyasası

Üniversite programları için müfredat geliştirme metodolojisinde Avrupa yaklaşımı, uluslararası genel kabul görmektedir. Türkiye AB'nin üye adayı olduğu için AB yüksek öğrenim reform alanlarına aktif katılım sağlamaktadır.

Buna göre, öğrenme kazanımları, meslek standartları, yeterlilik çerçeveleri, iş yükü ve kredilendirme, önceki öğrenmenin tanınması, işgücü piyasasında aranan yetkinlikler, eğitim düzeyleri arasında ilerleme yolları ve olanakları ve ölçme ve değerlendirmeye ilişkin kavramlar aşağıdaki şekillerde jenerik olarak sunulmaktadır. Her bir ülkenin ulusal düzenlemelerine ve işgücü ve eğitim sistemine bağlı olarak söz konusu jenerik çerçeve farklılaşabilmektedir (Aslan, Durgun & Yazıcı, 2020; Cedefop, 2017).

7.3. Jenerik Beceriler ve Konsept Yetkinliklerin Ders Formatında Hazırlanması

Fakültenin nicel ve nitel olarak güçlü kadrosu, program anahtar öğrenme kazanımları, jenerik becerileri ve konsept yetkinlikleri kazandıracak potansiyele sahiptir. Jenerik beceriler ve konsept yetkinliklerin önemli bir kısmı, müfredattaki derslerin içeriklerine monte edilerek kazandırılabileceği gibi, bağımsız dersler veya etkinlikler biçiminde formülize edilerek de kazandırılabilir.

Bu çalışmada kategorize edilen jenerik beceriler / yetkinliklerin neredeyse tamamı, proje ve uygulama bazlı etkinlikler formatında hazırlandığında, öğrencilere azami düzeyde kazandırılabileceği söylenebilir. Bu çerçevede, jenerik ve konsept yetkinlikleri kazandırmak üzere proje ve uygulamaya dayalı konsept dersler oluşturulabilir. Öğretim üyeleri, öğrencilerin konsept ve jenerik yetkinlikleri kazanmalarında rol alacaklarsa, hesap verebilirlik ve uygulanabilirlik bakımından, proje yaklaşımı ile konsept derslerin oluşturulması en uygun yöntem olacaktır. Fakülte öğretim üye sayısı ve öğrenci sayısı dikkate alındığında, belirlenmiş mezun profilleri için hedeflenen becerileri / yetkinlikleri kazandırmanın mümkün olacağı değerlendirilmektedir. Örneğin, bir öğretim üyesinin 3'er saatten iki ders ve 2'şer saatten 2 konsept (proje / uygulama) ders vermesi durumunda zorunlu ders yükü 10 saat olacaktır. Aşağıda belirtildiği gibi öğretim üyesinin yabancı dil etkinliğinde haftada 2 saat görev alması durumunda ders yükü 12 olacaktır. Jenerik becerilerin ve konsept yetkinliklerin bir kısmının Bölümün mevcut derslerine içerilerek de kazandırılması mümkündür. Öğretim üyesinin ders iş yükü bakımından yukarıdaki sayısal örnek orantısal olarak ifade edildiğinde, Bölüm derslerinin ağırlığı %50, Fakülte konsept derslerinin ağırlığı %33,3 ve dil becerisi derslerinin ağırlığı %16,7'dır. Dolayısıyla, kurumsal kimlik ve aidi-

yeti geliştirme, kurumun ekol olarak temayüz etmesine katkı verme bakımından öğretim üyelerinin jenerik beceri ve konsept yetkinliklere ilişkin derslerde ve etkinliklerde görev almaları önemlidir. Burada ise mevcut durumdan farklılaşarak ortaya çıkan proje ve uygulama temelli etkinlikler ve uluslararasılaşma için temel unsur olan yabancı dil etkinliği odak noktası olacaktır.

Tablo 4: Normal ders ve beceriler / yetkinliklerle ilişkili ders yükümlülüğü

	Adet	Haftalık saat	Toplam	Ders görevi (%)
Normal ders	3	3	9	60,0
Konsept yetkinlik dersi	2	2	4	26,7
Jenerik beceri dersi (Örneğin, yabancı dil)	1	2	2	13,3
Toplam	**6**	**7**	**15**	**100,0**

7.4. Öğretim Elemanı ve Araştırmacı Ayırımı

Fakültenin köklü geçmişi ve ülkenin araştırma potansiyeline sahip önde gelen kurumlarından biri olması nedeniyle, yeni vizyonunda araştırma ve proje kapasitesini güçlendirmesi beklenmektedir. Yükseköğretim Kanununda öğretim üyesi ve araştırmacı ayırımı yapılmakta ve öğretim elemanı statüsünde belirlenmiş alanlarda araştırmacı istihdamına izin verilmektedir (YÖK, 2547 sayılı Kanun, *Madde 10, Ek fıkra: 18/6/2008-5772/1 md,* Ek Madde 34- (Ek: 18/6/2017-7033/18 md.)

Kanuni düzenleme, halihazırda öğretim üyesi, araştırma görevlisi veya öğretim görevlisi statüsünde tam zamanlı çalışanların araştırmacı olarak kategorize edilmesine izin vermemektedir. Bu durumda, Fakültenin yeni yaklaşımının gerektirdiği öğretim elemanı iş yükünü, ders yükü cinsinden formülize etmek en pratik ve mevzuat bakımından en uygun yöntemdir.

7.5. Dil Becerisinin Geliştirilmesi

Fakültenin güçlü kadrosu, yabancı dil hazırlık programı sırasında ve Fakülte eğitimi sırasında, normal derslerin dışında yürütülecek etkinliklerde görev alarak, öğrencilerin yabancı dili etkin kullanmalarına katkı sağlayabilir. Bunun yanı sıra isteyen öğrencilere bir yıl süreli İngilizce hazırlık eğitimi de sunulabilir. Mevcut mevzuat çerçevesinde hazırlık eğitimi ve Fakülte eğitimi sırasında öğretim elemanlarının alacakları görevlerin ders formatında oluşturulması, mali mevzuata uyarlık bakımından kolaylık sağlayacaktır. Yabancı dille konuşma ve yazma ağırlıklı olacak söz konusu derslerin içeriklerinin de jenerik ve konsept yetkinliklerle ilgili olması mezun profillerine daha fazla katkı sağlayacaktır. Jenerik beceriler ve Fakülte konsept yetkinliklerinin bir kısmı yabancı dildekine benzer bir formatta tasarlanıp öğretim üyelerinin katkıları alınabilir. Fakültedeki ilgili ofis ve komiteler, jenerik beceri ve konsept yetkinliklerin belirlenmesi ve tasarımında belirleyici bir rol üstlenebilir.

8. Dijital Dönüşüm Yol Haritası

Bu çalışmada, yüksek öğrenimde dijital dönüşüm sürecine ilişkin literatür değerlendirmiş, dijital dönüşümü hedefleyen bir yüksek öğrenim kurumu için yol haritası ve buna ilişkin metrikler geliştirilmiştir.

Fakültenin dijital dönüşümünde Covid-19 salgınının hızlandırıcı bir etkisinin olduğu söylenebilir. Batı ülkelerindeki birçok saygın üniversite 2020-2021 akademik yılını kısmen veya tamamen çevrimiçi eğitimle geçireceğini ilan etmiştir. YÖK de üniversitelere çevrimiçi eğitimi ta-

mamlayıcı, destekleyici ve telafi edici olarak planlamalarına dahil etmelerini salık vermekte ve derslerin belirli bir oranının çevrimiçi yürütülmesini öngörmektedir. Bu durumda, YÖK zorunlu dersleri, Fakülte ve program konsept yetkinlikleri ile jenerik becerilerin ilişkili olduğu dersler veya bütünüyle söz konusu beceriler ve yetkinliklere yönelik oluşturulmuş derslerin hangilerinin çevrimiçi yapılabileceği gündeme gelmektedir. Zira, beceri ve yetkinlik kavramları nitelikleri itibariyle yaparak öğrenmeye ve usta çırak ilişkisine dayalı olduğu için, çevrimiçi eğitim veya yüzyüze eğitimin hangi oranlarda kullanılabileceği önem kazanmaktadır. Geliştirilen metrikler-de beceri ve yetkinliklerin kazandırılmasında çevrimiçi veya yüzyüze eğitimin hangi oranlarda kullanılacağı net bir şekilde yer almalıdır.

İstanbul Üniversitesi, potansiyel ve kapasitesi nedeniyle araştırma üniversitesi olarak ilan edilmiştir. Araştırma üniversitesi kriterlerini havi metriğin İktisat Fakültesi için uygulanması ve GZFT analizi sonunda tedbirlerin alınması gerekecektir. Dolayısıyla, Fakültenin dijital dönüşü-münde araştırma kurumu niteliğinin öncelikle akademik kadro bakımından değerlendirilmesi gerekmektedir. Akademik kadronun eğitim, yayın, proje, ticarileşme, toplumsal katkı gibi alan-larda karşılaştırmalı üstünlüklerinin belirlenmesi ve Fakülte dönüşümünde en fazla katkı sağla-yacak alana yönlendirilmesi ve teşvik edilmesi önemlidir. Araştırma üniversitesi bütün fakülteler için öncelikli olduğu için, gerektiğinde fakülteler arası ekiplerin oluşturulması ve gerekli meka-nizma ve araçların kurgulanması gerekmektedir. Araştırma üniversitesi niteliğini pekiştirmek için akademik kadronun bu bağlamdaki kapasitesini geliştirici belli bir düzeye kadar zorunlu, sonrasında ise özendirmeye dayalı, proje geliştirme ve uygulaması konusunda bir yol haritası hazırlanmalıdır. Akademik kadronun sahip olduğu potansiyeli harekete geçirmek için yeni pers-pektife hazırlayan iyi tasarlanmış bir hizmet içi eğitim gerekli olacaktır.

Ulusal ve uluslararası derecelendirme ve sıralamalarda değerlendirilen boyutların Fakültenin dönüşümünde ölçüt olarak dikkate alınması önemlidir. Dijital dönüşümün sonuç ve çıktı odaklı olarak tasarımında Tübitak, YÖK, Sanayi ve Teknoloji Bakanlığı gibi ulusal otoritelerle, uluslar-arası kuruluşların başvurdukları ölçütler ve çıktılar öncelikli olarak referans alınmalıdır. Lisan-süstü enstitülerdeki programlar ile uygulama ve araştırma merkezlerinin faaliyetleri bu çerçeve-de tasarlanmalı; akademisyenler ve araştırmacılar ile araştırmacı adayları proje, Ar-Ge, ticarileş-me ve toplumsal katkı boyutları öne çıkan bilgi üretim faaliyetlerine yönlendirilmeli ve özendi-rilmelidir.

Dijital dönüşüm veya yeniden yapılanma yol haritasının oluşturulmasında, mevzuata göre tanımlı fakülte yönetim kurulu ve fakülte kurulu gibi kurulların yanı sıra karar alıcı ve uygulayı-cı işlevi görecek yeni kurul ve komitelerin oluşturulması gerekmektedir. Dijital dönüşüm proje-sinin iki fazda uygulanması önerilmektedir. Hazırlık safhasını oluşturan **birinci fazda**, *ilk ola-rak* fakülte istişare ve yönlendirme kurulu (İYK) ile icra komitesi (İK) oluşturulmalıdır. İYK, iç ve dış paydaşlardan oluşacağı için, mevcut kurullar bu ihtiyacı karşılamada yetersiz olacaktır. Benzer olarak İcra Komitesi de dekanın belirleyeceği akademik lisans ve lisansüstü programlar ile idari birim temsilcilerinden oluşacağı için mevcut kurullar bu işlevi görmede yetersiz kalacak-tır. *İkinci olarak*, dijital dönüşüm iletişim stratejisi ve platformu hazırlanmalıdır. Dijital dönüşüm iletişim web sayfası, web 3.0 teknolojisini kullanacak imkânlara sahip olarak oluşturulmalıdır.

Üçüncü olarak, kurul ve komitelerin oluşturulması için bir strateji geliştirilmelidir. Buna göre, iç paydaşlar bakımından idari personelin seçiminde komite alanına giren görevleri haliha-zırda icra edenler komitelerde görevlendirilmeli; çalışmaları aksatmaları, engel olmaları, yapıcı eleştiri yerine sürekli olumsuz değerlendirmeler yaparak ve negatif enerji yayarak sinerjiyi dü-şürmeleri durumunda komitelerden çıkarılmaları değerlendirilmelidir. Komite ve kurullara se-

çim strateji belgesinde komitede görev alma ve komiteden çıkarılmaya ilişkin ilkeler açık olarak belirtilmelidir. Akademik personelin kurul ve komitelere seçiminde, program, unvan, uzmanlık alanı, iş yükü ve isteklilik dikkate alınmalıdır. İletişim platformu yoluyla komitelerde ve kurullarda görev almak isteyen öğretim elemanlarının talepleri alındıktan sonra, Fakülte Yönetimi ihtiyaç duyduğunda diğer öğretim elemanlarına da görev önerebilir.

Dördüncü olarak, dijital dönüşümün ilk fazında teşkil edilecek kurul ve komitelerin belirlenmesine ve hangi komitede iç ve dış paydaşların hangi oranda yer alacağına ilişkin icra komitesinin önerisi İYK'da değerlendirildikten sonra karar verilmelidir. İYK, dijital dönüşümün diğer fazlarına ve daimi veya geçici görev yapacak kurul ve komitelere de karar verecektir. *Beşinci olarak*, yeniden yapılanmanın ilk fazı için İK'nın şu kurul / komitelerin kurulmasını İYK'ya sunması önerilmektedir: Dijital dönüşüm komitesi, öğrenme yönetim sistemleri komitesi, müfredat komitesi (lisans ve lisansüstü alt komiteleri), beceriler / yetkinlikler komitesi, bilgi yönetimi komitesi, kalite güvencesi ve akreditasyon komitesi ve Araştırma Üniversitesi Fakülte komitesi.

İYK'nın oluşturulma stratejisi icra komitesince hazırlanarak Üniversite üst yönetimiyle paylaşılmalı ve üst yönetimin değerlendirmesine göre revize edilmelidir. İYK'nın ilk toplantısına Üniversite üst yöneticisinin katılımı, kurumsal benimseme bakımından önemlidir. İYK ilk toplantısının ve dijital dönüşüm programının başlatılması kamuoyuna etkili bir şekilde duyurulmalıdır. Üniversite ana sayfası ve sosyal medya hesapları, Fakülte ana sayfası ve sosyal medya hesapları, dijital dönüşüm / yeniden yapılanma iletişim platformu web sayfası ve sosyal medya hesapları ve diğer medya, dönüşüm programının başlatılması ve faaliyetlerinin duyurulmasında etkin bir şekilde kullanılmalıdır. Üniversite, Fakülte ve Program web sayfalarında iletişim platformuna bağlantılar verilmelidir. Dijital dönüşüme ilişkin bu açık iletişim stratejisinin yeniden yapılanma ekipleri üzerinde motivasyon ve itici faktör olarak işlev görmesi sağlanmalıdır.

Yeniden yapılanma / dijital dönüşüm web sayfası, iletişim platformu olarak işlev görmeli ve mobil uygulaması da hazırlanmalıdır. Yapılan çalışmaların bu sayfada ana hatlarıyla yayımlanması ve iç ve dış paydaşların yeniden yapılanmaya ve Fakülte eğitimine ilişkin görüş, öneri ve eleştirilerinin sayfada yayımlanması, sahibinin arzu etmesi durumunda mümkün olmalıdır.

Yukarıda belirtilen ve takriben bir yıl sürmesi planlanan *ilk fazın tamamlanmasıyla*, Fakültenin dijital dönüşüm yol haritası netleştirilecek, dijital dönüşüm mekanizması araçlarıyla birlikte oluşturulmuş olacak, yetki ve sorumlulukların Fakülte, Program ve kurul / komiteler bakımından dağılımı belirlenecek ve performans kriterleri ve göstergeleri oluşturulacaktır. İki veya üç yıllık bir periyodu kapsaması öngörülen **İkinci fazın** tasarımı ile dijital dönüşüm başlamış olacak ve Fakültenin ulusal ve uluslararası sıralamalarda hedeflediği konuma ulaşması için tanımlanmış yetki ve sorumluluk, mekanizma ve araçlar, bütçe, takvim ve eylem planı ile uygulama başlamış olacaktır. *İkinci fazın tamamlanmasıyla*, Fakültenin eğitim, araştırma, uluslararasılaşma ve toplumsal katkı gibi Avrupa Yüksek Öğrenim Alanındaki reform boyutları itibariyle ulusal ve uluslararası göreli performansını çarpıcı bir düzeyde yükseltmesi ve bunu sürdürülebilir mekanizma ve araçlarla kalıcı olarak desteklemesi beklenmektedir.

Aşağıdaki tabloda birinci fazda görev alması öngörülen komite ve kurullar, görev alanları, görev süresi ve toplantı sıklıkları, çıktılar ve beklenen başarımlar yer almaktadır.

Tablo 5: Dijital dönüşüm yol haritası

Kurul / komite	Görevi	Süresi	Toplantı sıklığı	Çıktılar	Başarımlar
1. İktisat Fakültesi Yeniden Yapılanma İstişare ve Yönlendirme Kurulunun kurulması	İcra komitesinin yeniden yapılandırmaya ilişkin çalışma ve önerilerini değerlendirme	Daimi	6 ayda bir (ilk yıl), takiben yılda bir	□ Tavsiye karar raporu □ İzleme / gözden geçirme raporu	Paydaşların uzlaşısına dayalı olarak fakültenin organizasyon, fonksiyon ve teknolojik dönüşümü yol haritası
2. İcra komitesi	□ Fakülte kurullarına ve İYK'ya sunulacak çalışma ve karar taslaklarının hazırlanması □ Kurullardan ve İYK'dan çıkan kararların uygulanması	Daimi	Haftada 1 kez 1 saat	□ Çalışma taslakları □ Uygulama ve izleme raporları	□ Kurullar ve İYK kararlarını uygulama □ Yol haritası uygulamasında ortaya çıkan güncelleme ihtiyacının tespiti
3. İletişim platformu (Yeniden yapılanma / Dijital dönüşüm web sayfası)	□ Yapılan çalışmaların yayımlanması □ İç ve dış paydaşların yeniden yapılanmaya ve fakülte eğitimine ilişkin görüş, öneri ve eleştirilerini aktaracakları platform	12 ay	Sürekli açık	Görüş ve önerilerin raporlanması	Yeniden yapılanma ve dijital dönüşümün paydaş inisiyatifiyle yürütülmesi
Tematik komiteler					
4. Dijital dönüşüm komitesi	Dijital dönüşüm eylem planını hazırlama ve izleme	6 ay	Haftada 1 kez 1 saat	Dijital dönüşüm yol haritası	Dijital kazanımlar
5. Öğrenme yönetim sistemleri komitesi	E-eğitim öğrenme yönetim sistemi alternatiflerini değerlendirme	6 ay	Haftada 1 kez 1 saat	Öğrenme yönetim sistemleri raporu	Fakülte konsept ve jenerik yetkinliklerinin kazanılmasında etkili ÖYS kullanımı
6. Müfredat komitesi (lisans ve lisansüstü alt komiteleri)	İyi uygulamalar üzerinden program müfredatlarının değerlendirme	6 ay	Haftada 1 kez 1 saat	Müfredat değerlendirme raporu	Fakülte konsept ve jenerik yetkinliklerinin kazanılmasında etkili müfredat güncellemesi
7. Beceriler / yetkinlikler komitesi	Yeterlilik çerçeveleri, mesleki yetkinlikler, anahtar ve çekirdek yetkinlikler, 21'inci yüzyıl becerileri vb. değerlendirerek program anahtar öğrenme kazanımları, konsept yetkinlikler ve jenerik yetkinlikleri hazırlama	3 ay	Haftada 1 kez 1 saat	Beceri ve yetkinlik raporu	Fakülte konsept ve jenerik yetkinliklerinin belirlenmesi

Tablo 5: Dijital dönüşüm yol haritası

Kurul / komite	Görevi	Süresi	Toplantı sıklığı	Çıktılar	Başarımlar
8. Bilgi yönetimi komitesi	Akademisyen, öğrenci, fiziki, mali ve personel kaynakları ile yayın, araştırma vd. dokümanlardan hangilerinin Fakülte elektronik veri tabanında güncel tutulacağına ilişkin politika ve araçları belirleme	3 ay	Haftada 1 kez 1 saat	Bilgi yönetimi raporu	Belirlenmiş ölçüt ve göstergelere göre performans tespiti ile Bilgi yönetimi politikasının kapsam, içerik ve araçsal tasarımı
9. Kalite güvencesi ve akreditasyon komitesi	Fakültenin kurumsal ve program düzeyinde YÖKAK prosedürlerine göre değerlendirmesini yapma	3 ay	Haftada 1 kez 1 saat	Fakülte iç değerlendirme raporu (FİDER)	Belirlenmiş ölçüt ve göstergelere göre performans tespiti
10. Araştırma Üniversitesi Fakülte komitesi	Ulusal ve uluslararası kurumların araştırma üniversitesi ölçütleri doğrultusunda eylem planı hazırlama; Fakültenin bu kapsamda görece yüksek kapasiteli insan kaynağını tespit etme; Fakülte bünyesinde bulunan merkezleri bu yönde tasarlama ve harekete geçirme ve Fakültenin paydaşı olduğu merkezleri ve Fakültenin süreli ve süresiz yayınlarını bu yönde yeniden tasarlama ve kapasitesini geliştirme	2 ay	Haftada 1 kez 1 saat	1.Ulusal otoritelerin araştırma üniversitesi, girişimci & yenilikçi üniversite ve uluslararası kuruluşların başarılı üniversite ölçütlerinin belirlenmesi raporu 2.Fakültenin araştırmacı insan kaynağı, uygulama ve araştırma merkezleri ve Fakülte yayınları raporu	Belirlenmiş ölçüt ve göstergelere göre performans tespiti

Sonuç

Dijitalleşme, bir sistem dahilinde olmasa da, parçalı olarak son 10 yılda Türk üniversitelerinin gündemindedir. Üniversitelerden sorumlu üst kurul olan YÖK, yenilikçi ve girişimci üniversite, araştırma üniversitesi ve bölgesel kalkınma odaklı misyon üniversitesi kavramlarıyla üniversiteleri çağdaş gelişmeleri takip edip uygulamaları için teşvik etmektedir. Covid-19 ile birlikte dijitalleşme konsepti en öne çıkan boyut olmuştur. Avrupa Komisyonu ilkokuldan doktoraya kadar bütün eğitim derecelerinde dijitalleşmeyi öncelikli proje alanı olarak ilan etmiştir.

Dijitalleşme, kamu, özel ve sivil toplum faaliyetlerinde farklı görünüm ve örüntülerle ortaya çıkmaktadır. Dijitalleşme, endüstri 4.0, toplum 5.0 ve eğitim 4.0 olarak farklı toplumsal bağlamlarda ortaya çıkmaktadır. Dijitalleşme ile birlikte ortaya çıkan yeni işler, yeni beceriler gerektirirken, ortadan kalkan işlere yönelik becerilere de artık ihtiyaç kalmamaktadır.

Covid-19 krizi ile üniverste gündemine hızlı giren e-eğitim, dijitalleşme süreci ile birlikte düşünülmeyi gündeme getirmiştir. E-eğitim içerimleri ve etkileri itibariyle, teknolojik bir devrimden daha çok sosyal bir devrim potansiyeline sahiptir.

Bu çalışmada, dijital dönüşümü hedefleyen İstanbul Üniversitesi İktisat Fakültesi için bir yol haritası ve buna ilişkin metriklere yönelik çıkarımlarda bulunulmuştur. Bu modelin daha genel çerçevede üniversiteye veya daha dar kapsamda bölüm bazında da uyarlanabileceği değerlendirilmektedir. Modelin özgünlüğü, birbirinden bağımsız ve bağlantısız olarak dağıtık bir şekilde bulunan kurumsal unsurların network ilişkisi içinde sistem olarak kurgulanmasıdır.

Modeldeki ilk bileşende çevrimiçi eğitim, eğitim 4.0, web 3.0, mikro rozetler, dijital dönüşüm, araştırma konsepti, Bologna Süreci, yeterlilik çerçeveleri, 21'inci yüzyıl becerileri, çekirdek yetkinlikler, akreditasyon ve kurumsal değerlendirme boyutları kapsanmıştır. İkinci bileşen, yeni eğitim paradigmasıyla uyumlu olarak yeni nesil ofisler ve komitelere ilişkindir. Modelin üçüncü bileşeni, dijitalleşme, paydaş katılımı, araştırma fakültesi, çevrimiçi eğitim, mezun profili ve yönetişim modeline ilişkin metriklerle ilgilidir. Modelin dördüncü bileşeni, iç ve dış paydaşlarla iletişim stratejisini kapsamaktadır. Modelin beşinci bileşeni ise geliştirilen yönetişim modelinin kurgulanmasına ilişkindir.

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Türkiye' de Kamu Harcamaları ve İşsizlik Arasındaki İlişkinin Asimetrik Nedensellik Analizi

An Asymmetric Causality Analysis of the Relationship between Government Expenditure and Unemployment in Turkey

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ÖZ

Optimal kamu harcamaları payının ne olması gerektiğiyle ilgili devam eden tartışmalar uzun yıllardır ekonomi politikasının önemli konuları arasında yer almaktadır. Bu nedenle kamu harcamalarının ekonomi içindeki payının belirlenmesi makroekonomik değişkenler açısından önem arz etmektedir. Söz konusu makroekonomik değişkenlerden biri olan işsizliğin kamu sektörü boyutu ile ilişkisi Burton A. Abrams (1999) tarafından Abrams eğrisi hipotezi ile ifade edilmektedir. Bu hipoteze göre, kamu sektörünün genişlemesi işsizlik oranını artırmaktadır. Bu çalışmada, Türkiye' de Abrams eğrisi hipotezinin geçerliliği serilerin birikimli pozitif ve negatif değişimlerini dikkate alan Hatemi-J (2012) asimetrik nedensellik testi ile ve 1985-2019 zaman serisi verileri kullanılarak analiz edilmektedir. Çalışma kapsamında asimetrik nedensellik analizinden yararlanılması gizli nedensellik ilişkisinin ortaya çıkarılması açısından önem taşımaktadır. Analizden elde edilen bulgulara göre, işsizlik pozitif şoku ile kamu harcamaları pozitif şoku arasında asimetrik nedensellik ilişkisine rastlanmaktadır. Asimetrik nedensellik ilişkinin yönünü tespit etmek amacıyla oluşturulan etki-tepki analizleri incelendiğinde, İşsizlik pozitif şoklarının, kamu harcamaları pozitif şoklarını artırdığı görülmektedir. Elde edilen sonuç, Abrams eğrisi hipotezinin geçerli olmadığını göstermektedir. Bu nedenle, kamu harcamalarının işsizlikle mücadelede mali yükü azaltılmalıdır. İşsizliğin kalıcı bir şekilde azaltılmasında istihdam yaratmaya yönelik aktif istihdam politikalarına öncelik verilmelidir.
Anahtar Kelimeler: Abrams eğrisi, kamu harcamaları, Hatemi-J (2012) nedensellik testi

ABSTRACT

The ongoing debates regarding the optimal government expenditure share have been a critical concern of economic policy for many

years. Therefore, determining the share of government expenditure in the economy is important in terms of macroeconomic variables. The relationship between unemployment, which is one of the indicated macroeconomic variables, and public sector size is expressed by Abrams (1999) through the Abrams curve hypothesis. According to this hypothesis, large public sector size increases the unemployment rate. In this study, the validity of the Abrams curve hypothesis in Turkey is being analyzed with Hatemi-J's (2012) asymmetric causality test that considers the cumulative positive–negative changes of series using the 1985–2019 time series data. In the scope of the work, the use of asymmetric causality analysis is valuable for revealing the hidden causality relationship. According to the findings obtained from the analysis, an asymmetrical causality relationship is found between unemployment positive shock and government expenditure positive shock. An impulse-response analysis was applied to determine the direction of the asymmetric causality relationship, revealing that positive shocks of unemployment increase the positive shocks of government expenditure. The results reveal that the Abrams curve hypothesis is invalid. Therefore, the financial burden of government expenditure in fighting against unemployment should be reduced. Active employment policies aimed at creating employment opportunities should be prioritized for permanently reducing unemployment.

Keywords: Abrams curve, government expenditure, Hatemi-J (2012) causality test

EXTENDED ABSTRACT

There is a broad difference of opinion among economic schools on the role of the government in affecting the economy. According to the classical economics school, since increases in government expenditure negatively affect the economic growth, limitations of the public domain and an adaptation of the understanding of minimal state intervention are needed. In contrast, the Keynesian view suggests the thesis that increased government expenditure will contribute to economic growth through total demand. For this reason, the relationship of government expenditure, one of the fiscal policy instruments of government, with macroeconomic variables is among the frequently discussed topics in the literature. The relationship between the size of government expenditure and unemployment was first examined by Abrams (1999), who theorized that increased government expenditure raises unemployment for various reasons. Among these reasons, the crowding out effect of the increase in government expenditure on private investments stands out. The Abrams curve hypothesis supports the classical economic view and remains in use in both national and international literature.

An examination of empirical literature reveals that traditional models (Granger causality test, VAR causality test, panel causality test, etc.) are preferred among contemporary scholars. In linear models, the effect of positive and negative shocks is accepted as homogeneous. It was first suggested by Granger and Yoon (2002) that the effects of positive and negative shocks differ. According to Granger and Yoon (2002), traditional methods are insufficient for explaining the hidden cointegration between variables. Similarly, a study conducted by Hatemi-J (2012) asserted that the homogenous acceptance of the relationship between negative and positive shocks limits the potential for the identification of asymmetric causality. The asymmetric causality test allows the comparative examination of negative and positive shocks. In this way, it is claimed that such restrictions disappear. In this study, a causality relationship between government expenditure and unemployment using quarterly time series for Turkey between 1985: Q1 and 2019: Q4 were analyzed using Hatemi-J's (2012) asymmetric causality method. It is stipulated that the asymmetric causality test exploited within the scope of the study will present a novel perspective from the existing literature in determining the hidden causality relationship that occurs due to positive and negative shocks between variables. In addition, the direction of the asymmetric relationship is determined applying the asymmetric impulse-response analysis developed by Hatemi-J (2014).

According to the empirical findings obtained from the study, a statistically significant asymmetric causality is found between the positive shock of unemployment and the positive shock of government

expenditure at the 5% and 10% significance levels. The asymmetric impulse-response analysis reveals that positive shocks of unemployment increases government expenditure positive shocks. These results indicate that the Abrams curve hypothesis asymmetric model framework does not apply in Turkey. The results obtained imply that government expenditure has been used in an attempt to reduce the problem of unemployment in Turkey. In the long run, this case will negatively affect the public economy and cause more problems, i.e., deteriorating resource allocation, decreased efficiency and labor productivity rates, increased budget deficits, etc. These challenges are revealed to be among the structural causes of long-term economic crises. The real struggle against unemployment depends on the achievement of active employment policies. In this context, the direct proportionality of an increase in economic growth with employment is important. An increase in employment as a result of economic growth in Turkey has been insufficient in recent years. This study shows that unemployment cannot be reduced only by economic growth. Therefore, the unemployment problem in Turkey requires a more comprehensive and active strategy.

1. Giriş

Devletin ekonomideki rolünün ve kamu harcamaları payının ne olması gerektiğinin iktisadi ekoller arasında görüş ayrılıklarına neden olduğu görülmektedir. Temel iktisadi ekoller arasında yer alan klasik iktisatta, kamu harcamalarının ekonomik büyümeyi olumsuz yönde etkilediği düşüncesinden hareketle, devletin ekonomi üzerindeki etkinliğinin sınırlandırılması görüşü hakimdir. 1929 krizi sonrası öne çıkan Keynesyen iktisatta ise, ekonomik büyüme ve istihdam artışının durgunluğu giderici talep yönlü politikalarla gerçekleşebileceği savunulmaktadır. Özellikle az gelişmiş ve gelişmekte olan ekonomilerin sermaye birikimi sürecinde devletin aktif rol oynamasına dayanan bu görüş, 1970' li yıllarda kamu harcaması artışlarının bütçe açıklarına neden olması ile klasik iktisat görüşünün tekrar gündeme gelmesine zemin hazırlamıştır. Son yıllarda ülke ekonomilerinde yaşanan değişimlerle birlikte devletin adalet, eğitim ve savunma gibi temel fonksiyonlarının yanı sıra sosyal devlet anlayışına dayalı fonksiyonlarının da öne çıkması kaçınılmaz olmuştur. Kamu harcamaları ile devletin ekonomideki rolünün artması bazı ekonomilerde büyümeye olumlu etki ederken, bazı ekonomilerde istikrarsızlıklara neden olabilmektedir. Bu durum ülkelerin ekonomik yapısı ile yakından ilişkilidir. Kamu gelirlerinin kamu harcamalarını karşılamadığı durumlarda, borçlanma ile finansman yöntemi tercih edilmektedir. Bu yöntem, bütçe açıklarının artmasına ve mali disiplinin bozulmasına neden olduğu için ekonomiyi olumsuz etkilemektedir. Maliye politikası araçlarından biri olarak sıklıkla kullanılan kamu harcamalarının başta ekonomik büyüme ve işsizlik olmak üzere birçok makroekonomik değişkeni doğrudan ya da dolaylı olarak etkilediği bilinmektedir. Örneğin, genişletici maliye politikası ile toplam talebin canlandırılması işsizliği önlemeye ve istihdamı arttırmaya yönelik politikalardandır. Ancak genişletici maliye politikası için yapılan bir kamu harcaması özel sektörde dışlama etkisine neden olarak işsizliği artırabilmektedir. Bu nedenle, kamu harcamalarının politika olarak etkinliğinin artırılması için makro değişkenler ile ilişkisinin incelenmesi gerekmektedir. Bu çalışma kapsamında, Abrams (1999) tarafından yapılan öncü çalışmadan hareketle, kamu harcamaları ile işsizlik arasındaki ilişki incelenmektedir. İşsizlik, başta az gelişmiş ülkeler olmak üzere tüm ülke gruplarında önemli bir ekonomik sorun olarak karşımıza çıkmaktadır. Gelişmiş ülkelerde işsizliğin nedenleri, teknolojinin ve küreselleşmenin yanı sıra işgücü maliyetleri ile işten çıkarma maliyetlerinin yüksekliği, emek piyasası katılıkları, yasalar ve güçlü sendikalardır. Az gelişmiş ve gelişmekte olan ülkelerde ise işsizlik, yetersiz sermaye birikimi, işgücü piyasası aksaklıkları ve emek hareketinin sınırlılığının yanı sıra düşük ücretlerden kaynaklanmaktadır (Uyanık, 2008, s. 214-215). Gelişen ekonomik koşullar, ülkelerin ekonomik büyüme hızları ve işsizlik oranlarının istikrarlı bir yapı içerisinde olmasında önemli bir engel oluşturmaktadır. Devletlerin, işsizliği önlemeye yönelik maliye politikalarını kamu harcamaları aracı ile uyguladığı görülmektedir (Bayrakdar, 2017, s. 113). Ancak devletler uyguladığı maliye politikası ile işsizliğe çözüm üretmek yerine işsizliğe neden olabilmektedir. Bu durum ekonomilerde, devletin işsizliği önlemek için uyguladığı maliye politikası araçlarının etkinliğine yönelik tartışmaların ortaya çıkmasına neden olmaktadır.

Literatürde kamu sektörü büyüklüğü ve işsizlik arasındaki ilişkiyi açıklamaya yönelik ulusal ve uluslararası düzeyde birçok çalışma mevcuttur. Söz konusu çalışmalarda, seçilen ekonometrik yöntem, ülke grubu ve dönem aralığına göre sonuçların farklılık gösterildiği görülmektedir (Sağdıç ve Yıldız, 2020, s. 213). Özellikle ampirik çalışmalarda doğrusal analizlere odaklanıldığını söylemek mümkündür. Doğrusal analizlerde, negatif ve pozitif şokların etkilerinin aynı olduğu kabul edilmektedir. Doğrusal analizler, şokların etkilerini karşılaştırma imkanı sunmamaktadır (Hatemi-J, 2012, s. 448). Pozitif ve negatif şokların aynı olmadığı ve saklı eş-bütünleşmeye neden olduğu ilk kez Granger ve Yoon (2002) tarafından ileri sürülmüştür. Granger ve Yoon (2002)'a

göre, geleneksel yöntemler değişkenler arasındaki saklı eş-bütünleşmeyi açıklamakta yetersiz kalmaktadır. Bireylerin, firmaların ve karar vericilerin; teşvikler, yatırımlar vb. konularda alması gereken önlem ya da kararlarda negatif ve pozitif şokların dikkate alınmadığı yöntemler kısıtlayıcı bir model olarak görülmektedir. Bu kısıtlayıcıyı ortadan kaldırmak için Granger ve Yoon (2002) tarafından geliştirilen saklı eş-bütünleşme yönteminden yola çıkarak Hatemi-J (2012) tarafından asimetrik nedensellik yöntemi geliştirilmiştir (Hatemi-J, 2012, s. 447-449).

Bu çalışmada, Türkiye ekonomisinde kamu harcamaları ve işsizlik arasındaki saklı eş-bütünleşmeyi ortaya çıkarmak amacıyla asimetrik nedensellik analizi tercih edilmektedir. Bu amaç doğrultusunda, 1985:1-2019:4 dönemi zaman serisi verileri kullanılarak Hatemi-j (2012) asimetrik nedensellik testinden yararlanılmaktadır. Bu çalışmanın, değişkenlerde meydana gelen pozitif ve negatif şokların nedensellik yönünün belirlenmesi, heterojen yapıdaki değişenlerin ayrıştırılması ve doğru ekonomik hipotezlerin kurulması açısından kamu harcamaları ve işsizlik ilişkisi literatürüne farklı bir bakış açısı sunacağı öngörülmektedir. Çalışma iki bölümden oluşmaktadır. Birinci bölümünde, kamu harcamaları ve işsizlik arasındaki ilişkinin teorik çerçevesi literatürdeki çalışmalar özetlenerek detaylı şekilde ele alınmaktadır. İkinci bölümde ise, asimetrik etkilerin dikkate alındığı Hatemi-J (2012) asimetrik nedensellik testinden yararlanılarak kamu harcamaları ve işsizlik arasındaki ilişkide pozitif ve negatif şokların nedenselliği analiz edilmektedir. Son olarak, Türkiye' de kamu harcamalarının işsizliği önlemede politika aracı olarak etkinliği tartışılmaktadır.

2. Kamu Harcamaları ve İşsizlik İlişkisi

İşsizlik politikalarında devletin rolü politik iktisat tartışmalarında sıklıkla ele alınan konular arasında yer almaktadır. Bu tartışmalar iktisadi ekoller kapsamında incelediğinde, ilk olarak klasik iktisadi ekol karşımıza çıkmaktadır. Klasik iktisadi ekollere göre, işsizliğin kaynağı arz şokları ve devletin ekonomiye aşırı müdahale etmesidir. Söz konusu ekollerden klasikler, arz şoklarının ve yeni klasikler devlet müdahalesinin işsizliğe neden olduğunu savunmakta iken, monetaristler, işsizliğin kaynağının para arzındaki dalgalanmalar olduğunu ileri sürmektedir. Monetaristler, klasiklerin aksine işsizliğin kısa dönemde azaltılmasının mümkün olabileceğini savunsalar da, uzun dönemde kamu harcamalarının işsizliği artırdığı ve enflasyon gibi sorunlara yol açtığı konusunda klasiklerle ortak görüştedir (Mankiw, 2009, s. 388). Keynes ve takip eden iktisadi ekoller tarafından ise, klasik iktisadi ekollerin aksine kamu harcamalarındaki artışın diğer bir ifadeyle devletin ekonomiye müdahalesinin, işsizliği azaltmada önemli bir rol oynadığı ileri sürülmektedir. Keynes, işsizliğin kaynağının talep yetersizliği olduğu görüşündedir. Reel konjoktür teorisi temsilcileri ise, politik ve teknolojik şokların işsizliğe neden olduğunu ve sadece geçici kamu politikalarının işsizliği azaltabileceğini ileri sürmektedir (Abel, Bernanke ve Croushure 2016, s. 457). Post keynesyenler yatırım dalgalanmalarının, yeni keynesyenler ise, ücret–fiyat yapışkanlığının, işsizliğe neden olduğu görüşündedir. Keynesyen ekol, işsizliğin devlet müdahalesi ile çözümlenebileceği konusunda ortak görüşe sahiptir. Dolayısıyla, kamu sektörü hacmi ve işsizlik ilişkisini 1999 yılında yaptığı çalışması ile ele alan Abrams (1999), Keynesyen yaklaşımın aksine kamu sektörü hacminin genişlemesinin işsizliğe neden olacağını ileri sürmektedir.

Devlet müdahalesinin ekonomik sonuçlarına ilişkin çalışmalar incelendiğinde, bu çalışmaların ekonomik büyüme üzerine odaklandığı görülmektedir. Ekonomik büyüme ve kamu sektörü hacmi arasındaki ilişki, literatürde Armey eğrisi ile açıklanmaktadır. Kamu büyüklüğü ve ekonomik büyüme ilişkisine yönelik Scully (1989) ve Razzolini ve Shughart (1997) çalışmalarının ortak sonucu ise, Barro (1991)'i destekler nitelikte ve kamu büyüklüğünün ekonomik büyümeyi

olumsuz etkilediği yönündedir (Abrams, 1999, s. 395–396). Kamu büyüklüğü ile ekonomik büyüme arasındaki ilişkiye yönelik elde edilen söz konusu negatif sonuçlar, ekonomik büyüme ile yakın ilişkili olan işsizliğin kamu büyüklüğünden ne yönde etkilediği sorusunu akla getirmektedir. Bu nedenle, kamu sektörü hacmi ve işsizlik arasındaki ilişkinin detaylı şekilde açıklanması gerekmektedir. Kamu büyüklüğünün işsizlik ile ilişkisine ait ulusal ve uluslararası literatür incelendiğinde, bir çok ampirik çalışma karşımıza çıkmaktadır. Bu çerçevede, uluslararası literatürde öncü çalışmalar olarak nitelendirilen ilk iki çalışma, Abrams (1999) ve Karras (1993) tarafından gerçekleştirilmiştir. Karras (1993) çalışmasında, 37 ülkede 1950-1987 dönemi için kamu tüketim harcamalarındaki sürekli değişikliklerin istihdam ve çıktıyı daha fazla etkilediğini ifade etmektedir. Abrams (1999) tarafından 1984-1993 dönemi için OECD ülkelerine yönelik yapılan çalışmada, kamu sektörü hacmi ve işsizlik arasında pozitif yönlü bir ilişki olduğu sonucuna ulaşmaktadır. Diğer bir ifadeyle, kamu sektörü hacminin genişlemesi işsizliği artırmaktadır. Kamu sektör büyüklüğü ve işsizlik arasında negatif yönlü elde edilen bu sonuç, literatürde Abrams Eğrisi hipotezi olarak yer almaktadır. Abrams (1999) çalışmasında, kamu sektörünün işsizliği olumsuz etkilemesini dört nedenle açıklamaktadır (Abrams, 1999, s. 396):

- Kamu harcamalarının artması, vergi yükünü arttırmaktadır. Artan vergi yükü, bireylerin harcanabilir gelirini düşürerek toplam talebin azalmasına neden olmaktadır. Böylece, kişilerin çalışma ve boş zaman tercihi, boş zaman lehine değişmektedir. Ayrıca, kurumlar vergisinin artması da, yatırımların azalmasına neden olarak işsizliğin artmasına neden olmaktadır.
- Eğitim, sağlık ve savunma gibi temel kamu harcamalarının dışındaki harcamalarının artması, neo-klasik iktisat tarafından da ileri sürülen özel sektör yatırımlarının dışlama etkisinin ortaya çıkmasına zemin hazırlamaktadır.
- İşgücünün kamusal finansmana bağımlılığının artması, özellikle sağlık ve işsizlik sigortası gibi kamusal finansman uygulamaları, işsizliğin maliyetini azaltacağından işsizliğin artmasına neden olmaktadır.
- Kamu sektörüne bağlı olarak sıkça yapısal düzenlemelerin uygulanması, doğrudan ya da dolaylı olarak işgücü piyasasının doğal işleyişinin bozulmasına yol açmaktadır.

Uluslararası literatür incelendiğinde, çalışmalarda geleneksel yöntemlerin tercih edildiği görülmektedir. Christopoulos ve Tsionas (2002) tarafından Toda-Yamamoto yöntemi ve Christopoulos, John ve Efthymios (2005) tarafından panel eş-bütünleşme yöntemi ile yapılan çalışmalarda, Abrams (1999)'ın çalışması ile benzer sonuçlara ulaşılmıştır. Feldmann (2006) ve Feldmann (2010) tarafından GLS yöntemi ile yapılan çalışmalarda kamu sektörü hacminin, işsizliği negatif yönde etkilediği ifade edilmektedir. Sa (2011)'nın 32 gelişmiş ve 51 gelişmekte olan ülke için sabit etkiler modeli ile yaptığı çalışmada, kamu ekonomik büyüklüğünün işsizlik üzerindeki olumsuz etkisinin gelişmekte olan ülkelerde gelişmiş ülkelerdekinin neredeyse üç katı kadar daha yüksek olduğu ifade edilmiştir. Wang ve Abrams (2011) tarafından dinamik panel veri yöntemi ile Cvecic ve Sokolic (2018) tarafından GLS yöntemi ile yapılan çalışmaların sonuçları, Sa (2011)'nın çalışması ile benzerlik göstermektedir. Holden ve Sparrmann (2018)'ın 20 OECD ülkesi için panel eş-bütünleşme yöntemi ile yaptığı çalışma da, Abrams Eğrisi hipotezini destekler niteliktedir. Benzer şekilde, Selase (2019) tarafından Afika ülkeleri için GMM yöntemi ile yapılan çalışmada, kamu harcamaları ve işsizlik arasında pozitif yönlü bir ilişki tespit edilmiştir. Odo, Elom-Obed, Okoro ve Nwachukwu (2017) ve Afonso, Şen ve Kaya (2018) tarafından Granger nedensellik testinin tercih edildiği çalışmalarda, kamu harcamalarının işsizliğin nedeni olduğu sonucuna ulaşılmaktadır. Fouladi (2010)'nin İran ekonomisi için (Computable General Equilibrium Models) CGE modeli analiz sonuçlarına benzer şekilde Matsumae ve Hasumi (2016)'nin Dynamic Stoc-

hastic General Equilibrium (DSGE) modeli analiz sonuçlarında da, kamu harcamalarındaki artışın işsizliği azalttığı görülmektedir. Abouelfarag ve Qutb (2020) tarafından VECM ve Obisike, Okoli, Onwuka ve Mba (2020) tarafından OLS yöntemi ile yapılan çalışmaların sonuçları incelendiğinde, kamu harcamaları işsizliği azalttığı sonucuna ulaşılmaktadır.

Türkiye'de Abrams eğrisi hipotezinin geçerliliğini test etmeye yönelik çalışmaların sınırlı sayıda olduğu ve 2000'li yıllarda yoğunluk kazanmaya başladığı görülmektedir. Bu durumun, söz konusu dönem itibariyle büyüme hızının ve kamu harcamalarının milli gelir içindeki payının artmasına rağmen işsizlik oranının düşmemesinden kaynaklandığı düşünülmektedir (bknz. Şekil 1). Türkiye' de 2000, 2001 krizleriyle birlikte 2002 yılına kadar seyreden yüksek faiz oranları ve borçlanma gereksinimi gibi nedenlerle, ekonomik istikrarsızlık yaşanmıştır. Bu dönemde kamu harcamaları/GSMH oranı ile birlikte işsizliğin de, artan bir seyir izlediği görülmektedir. İşsizliğin de hızlı bir artış eğiliminde olması, transfer harcamaları yoluyla kamu harcamaları/GSMH oranını artırdığı düşünülmektedir. 2002 ve sonrası dönemde, mali disipline yönelik politikalar ve AB'ne uyum çerçevesinde gerçekleştirilen yapısal düzenlemeler, kamu harcamaları/GSMH oranındaki artış trendini yavaşlatmıştır. Türkiye'de işsizlik 1980'li ve 1990'lı yıllarda yaşanan bazı nispi azalmalar dışında, özellikle 2000 yılından itibaren sürekli olarak artış göstermiştir. Türkiye ekonomisi, 2000' li yıllardan itibaren kriz dönemleri dışında yüksek bir büyüme hızı trendi yakalamasına rağmen işsizlik oranlarında düşüş yaşanmamıştır. 2002 sonrası dönemde IMF destekli yapısal programa yönelik uygulanan daraltıcı maliye politikaları, yatırım harcamaları yoluyla reel kesimi olumsuz etkilemiştir. 2010 sonrasında ise, işsizlik oranı %10'un altında, %9 bandında kalmıştır. Söz konusu dönemde dünyada devam eden küresel krizin etkileri, Türkiye' de de büyüme hızını yavaşlatmış ve işsizliğin artmasında etkili olmuştur. Günümüzde, küresel anlamda yaşanan ekonomik istikrarsızlığın yansımalarını Türkiye ekonomisinde de görmek mümkündür.
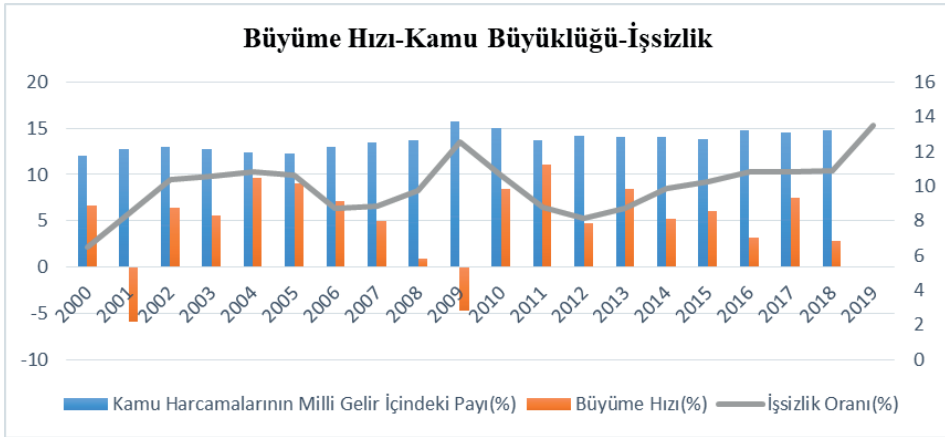
Şekil 1. Türkiye' de Büyüme Hızı-Kamu Büyüklüğü-İşsizlik İlişkisi (2000-2019)
Kaynak: Dünya Bankası

2000 yılı öncesi çalışmalar incelendiğinde, uluslararası literatüre de paralel bir şekilde daha çok kamu sektörü hacmi ile ekonomik büyüme ilişkisine odaklanıldığı görülmektedir. 2000'li yıllardan itibaren kamu sektörü ile işsizlik arasındaki ilişkiye yönelik çalışmaların hız kazandığı görülmektedir. Kamu harcamaları ve işsizlik arasındaki ilişkinin analizine yönelik ulusal ampirik literatür aşağıda özetlenmektedir:

Şahin ve Özenç (2007) ile Kaya, Kaygısız ve Altuntepe (2015) tarafından Granger nedensellik yöntemi ile yapılan çalışmalarda, kamu harcamaları ve işsizlik arasında herhangi bir nedensellik ilişkisine rastlanmamıştır. Aslan ve Kula (2010)'nın VECM'e dayalı Granger nedensellik yöntemi ve Erdoğan, Erdoğan ve Erdaş (2018)'nin VAR nedensellik analizini tercih ettikleri analizlerde benzer şekilde, işsizlikten kamu büyüklüğüne doğru bir nedensellik olduğu sonucuna ulaşılmıştır. Kanca ve Bayrak (2015) ile Güney ve Balkaya (2018) tarafından yürütülen çalışmalarda sırasıyla Granger nedensellik testi ve ARDL sınır testi yaklaşımı tercih edilmiştir. Kanca ve Bayrak (2015) tarafından yapılan çalışmada, cari ve yatırım harcamalarının işsizlikle ters yönlü bir ilişki içerisinde olduğu görülmekte iken, Güney ve Balkaya (2018)'nın çalışmasında, uzun dönemde yatırım ve cari harcamaların genç işsizliği olumsuz etkilediği sonucuna ulaşılmaktadır. Durkaya ve Ceylan (2016) ile Topal ve Günay (2018), tarafından elde edilen ARDL sınır testi yaklaşımı sonuçlarında, uzun dönem için Abrams Eğrisi hipotezinin geçerli olduğuna dair benzer bulgular edilmiştir. Sağdıç ve Yıldız (2020) tarafından ARDL-PMGE yöntemi ve benzer şekilde, Altunakar, Mercan ve Buyrukoğlu (2020) tarafından ARDL sınır testi yaklaşımı ile yapılan çalışmalarda, kısa dönemde Abrams Eğrisi hipotezinin geçerli olduğu sonucuna ulaşılmıştır. Çelikay (2017)'ın Türkiye 81 il düzeyinde panel vektör hata düzeltme modeli ve Kamacı ve Kılıç (2019)'ın 17 OECD ülkesi için panel nedensellik testi ile yaptıkları çalışmalarda, işsizlikten kamu harcamalarına doğru tek yönlü bir nedensellik gözlemlenmiştir. Bölükbaş (2018) ile Bayrakdar (2019) tarafından Toda-Yamomoto nedensellik testi ile yapılan analiz bulgularında benzer şekilde, kamu büyüklüğünden işsizliğe doğru tek yönlü nedensellik sonucuna ulaşmışlardır. Ergeç ve Ersin (2019), Toda-Yamamoto yöntemini tercih ettikleri çalışmada, kamu harcamalarından toplam istihdama ve inşaat sektörü istihdamına, sanayi sektörü istihdamından ise kamu harcamalarına doğru tek yönlü nedensellik ilişkilerine ulaşmışlardır. Kamu harcamaları ve işsizlik arasındaki ilişkiye yönelik ulusal ve uluslararası ampirik literatür incelendiğinde, ARDL sınır testi yaklaşımı, Granger ve Toda-Yamomoto nedensellik testlerinin yer aldığı görülmektedir. Söz konusu yöntemler literatürde doğrusal analiz yöntemleri içerisinde yer almaktadır. Doğrusal analizlerde elde edilen sonuçlarda, pozitif ve negatif şoklar homojen kabul edilmektedir. Granger ve Yoon (2002), pozitif ve negatif şokların homojen kabul edilmesinin saklı eş-bütünleşmeye neden olabileceğini ileri sürmektedir. Bu görüş, Hatemi-J (2012) asimetrik nedensellik testinin geliştirilmesi için de zemin hazırlamıştır. Hatemi-J (2012) asimetrik nedensellik testinde değişkenler arasındaki ilişki, pozitif ve negatif şoklar ayrıştırılarak analiz edilmekte ve saklı eş-bütünleşme sorunundan kaçınılmak istenmektedir. Bu nedenle, çalışmada Hatemi-J (2012) asimetrik nedensellik testinin tercih edilerek değişkenler arasındaki ilişkinin pozitif ve negatif şoklarının ayrıştırılmasının, saklı eş-bütünleşme sorununa çözüm getirerek, ulusal ve uluslararası literatüre önemli bir katkısının olacağı düşünülmektedir.

3. Uygulama
3.1. Yöntem ve Veri Seti
Nedensellik testleri, iki veya daha fazla değişken arasındaki ilişkinin varlığının ve yönünün araştırılmasına olanak sağlamaktadır. Yapılan veya yapılması planlanan analizlerde özellikle değişkenler arasındaki ilişkinin yönünün belirlenmesi, kurulacak hipotezlerin iktisadi teorilerle uyumunun istatistiksel olarak güvenilirliğinde yol gösterici olması yönüyle büyük önem taşımaktadır. Literatürde ilk kez Granger (1969) tarafından ileri sürülen geleneksel nedensellik testinde, iki değişken arasındaki nedenselliğin varlığı ve yönü serinin geçmiş değerlerinden yararlanılarak incelenmektedir. Ayrıca, bu testte serilerin durağan olmaları varsayımı bulunduğundan durağan olmayan

serilerde durağanlaştırmak için fark alma işlemi uygulanmaktadır. Bu durum, seride bilgi kayıplarına yol açmaktadır (Granger, 1969, s. 428). Granger nedensellik testinde ortaya çıkan bilgi kayıpları, düzeltilmiş VAR modelinin tahminine dayanan ve Toda–Yamamoto (1995) tarafından geliştirilen nedensellik testinde, serilerin durağanlık derecelerinin testin geçerliliğine etkisi olmayacağı ileri sürülerek giderildiği görülmektedir. Toda–Yamamoto (1995) nedensellik testinde, VAR modelinde gecikme uzunluğu (p) AIC ve SIC kriterleri ile belirlendikten sonra serilerin maksimum durağanlaşma dereceleri (d_{max}) belirlenir. Bu noktada serilerin bütünleşme derecelerine bakılmaksızın serilerin düzey değerleriyle analize devam edilmektedir. Belirlenen gecikme uzunluğuna (p) belirlenen en yüksek bütünleşme derecesi (d_{max}) eklenerek oluşturulan VAR modelinde WALD testi istatistik değerinin sadece hata terimleri normal dağılması durumunda Ki-Kare dağılımına uygun olduğu ileri sürülmektedir (Toda ve Yamamoto, 1995, s. 227). Granger (1969) nedensellik testi ve Toda-Yamamoto (1995) nedensellik testleri, değişkenlerdeki pozitif ve negatif şokların nedenselliğe etkisinin incelenmesine olanak sağlanamamaktadır. Bu testlerde, şokların yönü ve büyüklüğünün değişkenler arasındaki nedenselliğe etkisinin aynı olduğu kabul edilmektedir.

Negatif ve pozitif şokların nedensellik üzerinde ayrı ayrı incelenmesinin gerekliliği ilk kez Granger ve Yoon (2002) tarafından ileri sürülmüştür**.** Granger ve Yoon (2002), serilerin şoklara birlikte tepki verirken bütünleşik, ayrı ayrı tepki verdiklerinde ise bütünleşik olmadıkları düşüncesinden hareketle, birikimli olarak pozitif ve negatif şoklarına ayrıştırılan seriler arasındaki uzun dönem ilişkisini analiz etmişlerdir (Granger ve Yoon, 2002, s. 4). Toda-Yamomoto (1995) testine dayanan Hacker-Hatemi-J (2006) nedensellik testinde, Granger ve Yoon (2002) saklı nedensellik testi Granger nedensellik için geliştirilmiştir. Hacker-Hatemi-J (2006) nedensellik testinin Toda- Yamomoto (1995) nedensellik testinden farkı, hata terimlerinin normal dağılmaması ihtimaline karşılık WALD test istatistiğinin yeniden örneklem simülasyonu olan Bootstrap yöntemi ile elde edilmesidir (Hacker ve Hatemi-J, 2006, s. 1491).

Hatemi- J, negatif ve pozitif şokların etkisinin homojen kabul edilmesinin potansiyel asimetrik nedensellik için kısıtlayıcı olduğunu ileri sürmektedir. Bu görüşünü literatürde geniş yer bulan asimetrik bilgi Akerlof (1970) öncülüğünde, Spence (1973) ve Stiglitz (1974)'in çalışmalarına dayandırmaktadır. Asimetrik nedensellik testi, serilere ait negatif ve pozitif şokların birbirleri ile karşılıklı incelenmesine imkân sunmaktadır (Hatemi-J, 2012, s. 448). Asimetrik nedensellik testleri, Granger ve Yoon (2002) tarafından ileri sürülen saklı eş-bütünleşmenin ortadan kaldırılması açısından ekonomik politika belirleme süreçlerinde önem arz etmektedir. Bu nedenle çalışmada, Hatemi-J (2012) asimetrik nedensellik testinden yararlanılmaktadır.

Hatemi-J (2012) asimetrik nedensellik testi, Hacker- Hatemi-J (2006) Bootstrap nedensellik testinin pozitif ve negatif şoklara ayrıştırılmasıyla oluşturulmuştur.

Hatemi-J (2012) asimetrik nedensellik testi 4 aşamadan oluşmaktadır: Bunlar,

- VAR modeli için gecikme uzunluğunun belirlenmesi.
- Serilerin en yüksek durağanlaşma düzeyinin (d_{max}) belirlenmesi ve VAR modeli için belirlenen gecikme uzunluğuna ilave edilmesi.
- WALD test istatistiğinin Bootstrap yöntemi ile elde edilmesi.

X_0 ve Y_0 başlangıç değerlerini göstermek üzere; X_t ve Y_t serilerinin sırasıyla (1) ve (2) numaralı eşitliklerde rassal yürüyüş süreçleri gösterilmektedir. Burada ε_{1i} ve ε_{2i} beyaz gürültülü hata terimlerini göstermektedir (Hatemi-J ve El-Khatib, 2016, s. 2).

$$Y_t = Y_{t-1} + \varepsilon_{1t} = Y_0 + \sum_{i=1}^{t} \varepsilon_{1i} \qquad\qquad \varepsilon_{1t} = \Delta Y_t = Y_t - Y_{t-1} \qquad (1)$$

$$X_t = X_{t-1} + \varepsilon_{2t} = X_0 + \sum_{i=1}^{t} \varepsilon_{2i} \qquad\qquad \varepsilon_{2t} = \Delta X_t = X_t = X_{t-1} \tag{2}$$

$$t = 1,2,3,\ldots,T$$

X_t ve Y_t serilerinin sırasıyla (3) ve (4) numaralı eşitliklerde pozitif ve negatif şoklarının ayrıştırılması gösterilmektedir.

Pozitif şoklar :

$$\varepsilon_{1i}^{+} = \max(\varepsilon_{1t}^{+}, 0), \qquad\qquad \varepsilon_{2i}^{+} = \max(\varepsilon_{2t}^{+}, 0) \tag{3}$$

Negatif Şoklar:

$$\varepsilon_{1i}^{-} = \max(\varepsilon_{1t}^{-}, 0), \qquad\qquad \varepsilon_{2i}^{-} = \max(\varepsilon_{2t}^{-}, 0) \tag{4}$$

Ayrıca eşitlik (3) ve (4) numaralı eşitlikte gösterilen pozitif ve negatif şoklar (5) numaralı eşitlikte şu şekilde ifade edilmektedir:

$$\varepsilon_{1i} = \varepsilon_{1i}^{+} + \varepsilon_{1i}^{-} \qquad ve \qquad \varepsilon_{2i} = \varepsilon_{2i}^{+} + \varepsilon_{2i}^{-} \tag{5}$$

Değişkenlere ait birikimli pozitif ve negatif şoklar sırasıyla (6) ve (7) numaralı eşitliklerde gösterilmektedir (Hatemi-J, Gupta, Ksango, Mboweni, ve Netshitenzhe, 2014, s. 6).

Birikimli pozitif şoklar:

$$X_t^{+} = \sum_{i=1}^{t} \varepsilon_{2i}^{+} \qquad\qquad Y_t^{+} = \sum_{i=1}^{t} \varepsilon_{1i}^{+} \tag{6}$$

Birikimli negatif şoklar:

$$X_t^{-} = \sum_{i=1}^{t} \varepsilon_{2i}^{-} \qquad\qquad Y_t^{-} = \sum_{i=1}^{t} \varepsilon_{1i}^{-} \tag{7}$$

Birikimli pozitif ve negatif değişkenlerin sırasıyla (Y_t^{+}, $X_t^{+} = Y_{1i}^{+} + X_{2i}^{+}$) ve ($Y_t^{-}$, $X_t^{-} = Y_{1i}^{-} + X_{2i}^{-}$) eşit olduğu varsayılan Hatemi-J (2012) asimetrik nedensellik testinde, kurulan (p) gecikme uzunluğuna sahip VAR modellerine Toda-Yamamoto (1995) tarafından ileri sürülen, serilerin maksimum gecikme uzunlukları eklenmekte ve hipotezlere ait VAR modelleri sırasıyla (8) numaralı eşitlikte ifade edilmektedir (Hatemi-J, 2011, s. 4). Son olarak, Hacker-Hatemi-J (2006) tarafından geliştirilen, Bootstrap simülasyonu uygulanarak MWALD istatistiği elde edilmektedir. Hatemi-J (2012) asimetrik nedensellik testine örnek olarak, oluşturulan X pozitif şoku ve Y pozitif şoku arasındaki nedensellik analizine ait H$_0$ (Sıfır Hipotezi) ve H$_1$ (Alternatif hipotez) hipotezleri (8) numaralı eşitlikte gösterilmektedir. Analiz için her bir negatif ve pozitif şoka ait hipotezler (8) numaralı eşitliğe benzer şekilde oluşturulmaktadır.

X(+)_____/_____> Y(+)

$$Y_t^+ = \alpha_0 + \alpha_1 Y_{t-1}^+ + \cdots + \alpha_p Y_{t-p+dmax}^+ + \beta_0 + \beta_1 X_{t-1}^+ + \cdots + \beta_p X_{t-p+dmax}^+ + u_t$$

(8)

$H_0: \beta_0 = \beta_1 = \cdots = \beta_{p+dmax} = 0$ (X(+) ---------/ -----------> Y(+) nedensellik yoktur.)

$H_1: \beta_0 \neq \beta_1 \neq \cdots \neq \beta_{p+dmax} \neq 0$ (X(+) ---------/ -----------> Y(+) nedensellik vardır.)

Elde edilen MWALD testi istatistikleri ve Bootstrap Kritik değerlerine göre %1, %5 ve %10 anlam düzeylerinde H_0 hipotezinin reddedilip reddedilmeyeceğine şu şekilde karar veril-mektedir:

MWALD < Bootstrap Kritik Değeri ise, H_0 kabul – H_1 red (Asimetrik nedensellik yoktur.)

MWALD > Bootstrap Kritik Değeri ise, H_0 red - H_1 kabul (Asimetrik nedensellik vardır.)

Hatemi-J (2012) asimetrik nedensellik ile değişkenlerin pozitif ve negatif kümülatif şokları arasındaki ilişki belirlendikten sonra, şoklar arasındaki etki yönünün belirlenmesi önem arz et-mektedir. Nedenselliğin yönünün belirlenmesinde, Hatemi-J (2014) tarafından geliştirilen et-ki-tepki analizleri kullanılmaktadır. Söz konusu etki-tepki analizleri aslında Sims (1980) tarafın-dan VAR modeline dayalı geliştirilen etki- tepki fonksiyonlarına benzemektedir. Burada temel fark, değişkenlerin orjinal değerleri yerine kümülatif pozitif ve negatif şoklarının etki-tepki fonksiyonlarının incelenmesidir. Güven aralıkları şoklara ait artıklara Monte Carlo simülasyonu uygulanarak elde edilmektedir (Hatemi-J, 2014, s. 19).

Bu çalışmada; Türkiye' de kamu harcamaları ile işsizlik arasındaki asimetrik nedensellik ilişkisinin incelenmesinde kullanılan Hatemi-J (2012) asimetrik nedensellik testi, Gauss-19.1 programı yardımı ile analiz edilmektedir. 1985:Q1-2019Q4 çeyrek döneme ait kamu harcamaları (KH) ve işsizlik düzeyi (İD) mevsimsel etkilerden arındırılmış serilerin logaritmik formu kulla-nılmaktadır. Söz konusu seriler ,"Federal Rezerve Economic Data" veri tabanından elde edilmiş-tir (bknz. Tablo 1).

Tablo 1: Değişkenlerin Tanımlanması

Değişken	Kısaltma	Birim
Kamu Harcamaları	LKH	($)/2009 sabit fiyatlarıyla
İşsizlik Düzeyi	LİD	(Bin)/Kişi Sayısı

Kaynak: FRED, https://fred.stlouisfed.org , (20.01.2020).

3.2. Ampirik Bulgular

Türkiye' de 1985:1-2019:4 çeyrek dönemlik zaman serileri kullanılarak kamu harcamaları ve işsizlik arasındaki asimetrik nedensellik ilişkisinin analiz edildiği bu çalışmada, öncelikle Phil-lips-Perron (PP), Augmented Dickey Fuller (ADF) ve Kwiatkoski-Phillips-Schmidt-Shin (KPSS) birim kök testleri yardımıyla serilere ait maksimum bütünleşme derecesi (d_{max}) "1" olarak belir-lenmektedir (bknz. Tablo 2).

Tablo 2: Maksimum Bütünleşme Derecesinin Belirlenmesi

Değişkenler	Seviye	PP	ADF	KPSS	Sonuç
LİD	Birinci Fark (Sabit Terim)	-6.13988* (-2.58195)	-7.32207* (-3.47854)	0.04890* (0.21600)	I(1)
LKH	Birinci Fark (Sabit Terim)	-11.0036* (-2.58195)	-2.7358*** (-2.57842)	0.07774* (0.14600)	I(1)

Not:*, **,*** simgeleri sırasıyla %1, %5 ve %10 anlamlılık düzeylerini göstermektedir. Parantez içindeki ifadeler kritik değerin anlamlı olduğu düzeyi ifade etmektedir.

Elde edilen maksimum bütünleşme derecesine eklenmek üzere değişkenlere ait optimal gecikme uzunluğu (p) "5" olarak belirlenmektedir (bknz. Tablo 3).

Tablo 3: Optimal Gecikme Uzunluğunun Belirlenmesi

Gecikme Uzunluğu	LOGL	LR	FPE	AIC	SIC	HQ
0	-169.947	NA	0.047331	2.625158	2.669054	2.642995
1	534.072	1375.795	1.08e-06	-8.062169	-7.930480	-8.008658
2	549.275	29.2464	9.11e-07	-8.233215	**-8.013734***	**-8.144030***
3	551.788	4.75734	9.32e-07	-8.210512	-7.903239	-8.085653
4	555.162	6.28450	9.41e-07	-8.200956	-7.805890	-8.040423
5	562.087	**12.68691***	**9.00e-07***	**-8.245611***	-7.762754	-8.049405
6	566.055	7.148596	9.01e-07	-8.245124	-7.674474	-8.013243
7	567.163	1.961756	9.43e-07	-8.200967	-7.542525	-7.933412
8	570.168	5.231142	9.58e-07	-8.185785	-7.439551	-7.882557

Türkiye' de İşsizlik düzeyi ile kamu harcamaları arasındaki asimetrik ilişkisinin analizi için kurulan H_0 hipotezleri ve serilerin maksimum gecikme uzunluklarının eklendiği VAR modeline ait örnek (9) numaralı eşitlikte gösterilmektedir. Analiz için kurulması gereken sekiz model ve H_0 hipotezleri (9) numaralı eşitliğe benzer şekilde oluşturulmaktadır.

H_0: $\beta_0 = \beta_1 = \cdots = \beta_4 = 0$ (Pozitif işsizlik şokundan pozitif kamu harcamaları şokuna doğru nedensellik yoktur.)

$$KH^+_t = \alpha_0 + \alpha_1 KH^+_{t-1} + \cdots + \alpha_p KH^+_{t-6} + \beta_0 + \beta_1 \dot{I}D^+_{t-1} + \cdots + \beta_p \dot{I}D^+_{t-6} + u_t \tag{9}$$

Değişkenler için elde edilen optimal gecikme uzunluğuna maksimum bütünleşme derecelerinin ($p+d_{max}$) eklenmesinin ardından MWALD istatistik değerleri ve Bootstrap kritik değerleri hesaplanmaktadır (bknz. Tablo 4).

Asimetrik nedensellik testi sonuçları Tablo 4' te yer almaktadır. Tablo 4'te ilk iki hipotez Hacker-Hatemi-J (2006) simetrik nedensellik testi sonuçlarını göstermektedir. Analiz sonuçlarına göre, istatistiksel olarak LİD'nin LKH'nın nedeni olmadığı ancak %5 anlam düzeyinde LKH'nın LİD'nin nedenidir. Bu sonuç, kamu harcamaları ile işsizlik düzeyi arasında tek yönlü bir nedensellik olduğunu göstermektedir. Pozitif ve negatif şokların ayrıştırıldığı Hatemi-J (2012) asimetrik nedensellik testi sonuçları incelendiğinde ise, (LİD⁺) işsizlik düzeyi pozitif şoku ile (LKH⁺) kamu harcamalarından pozitif şoku arasında %5 anlam düzeyinde istatistiksel olarak anlamlı tek yönlü bir nedensellik ilişkisi gözlenmektedir.

Tablo 4: Hatemi-J (2012) Asimetrik Nedensellik Testi Sonuçları

		Bootstrap Kritik Değerleri			
H_0 Hipotezi	MWALD Test İstatistiği	%1	%5	%10	Maksimum Gecikme Uzunluğu(p+dmax)
LİD→LKH	1.472	7.412	4.097	2.800	5+1
LKH →LİD	4.035 **	6.818	3.965	2.703	5+1
LİD⁺→LKH⁺	6.022**	7.733	4.364	3.072	5+1
LİD⁺→LKH⁻	0.104	13.739	6.739	4.534	5+1
LİD⁻→LKH⁻	4.445	15.940	8.252	6.086	5+1
LİD⁻→LKH⁺	2.139	10.890	6.966	5.284	5+1
LKH⁺ →LİD⁺	0.296	10.874	8.074	6.553	5+1
LKH⁺ →LİD⁻	7.051	19.539	14.519	12.267	5+1
LKH⁻ →LİD⁻	3.707	12.275	7.449	5.532	5+1
LKH⁻→LİD⁺	0.615	13.114	6.974	5.010	5+1

Not: "→" ifadesi nedenselliğin H_0 hipotezinde nedenselliğin yönünü göstermektedir.*, **,*** simgeleri sırasıyla %1, %5 ve %10 anlamlılık düzeylerinde H_0 hipotezinin reddedildiğini göstermektedir. Bootstrap sayısı 10.000'dir.

Tablo 4'teki ilk iki hipotezdeki simetrik nedensellik sonuçları incelendiğinde, işsizlik düzeyinin kamu harcamalarının nedeni olmadığı görülmesine rağmen, Hatemi-J (2012) asimetrik nedensellik testi sonuçlarında %5 anlamlılık düzeyinde işsizlik düzeyi pozitif şoklarının kamu harcamaları pozitif şoklarının nedeni olduğu görülmektedir. Simetrik nedensellik testlerinde bu şokların aynı olduğu kabul edilmektedir. Asimetrik nedensellik testi ile bu şoklar arasında farklı etkilerin ortaya çıktığı açıkça görülmektedir. Bu durum değişkenler arasındaki saklı nedensellik ilişkisinin açığa çıkarılması açısından önemlidir. Analiz sonuçlarına göre, asimetrik nedensellik hipotezlerinden yalnızca işsizlik pozitif şoku ile kamu harcamaları pozitif şoku arasında asimetrik nedensellik ilişkisine rastlanmaktadır.

Elde edilen sonuçlara göre, asimetrik nedensellik ilişkinin tespit edildiği işsizlik pozitif şoku ve kamu harcamaları pozitif şoku için ilişkinin yönünü gösteren etki-tepki analizleri Şekil 2' de yer almaktadır.
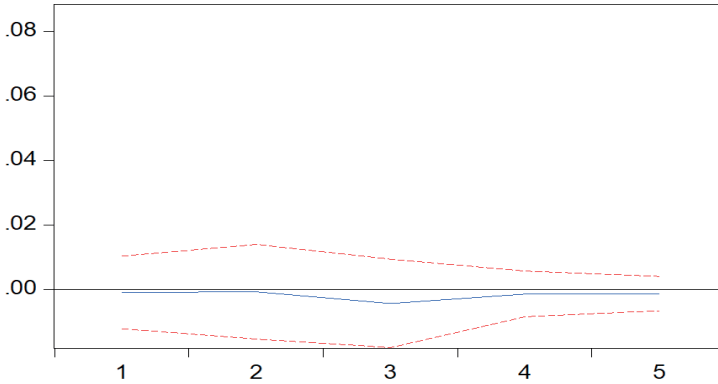
Şekil 2. LİD⁺ Şokundan LKH⁺ Şokuna Asimetrik Etki-Tepki Analizi

İşsizlik pozitif şokları, kamu harcamalarında meydana gelen pozitif şokları artırmaktadır. Analizden elde edilen sonuca göre, Abrams (1999) tarafından ileri sürülen kamu harcamalarının işsizliği arttığı hipotezinde asimetrik etkilerin geçerli olmadığını göstermektedir.

4. Sonuç

Devletin ekonomide rolü ve bir maliye politikası aracı olarak kullandığı kamu harcamalarının payı ile ilgili tartışmalar, uzun yıllardır devam etmektedir. Ülkelerin iktisadi performansındaki farklılık, genelde devletin iktisadi hayata katılımıyla ilişkilendirilmektedir. Kamu harcamalarının makroekonomik değişkenler üzerindeki etkisi, iktisadi ekoller açısından farklı şekillerde yorumlanmaktadır. Keynesyen görüşte kamu harcamalarının ekonomik büyüme üzerindeki olumlu etkisi ön plana çıkmakta iken, klasik görüşte kamu harcamalarının özellikle dışlama etkisi nedeniyle ekonomik büyüme üzerindeki olumsuz etkisi üzerinde durulmaktadır. Kamu harcamalarının ekonomik büyüme üzerine etkisinin ele alındığı çok sayıda çalışma mevcuttur. Söz konusu çalışmalar literatürde Armey Eğrisi hipotezi olarak bilinen hipotezle sıklıkla ilişkilendirilmektedir. Özellikle 2000'li yılların başından itibaren ekonomik büyüme hızının artış göstermesi, ancak buna rağmen işsizlik oranının azalmaması, kamu harcamalarının işsizliği önlemek için bir politika aracı olarak kullanılıp kullanılamayacağı sorusunun sorulmasına neden olmuştur. Abrams (1999)'ın kamu sektörü büyüklüğü ve işsizlik arasındaki ilişkiyi incelediği çalışmasında, kamu sektörü büyüklüğünün artması işsizliği artırdığı sonucuna ulaşılmaktadır. Bu sonuç, klasik görüşü destekler niteliktedir. Günümüzde işsizliğin önemli bir ekonomik sorun niteliği taşıması, işsizliği önlemede uygulanacak kamu politikası tartışılmasına hız kazandırmaktadır. Bu çalışmada, Türkiye' de 1985:1-2019:4 çeyrek dönemlik zaman serileri kullanılarak kamu harcamaları ve işsizlik düzeyi arasındaki ilişki incelenmektedir. Türkiye' de söz konusu dönem itibariyle Abrams eğrisi hipotezinin geçerliğini test etmek amacıyla asimetrik etkilerin dikkate alındığı Hatemi-J (2012) asimetrik nedensellik analizinden yararlanılmaktadır. Çalışmadan elde edilen istatistiksel sonuçlara göre, Türkiye' de 1985-2019 dönemi için işsizlik pozitif şoku ile kamu harcamaları pozitif şoku arasında %5 ve %10 anlam düzeyinde anlamlı asimetrik nedensellik sonucuna ulaşılmıştır. Asimetrik nedensellik modeline ait etki-tepki analizi incelendiğinde ise, işsizlik pozitif şoklarının, kamu harcamaları pozitif şoklarını artırdığı görülmektedir. Elde edilen sonuç, Türkiye' de asimetrik model çerçevesinde Abrams eğrisi hipotezinin geçerli olmadığını göstermektedir. Bu çalışmada, asimetrik bir modelin tercih edilmesinin nedeni, doğrusal modellerdeki saklı eş-bütünleşme olasılığının araştırılmasıdır. Nitekim elde edilen sonuçlar, literatürde doğrusal modellerin kullanıldığı birçok çalışmanın sonucundan farklılık göstermektedir. Bu durum, doğrusal modellerde pozitif ve negatif şokların homojen kabul edilmesiyle ortaya çıkan saklı eş-bütünleşmenin araştırılmasının önemini göstermektedir.

İşsizlik pozitif şokundan kamu harcamaları pozitif şokuna doğru nedenselliğin tespit edilmesi, kamu harcamaları üzerinde işsizliğin mali yüküne işaret etmektedir. İşsizlik sorununun kamu harcamaları ile azaltılmaya çalışıldığını göstermektedir. Kamu harcamalarının işsizlikle mücadelede özellikle pasif istihdam politikaları kapsamında kullanılması, kamu ekonomisinin olumsuz etkilenmesine, kaynak dağılımının bozulmasına, etkinliğin azalmasına neden olmaktadır. Bu yüzden pasif istihdam politikaları, ekonomik durgunluk dönemlerinde istikrar sağlamak amacıyla kullanılmalıdır. İşsizliğin kalıcı bir şekilde azaltılmasında istihdam yaratmaya yönelik aktif istihdam politikalara öncelik verilmelidir. Bu kapsamda ekonomik büyüme ile istihdamın artırılmasının doğru orantılı gerçekleşmesi önemli olmaktadır. Son yıllarda ekonomik büyüme ile sağlanan istihdam artışının yeterli düzeyde olmadığı görülmektedir. Bu durum sadece büyüme ile işsizliğin azaltılamayacağını göstermektedir. Bu nedenle işsizlik sorunu, çok kapsamlı bir mücadeleyi gerektirmektedir. Aktif istihdam politikalarının geliştirilmesine yönelik olarak, emek arz ve talebi arasındaki enformasyon ağının geliştirilmesi için İşkur fonksiyonları özel istihdam büroları ile desteklenmelidir. Kalkınmada önemli bir itici güç olan beşeri sermayenin istihdamla ilişkisi gö-

zardı edilmemelidir. İstihdam ve eğitim ilişkisi piyasa talebiyle uyumlu şekilde güçlendirmelidir. Kadın ve gençlerin işgücüne katılımını destekleyecek istihdam politikaları oluşturulmalıdır. İşveren açısından işgücü maliyetleri azaltılmalıdır. Ülkenin demografik yapısına yönelik bölgesel ve sektörel istihdam politikaları belirlenmelidir. Aktif istihdam politikalarının işsizlik üzerindeki etkinliğinin de ayrıca değerlendirilmesinin yararlı olacağı düşünülmektedir.

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Understanding Social Cohesion from the Perspective of the Host Community: Turkey Example

Sosyal Uyumu Ev Sahibi Topluluğun Perspektifinden İncelemek: Türkiye Örneği

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ABSTRACT

According to recent statistics from the DGMM (Directorate General of Migration Management of Turkey), more than 3,5 million Syrian refugee people are living in Turkey. This number, however, reflects only registered Syrians, not the many unregistered Syrian refugees and asylum-seekers also living in Turkey. In order to cope with the refugee crisis, various projects are being conducted through the support of national and international funds. Social cohesion has been identified as a key to integrating host and refugee communities. Socio-cultural activities hve been designed to include participants from both communities. In this context, this study aims to discover the attitudes of Turks toward social cohesion which is promoted to be built between them and refugees. This limited research relied on a semi-structured in-depth interview technique as research methodology for a random sample of 45 residents of Ankara living in neighborhoods that contain a high number of refugees. The main reason of limiting the number of participants with 45 was related to reputation. According to findings, the members of the host community are in favor of developing social contact with refugees; however, misinformation and rumors, language barriers, and a lack of social connection were considered as the main factors affecting the negative attitudes of the host community members towards refugees.

Keywords: Syrian refugee, Social cohesion, Host community, In-depth interview, Turkey

1. Introduction

Along with political conflicts and turbulence, economic problems led to migration flows from Syria to mainly Europe and the USA. Another popular destination was Lebanon in the 1960s and 1970s. However, the crisis in 2011 was incomparable with the previous ones in terms of volume and nature of migration (Yazgan, Utku and Sirkeci, 2015, p.185).

Since the crisis in 2011, 13,1 million Syrian people have been in need and 6.1 million have left their country[1]. According to the DGMM[2] (Directorate General of Migration Management), as of 24.07.2020 Turkey is host to more registered Syrian refugees – 3.604.226 – than any other country. According to the latest records from the DGMM[3], approximately 97.414 Syrian refugees are living in Ankara, the capital. One of Ankara's most crowded districts, Altindag, is even called "Little Aleppo" due to the high Syrian refugee population. Many markets and small-sized companies conduct business in Arabic, serving the local Syrian population[4]. Therefore, in these regions the host community members and Syrian refugees have much more frequent contact than in other areas in Ankara. Furthermore, the professional experience of the author in the related projects conducted in those regions make Ankara a suitable location to examine the main issue of this article. The selection of Ankara is also related to the author's direct observations of this region.

Since the Syrian refugee influx, the status of refugees and subsequently the state of social cohesion have been dominant in socio-political issues in Turkey. The framework of Turkish migration policy was formed by two main legal documents: the 1934 Settlement Law and the 1951 Geneva Convention. Both include the legal terms governing the flows of immigrants and asylum seekers in the country. In addition to the Geneva Convention, additional Protocol was adopted in 1967 upon the status of refugees (Içduygu, 2015, p. 4). Turkey was a signatory country to both "time limitation" and "geographical limitation" of the 1951 Convention. However, in the 1967 Protocol, Turkey accepted only the "geographical limitation", which concerned the determination of the rights of refugees and asylum seekers, and their status as "persons who have become refugees as a result of events occurring in Europe" (Özden, 2013, p. 5). The provision ignores the possibility that non-Europeans might legally qualify for refugee or asylum seeker status. For this reason, early on in the Syrian crisis (2011 to 2014), Syrian refugees were considered "guests" rather than "refugees". They had few civil rights and were not allowed to benefit from any social programs in the country. For Baban et al. (2017, p. 45-46) the "guest" status was a sort of limbo, where the refugee was neither a guest nor a refugee. Being deprived of basic needs and social rights led to worsening conditions for the displaced Syrians.

As the Syrian refugee population increased dramatically so did the need for a settlement policy, which brought about new regulation in 2014. Under the control of the General Directorate of Migration Management (GDMM), Turkey has granted "conditional refugee status" to Syrian refugees. Now Syrian refugees gained the right to register for a Temporary Protection (TP) identification card. This card, following certain regulations, has allowed them to access basic social services such as health, education, and employment (Benedetta, 2015, p. 44; Içduygu, 2015, p. 9).

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1 Available at: http://www.unhcr.org/syria-emergency.html, (Accessed date: 02.02.2018)
2 Available at: https://www.goc.gov.tr/gecici-koruma5638, (Accessed date: 04.08.2020)
3 Available at; http://www.goc.gov.tr/icerik3/gecici-koruma_363_378_4713, (Accessed date: 04.08.2020)
4 Availableat;http://www.milliyet.com.tr/altindag-da-bir-suriye-mahallesi/pazar/haberdetay/29.01.2017/2386604/default.htm; (Accessed date: 01.08.2018) https://www.haberturk.com/gundem/haber/1183892-bu-mahalle-ankaranin-sami-oldu; (Accessed date: 01.08.2018); https://www.trthaber.com/haber/yasam/ankaranin-bu-ilcesinde-30-bin-suriyeli-bariniyor-203090.html, (Accessed date: 01.08.2018)

To cope more effectively with the refugee issue, Turkish authorities have also started to cooperate with other local and international organizations. In this vein, various local and international NGOs, UN agencies, and EU and governmental organizations are working collaboratively to minimize the potential for conflicts between the two sides[5]. Social cohesion, along with the humanitarian aid, has also become a buzzword in large and small-sized projects, public discussions and research studies. In particular, the term 'social cohesion' has been popularized by the government and international organizations in order to conceptualize and promote communication between the host community members and refugees. In this context, the current study focuses mainly on this term instead of the similar and widely used concept 'social integration'. Although these two concepts are similar; 'social cohesion' points to the importance of social unity within the tension between individual freedom and social order, while the term 'social integration' addresses the regularized nature of face-to-face interactions and is based on the reproduction of institutions for social order. On the other hand, both are related to the formation of social order in a society (Jansen, Chioncel and Dekkers, 2006, p.190-192).

Most of the studies concerning Syrian refugees have been linked to two research questions: What are the attitudes of Syrian refugees towards Turkish people? (Erdoğan, 2014; Apak, 2015; Karasu, 2016; Kağnıcı, 2017), and how are refugees represented via the media tools? (Efe, 2015; Pandır et al., 2015; Şen, 2017; Boztepe, 2017; Çebi, 2017). On the other hand, some research papers and reports have centered upon other social factors such as religion or legal problems as they relate to social cohesion (Dinçer et al., 2013; Özden, 2013; Içduygu, 2015; Lazarev&Sharma, 2017; Baban et al., 2017). Unlike the others, the research by Şimşek (2018), which was conducted with Syrian refuges living in Turkey, argued that having economic resources supports accelerates the integration process with the host community members. Aydin, Gündoğdu and Akgul (2019) analyzed the integration process of Syrian refugees in Turkey within the context of education. They found that although the integration of refugee children into the national education system is crucial, the content of educational programs lack any discussion with regards to integration and multiculturalism. For the most part, those research papers were based on an analysis of social integration or cohesion from the refugees' perspective.

Therefore, this research is based on the host community's point of view, and their perception of the social cohesion process, and of the Syrians themselves. An examination of attitudes as expressed in the selected sample. In this context, research questions are as follows:

1. What do the Turkish host community members think about the Syrian refugees?
2. Do they support the state of social cohesion as it is?
3. What are the main obstacles to the establishment of social cohesion?
4. How can social cohesion be nurtured?

Within the framework of the research, first, the concept of social cohesion will be thoroughly discussed. Then, research findings will be analyzed within the specific categories. The results will be evaluated in the conclusion.

2. Conceptualization of Social Cohesion

The term 'social cohesion' originated from the Latin word, "cohaerere" which means "to stick" or "to be tied together". In general, this concept emphasizes the shared sense of communi-

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5   For comprehensive information check the report prepared by the Ministry of Family and Social Policies of Turkey, see link; available at: http://ailetoplum.aile.gov.tr/data/5429366a369dc32358ee2a92/calistay_raporu. pdf, (Accessed date: 02.03.2018)

ty and solidarity (Grimalda & Tanzler, 2018, p. 4). Social cohesion was widely used and examined in sociology research starting mainly with studies of Durkheim. However, French sociologist Le Bon's work "The Crowd: A Study of the Popular Mind" published in 1897 can be considered the initial reference for social cohesion studies (Fonseca, Lukosch & Brazier, 2018). In the 1990s, social cohesion became a phenomenon on account of globalization, economic inequality, and immigration (Dilhey & Dragolov, 2016, p. 164).

Based on the Theory of Collective Behavior and Contagion, Le Bon (1896: 229-230) prioritised cohesion as a factor in the establishment of unity or a "whole" amongst members of society. In support of Le Bon's ideas about the individual unconscious identification, in 1921 Freud described social cohesion as the "identification of one individual with others that share the same characteristics and provide intense emotional senses" (Fonseca, Lukosch & Brazier, 2018, p. 3). Durkheim (1984, p. 60) explained the concept of social cohesion as the conformity of each individual's consciousness to a common type. As Friedkin (2004) pointed out, this can be defined as a holistic structure covering the group membership, behaviors and all social processes of the individuals. Above all, cohesiveness is a result of all the forces acting on the members to remain in the group. It is the desire or endeavor to belong to a group (Festinger et al., 1952, p. 7-22). In this way, social cohesion can be described as the common values and purposes intended to maintain in the society a solidarity grounded in a sense of belonging, and shared by people from diverse backgrounds (Cheong et al., 2007, p. 28).

The word "integration" was derived from the Latin term for "integer" which refers to "complete" or "whole" (Mortensen, 1999, p. 13). This term underscores the establishment of holistic structure of a society without losing its heterogeneity. In this context, initial social integration theory traces back to the studies of theorists such as Durkheim, Marx and Spencer. Marxist analysis centered upon the communal division of labor including various dichotomies such as town-country, production-circulation and so on. The approach was mainly related to class consciousness (Keyes, 1998, p. 122). Spencer's "utilitarian" view sought to understand functional integration within the scope of society, defined as organismic analogy. He underscored the mutual relation between cooperation and solidarity within the integration. As society facilitates cooperation, so cooperation makes society possible (Corning, 1982, p. 360). Society develops an increasingly integrated social whole (McKinnon, 2010, p. 442). Amongst them, Durkheim problematized individualism in a social order in terms of the integration process (Gough & Olofsson, 1999, p. 1-2). In this vein, he scrutinized the connection between suicide motivations and the problem of social cohesion (Pahl, 1991).

Out of this social cohesion emerged a moral community based on mutual trust (Larsen, 2014, p.2). As Helliwell and Wong (2011: 42) stated, because humans are social beings, trust is an essential component for any social setting. If trust cannot be built between the parties, no social connection will be formed. To establish trust, either past experiences or longer social interaction need to exist. In case of different cultural and social contexts, social interaction must be conducted over an extended period of time (Alesina & Ferrara, 2002, p. 210). Therefore, to build a healthy "consensus" process is seen as the main idea or aim in social cohesion definitions (Bruhn, 2009, p. 47).

In general, social cohesion consists of five different domains: 1) common values and civic culture (common aims and objectives, common moral principles, etc.); 2) social order and social control (tolerance and effective informal social control); 3) social solidarity (harmonious social and economic development); 4) social networks (high degree of social interaction), and 5) place attachment and identity (strong attachment to place and place identity). (Forrest & Kearns, 2001, p. 2129).

Social cohesion, unlike other measures of the health of a society, can be described as the connection between various societal units such as individuals, groups, and associations. (Schmitt-Berger, 2000, p. 2). From this perspective, social cohesion has become a watchword of social policy approaches since 1990's. The Canadian Government has been among the first to use the term 'social cohesion' in the context of long-term social policies. The main purpose of using this concept is to promote multiculturalism in a society. Social integrity, relatively balanced income distribution, employment, housing, healthcare and access to education systems have been identified as the indicators of the social cohesion (Chan, To and Chan, 2006, p. 277-278). Within the framework of the social policies, policy documents of the Canadian Government, the French Government, the OECD and The Club of Rome have underlined five common principles of social cohesion (Schmitt-Berger, 2000, p. 3; Jenson, 1998): *Belonging, Inclusion, Participation, Recognition,* and *Legitimacy.*

Considering the above-mentioned principles, social cohesion can be defined as the complicated process beginning with an individual's belonging to any society. This period is followed by experiences of inclusion, participation, and recognition. The final phase is the legitimacy, or membership in the society. As Dandy and Pe-Pua (2015, p. 340-341) wrote, the belonging phase can be understood as a sense of connectedness. Inclusion means access to key resources such as employment, health care, and education on equal basis. Participation refers to communal/political/civil participation. Recognition, on the other hand, is about mutual tolerance and respect. Legitimacy describes a more formalized, legally significant validation of ones' 'belonging'.

In order to establish and preserve this fragile social cohesion, the state is collaborating with local NGOs and other institutions. Thus, civic integration and social cohesion have come to be interrelated: the development of each leads to the establishment of a holistic social integration.

In 2008, The Council of Europe defined social cohesion as something similar to social solidarity, in that "individuals and groups feel common cause with others and can recognize and are prepared to act for the collective good, seeing themselves as members of the community" (Council of Europe, 2008, p. 8). The related report of the Council therefore claims social cohesion involves social factors, together with economic, political, and cultural factors. This framework consists of five main dimensions: solidarity, shared values, a sense of belonging, trust among the members, and a reduction of inequalities (Fonseca, Lukosch & Brazier, 2018, p. 5).

Given the above-mentioned characteristics and dimensions, social cohesion can be defined as a "social glue" for maintaining social order holistically. This order should be based on reciprocity and mutual trust, and shaped by common standards (Stovring, 2012, p. 135). Therefore, as Maxwell (1996) stated, social cohesion refers to a multi-faceted process aimed at building shared values, reducing disparities in wealth and income, and most importantly, enabling individuals to become members of the community.

Among the many factors of reciprocal influence on the state of social cohesion, racial diversity, economic inequality, education, historical events, GDP, subjective well-being, and health have been outlined widely (Grimalda & Tanzler, 2018: 5-7). However, this list can be extended depending on cultural context. For Turkey, Lazarev and Sharma (2017) highlighted the influence of religion on social cohesion between Turkish host communities and Syrian refugees. The authors believe that religion could serve as the basis for a shared sense of community to reduce prejudice and redraw social boundaries. On the other hand, Beltekin (2016) underscored the role of education in the social integration process of Syrian refugees. In the framework of economic conditions, Ceritoğlu et al. (2017) focused on the Syrian refugees' effects of on host community's

labor market. The current study aims to analyse the host community's perception of the social cohesion process and to suggest ideas for the development of the process.

3. Research Method

Based on qualitative research methodology an in-depth semi-structured interview technique was used in the study. The descriptive structure of qualitative research methods allows the researcher to draw a general portrait of the selected research problem (Castleberry and Nolen, 2018, p.808). The appropriateness of this method is related to its ability to yield a comprehensive understanding of the viewpoints of the participants concerning any issue (Erdoğan, 2003; Lindloff & Taylor, 2005). Exploration and probing of respondents' viewpoints promotes a deeper understanding of any specific issue. Such a structure allows the interviewer to pose follow-up questions, and observe the situation in a comprehensive way (Erdoğan, 2003, p. 190; Arıkan, 2011, p. 69). Based on this research technique, thematic categorizing was used to identify the common schemes. Thematic categorizing is an effective tool to identify, analyze and report the patterns (themes) in qualitative research (Castleberry and Nolen, 2018). In this vein, the identified themes helped to summarize the impressions of the participants. In this context, seven main categories were determined for the analysis of findings.

Fifteen main questions were identified and posed to a total 45 participants. Additional relevant questions were sometimes asked during the course of the interview. The interviews were carried out face-to-face. A voice recorder was used with the participants' consent in order to more effectively analyze the responses. The participants were selected by random sampling. The interviews were conducted with 45 Turkish (23 male, and 22 female) participants living in the Altındağ and Mamak districts of Ankara, where there is a high refugee population As stated above, the main reason for selecting those regions are related to their large refugee populations and direct observations of the author.

As stated above, the main reason of selecting this methodology is to reveal the attitudes and perspectives of the host community members. Because of the delicate nature of the issue, all ethical principles were followed, and the participants were informed about the purpose and content of the research prior to the interviews. On the other hand, the number of participants was limited to 45 due to the repetition of perspectives.

4. Findings

The findings of this limited research derive from 45 in-depth semi-structured interviews lasting from 22 to 43 minutes. All the interviews were conducted and transcribed by the author. The interview transcripts were likewise translated from Turkish into English by the author. In accordance with the privacy statement, the information related to sex, age and profession of participants were mentioned. In order to analyze the findings, seven common categories were designated:

4.1. Who is Syrian Refugee?

In this category, the aim was to understand the mental images and ideas that came to the participants' minds when they imagined a Syrian refugee. The objective was to understand how the participants view these Syrians. The participants were asked to express their opinions about Syrian refugees who have been living among them for eight years. They were asked to describe what Syrian refugees have come to mean to them. Two main expressions were common: "war-weary" and "poor children".

The majority of participants (55%) discussed the Syrians' victimization due to the endless Middle East wars. They underlined the hardship of displaced persons living in a foreign country. All these were indicated with deep sorrow:

> "Syrian people. Um. They're the ones who are suffering from the wars and miseries. They are really the innocent victims of the pointless power struggles in the Middle East" (F, 28, Lecturer).

> "I am very sure that they didn't want to abandon their countries. Nobody wants to be displaced person. The war has had terrible results. It's so sad" (M, 32, Psychologist).

> "Very bad conditions. There are no words to say. Even to move to another country is a long-term and difficult process. To be a refugee is a terrible experience" (M, 24, Technician)

Another group of participants (45%) emphasized the misery of innocent Syrian children. They expressed sadness about Syrian refugee children. The participants indicated that they feel sorry for their lost innocence. All the participants condemned the war and the conditions that the children have been mercilessly exposed to:

> "When you asked about Syrian refugee people I am reminded of the Syrian refugee children panhandling and crying in the streets. This is really very dramatic. They are so innocent. They don't deserve that kind of treatment" (F, 37, Civil Servant).

> "[...] I think about the little Syrian boys and girls who do not understand this world yet, but who are facing all the difficulties. I feel so sorry for them" (F, 26, Postgraduate).

> "I think the most innocent ones are children. They didn't deserve it. So dramatic" (F, 43, Civil Servant)

As expressed in these examples, half the participants expressed empathy towards the refugees living amongst them. They are aware of suffering and indignities faced by the refugees, not the least of which is inadequate shelter. Their empathy notwithstanding, the participants expressed some irritation concerning Syrian refugees, often the result of widespread rumors.

4.2. Rumor Has It

One significant finding relates to the negative rumors that participants heard about Syrian refugee people. Those rumors spread baseless claims about the unsettling and problematic behaviors of Syrian refugees, from theft to murder. Almost all participants (77%) mentioned such rumors, and expressed discomfort about them.

> "As far as I know, they are disturbing other people. I've heard about some knife attacks, and rape incidents too -- even attempted robbery. It's so horrible" (F, 41, Secretary)

> "I've heard many incidents of Syrians causing problems where they are settled. I even heard about brawl between an older Syrian man and a Turkish woman. My friend told me. The woman ended up dead. But I don't know if it's true. I've just heard about such incidents" (FM, 22, Undergraduate)

> "I heard about many conflicts, many unpleasant occurrences. Those make me a little bit worried. I heard robberies are going up[...]." (M, 30, Security Staff)

On the other hand, 42% of the participants touched upon rumors of the free social services and other privileges available to the Syrian refugee community, including free and easy university admission, easy professional recruitment, and high salaries, none of which exist. Although some expressed doubts about these rumors, the negative reactions of the participants were evident in the responses:

> "I've heard stories about them, especially the stuff about the free services like free admission to the universities, even to any faculty they want. Maybe it is not real. Well, if it is, um, that is interesting" (F, 23, Undergraduate)

"It's been mentioned recently that everything is free for them. Is this true? Easy recruitment, free transportation, health care... I don't know [...]" (M, 30, Sales Assistant)

"Well, I am worried about the children and about my future. Sorry, but it is not fair to provide numerous social, health and education services for them. What about us?" (F, 34, Housekeeper)

Rumors have affected the perception of the participants in a negative way. Whether or not these rumors have any basis in fact, these misunderstandings have drawn serious reactions from the participants against the socialization process. These misunderstandings impede the socialization process between Syrian refugees and the host community.

4.3. Any Attempt for Socialising?

In this category, the participants were asked to speak of any experiences communicating or socialising with Syrian refugees. Given the fact that the refugee crisis has lasted almost eight years, stunningly, half of the participants (54%) reported not having communicated or socialised with them, not even once. As a follow up, participants were asked if they would like to be in contact with the Syrian people, if the relevant conditions were met. Fifty percent responded affirmatively:

"I haven't had any communication with them but I would like to if I could understand them or they understand me. I mean, there's the language problem" (F, 31, Project Officer)

"Well, um. Sometimes I think about meeting them. I can see they need us. They are like our guests. But, the different language..." (M, 22, Undergraduate)

"I just saw them. But contact or connection... I don't know the reason, but I didn't need any. By the way I would like to help them as well" (M, 26, Unemployed)

Thirty-one percent of the participants stated that they had made some connection with the Syrian refugees. The participants expressed positive feelings towards this connection. In this respect, they emphasised the similarities between two the cultures, contrary to what is believed. And they suggested more intercultural activities to be carried out for both Turkish and Syrian people:

"I see them in parks, sometimes in our neighborhood. I always try to talk with them. They are very nice people. They are like us [...]" (M, 38, Cleaning Worker)

"I have met some. As far as I can remember, they were undergraduate students. They were so kind. Just like us. I noticed no differences" (M, 26, Unemployed)

"I am always trying to make contact with them. There are two families crowded in one apartment. When I see them, I definitely say hi or nod. Maybe all of use need more intercultural activities to know each other better" (F, 27, Call Center Staff)

On the other hand, some participants (15%) were negative towards the idea of socializing with Syrian refugee people. The reasons were not stated clearly. Whatever triggered these negative attitudes was disguised by the participants. Therefore, the answers were quite short:

"I haven't met them before and I won't" (M, 34, Hairdresser)

"Sorry, but I don't think that I would like to communicate or socialize with them. Please, check that!" (F, 42, Archivist)

"Well. I don't think I would want to. I don't know. I haven't any need to" (F, 44, Research Assistant)

Despite the participants' non-clarification of the reasons, taking into account the totality of participants' responses, it was revealed that these negative attitudes are rooted in rumors, misunderstanding, and misrepresentation of refugees via media. In particular, exaggerations about the scope of social aid programs and public services for Syrian refugee people has negatively affected the perceptions of those participants. These findings are scrutinised under the next category.

4.4. Concerning Aid or Support for Refugees

Under this category, two opposing views vis-a-vis social aid or support for Syrian refugee people emerged. Half of the participants (52%) stated that they understand the seriousness of the situation and want to help the refugee population individually as well. Moreover, they emphasised the need for more support to meet the needs of Syrian refugee people:

> "Well, I am putting myself in their position. And I think that if I were a refugee and had to leave my country, what would I do? No doubt, I would need more aid, more support" (F, 41, Civil Servant)

> "[...] Not only does the government help them, but also the Turkish people are very supportive in meeting their needs. That's because they are our guests and they need help. I can say on behalf of myself that I am always trying to help them with food and clothing" (M, 38, Cleaning Worker)

> "As far as I know, there are more than 3 million Syrians. The number is terrible. They need more help and support. More integrated help is must" (F, 53, Academician)

In the sense of the opposite view, the remaining half of the participants (48%) pointed out that there are many aid programs in place for Syrian refugee people which are meeting their needs sufficiently. Therefore, these participants believed that the refugees do not need more support. Some even suggested that the Syrians are abusing this goodwill:

> "Yes, it is true that they need help. Everybody can agree on that. However, we see in the media that adequate aid is being provided for them. That's why I think additional support from us is not needed" (F, 45, Unemployed)

> "[...], there is a large amount of aid and support programs for them. All of us see and get the news via media. So, I think that they have better conditions" (F, 23, Assistant)

> "I think they are getting a lot of support. It is being provided by the related services. The country has other necessary issues as well to focus on" (M, 33, Unemployed)

As mentioned in the previous category, there is a correlation between respondents' negative attitudes and the misinformation about the aid programs conveyed by the media. Misinformation and rumors clearly contribute to negative attitudes of the participants.

4.5. Rethinking the Society Holistically

In the category, the purpose was to determine where the participants, as members of host community, position of the Syrian refugees in the holistic structure of the society. In this context, they were asked about their experience living together in a common community. The majority of participants indicated that neither the refugee- nor the Turkish population is pleased with this situation. Nearly all the participants (89%) alluded to the Syrian refugees' uncertain fate. The participants expressed uncertainty about the future, believing that the refugees will not return to their homeland. There is confusion as to whether Syrians are "temporary" or "permanent" habitants:

> "Neither of us is happy. In fact, nobody is satisfied being like that in the society. It's unpredictable whether they will stay or go back. It is so odd" (F, 36, Unemployed)

> "It is so difficult. Neither Turks nor Syrians can adapt to each other. Above all, the main question is whether they want to return to their country or to stay here with us. For that reason, I can't imagine the whole society at peace while based in such uncertainty. (M, 28, Storekeeper)

> "Every day, we are hearing so much news about them. But we still don't know whether they will go back to their country or not, or whether they are really guests or not" (M, 55, Driver)

This uncertainty has directly and negatively influenced social integration as well. This issue is a topic of political discussions, especially among dissidents. As a result, the lack of reliable and timely information has become an urgent problem.

4.6. On the Question of Social Integration

Following the previous category, the participants were asked to share their general view of the social integration process. The objective was to understand the challenges faced by host community members. They were asked individually to discuss the social integration effort. The majority of the participants (77%) pointed to the language barrier as a major obstacle to social integration:

> "[...] I don't think that there is successful social integration. We have different cultures. Most importantly, we don't speak the same language. If we don't have a common language, how can we talk about socialization or integration?" (W, 29, Lawyer)

> "[...] I am aware of the social integration attempts being conducted by the state, international organizations and local authorities. These are crucial steps in establishing social cohesion. However, the main issue – the language difference –remains problematic. So this won't be so easy" (M, 29, Unemployed)

> "We already have our own internal integration problems. How can we integrate with any others? There is another big problem: the language. If we can't communicate, how can we integrate?" (M, 58, Banker)

Some participants (19%) on the other hand, stressed on the idea of "colonization," referring to the specific districts where Syrian refugee people live. They believe that the concentration of the refugee population inhibits social integration. This creates a dilemma:

> "I think Syrian people are not interested in establishing social integration or cohesion whatever it can be called. I've also seen that they are living in ghettos where only Arabic -- especially Syrian -- is spoken. Everybody knows these colonized streets and regions. For instance, the neighborhood of Önder in Altindağ" (M, 58, Auditor)

> "[...] This situation reminds me of Turkish migrants living in Germany. As we know, they are living in particular areas, like Turkish colonies. Even so, many of them do not know German. I realize that the same thing is happening now in Turkey but with Syrian refugee people. I think this is the main problem" (M, 34, Human Resources Officer)

> "For me, why not? We can get to know each other better. But they are trying to isolate themselves from the society. For example, the neighborhoods of Tuzluçayır, Gülveren in Mamak" (F, 30, Healthcare Professional)

The participants were asked to offer their suggestions to foster social cohesion. The related suggestions were scrutinized in the next category.

4.7. Suggestions for Social Cohesion

Under this category the participants were asked to suggest prudent and effective ways to promote social cohesion. The majority (62%) pointed to more education programs and career opportunities for refugees. They indicated that language courses must be the focus of these education programs. Other interactive and innovative methods were suggested. As to career opportunities, the common idea was that both Syrian and Turkish people ought to benefit equally. Respondents suggested that if recruitment is provided for only Syrian refugee people, it will draw negative reactions from members of the host community:

"Well. Absolutely education programs are a must. Yes, they have to learn our language. They have to be aware of our education curriculum. This will lead to cultural exchange. Career opportunities must be created for them, but certainly not only for them -- for us too. [...]" (M, 23, Undergraduate)

"First, living and working standards must be raised. The other important issue is education. I am a teacher and I know how necessary it is for people to be able to adapt to society. But the education program or project -- whatever it is -- should be designed very carefully. I know well that unemployed Syrian and Turkish people must be recruited on an equal basis. Otherwise, it can be so problematic because we have our own unemployment problem [...]" (F, 35, Teacher)

"The number of language courses must be increased. Without language, how can we even mention cohesion?" (M, 26, Promoter)

Concerning the other suggestions, 22% of the respondents emphasized that socialization must begin with school age children. Specifically, they believed that encouraging social cohesion starts when the perception of "refugee" is formed at school. If the host community does not understand what "refugee" means, or why living together is important, there can be no social integration. Therefore, awareness must start in the schools; but it must not end there. There must be large-scale programs for adults as well. Tolerance was the key word in the perspectives expressed below:

"Well, initially, I have to highlight that the social cohesion process isn't easy. And it takes time. Anyway, it won't happen until after the next generation. [...] And the main problem is that Turkish people have no idea about being a refugee, which is normal. The attitudes and perceptions of the majority are shaped by the misinformation presented in the media, by false rumors, or by the images of children begging or lying in the streets. The host community must be encouraged to empathize with them. On the other hand, the development of living and working standards is also important in this period" (F, 51, Academician)

"I think children are very important factors in building social integration with the immigrants. I have always said children must get along first with each other. You know, it is like starting from the beginning. Of course, living and working standards should be raised on an equal basis" (F, 37, Civil Servant)

"First the perception of "refugee" must be formed. Therefore, schools can be the start" (M, 40, Translator)

As shown in the examples, the majority of participants support the social cohesion process. They did not object to living in harmony with Syrian refugees. However, they want the programs to be developed more fully and fairly. The need for more effort and time was commonly mentioned. In this vein, they are aware that this constitutes a long process that requires collaboration.

5. Discussion and Conclusion

Although it has been almost nine years since the start of the Syrian crisis, and numerous aid/support projects/programs have been conducted to meet the needs of the displaced, the situation remains problematic for members of both the host and refugee communities. Due to various social, cultural and political factors, the social cohesion process and the policies intended to support it were not adequately implemented. 'Social cohesion', (sometimes referred to as 'social integration'), a term to describe social interaction or unity with Syrian refugees, has been praised and promoted by the Turkish government as well as by international organizations. Therefore, social cohesion has become a "buzz word". By focusing on this key word,, this study aimed to discover the attitudes and reactions of, in this case, Ankarans, toward hosting such a significant population

of refugees. The in-depth interviews were conducted with 45 individuals residing in the districts of Altindağ and Mamak, where a significant refugee population lives.

Based on the findings, first, it can be noted that, the host community is in favor of living with refugees in the same community. They understand the seriousness of the situation. While 55% of the participants bemoan the victimization of Syrian refugees due to war and harsh conditions, 45% cited the misery of innocent Syrian children. The participants seemed to be keen to help them. On the other hand, some contradictions emerged during the course of interviews.

In the interviews, participants mentioned about some obstacles that are impeding the cohesion process, specifically rumors, the language barrier, the employment problem, and lack of social connection. According to the findings, 42% of the participants believe that Syrian refugees enjoy limitless rights and unfettered access to the social services which they themselves, as citizens, cannot enjoy. On the other hand, there are toxic rumors that refugees are involved in crimes such as robbery and sexual offenses. The findings further show that the majority of the participants were misinformed about the aid/support programs by both media and their social circles. Many believe that all the refugees are receiving housing and financial aid in addition to job opportunities and high salaries. The participants (19%) also pointed to the high concentration of refugees in specific regions and neighborhoods. The other commonly-cited obstacle (mentioned by 77% of the participants) to social integration was the language problem.

Although misinformation and rumors may seem irrelevant, they affect the perception and attitudes of the host community towards refugees. As Helliwell and Wong (2011), and Larsen (2014) indicated, both misinformation and rumors inhibit establishing mutual trust and, most importantly, social connection, a key element of social cohesion. Under such conditions, the main functions of the social cohesion process, which were asserted by Forrest and Kearns (2011), cannot work. Since the host community members will not attempt to make social connections with refugees, neither common values nor objectives can ever be established. Worse still, such social segregation may foster intolerance on both sides. Another point revealed in the interviews was the importance of providing job opportunities for members of both communities on an equal basis. Equality of access is essential to promote social solidarity. The respondents' emphasis on "colonization" and grouping of refugees is the other significant finding to focus on. Segregation and social disconnection can lead to serious problems when there is no common space for groups to meet. More research can be conducted on this issue.

The findings also revealed the importance of the language barrier in the social cohesion process. Seventy-seven percent of the participants underlined the language barrier, an issue frequently raised by media. In order to overcome this problem, many language and vocational courses are offered by local NGOs with the support of governmental agencies and international organizations. As underlined in the social cohesion principles of the Council of Europe (2008), the formation of a sense of belonging and shared values is closely related to the existence of commonly spoken language in any community. As can be seen in the study of Maxwell (1996), sharing values is the foundation of the social cohesion process.

Given the above-mentioned problems and conditions, social cohesion cannot function as "social glue" for "good", i.e. holding the community together; on the contrary, rather than bring these communities together, these conditions (Stovring 2012) exacerbate the social segregation. Therefore, a more collaborative communication platform based on participatory social activities must be created and promoted to include members from both sides. As participants highlighted in their responses, the concept of "refugee" must be defined and effectively conveyed to the host commu-

nity members by means of social and intercultural activities in schools. Likewise, media can be used more effectively in order to correct misinformation about the refugees and their rights. This will require programming to be produced and broadcast, and materials to be published and distributed to support the self-expression of refugees. Above all, more comprehensive research must be conducted in all the relevant provinces of Turkey.

The study can be helpful for understanding social cohesion process theoretically and practically within the Turkish example. In contrast to other studies, this study was mainly based on the term 'social cohesion', which has become a maxim and key word in the projects supported by the Turkish government and funded by the international organizations. In addition, this study aimed to project the perspective of the host community members rather than that of the refugees. On the other hand, the study was carried out with a limited sampling. For further findings and recommendations, research must be conducted with participants residing in different regions. By including refugees along with the host community members in the interviews, studies can be better integrated, and research more detailed. In this context, the current study can be a useful directive for future research.

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Research Article

Analysis of the Factors that Ensure the Possibility of Developing Economic Relations in the Field of Renewable Energy Between Ukraine and Turkey

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ABSTRACT

Successful international economic activity in a particular technological sector is important for the further development of mutually beneficial socio-economic relations between neighboring countries. In order to implement the basic principles of this activity, it is necessary to determine the current level of cooperation between Turkey and Ukraine and the dynamics of its development, as well as to identify key factors influencing the development of cooperation in the field of renewable energy. The reasons for this study are the importance of ensuring effective cooperation between the two countries in the field of renewable energy, which requires an integrated approach. General scientific methods were used, the main of which are: system analysis – for determining the components of the system of foreign economic relations of Ukraine and Turkey in the direction of developing renewable energy; taxonomic analysis – for identifying factors influencing economic relations and determining their numerical value of the resulting indicator. The conducted study allowed us to evaluate the level of current developments in the direction of forging a strategic partnership and to explore the impact of stimulating and destimulating factors on the potential opportunities of both countries.

Keywords: Economic relations, renewable energy, cooperation between Ukraine and Turkey, strategic partnership

1. Introduction

The strategic partnership between Ukraine and Turkey is mutually beneficial for both countries, as today these two neighboring countries have favorable foreign political, geographical and economic preconditions for development and cooperation. The process of developing the main provisions of the Free Trade Agreement between Ukraine and Turkey is continuing. Thus, in January 2020, another round of negotiations on the Free Trade Agreement between Ukraine and Turkey took place in Ankara. According to the approved Export Strategy of Ukraine ("Roadmap" of Strategic Trade Development) for 2017-2021, Turkey belongs to the main countries the markets of which are of great importance to Ukrainian producers and they have considerable potential for export of products to those markets ("On approval of the Export Strategy of Ukraine ("Road Map" of Strategic Trade Development) for 2017-2021"). With this in mind, actions and strategic programmes of the development of further cooperation are planned by 2021. Therefore, in accordance with the Report on carrying out the plan of actions and measures to implement the Export Strategy of Ukraine for 2018, an educational event Export Talks concerning the market of Turkey was conducted and other measures to enhance cooperation were organized ("Report on the Implementation of the Plan of Tasks and Measures for the Implementation of Ukraine's Export Strategy", 2019).

Cooperation in the field of energy engineering is one of the main areas of bilateral collaboration. Both countries have similar interests in the field of energy engineering such as the need for diversification of energy supply sources, security of energy resources supply, more active use of the country's own transit potential, exploration and production of the country's own resources, among others. The Central and Southern gas corridors, which are important for the transportation of energy resources to Europe, pass through the territory of Ukraine and Turkey. During recent meetings, the parties agreed to cooperate in the construction of underground gas storage facilities, nuclear energy, alternative energy sources, energy-saving technologies and more.

Given Objective 7 i.e. «Affordable and Clean Energy» of the 2030 Global Sustainable Development Goals approved at the UN Sustainable Development Summit, it is crucial for the world to support renewable energy. For example, the goals at global level by 2030 include increasing the share of renewable energy in the global energy balance, activating international cooperation to facilitate access to green energy research and technology, including renewable energy. This is a favorable condition for the development of relations between Turkey and Ukraine in the field of renewable energy. For instance, increasing the ratio of local and renewable energy in the Turkish energy mix is one of Turkey's main goals according to Turkey's energy profile and strategy ("Turkey's energy profile and strategy", 2019). In Ukraine, the development of renewable energy is one of the priority tasks in accordance with the adopted Energy Strategy of Ukraine for the period up to 2035 «Security, energy efficiency, competitiveness» ("Energy Strategy of Ukraine until 2035", 2017).

In addition to the components of the Goal 7 strategic partnership, the deepening of economic relations in the field of renewable energy will also contribute to the achievement of Goal 8 "Decent work and economic growth" and Goal 17 "Partnerships for the goals".

This study will help us to identify and comprehensively analyze the factors ensuring the possibility of cooperation in the field of renewable energy. After all, successful international economic activity and scientific and technical cooperation in a particular field, especially, in a particular technological sector, is important for the further development of international cooperation between neighboring countries. In order to ensure a high level of international relations, it is advisable to assess the current level of cooperation between Turkey and Ukraine, as well as to deter-

mine the prospects for its development. Particular attention is paid to the identification of key factors influencing the development of cooperation in the field of renewable energy.

2. Literature Review

Many scientists have devoted their work to the study of directions and factors of the development of foreign economic activity, cooperation and development of economic relations. Our research focuses on analyzing the work of scientists in the context of initiating and developing joint projects and studying international relations between Turkey and Ukraine. We agree with Gaber (Gaber, 2016) that due to Russian aggression against Ukraine and sanctions against Turkey, military conflicts in the Middle East, failure to preserve economic partnership with Libya or Syria and thus losing foreign markets in the mentioned region, both countries have begun to look for alternative ways to restore economy and trade. In view of this, it is vital to boost Ukrainian and Turkish cooperation as well as diversify energy sources and transportation routes as it is a crucial factor in energy and national security of both countries.

We also agree with the results of the study Turgut (Turgut & Ayşegül, 2018), that if Ukraine and Turkey establish solid economic and political relations with each other and other countries belonging to the Black Sea region on the basis of an inclusive and egalitarian approach, it could cause the regionalization of the Wider Black Sea.

In the context of the application of economic methods of analyzing international relations and economic development, the approach proposed by Voitko (Voitko & Grinko, 2017) defines levels of sustainable development potential and determines the positions of Ukraine and other countries in the peer-groups, based on individual macroeconomic indicators that give the possibility to investigate the country's potential in the limits of the chosen peer-group and propose recommendations for increasing economic potential in order to achieve sustainable development.

It is important to apply a factor approach to the analysis of foreign economic relations, which is employed in the studies of scientists (Kim, Lim, & Park, 2009), that are based on certain statistics. Today, in the rapidly changing market conditions, the application of the factor approach in the analysis of foreign economic relations and the identification of stimulating factors allows generalized objective market trends to be identified. We agree with the statements (Ilyash, Doroshkevych, & Dacenko, 2019) that non-formalized analysis based on a factor approach is an important basis for assessing the current state and establishing trends in the development of foreign trade relations of the country.

In order to conduct a multifactor analysis of opportunities for the development of economic relations in the field of renewable energy between Ukraine and Turkey, it is advisable to use the method of taxonomy. This method is widely used by scientists for various purposes- for example, for conducting an analysis at the enterprise level (Sergiienko et al., 2020), for doing research at the level of the regional and national economy (Ilyash, 2012) or carrying out research on international relations (Dvulit et al., 2020).

It should be noted that in the direction of developing renewable energy, there are separate studies by scientists from Turkey and Ukraine. For instance, in their article, Cetin and Vardar (Çetin & Vardar, 2014) analyzed the features of the development of various renewable energy sources in Turkey and identified the most promising ones. In the study by Sabuncu et al. (Turkey's Renewable Energy Sector from a Global Perspective, 2012) much attention is paid to renewable energy support policies. The model proposed in the study by Deina is of great interest, as it shows the dependence of the consumption of fuel and energy resources in Ukraine on other factors (Deina, 2017).

At the same time, the results of our critical analysis of scientific information sources on the subject indicate that the issues of a comprehensive factor analysis of the development of cooperation between Ukraine and Turkey specifically in the field of renewable energy, which would take into account the factors of economic, political and sectoral influences, remain unresolved. Therefore, our article is devoted to tackling these issues.

3. The Structure of the Foreign Trade Turnover between Turkey and Ukraine

In 2019, the commodity structure of exports of goods from Ukraine to Turkey included 17 commodity items. In terms of value, the largest export to Turkey was 82.218 million US dollars, where base metals and articles made of them accounted for more than 78% of the sum. More than 8% of the structure of exported products to Turkey belongs to chemical products and products of related industries, more than 7% to wood and wood products, and more than 3% to land vehicles, aircraft, and waterborne vehicles (Fig. 1).
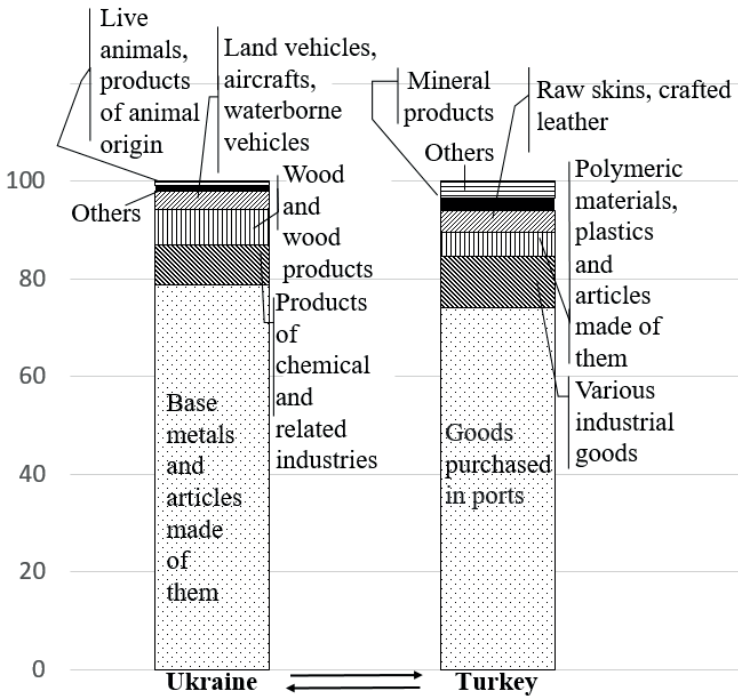
Figure 1. Mass fractions of major product groups in mutual foreign trade turnover of Turkey and Ukraine in 2019, %
Source: designed by the authors on the basis of data ("State Statistics Service of Ukraine", 2020)

The maximum volume in the structure of exports of goods from Turkey to Ukraine belongs to goods purchased in ports and it amounted to 21.568 million US dollars in 2019, which is 74%. Next in the list, there are various industrial goods – more than 10%, polymeric materials, plastics and articles made of them, raw skins, crafted leather – more than 4% for each category.

In general, exports of goods to Turkey increased by 11.3% compared to 2018, and imports of goods to Ukraine from Turkey increased by 37.4%. This indicates positive dynamics in trade for both countries.

Fig. 2 shows the dynamics of the geographical structure of exports of goods from Ukraine to ten countries (excluding the Russian Federation) with the highest value of this indicator. From 2009 to 2015, Turkey was ranked second after the Russian Federation in terms of exports of products from Ukraine. For example, from 2009 to 2013, there was a 79% increase in exports to Turkey – from 2,126 million USD up to 3,805 million USD. From 2013 to 2016, there was a 46% decline in exports from Ukraine to Turkey.
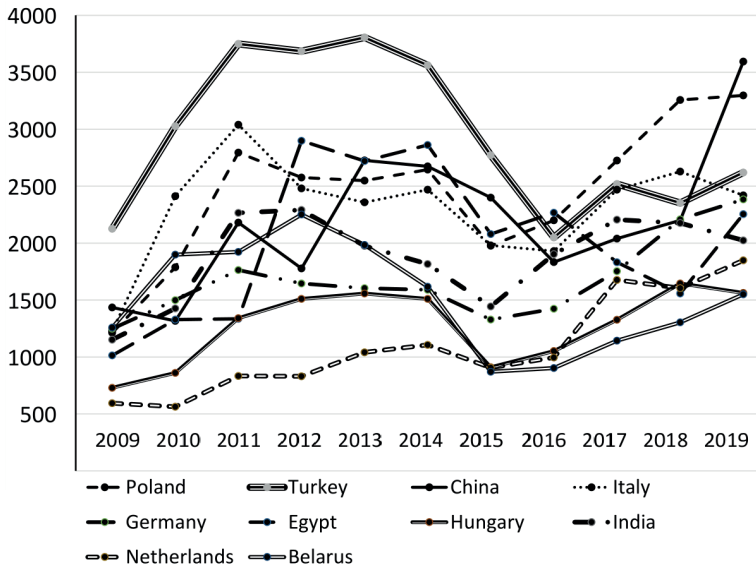
Figure 2. Dynamics of the export of goods from Ukraine for 2009-2019, million US dollars
Source: designed by the authors on the basis of data ("State Statistics Service of Ukraine", 2020)

In January-December 2019, the commodity structure of exports to Turkey included 17 commodity items. In terms of value, the largest export indicator accounted for more than 84% of base metals and their products. More than 8% of the exported products belong to chemical and related industries; land vehicles, aircrafts, waterborne vehicles constitute more than 3% in the structure of the exported products to Turkey.

At the same time, Turkey exported to Ukraine goods worth 2354.7 million US dollars, which is 37.4% more than in 2018. This indicates positive dynamics in trade for both countries.

4. A Strategic Partnership in the Field of Renewable Energy

Today, Turkey is one of Ukraine's strategic partners. The website of the Embassy of Ukraine in the Republic of Turkey (Embassy of Ukraine in the Republic of Turkish, 2020) states that in general the number of valid documents of the contractual legal framework is 142. The key political documents include the Agreement on Friendship and Cooperation between Ukraine and the

Republic of Turkey (04.05.1992), The Joint Declaration on Establishment of High-Level Strategic Council between Ukraine and the Republic of Turkey (25.01.2011). Within the framework of effective economic cooperation, the following agreements may be mentioned: the Agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Turkey on technical and financial cooperation, the Agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Turkey on cooperation in the field of science and technology, the Agreement on cooperation in the sphere of development between the Government of Ukraine and the Government of the Republic of Turkey and others. The aforementioned agreements define a favorable basis for cooperation in various spheres of economic activity.

As within the scope of this study we are interested in the analysis of cooperation in the field of renewable energy, we can distinguish the following. The ways of cooperation between Ukraine and Turkey in the field of renewable energy were discussed in 2016 within the framework of the meeting of Ukrainian-Turkish representatives of the State Agency for Energy Efficiency and Energy Saving ("Ukraine and Turkey see prospects for mutually beneficial cooperation in renewable energy", 2017). Primarily, it is bilateral cooperation to exchange experience in the development of renewable energy and to promote the implementation of renewable and alternative energy projects with the participation of Turkish investments.

Turkey is in the top ten leading countries in terms of the introduction of renewable energy. ELIN Renewable Energy Systems, EkoSolar, Güriş Enerji, Zorlu Enerji, and Aksa Energy are among the most powerful Turkish companies in the field of green energy. Furthermore, the Turkish company EMSOLT is developing its projects in Ukraine. For instance, it has already developed and ensured commissioning of Solar Power Plants with a total installed capacity of 60 MW in various regions of Turkey. Moreover, their Ukraine Project pipeline has so far reached a total capacity of 160.7 MW, they have already started the construction for 25 MW and 85.7 MW of which is ready to be built while the remaining 50 MW is under development. Thus, a solar power plant, Luginy, operates in Zhytomyr (Ukraine) with a capacity of 14 MW Solar Power Plant ("EMSOLT Investments", 2020).

Among Ukraine's ongoing solar power plant projects of EMSOLT there are the following: «Mykhailivka» with a capacity of 11 MW (Khmelnytskyi region), Dnipro 1 with a capacity of 4.3 MW, Dnipro II with a capacity of 8.4 MW, Dnipro III with a capacity of 24 MW, Dnipro IV with a capacity of 8.4 MW, Dnipro V with a capacity of 8.4 MW – the city of Dnipro; Ignatpil I with a capacity of 9 MW, Ignatpil II with a capacity of 6 MW, Korosten with a capacity of 75 MW, Malyn I with a capacity of 9.5 MW, Malyn II with a capacity of 6 MW, Bilokorovychi with a capacity of 10 MW, Aria with a capacity of 35 MW – the city of Zhytomyr.

In 2019, the total capacity of all renewable energy sources in Turkey exceeded the same figure in Ukraine by almost 6 times. For comparing the indicators of total renewable energy (MW) in the dynamics, we present the data from Ukraine and Turkey from 2009 to 2018 in Fig. 3. Over 9 years, Turkey increased its renewable energy capacity by 171%, while in Ukraine it grew by just over 60%.
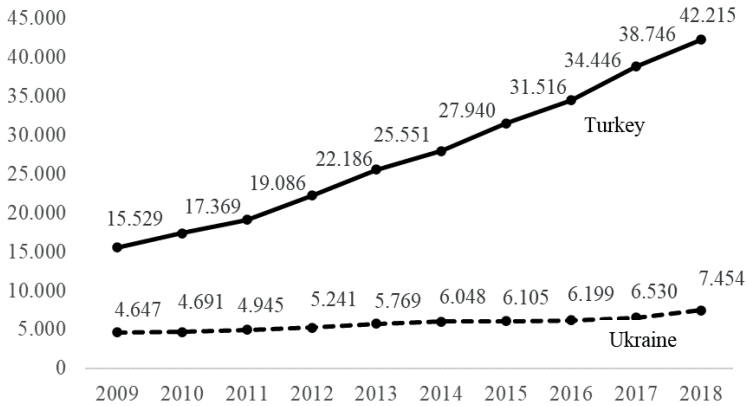
Figure 3. The capacity data of total renewable energy in Turkey and Ukraine, MW
Source: designed by the authors on the basis of data ("Renewable energy statistics ", 2019)

In the study, we did not take into account the indicators of hydropower; we considered only solar and wind energy. It should be noted that the actual wind power capacity in Turkey in 2018 was 7,005 MW, which is 11 times more than in Ukraine - 621 MW. The narrower gap is between the identified capacity of solar power – 5,064 MW in Turkey and 2,003 MW in Ukraine – which amounts to 2.5 times. The growth rates of these capacities in Ukraine and Turkey were compared (Fig. 4), which made it possible to compare the percentage increase of capacity in Ukraine and Turkey in the chain series of dynamics.
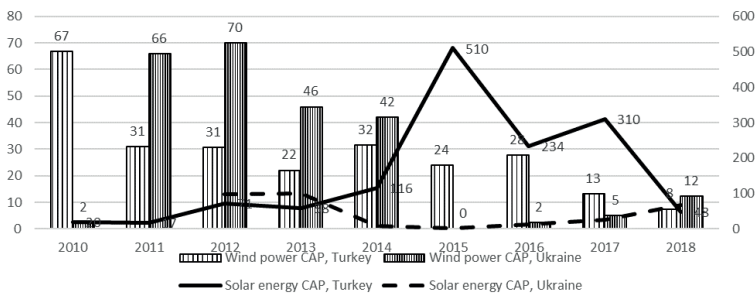
Figure 4. The growth rate of wind and solar power in Turkey and Ukraine, %
Source: designed by the authors on the basis of data ("Renewable energy statistics", 2019)

Thus, the highest growth rate of wind energy in Turkey was in 2010, and from 2016 to 2018, there was a decline in the introduction of new capacity. At the same time, in Ukraine there was a relatively faster growth rate of capacity with a maximum indicator of 70% in 2012, then from 2012 to 2015 there was a decline to zero. From 2016 to 2018, an increase at a slow pace was observed. In terms of solar power capacity, in Turkey the highest rate was 510% in 2015 and there are still different growth rates. From 2016 to 2018, the highest indicator was 310% in 2017 and then there

was a decline of up to 48% in 2018. At the same time, the highest growth rate in Ukraine in 2013 was 101%, followed by a fall from 2014 to 2018 to 9% in 2014. Furthermore, from 2014 to 2018, there was a gradual growth at a slow pace.

5. The Infrastructure for Electric Transport as a Possible Area for Developing Cooperation

In our opinion, one of the most important factors that contributes to the development of renewable energy is an increase in the number of electric vehicles because it is advisable to use wind and solar energy to charge electric motors and the effectiveness of this has been explored and proven in our past studies (Budko, Voitko, & Trofymenko, 2018; Budko, Kudria, Voitko, & Trofymenko, 2019).

Therefore, in the context of this study, we consider it expedient to analyze the dynamics of using electric vehicles in the world, including Turkey and Ukraine.

Nowadays electric mobility is developing at a rapid pace. The global electric car fleet exceeded 5.1 million in 2018, up by 2 million since 2017, almost doubling the unprecedented amount of new registrations in 2017 (IEA, "Global EV Outlook 2019 – Analysis").

The People's Republic of China (hereafter "China") is still the world's largest electric car market, which sold almost 1.1 million electric cars in 2018. The Chinese electric car market with 2.3 million units accounted for nearly half of the global electric car stock. Europe produced 1.2 million electric cars and was the second after China, while the United States was responsible for 1.1 million cars on the road by the end of 2018. In terms of electric car market share, Norway remained the global leader, as its market share was 46% due to its new electric car sales in 2018. The share of Norway is twice as high as the share of the second-largest country Iceland (17%) and six times as high as the third-highest share of Sweden (8%).

Chinese Taipei has announced a ban on the sale of fossil fuel-burning two- and four-wheel vehicles as part of an action plan to curb air pollution and promote renewable energy (Taiwan Today, 2017).

In 2019, Turkey presented the first electric car of its own production. Turkey's Automobile Joint Venture Group Inc., created under the auspices of the Ministry of Industry and Technology, is developing the first domestically produced car within a planned series of five models. ("TOGG to present Turkey's first domestically made electric vehicle", 2019). This indicates the increased demand for electric vehicles in the country. At the same time, it is essential to provide the right infrastructure for this type of transport, which will include RES-based charging stations.

In 2017, 77 full EVs and 4,451 hybrid vehicles were registered in Turkey – a total of 4,528 vehicles. In 2016, only 44 EVs and 950 hybrid vehicles were registered. Due to the tax incentives offered by the government in 2017, the registered number of EVs (especially hybrids) has quadrupled.

In February 2020, Ukrainians purchased and registered 663 electric cars ("Association of Automobile Manufacturers of Ukraine", 2020). In 2019, 7700 electric cars were registered in Ukraine, in 2018 – 5,539 electric cars. In the fourth quarter of 2019, electric vehicle registrations were 5% less than in the previous quarter ("Automobile Employers Federation", 2020).

According to the report "Global EV Outlook 2019", policies and market frameworks should guarantee that electric mobility have a major role in improving the flexibility of power systems. Due to the fact that electric mobility provides flexibility services, it can increase the ability to integrate variable renewable energy into the production mix and cut the costs connected with adapting power systems to increase electric vehicle consumption. To meet the demand in the electricity market, aggregators do not have to face high transaction costs (including not only fees

but also other regulatory, administrative or contractual obstacles) to be able to pool large amounts of small loads (IEA, "Global EV Outlook 2019 – Analysis").

Policies are essential in order for electric mobility to have a positive influence. The use of electric vehicles for providing flexible services is a characteristic that has the appropriate implications for improving the ability to integrate renewable energy into the mix for electricity generation and for cutting the costs related to adapting the grid to increased electric vehicle consumption. The renewal of the European directive on general rules for the internal market in electricity, endorsed by the European Parliament in March 2019 as part of the Clean Energy Package for All Europeans, is a major benchmark in this respect.

GHG emissions: Growing electric mobility combined with a progressive rise in generating low carbon electricity can lead to a considerable reduction in GHG emissions from road transport that are associated with ICE vehicles. Furthermore, electric vehicles can have an expanded role due to their use in ensuring flexible services of the power grid and the integration of different renewable energy sources for generating electricity (IEA, "Global EV Outlook 2019 – Analysis").

For the development of EVI activities, the IEA secretariat co-operates with the IEA Technology Collaboration Programmes on Advanced Fuel Cells (AFC) and Hybrid and Electric Vehicle Technologies and Programmes (HEV). Other partners include: Argonne National Laboratory (ANL); C40; ClimateWorks Australia; ClimateWorks Foundation; Electrification Coalition; European Association for Electromobility (AVERE); Forum for Reforms Entrepreneurship and Sustainability (FORES) in Sweden; Global Environment Facility (GEF); GreenTechMalaysia; International Council for Clean Transportation (ICCT), which hosts the secretariat of the International Zero-Emission Vehicle Alliance); International Electrotechnical Commission (IEC); International Partnership for Hydrogen and Fuel Cells in the Economy (IPHE); International Renewable Energy Agency (IRENA); Hewlett Foundation; King Mongkut's University of Technology Thonburi (Thailand); Lawrence Berkeley National Laboratory (LBNL); Mission 2020; Natural Resources Defence Council (NRDC); National Renewable Energy Laboratory (NREL) of the United States; Nordic Energy Research (NER); Partnership on Sustainable Low Carbon Transport (SloCaT); REN21; Rocky Mountain Institute (RMI); Swedish Energy Agency; The Climate Group; United Nations (UN) Environment (UN Environment); UN Human Settlements Programme (UN Habitat); UN Industrial Development Organization (UNIDO); World Resources Institute (WRI) and Urban Foresight.

It should also be noted that such companies founded by Ukrainians as GreenWay Otomobil Hizmetleri and GreenWay Enerji are based in Turkey and engaged in electric transport i.e. selling electric vehicles and developing the needed infrastructure in Turkey.

Today, cooperation between Turkey and Ukraine is developing in the direction of increasing this market. For example, the Turkish mobile operator TurkCell Group is planning to invest in the creation of a Ukrainian electric car, as stated at the Turkcell Technology Summit 2019 in Istanbul.

TurkCell Group is investing in the development of the first Ukrainian electric car. This will happen no earlier than 2022. Five companies are participating in the financing of the production: four Turkish and one Ukrainian. The pledged amount of money needed to manufacture a Turkish electric car is 3 billion US dollars (EspresoTV, 2019).

Other factors that need to be regarded today as an impetus for the development of cooperation between the Republic of Turkey and Ukraine are political instability and military conflicts. These factors require collaboration in order to combat them and ensure sustainable development of countries. In addition, it is important to work together to refine the mechanisms of cooperation,

sign a free trade area agreement and define the legal bases for the interaction of investors, producers and consumers.

It is worth mentioning that from the beginning of 2020 new rules of the game for the participants of the RES market have come into force. For instance, those, which are regulated by the Law of Ukraine «On Amendments to Certain Laws of Ukraine on Ensuring Competitive Conditions for Electricity Production from Alternative Energy Sources», dated April 25, 2019, № 2712-VIII, the Law of Ukraine «On Alternative Energy Sources» as amended in August 09, 2019, № 555-IV, the Resolution of the National Energy and Utilities Regulatory Commission "On Approval of Legal Acts Governing the Activities of the Guaranteed Buyer and Purchase of Electricity Under the Feed-in Tariff", as of 26.04.2019, number 641, which approves the Order of Purchase of Electricity Under the Feed-in Tariff and a new Template of Power Purchase Agreement under the feed-in tariff. These changes are aimed at transforming the existing system of state support for renewable energy sources (RES), which is based on a green tariff, on a new model in the form of auctions for distributing support quotas for new producers of alternative energy. The main advantage of the auction system over the "green" tariff is the creation of conditions for competition between the RES market participants, which should ensure a balance of interests in the market, as well as a longer period of guaranteed purchase of electricity by the state from producers at the auction price that is determined before the start of the power plant construction. As a whole, this will promote the interests of Turkish investors.

6. Methodology

In the process of conducting this study, the main prerequisites for the development of economic relations between Ukraine and Turkey in the field of renewable energy and the factors of their provision were identified. This necessitated making a comprehensive assessment of various factors influencing the development of Ukrainian-Turkish relations and identifying the relevant stages of the study.

In the first stage of the study, the structure of foreign trade turnover between Turkey and Ukraine was analyzed, the dynamics of exports of goods from Ukraine to Turkey was examined and the place of Turkey in terms of the share of exports from total exports from Ukraine was defined.

In the second stage, the main factors of strategic partnership between the countries in the field of renewable energy were studied, namely: the main documents of the legal framework were identified, the growth rates of wind and solar energy capacity of Turkey and Ukraine were compared, and the existing projects which have interaction of both countries were identified. In addition, we separately identified trends in the electric vehicle market in Turkey and Ukraine as a driver of the infrastructure growth for electric vehicles, and hence for renewable energy.

In the third stage, a set of factors that determine the provision of economic relations in the field of renewable energy was analyzed. A group of indicators was selected and a taxonomic indicator of opportunities for the development of economic relations in the field of renewable energy for the period from 2012 to 2018 was determined separately for each country under study.

We would like to mention that a taxonomic method is often used to compare objects with a large number of indicators. The methodology of taxonomic analysis described by the Polish scientist Plyuta (1980) in his work "Comparative multidimensional analysis in economic research: methods of taxonomy and factor analysis" was used in our study. Our research is also based on the recommendations concerning taxonomic method procedures proposed by O. Ilyash (Ilyash, 2012).

It should be noted that 11 indicators were chosen to determine a taxonomic indicator; some of them indicate the development of the economy, some show the political component, some – the field of renewable energy. These indicators allow the opportunity for cooperation to be comprehensively assessed. In addition, they are generally accepted in their field, which justifies the feasibility of their use in economic research. The values of these indicators were determined separately for Turkey and Ukraine. These indicators have a slight correlation between themselves, which shows their low level of interdependence, and this will not distort the final result of the study. A detailed description of the indicators is given below.

Thus, we included the following of these indicators, which we marked as Xi:

X_1 - GDP per capita, PPP is gross domestic product converted to international dollars using purchasing power parity rates and divided by total population. According to our study, this indicator shows the development of the national economy, and thus contributes to its ability to develop various projects in the field of renewable energy.

X_2 - Consumption of Primary energy. The value of this indicator was taken from the BP Statistical Review of World Energy ("BP Statistical Review", 2019). We want to note that in this review, primary energy comprises commercially-traded fuels, including modern renewables used to generate electricity.

X_3 - Renewables consumption. This indicator is based on gross generation from renewable sources including wind, geothermal, solar, biomass and waste, and not accounting for cross-border electricity supply. It was converted on the basis of thermal equivalence assuming 38% conversion efficiency in a thermal power station. The source of information for the values of this indicator was also the BP Statistical Review of World Energy.

X_4 - Export of goods. Exports are goods and services made domestically and purchased by foreigners. This indicator shows the economic development of the country and its foreign trade capacity. The indicator is important to consider when studying the opportunities for economic relations.

X_5 - Ease of doing business score is an indicator calculated according to the methodology of the World Bank ("Doing Business", 2019). A high ease of doing business ranking means the regulatory environment is more conducive to the starting and operation of a local firm. The rankings are determined by sorting the aggregate scores on 10 topics, each consisting of several indicators, giving equal weight to each topic. Consequently, it determines the country's ability to launch joint projects for the development of renewable energy.

X_6 - The Corruption Impact Index was determined by us according to the formula: 100 - Corruption Perceptions Index in order to take this index as a destimulator. The Corruption Perceptions Index ("Corruption Perception Index", 2018) is an annual ranking of countries of the world compiled by Transparency International. The minimum score (0 points) means that corruption actually replaces the state, the maximum (100 points) indicates that corruption is almost absent in society. Since it was more convenient for us to use reverse values within the applied technique, we determined the reverse index.

X_7 - Inflation, GDP deflator (annual %).

X_8 - Total renewable energy capacity is the whole energy capacity of all sources that do not deplete or can be replenished within a human's lifetime in the country.

X_9 - Wind and solar energy capacity shows the available capacity of the studied countries in the priority areas of renewable energy, which were also selected by us during the study.

X_{10} - External long-term debt stocks is debt owed to non-residents repayable in currency, goods, or services. Total external debt is the sum of public, publicly guaranteed, and private nonguaranteed long-term debt, use of IMF credit, and short-term debt. Thus, this indicator negatively affects the financial capacity of the country and its investment attractiveness, which, taken together, has a negative impact on the possibility of economic relations in the field of renewable energy.

X_{11} - Fragile States Index is an index designed to assess the inability of the authorities to control the integrity of the territory, as well as the demographic, political and economic situation in the country. Of course, an increase in this indicator has a negative influence on the opportunities for international cooperation and the development of renewable energy.

These indicators became the basis for the construction of a taxonomic index according to Plyuta's methodology, which, together with the first and second stages of our research, allowed us to comprehensively analyze opportunities for economic relations in the field of renewable energy of the countries under study and provide recommendations for further cooperation.

A detailed procedure for calculating the taxonomic indicator of the possibility of developing economic relations in the field of renewable energy for Ukraine and Turkey is described below. According to the methodology, a matrix of initial data was first formed to study the possibility of developing cooperation in the field of renewable energy. The initial data included 11 indicators, which are described above. The next step was to standardize the values of the matrix of the studied indicators. This is necessary to reduce the values of the indicators with different units of measurement to dimensionless quantities. The following formula was used to standardize the values:

$$Z_{rei} = \frac{X_{rei}}{\overline{X}_{re}} \qquad (1)$$

where: X_{rei} is the value of the i-th indicator, which affects the development of cooperation in the field of renewable energy; $\overline{X}_{re}$ is the average value for each indicator for 7 studied years.

Further, the standardized indicators of the possibility of developing cooperation in the field of renewable energy between Turkey and Ukraine were transformed into a matrix of 11×7 (rows of the matrix correspond to the factors of influence and columns show years - j) separately for both countries, receiving a total of two matrices. The matrices are presented in table 2.

Next, in accordance with this methodology, among the proposed indicators we identified (positive impact) stimulators and (negative impact) destimulators on the potential for cooperation in the field of renewable energy for both countries.

The division of indicators into stimulators and destimulators is the basis for constructing a vector standard. The coordinates of this vector were calculated by the formula:

$$\begin{cases} Z_{0rei} = \max Z_{reij} \text{ (stimulator)} \\ Z_{0rei} = \min Z_{reij} \text{ (destimulator)} \end{cases} \qquad (2)$$

where: Z_{reij} is a standardized value of the i-th indicator in the j-th year; Z_{0rei} is a standardized value of the i-th indicator in the standard.

In this case, The vector-standard has the following form:

$$Z_{0rei} = (+;\ +;\ +;\ +;\ +;\ +; -\ ; -; +; -; -), \qquad (3)$$

That is, the indicators $X_1 X_2 X_3 X_4 X_5 X_6$ are stimulators (+), $X_7 X_8 X_9 X_{10} X_{11}$ are destimulators (-).

The next step in implementing the methodology was to form a matrix of distances, which later helped to determine the opportunity for cooperation in the field of renewable energy in each year under study. The element of the matrix F_{reij} is a multidimensional Euclidean distance (quasi-distance) between individual observations and the vector standard for each individual indicator of the possibility of developing cooperation in the field of renewable energy, which was determined by the formula:

$$F_{reij} = (Z_{reij} - Z_{0rei})^2 \qquad (4)$$

The matrix is as follows:

$$F_{re} = \begin{vmatrix} F_{re11} & F_{re12} & \cdots & F_{re1j} \\ F_{re21} & F_{re22} & \cdots & F_{re2j} \\ F_{rei1} & F_{rei2} & \cdots & F_{reij} \end{vmatrix} \qquad (5)$$

Thus, in each year under study, an integrated taxonomic indicator of the level of the possibility for developing cooperation in the field of renewable energy was determined in the following sequence:

1) the distance vector was determined: $F_{rei0} = (F_{re10}, F_{re20} \ldots F_{ren0})$, which is the basis for calculating the taxonomic index, according to the formula:

$$F_{rei0} = \sqrt{\sum_{i=1}^{n}(z_{reij} - z_{0rei})^2} \qquad (6)$$

2) the arithmetic mean of the distances between the standardized indicators in the i-th period and in the standard was calculated:

$$\overline{F_{re0}} = \frac{\sum_{i=1}^{n} F_{rei0}}{n} \qquad (7)$$

3) the mean square deviation of the standard point was defined:

$$\sigma_0 = \sqrt{\frac{\sum_{i}^{n}(F_{rei0} - \overline{F_{re0}})^2}{n}} \qquad (8)$$

4) the quality indicator of the functioning object under study in the j-th period was calculated:

$$F_{re0} = \overline{F_{re0}} + 2\sigma_0 \qquad (9)$$

5) the integrated taxonomic indicator of the possibility of cooperation in the field of renewable energy was calculated:

$$IT_{re} = 1 - \frac{F_{rei0}}{Fre0} \qquad (10)$$

7. Taxonomic Analysis of the Potential for the Development of Cooperation in the Field of Renewable Energy

Within the study of opportunities for cooperation and economic relations in the field of renewable energy between Turkey and Ukraine, it is advisable to conduct a comprehensive (multifactor) analysis of the potential for cooperation in the field of renewable energy. As the partnership between Turkey and Ukraine is bilateral, the same set of factors was analyzed separately for Turkey and Ukraine. This is important for comparing the potential of both countries in order to achieve common goals in the future. Thus, the method of taxonomy was the basis for a comprehensive analysis of the potential for the development of cooperation in the field of renewable energy.

To analyze the potential for cooperation in the field of renewable energy, we selected such indicators as: GDP per capita (PPP), Consumption of Primary energy, Renewables consumption, Exports of goods from the country, Ease of doing business score, The Corruption Impact Index (100-Corruption Perceptions Index), Inflation, Total renewable energy capacity, External long-term debt stocks, Fragile States Index. Among these indicators, there are both stimulators and destimulators of the development of the economy and the field of renewable energy. Economic indicators from this list characterize the country's economic growth and its investment attractiveness.

Input data for both surveyed countries concerning economic relations and cooperation in the field of renewable energy are presented in Table 1.

Table 1: The data for analyzing the possibility of developing cooperation in the field of renewable energy between Turkey and Ukraine

The name of an indicator, X_i	Ukraine							Turkey						
	2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
GDP per capita, PPP, current international, thousand US dollars	8	9	9	8	8	9	9	21	22	24	26	26	28	28
Consumption of primary energy, Million tonnes oil equivalent	123,1	117,3	103,2	85,7	89,8	83,4	84	122,3	121,5	125,4	137,2	144,6	152,7	153,5
Renewables consumption, Million tonnes oil equivalent	0,2	0,3	0,4	0,4	0,4	0,4	0,6	1,7	2,2	2,7	3,7	5,2	6,6	8,5
Export of goods, billion US dollars	68,8	63,3	53,9	38,1	36,4	43,3	47,3	152,5	151,8	157,6	143,8	142,5	157,0	167,9
Wind and solar energy CAP (MW)	620	1110	1333	1355	1481	1753	2624	2273	2779	3671	4753	6585	6938	12069

Ease of doing business score	45,5	49,8	60	62,4	64,2	65,4	68,1	65,7	66,8	68,5	68,8	69,1	69,4	70,9
Inflation, GDP deflator (annual %)	7,8	4,3	15,9	38,9	17,1	22,1	15,4	7,4	6,3	7,4	7,8	8,1	10,9	16,4
Corruption Impact Index (calculated per 100 - Corruption Perceptions Index)	74	75	74	73	71	70	68	51	50	55	58	59	60	59
Total renewable energy, CAP (MW)	5241	5769	6048	6105	6199	6530	7454	22186	25551	27940	31516	34446	38746	42215
External debt stocks, long-term (DOD, current, billion US dollars)	88,0	86,0	104,3	96,2	84,7	81,4	77,0	219,5	236,2	258,4	269,4	293,3	306,0	335,0
Fragile States Index	67,2	65,9	67,2	76,3	75,5	74,1	72,6	76,6	75,9	74,1	74,6	77,3	80,8	82,2

In accordance with the taxonomic method described in the work of Plyuta (Plyuta, 1980), comparative multidimensional analysis in economic research methods of taxonomy and factor analysis, which presented eleven indicators, were standardized. The obtained standardized indicators are given in Table 2.

Table 2: Standardized indicators (indicators) of ensuring the development of economic relations in the field of renewable energy in Ukraine

Indices - indicators	Ukraine							Turkey						
	Z2012	Z2013	Z2014	Z2015	Z2016	Z2017	Z2018	Z2012	Z2013	Z2014	Z2015	Z2016	Z2017	Z2018
X1	0,99	1,01	1,02	0,93	0,97	1,01	1,08	0,83	0,89	0,96	1,03	1,05	1,12	1,13
X2	1,26	1,20	1,05	0,87	0,92	0,85	0,86	0,89	0,89	0,92	1,00	1,06	1,12	1,12
X3	0,52	0,78	1,04	1,04	1,04	1,04	1,56	0,39	0,50	0,62	0,85	1,19	1,51	1,94
X 4	1,37	1,26	1,07	0,76	0,72	0,86	0,94	0,99	0,99	1,03	0,94	0,93	1,02	1,10
X 5	0,42	0,76	0,91	0,92	1,01	1,19	1,79	0,41	0,50	0,66	0,85	1,18	1,24	2,16
X 6	0,77	0,84	1,01	1,05	1,08	1,10	1,15	0,96	0,98	1,00	1,01	1,01	1,01	1,04
X 7	0,45	0,25	0,92	2,24	0,99	1,27	0,89	0,81	0,69	0,81	0,85	0,88	1,19	1,79
X 8	1,03	1,04	1,03	1,01	0,98	0,97	0,94	0,91	0,89	0,98	1,04	1,05	1,07	1,05
X 9	0,85	0,93	0,98	0,99	1,00	1,05	1,20	0,70	0,80	0,88	0,99	1,08	1,22	1,33
X 10	1,00	0,97	1,18	1,09	0,96	0,92	0,87	0,80	0,86	0,94	0,98	1,07	1,12	1,22
X 11	0,94	0,92	0,94	1,07	1,06	1,04	1,02	0,99	0,98	0,96	0,96	1,00	1,04	1,06

Source: calculated by the authors

Next, in accordance with this methodology, among the proposed indicators, we identified stimulators (positive impact) and destimulators (negative impact) on the potential for cooperation in the field of renewable energy for both countries.

The division of indicators into stimulators and destimulators is the basis for constructing a vector standard. The coordinates of this vector were calculated by the formula presented in the methodology section.

The results of the division and the value of the vector standard are presented in Table 3.

Table 3: The division of the studied indicators into stimulators and destimulators

Index (indicator) of the potential for cooperation in the field of renewable energy	Stimulator or destimulator	Value max/min
X1	Stimulator	max
X2	Stimulator	max
X3	Stimulator	max
X4	Stimulator	max
X5	Stimulator	max
X6	Stimulator	max
X7	Destimulator	min
X8	Destimulator	min
X9	Stimulator	max
X10	Destimulator	min
X 11	Destimulator	min

Next, according to the data, we formed vector-standards for the development of cooperation in the field of renewable energy for Ukraine and Turkey:

Z_{0re}Ukraine = (1.08; 1.26; 1.56; 1.37; 3.30; 1.15; 0.25; 0.94; 1.20; 0.87; 0,92),
Z_{0re}Turkey = (1.13; 1.12; 1.94; 1.10; 2.16; 1.04; 0.69; 0.89; 1.33; 0.80; 0,96).

Then, according to the methodology (Plyuta, 1980), we calculated the distances between individual observations (periods) and the vector standard as well as the taxonomic indicator of the possibility of cooperation in the field of renewable energy for the selected years of the study. The results of the calculations are presented in Fig. 5.
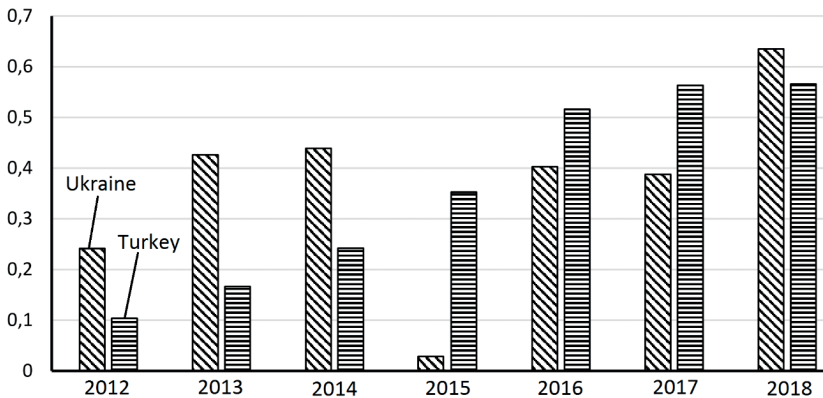
Figure 5. The results of modelling the taxonomic indicator of the possibility of developing economic relations in the field of renewable energy for Ukraine and Turkey
Source: Designed by the authors

The analysis of the values of the taxonomic indicator representing the possibility of developing economic relations in the field of renewable energy shows that in Turkey, there is a gradual stable growth of this indicator during 2012 - 2018. The lower value of this indicator is conditioned by an increase in the values of indicators-destimulators and/or a decrease in the values of indicators-stimulators. In Ukraine, however, there is some inconsistency of the values of the indicator during this period.

First of all, this is due to the transformation processes in the country's environment and the growing importance of destimulators in recent years. Thus, in 2015, the level of the indicator was less than 0.1, which is a critical value. The main cause of this is the large amount of financial, material and human losses of Ukraine as a result of the Russian military aggression and the illegal occupation of the territories of Ukraine. This destabilised the situation in the country as a whole, and inflation reached 38.9%. However, in 2018, the taxonomic indicator of the possibility of developing economic relations in the field of renewable energy for Ukraine was 0.63; for Turkey, it was 0.57. This is positive dynamics in the context of shifts in the field of renewable energy and additional opportunities that can be used. That is why, given Turkey's experience in building a relatively large amount of energy-generating capacity based on wind and solar energy, the growing favorable investment climate of Ukraine and the attraction of human capital from both countries, it is important to initiate and develop joint projects that will help to achieve a synergy effect due to cooperation between both countries.

In our opinion, another factor that can be taken into account, when analyzing the prospects of renewable energy, is the indicator Consumption of Nuclear energy. After all, the development of nuclear energy may slow down the development of renewable energy as an alternative technology. In Ukraine, in 2019, nuclear power plants produced the main share of electricity – more than 53% in the structure of electricity production from various generation sources. Since the same indicators were used to compare the potential, and there is currently no nuclear energy consumption in Turkey, this indicator was not taken into account. However, based on the fact that Turkey's first nuclear power plant, at Akkuyu, commenced construction in 2018, and that one unit of the planned four has a capacity of 1300 MW, we can predict that the maximum annual electricity production by one unit

of the nuclear power plant will be equivalent to 1 million tons of oil. Hence, we can consider this figure in further studies of the taxonomic indicator of opportunities for the development of economic relations in the field of renewable energy. Of course, this assumption can be made in order to obtain an appropriate indicator concerning the nuclear component when calculating the potential with the aim of taking into account the potential of nuclear energy (as a planned output) in the country's development and cooperation between the countries in the area under study.

8. Conclusion

The opportunities of Turkey and Ukraine in the sphere of developing cooperation are considerable. It should be noted that the long-standing cooperation of these countries has laid a basis for the development of the existing fields, which have been analyzed above. The fundamental principles of ensuring the development of economic relations in the field of renewable energy between Ukraine and the Republic of Turkey have already been largely agreed to at the interstate level and legally approved. The identified favorable factors for the development of cooperation in general and in the field of renewable energy make it possible to further develop this field with mutual benefit. Taking into account the growing demand for electric vehicles and clean energy, the infrastructure for electric transport has been identified as a possible area for cooperation in the context of providing charging stations with wind and solar energy. The growth rates of wind and solar power in Turkey and Ukraine have been compared. For instance, the actual wind power capacity in Turkey in 2018 was 7,005 MW, which is 11 times more than in Ukraine – 621 MW. The gap between the indicators of the determined capacity of solar power - 5,064 MW in Turkey and 2,003 MW in Ukraine is only 2.5 times narrower. This indicates that Ukraine should take into account Turkey's experience in the development of renewable energy. The examples of successful cooperation between Ukraine and Turkey in the field of energy, including the construction of solar power plants in Ukraine by the Turkish company EMSOLT, have been given. The conducted analysis confirms the possibility and necessity of promoting cooperation in the field of renewable energy development. Nowadays, for Turkish investors, the new auction systems should be better than the "green" tariff because they help to create conditions for competition between the participants of the RES market, which has to ensure a balance of interests in the market.

In addition, in order to conduct a multifactor analysis of ensuring the possibility of developing economic relations in the field of renewable energy, we used a taxonomic method. Initially, we formed the main indicators that directly or indirectly affect the development of renewable energy, the economy as a whole and the investment attractiveness of the studied countries. After that, taking into account the values of these indicators in the dynamics, the taxonomic indicator was modelled separately in Ukraine and Turkey for 2012 - 2018 and its main trends were analyzed.

To ensure effective cooperation between Turkey and Ukraine in the field of renewable energy, it is important to implement and support the main policy instruments for renewable energy, namely: the introduction of "green" auctions, which ensures transparency of procedures and reduces the price of renewable energy; Public Procurement; the application of various price instruments; providing Quantity instruments, which means market-based instruments that define a specific target or absolute quantity for renewable energy production; the development of new and improvement to the existing Regulations and Standards; the development of joint scientific, training and investment projects in the field of renewable energy between Turkey and Ukraine.

Unlike existing research, the conducted study allowed us to comprehensively assess the potential for cooperation and economic development of the countries in order to initiate its use and

development, to evaluate the level of current developments in the direction of forging a strategic partnership and to explore the impact of stimulators and destimulators on the potential opportunities of both countries. At the same time, the similarity of this study to the existing ones consists in the use of universal methodological tools for the analysis of specific goals of implementing the principles of cooperation.

The advantages of this study are the application of a comprehensive approach to determining the opportunities for cooperation in the field of renewable energy because some indicators show the development of the economy, some indicate the political component, while others indicate the field of renewable energy, which together provide the prerequisites for successful international cooperation in the field of renewable energy.

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Sustainable Tourism and The Roles of Tour Guides in Destinations: A Qualitative Case Study in Turkey

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ABSTRACT

The sustainable tourism approach is the way to ensure a destination's development and protec-tion. Since there are important links between the visitor and the destination, tourist guides may contribute to the destination's resources management and economic and socio-cultural impact. They could set a deep contact with tourists in destinations and have positive results on tourist sustainable behaviors. The aim of the study is to identify the dimensions of the roles attributed to tourist guides in the promotion of sustainable tourism and to determine the content of these roles within an exploratory perspective. In this research, the qualitative research method has been adopted in the phenomenology research design in order to reveal the meanings that tour guides have experienced. The data was obtained through deep-interviews with tourist guides and evalu-ated with descriptive analysis technique. According to the findings, the roles of the tourist guides are dimensioned as "adopting consulting role, taking over inspection, sustainability training, raising tourists' awareness, promotion of the local economy, and sustainable tour management" within the context of sustainable tourism development. The paper indicates the contributions to the tourism literature with the determination of roles tourist guides serve in the promotion of sus-tainable tourism in detail, as limited studies have been conducted in Turkey.

Keywords: Sustainable Tourism, Sustainable Development, Tour Guides,

1. Introduction

Sustainability concepts and sustainable development are among the most debated issues in recent years. Yaylı (2012) states that sustainable development arises from the critical approaches of Western societies towards modernism and is now universally accepted. The concept of sustainability can be defined as the state of balance between people's activities and their social, natural, and cultural environments (Middleton and Hawkins, 1998). This balance must be established in order to meet the developmental needs of future generations. Ritzer (2011) recommends that today's economic, social, and ecological systems must be planned together so that resources can be transferred to the future. In this context, sustainability is considered as a new "approach" aiming to prevent economic, social, and environmental adversities that have effective results of human activities on resources (Coccossis, 1996).

While the negative potential effects of tourism on developing countries in the 1970s were emphasized, the concept of sustainable tourism in the 1990s was considered as a tourism approach that emphasized the importance of the local community and aimed to increase the economic benefits of tourism and was disseminated by the EU in 1995 with a green book on tourism (Demir and Çevirgen, 2006). Kuntay (2004) emphasizes that sustainable tourism is a tourism concept containing perspectives and management introductions for all resources considering biological diversity, ecological processes, and cultural integrity. This tourism concept has 12 main targets, namely economic continuity, local welfare, employment quality, social equity, visitor satisfaction, local control, community welfare, cultural wealth, physical integrity, biodiversity, resource efficiency, and cleanliness of the environment (UNWTO, 2013). Within these targets, sustainable tourism has much importance for tourism destinations and the future of the world as an administrative approach that is in the center of the management of all tourism applications. Therefore, the implementation of this approach becomes the responsibility of not only tourism destination managers but also all tourism stakeholders.

Tourist guides who have a deep contact with tourists visiting destinations should be considered as important stakeholders. Francis et al. (2019) highlighted that tourist guides play a significant role in promoting sustainable tourism and they managed the negative impacts to the lowest level possible. Similarly, Hu and Wall (2012) underlined the need for further research on these roles of the guides as they have a significant role in the tourist experience and are important stakeholders in achieving sustainability goals. The importance of tourist guides has been highlighted in the tourism literature before by names (Black et al., 2001; Weiler and Ham, 2002; Hu, 2007; Littlefair and Buckley, 2008; Carmody, 2013; Sandaruwani and Gnanapala, 2016; Walker and Weiler, 2017; Kabii, 2017; Güzel and Köksal, 2019; Alazaizeh et al., 2019), but also in the literature review concerns have emerged over the lack of the descriptive studies on the roles of tourist guides on sustainable tourism (Pereira and Mykletun, 2012; Francis et al. 2019). According to Tatar et. al. (2018), the tourist guides' role in developing and sustaining the local economy is a sine-qua-non condition that is increasingly necessary both locally and nationally. This is due to the dynamic and complex nature of tourism over the last period, amid developments in human society marked by progress in other economic branches and beyond (Tatar et. al, 2018; 286). Thus, the research question of the study has been identified as "How can a tourist guide contribute to the growth of tourism around the destination for sustainability?". It is assumed that exploratory findings in this study will indicate the contributions to tourism by determining the roles and effects of tourist guides on sustainable tourism in detail.

2. Literature Review

The tourism industry is multi-faceted, and its operation involves the collective effort of various players whose roles and responsibilities assist in promoting sustainable tourism (Francis et al. 2019:41). Tour guides are considered as stakeholders who have the most impact and effect on tourists' behavior during their trip in a destination (Littlefair and Buckley, 2008; Randall and Rollins, 2009; Leshem, 2013; Sandaruwani and Gnapala, 2016; Kabii, 2017; Tatar et. al, 2018; Alazaizeh et al., 2019). In this context, it is emphasized that they play an important role in increasing the value of a destination in terms of sustainability (Weiler and Kim, 2011; Francis et al., 2019). As tourist guides have direct contacts with the visitors and the visited area, they have a variety of roles to play in response to the expectations of various tourism stakeholders, including the tourists, the destination resources, the local communities, the employers, the governmental authorities, and the guides themselves (Francis et al., 2019:41). In their study, Sandaruwani and Gnanapala (2016), found that the guides' attitudes towards tourists, like asking for tips, harassing, using cliché examples to describe sights, bad service quality, and attempting to scam, clearly has a bad impact on the tourists' satisfaction hence on the sustainability of the tourism industry in Sri Lanka.

It has been observed that the studies aimed to examine the contribution of tourist guides to sustainable development in tourism literature mostly focus on the promotion of sustainable tourism, the protection of the local social structure and the promotion of values, and the examination/development of educational and interpretative qualities (Hu, 2007; Randall and Collins, 2009; Weiler and Kim, 2011; Leshem, 2013; Poudel and Nyaupane, 2013; Barre, 2013; Tatar et. al, 2018; Güzel and Köksal, 2019). Although researches have generally increased in recent years, the researches on "the determination of the tourist guides' roles in terms of sustainability, their impacts, the importance of their qualifications, and sustainable education" have still been limited (Jacobson and Robles, 1992; Grabowski and Geng, 2000; Black et al., 2001; Weiler and Ham, 2002; Hu, 2007; Littlefair and Buckley, 2008; Carmody, 2013; Walker and Weiler, 2017; Alazaizeh et al., 2019).

In the study conducted by Randall and Collins (2009), it has been revealed that guides have important roles such as mediation, leadership, resource management, and environmental interpretation. According to the literature, researchers have found that the guides are not sufficiently knowledgeable about sustainability (Mason and Christie, 2003; Walker and Weiler, 2017). However, it has been revealed in the literature that the guides have important roles in satisfying visitor experience; preventing conflicts between locals and visitors; contributing to the local economy; and protecting the values of the region (Grabowski and Geng, 2000; Hu and Wall, 2012; Leshem, 2013; Tatar et. al, 2018).

Within this context, there are "physical control, direct control, and non-direct control" approaches that tour guides can display. In regards to physical control, tourist guides manage the mobility and behavior of the visitors while restricting or directing restrictions, such as protected boundaries or borders in the areas visited. As for indirect control, the guides make decisive directions on the number of visitors and rules for controlling the actions and behaviors of the visitors. In non-direct control, the guides educate and inform the tourists by practicing interpretative techniques during interaction with tourists (Orams, 1995). There are some studies addressing the roles of the guides and emphasizing their importance (Moscardo, 1996; Reisinger and Steiner, 2006; Hu, 2007; Littlefair and Buckley, 2008; Randall and Rollins, 2009; Hu and Wall, 2012; Walker and Moscardo, 2014; Tatar et. al, 2018; Alazaizeh et al., 2019). For example, in their study, Tatar et. al (2018) foundthat guides promote host-guest interactions, encourage tourists to buy products from locals, and care about vulnerable destinations. Alazaizeh et al. (2019) underlined that tourist gui-

des' knowledge and performance poses a significant importance in tourists' behavior when it comes to sustainability as the experience combined with satisfaction can be a mediation between the guide and the visitor, thus directly and indirectly enhancing behaviour during touristic activities mainly to maximize appreciation and enjoyment while minimizing the negative effects on a heritage site. Within the literature review done by Güzel and Köksal (2019), they have listed the effects of responsible behaviors of tourist guides as such:

- To determine the rules that the tourists must follow during their visits
- To inform tourists about how they should behave in visited places
- To raise awareness among tourists
- To contribute to the responsible behavior of the tourists
- To ensure the physical atmosphere of the destinations
- To prevent conflicts between local people and visitors
- To support the management of natural resources
- To support the development of attitudes towards wildlife protection
- To increase environmental protection awareness
- To increase tourist satisfaction
- To contribute to the regional sustainability of destinations

According to the results of the research, some academics have referred some of the roles of tour guides to be entertaining, to be an interpretative/narrator, and to be informative and educational (Weiler and Ham, 2002; Littlefair and Buckley, 2008; Randall and Rollins, 2009; Poudel and Nyaupane, 2013; Walker and Moscardo, 2014; Güzel and Köksal, 2019). However, holistic and explanatory identifications have not been done in the literature. Determining the holistic roles of tourist guides on sustainable tourism is important as tourist guides have positive results on tourist behaviors and loyalty to the destinations (Kayes, 2005; Littlefair and Buckley, 2008; Taheri et al., 2018; Tatar et. al, 2018; Güzel and Köksal, 2019). In their study, Francis et al. (2019) indicated that most guides needed more training on the effects of their activities on the environment and on the interrelationship between the environment and wildlife and tourist satisfaction. In this context, it is important to discover the dimensions and contents of the roles of guides within the scope of sustainable tourism through an explanatory approach.

3. Research Method

The aim of this study is to determine the dimensions of the roles of tourist guides within the scope of sustainable tourism management. Thus, the exploratory perspective has been adopted. In this research, the phenomenological research design is preferred among qualitative research approaches which aim to discover the meaning of the experience of tourist guides. This research design is based on philosophy and psychology, where the experiences of individuals related to a phenomenon are described as defined by the participants. These descriptions result in the essence of individuals with various experiences on the phenomenon (Creswell, 2016: 14). This approach, in other words, tries to obtain the psychological essence of individual experiences by understanding the perceptions and meaning they have. With this pattern, the individual pieces are brought together to create a whole meaning (Baş and Akturan, 2013). As individual experiences are important in phenomenological research, people who have had experience in the subject of the research should create the search sample. In this context, purposive sampling was selected.

Creswell (2016) states that the descriptions of an individual's experience require the interviewing method within the context of the phenomenological pattern. Therefore, the in-depth in-

terview method was preferred in order to reach the essence of the experiences. Within the purposive sample, a total of 16 Turkish citizens who are licensed professional tourist guides working in Antalya were interviewed face to face. Creswell (2016) assumes that between three and ten participants will be sufficient in the phenomenological studies. The interviews were conducted through semi-structured forms between February and May in 2018. During the interviews, the open-ended questions were directed to find out participants' views and ideas. When the data saturation was reached, it was terminated to interview and data analysis was done. The interview questions developed in light of all sub-questions in connection with the basic question of the study are as follows:

Q1: What do you understand from the concept of sustainable development/tourism?

Q2: As a guide, what do you think about your functions and duties in supporting tourism for sustainability?

In the study, the analytical induction approach was selected to examine the phenomenon. The analytical induction used to explore the social life of people is often used to develop concepts/ideas and to systematically examine the similarities between events. Therefore, although there is not a predetermined theory or hypothesis in this approach, a meaningful structure is formed through the main themes related to the problem through the data (Yüksel and Yüksel, 2004). As Kümbetoğlu (2005) states, the study analysis has undergone a three-stage data analysis process including data processing (coding meaningful concepts and themes), visualization of data, and evaluation. The obtained data through interviews were transferred to a comprehensive computer interface, and the participants were coded as P1, P2, P3, and so on. The repeated reading of the text is determined for ideas and themes. Afterward, the data were coded in the same category, and the categories were named. The descriptions and themes are presented in a visual way and interpreted. In this study, the descriptive analysis technique was used on the data obtained from tourist guides. In the descriptive analysis technique, the quotations obtained from the individuals are presented in detail to the readers within the purpose of the research.

In order to ensure the internal validity of the study and to provide confirmation of the participants, participants signed a permit form, and they were explained to in detail about the search. Interviews were held with participants based on the purposive sample method and volunteerism. In addition, the validity of the study has been increased by additional measures such as making interviews within the research area and providing re-interview with the participants to confirm the findings. Yıldırım and Şimşek (2008) state that external validity is related to the generalization of research results. Naturally, there is no statistical generalization in the study; thus, an analytical generalization has been made. In order to increase the external validity of the study, an external controller/expert was involved in the study itself, which was highlighted by Creswell (2016) as well. The numerical and thematic comparison of data set coding similarities was done between the authors and experts. The percentage of the similarity was reached to 70 %. Yüksel and Yüksel (2004) propose that this percentage ensures the external reliability of the study.

4. Findings

Before the descriptive analysis through the research questions, some demographic characteristics of the participants are shown in Table 1. Participants are coded with "P" as P1, P2, and so on. A total of 16 participants were interviewed and 12 participants who are male constitute the majority. The age ranges of the participants were between 24 and 54 years of age. While the education levels of the participants are mostly at the undergraduate level, it is seen that 6 participants

have a master's degree. The year of experience is another important demographic feature in line with the objectives of the study. As it is seen, the most experienced of the participants has been guiding for 30 years and the majority of them have been guiding for 4 years.

Table 1: Demographic Findings Related to Participants

	Gender	Age	Education	Year of Experience		Gender	Age	Education	Year of Experience
P1	Male	36	Undergraduate	4	P9	Male	30	Postgraduate	3
P2	Female	31	Undergraduate	7	P10	Female	27	Undergraduate	4
P3	Male	27	Postgraduate	4	P11	Male	28	Postgraduate	4
P4	Female	34	Undergraduate	12	P12	Female	34	Undergraduate	8
P5	Male	30	Undergraduate	6	P13	Male	39	Undergraduate	17
P6	Male	29	Undergraduate	4	P14	Male	54	Undergraduate	30
P7	Male	33	Undergraduate	7	P15	Female	36	Postgraduate	13
P8	Male	27	Postgraduate	4	P16	Male	24	Postgraduate	2

Table 2 shows the descriptive analysis results of the data obtained from the participants. The findings in the table are presented in the form of theme, theme content, and citations. As a result of the descriptive analysis of the answers collected from the interviews with the participants and in the context of the theoretical framework of sustainable tourism, the answers are shaped around three main themes. In the context of themes, it was observed that sustainable tourism definition, sustainable tourism targets, and sustainable tourism strategies emerged from the answers of the participants.

Considering the content in the context of explanations about the definition of sustainable tourism, it is noteworthy that there are comments indicating how sustainable tourism is not a type of tourism. Thus, it can be said that the participants dominate the conceptual framework and content of the sustainable tourism approach. It can be concluded that the guides, who are the main managers of tourism products, have an understanding of sustainable tourism as an approach and a management philosophy. As it is seen in the table, the definition of sustainable tourism consists of "resource management, taking care of future generations, integrative application/approach, ensuring resource continuity, and balanced resource utilization". It is seen that these contents are similar to the World Tourism Organization's (UNWTO) definition of sustainable tourism. As it is understood from the content, sustainable tourism is primarily based on resource management. As a result of the descriptive analysis, the data obtained from the participants directed the researchers to the goals of sustainable tourism. In this context, the principles of conservation of ecological system, protection of locals, preservation of cultural values, economic continuity, protecting the environment, quality of employment, visitor satisfaction, physical integrity, and local well-being are in line with the main sustainable tourism targets determined by WTO.

The theme of sustainable tourism strategies also provide insights into what should be done under the approach. The content of this theme is "developing sustainable policies, sustainable planning, efficient resource utilization, innovation integration, improvement of practices, diversification of tourism products, spreading tourism to 12 months, and the use-protection balance" strategies. The part concerning "spreading tourism to 12 months" also has a deeper connection aspect of guides' behaviors towards tourists to ensure the continuity of the industry as stated by Sandaruwani and Gnanapala (2016). It can be interpreted that these contents will facilitate the use of resources in a planned manner through the development of sustainable tourism policies and facilitate the use-protection balance. In addition to limitations, it highlights the importance of ensuring the up-to-date applications of the sector in the context of sustainability with the diversification of tourism products, economic continuity, innovation integration, and improvement for practice, too.

Table 2: The Theoretical Framework of Sustainable Tourism

Theme	Content	Quote
Sustainable Tourism Definition	• Resource Management • Taking Care of Future Generations • Integrative Application / Approach • Ensuring Resource Con-tinuity • Balanced Resource Utili-zation	*Sustainability means that it can be sustained as much as possible under favorable conditions. Development is an effort to make things better. Thus, I think that the elements that make up a tour in reasonable conditions can be improved in such a way that the continuity can be improved. (P1)* *It is the balance in the field of environment and economy. While development supports growth, it does not harm natural resources. (P2)*
Sustaina-ble Tourism Targets	• Conservation of Ecological System • Protecting of Local People • Preservation of Cultural Values • Economic Sustainability • Protecting the Environ-ment • Quality of Employment • Visitor Satisfaction • Physical Integrity • Local well-being	*Sustainable tourism or development means that innovations can be implemented in the long term in order to meet the needs of the sector. (P3)* *It is a concept that covers all kinds of activities that can be done for the betterment of tourism. Recordable all factors are handled for the continuation of tourism and necessary arrangements are made. (P4)* *In fact, sustainable tourism is not a type of tourism. In all fields of tourism, such as cultural tourism, highland tourism, hiking, mountaineering, rafting, preserve the tourism destinations, by acting with the consciousness of nature and environment and leaving a better, clean and high-quality tourism understanding for the next generations. (P5)*
Sustainable Tourism Strategies	• Developing Sustainable Policies • Sustainable Planning • Efficient Resource Utilization • Innovation Integration • Improvement for Practice • Diversification and Dissemination of Tourism Products • Spreading tourism to 12 Months • The Usage and Protection Balance	*For sustainable tourism, we need to ensure this continuity without harming the local people and the ecological system. (P6)* *Tourism develops depending on environmental factors, people and culture. Sustainable development and tourism mean without consuming certain resources, without harming the culture, people and social structure of the region, economic income or improvement to keep the highest level and to transfer the values that we have to future generations. (P7)* *Sustainable tourism is to maintain the balance of nature with the balanced use of resources in the long term by ensuring*

its continuity in the region and imposing it on people. Sustainable tourism is integrated with nature, culture and environment without consuming resources. (P9)
Sustainable tourism means that tourism should support spreading to all months. (P10)
Sustainable tourism is the tourism approach which protection, the balance of use can be provided. At least it is to manage the destruction of the resources. Natural and cultural resources, as well as human resource should be taken into consideration. (P11)
Sustainable tourism should consider visitor satisfaction. In this way, the tourist is provided to come back to the country. (P12)
Sustainable development is the wise use of resources. (P14)
Sustainable tourism is not a type of tourism, but it is a policy. It aims to protect the environment and cultural values in all areas of tourism. (P15)
In order to ensure continuity in tourism, it is important to introduce new practices and to make changes that will keep pace with the era. The development of tourism is ensured by the protection of the environment and by increasing the possibilities, and by preserving the cultural texture and transferring it to the generations. (P16)

Table 3 shows the descriptive analysis results of the data obtained from the participants. The findings in the table are presented in the form of theme, theme content, and citations. In the context of sustainability in tourism, six main themes have been obtained as a result of the analysis of the findings of the participants' 'responses to their colleagues' duties. These six themes have been identified as adopting consulting role, taking over inspection, sustainability training, raising the tourists' awareness, promotion local economy, and sustainable tour management.

Undertaking the role of supervision and consultancy, it was underlined that tourist guides who spend time with tourists in the field are also the most active individuals. It was emphasized that the guides could have a role not only between local people and tourists but also between the field and agencies and local administrators. Due to their active role in the field, it is emphasized that the most suitable tourism employees are ones determining the needs of the regions/local people and providing feedback. In this context, the guide stated that they had assumed the role of a consultant. Again, on this theme it was concluded that the guides should undertake supervision, too. It is emphasized that they can evaluate the tourism applications and report the problems in context of voluntary control. In the context of the role, the guides also indicate that they should undertake voluntary training on sustainability. Within this context, it shows up how guides keep their intellectual levels high and increase their self-awareness through the training they receive.

Hence, it is necessary to organize sustainability training with the collaborations of the institutions such as universities and local government. Furthermore, psychology training could be organized for visitors' satisfaction. Another theme, perhaps the most important role of the guides, is to raise the awareness of the tourists. From the first-time a guide meets a tourist, it was stated that the guides could direct the tourists to sustainable behaviors, train them, and raise their awareness on green behaviors. In addition to this role, it has been stated that the guides could create awareness about the authenticity of the destination by transferring the cultural and historical values. Supporting the local economy, which has a close relationship with the trust of tourists, has been considered as a separate theme. It is underlined that the guides take on the role of mediation and can play an active role in creating a sense of trust towards the local people in the area where they are located. In this theme, the potential and impact of the guides to support the local economy were emphasized predominantly. Sustainable tour management has emerged as another theme which can be considered as one of the most important roles of the guides in terms of sustainability. In this theme, the guides can be pioneers of sustainable behavior by serving as a role model, conducting the behavior of the visitors and the tour area, and contributing to the preservation of ruins. In this context, the leadership skills of a tourist guide are also prominent. As a leader, the guides should be exemplary tourists with sustainable behavior. It was underlined that informing of cultural values, treating in accordance with tourism policies, working in accordance with the law to protect the quality of employment is of significant importance.

Table 3: Roles of Tourist Guides for Sustainability

Theme	Content	Quotation
Adopting Consulting Role	• Collecting Data in the Field • Providing Information to the Agents and Local Administrators • Directing the Agencies Activities • Contributing to Destination Development • Consulting About the Needs of the Region • Exploring the Needs of Local People	*As a tour guide, we can help them to develop new destinations with prior information we give to agents and local government. (P3)* *The guides can be important consultants in determining the regional needs and planning the changes that may be made in this context as the most active individuals in the touristic area. The most effective element in the interaction between the tourist and the local community is the tourist guide him/herself. (P16)* *Tour guides are obliged to understand the local people well and discover their needs. (P2)* *As tourist guides are not in a decision-making position, they cannot change policies directly. But they can be effective in raising awareness and support. (P8)*
Taking Over Inspection	• Voluntary Superintendence • Evaluating Applications • Reporting Problems	*The guides provide awareness of each other and the community and ensure the protection of touristic places. In fact, many issues can be prevented by increasing the audit and report authorizations of the guides. For example, the oil company that I complained about recently for not having a first aid kit immediately closed this gap. We can make sure that the necessary measures can be taken as soon as possible by informing the institutions and the state. (P1)* *We are constantly going anywhere in Turkey and we observe around. We're pretty good because we're one of those who have a direct impact on the audit. Therefore, by increasing the competencies of the guides, we can handle many problems more quickly. (P2)*
Sustainability Training	• Intellectual Development of Guides • Creating the Self-Awareness of the Guide • Providing Sustainability Training for The Guides • Training Regulation for Tourist Guidance, Certification Providers and Institutions • Psychological Training of Guides	*Especially the person who will instill the feeling of trust and provide the first impression is the tour guide. The guide needs to be educated correctly, impartial, helpful and contemporary. If this is achieved, the guide is a bridge, making it easier for the tourist to integrate with local people. (P12)* *If the tour guide acts by understanding the importance of continuity, it will shape their own future positively. (P7)* *A guide who does not know the local environment and the public can give our guests visiting our country incomplete or unfortunately sometimes incorrect information. In this respect, it is very important that the guides educate themselves well (P2).* *Assuming that the tourist guide has sufficient information about the location of the tour, it is one of the responsibilities of preventing information pollution about the region. Wrong or missing information on the guest's mind should be corrected. Prejudices must be destroyed. (P3)* *The Tourist Guides should first have good rhetoric, be educated about group and tourist psychology and participate in training related to sustainable tourism. In particular, the Tourist Guides Association and then the chambers should primarily train the guides on these issues. Another issue is that there is not sufficient support from public and non-governmental organizations working on these issues. (P11)*

Raising The Tourists' Awareness	• To Inform the Tourists about Sustainability • Increasing the Awareness of Tourists • Educating Tourists • Creating Awareness about the Values of the Destination	*In this respect, the guide should give information about the sustainable development to the local people and to the guests in terms of their own experiences to know the culture, nature, people and destinations where they work. (P5)*
		The guide may contribute to the development of environmental and cultural factors in the regions in which the individual is involved. They can raise awareness about protecting the environment by explaining what can be done to the group and create awareness about the history and protection of any historical site. (P4)
		First of all, we need to be aware of the importance of sustainability. Then we need to raise the awareness of tourists. (P7)
		The responsibility of the tourist guide is to train visitors, not to raise awareness but to train, since the tour guide is seen as the leader, and so the mentality of the guide is strong enough to manage visitor behavior. (P11)
		In terms of sustainable tourism, guides should inform tourists correctly and ensure that people think about it. (P9)
		Tour guides play an important role in the promotion of cultural values, but they can contribute to the development of sustainable tourism with the right messages to the audience. For example, in order to prevent water wastage, some of the information that will be given on the tour bus will take place in the minds of the passengers and thus contribute to the prevention of water wastage. (P15)
		The guides can be the incentive of sustainable tourism in their expressions. (P8)
Promoting Local Economy	• Partnership with Local Businesses • Referring Local Businesses • Referring Local Products/ Markets • Mediating between Tourist and Local Community	*Guidance is of great importance in supporting the regional economy. The information to be given by the guide directly affects the sale of the product sold by the public. Not only will the guide make a contribution to the budget of the people, but even stop the sales. Therefore, efforts should be made to ensure that local businesses profit as the guides direct the guests to the stores. If possible, the guide needs to collaborate with local businesses. In order to maximize the number of tourists coming to the region, different, interesting and distinctive features/products of the region should be emphasized, so to speak should be advertised. In this way, tourism will be kept alive in the region, and contribution to the local economy and sustainability of the tourism potential will be ensured. (P3)*
		Guides can support the economy of the people of the region by creating local shopping opportunities and markets by visiting the stores with groups. (P4)

Sustainable Tour Management	• Being a Pioneer about Sustainability Behavior • Managing Visitor Behavior • Tour Area Management • Ruin Protection • Provide Tourist Satisfaction • -Integrating Sustainability • Strategies/Practices into Business • Guides Complying with the Legal Rights • Working in Compliance with Sustainable Tourism Policies • Promoting Cultural Values/Heritage	*Sustainable development in tourism depends on the relationship between visitors and destinations and the local community. At this point, it is very important that the guide acts as a bridge between the tourist and the local people. (P12)* *They can provide exemplary behaviors to support sustainability. (P8)* *He / she should be familiar with the local culture in his / her region and develop new strategies and practices that will ensure mutual reciprocal expectations and gain mutual benefit in terms of sustainability. (P13)* *Undoubtedly, tourism will have an impact on the environment, culture, economy, and people. Our request is that this effect is positive. We have to accommodate tourists to the destination or tour area. (P8)* *The fact that the tour guides happily end the tour and get a good return means that the number of tourists coming to the country will surely increase. Because if you have a bad tour, you don't recommend that destination to anyone. (P10)* *First of all, the guide should have the working conditions of the EU countries in our country. Then everything is a matter of supply, demand. Actions such as unwanted events, not paying wages to the guides, etc. should be avoided. Sustainable tourism should start with employees. (P14)* *We should supervise the work of unlicensed people under the name of the tour guide in the region. Because the unqualified guide does not bring tourists to local people. It causes the region to lag behind in terms of culture, economy and living standards. (P12)* *The guides should work in accordance with sustainable tourism policies. It should undertake the promotion of the cultural values of the country. (P15)* *The tastes and judgments of the tourists visiting the region will somehow spread to the culture. It can be mentioned that foreign music is popular among the public in touristic areas. (P8)*

5. Conclusion

In this study, which was carried out to determine the role of tourist guides on sustainable tourism, the multidimensional data of the guides regarding the theoretical framework of sustainable tourism were obtained. The main objectives of sustainable tourism, which are defined as a source-based approach, have come together with a multifaceted perspective in the study. The balanced, planned, and effective use of resources will support the social, economic, and cultural development/well-being of the destination while protecting cultural/natural values and increasing the satisfaction of tourists.

This framework has been paralleled with other studies in the literature (Todorut and Cîrnu, 2012; Laitamaki et al., 2016). In the study, the goals of conceptual framework analysis of sustainable tourism have been overlapped with the principle of the World Tourism Organization (UNWTO, 2013). The role descriptions of the guides have emerged as multi-dimensional, namely as adopting a consulting role, taking over inspection, sustainability training, raising the tourists' awareness, promotion local economy, and sustainable tour management.

Theorical Implications

Eventually, during the period when Grand Tour was being taken into the central parts of Europe, guides were attributed with roles such as "pathfinder" alongside with the roles of "spiritual and geographical leadership," which are navigational specifications during the pilgrimages, and these "mentor, pathfinder" roles are still contained in the definition of the "modern tour guide" as we know in the present (Cohen, 1985).

As a priority, the guides have assumed that they are able to take on the roles of supervisor and audit/superintendent because they work actively in the sector. The tour guides' supervisor and audit/superintendent roles have been firstly highlighted in this study. The paper indicates the contributions to tourism, within this perspective. As a matter of fact, Randall and Rollins (2008) evaluated the importance of the educational roles of tourist guides in terms of sustainability, and they provided recommendations to support the "taking over inspection" theme obtained from these research results. In this study, the guides stated that they should take sustainability education. However, in the literature, it has been determined that guides are not aware of their importance for sustainable tourism (Weiler and Kim, 2011; Walker and Weiler, 2017).

Raising the awareness of tourists has emerged as a dimension that can be considered as one of the most important roles of the guides on sustainability. Tourist guides' knowledge poses significant importance in tourists' green behavior and minimizes the negative effects on a heritage site as highlighted by Alazaizeh et al. (2019). It is emphasized by various names in the literature that the tourist guides can inform and educate the tourists during their "interpretative" interaction with tourists by using the direct control approach (Orams, 1995; Weiler and Ham, 2002; Weiler and Kim, 2011; Poudel and Nyaupane, 2013; Francis et al., 2019). Weiler and Ham (2002) state that it is important in terms of sustainability that local guides take on the role of "mediator" between local people and visitors in the region they provide guidance by using their narrator-interpretive ability.

Sustainable tour management, which is considered as another important role dimension of the guides for sustainable tourism, provides important findings regarding the behaviors of the guides. In some studies discovered in the literature, the effects of the characteristics of the visited destination on the visitor are changed in a positive way through the local guides, and the contribution of this change to sustainability is explained in detail with the effectiveness of it (Randall and Rollins, 2009; Leshem, 2013; Poudel and Nyaupane, 2013).

Practical Implications

Tour guides have stated that they undertake the responsibility for collecting information and evaluating and reporting its applications because they are actively involved in the field. Applying accreditation systems to tourist guides, active guides should also be given the authority to report the movements and sociological attitudes of tourists in the field. The tour guides' mediator, interpreter, leadership, and teaching roles, which are undertaken by tourist guides, should be directed not only to tourists but also to the local public, employers and other stakeholders, and resources in destination centers. In this context, a tourist guide can bring awareness to the tourists and raise awareness about sustainable behaviors (such as restaurant, yacht, jeep safari employees).

Due to their mobile position in the tourism sector, the guides need to have the skills that allow them share their educational behaviors and knowledge. That means they need to be educated within the multidimensional education. A tour guide must have the capacity to manage the negative effects of tourism to enrich tourists' travel experiences. Thus, in the literature, it is emphasized that sustainable development principles should also be taught for the development of destinations during the training

of the guides (Grabowski and Geng, 2000; Weiler and Ham, 2002; Francis et al., 2019). The tour guides should be educated on the code of sustainable tourism practices within the principle of the World Tourism Organization (UNWTO, 2013). Perhaps a sustainable certification application will be suggested to tourism operators and authorized associations. For example, in Venice, a group of authorized and highly educational guides with relative certifications and licenses launched "Venice Guides for Sustainable Tourism" to make people appreciate art, culture, heritage, and authenticity in the city by encouraging them to participate in various events (www.venicesustainabletourism.com).

Sustainable tour management dimension of guides for sustainable tourism is seen as another important role in this study, so guides should present responsible behavior during their tours. This was highlighted in the study by Sandaruwani and Gnanapala (2016). Moreover, guides need to be certified in sustainability, and the self-awareness of guides should be established as highlighted by Mason and Christie (2003). In the literature, it is given as necessary to inform not only the guides but also the trainers who guide them as well as courses, chambers, associations, and the mentors who train them, the travel agencies they work with, the stakeholders, and the shopkeepers in the same way (Weiler and Ham, 2002).

Within the 'raising the awareness of tourists' dimension, the guides should inform the tourists about the value of the region, places to visit, the cultural heritage structure, the elements that could pose a danger to the region or place, and how to protect the area while they are interacting with the tourists, which has also been stated by Weiler and Kim (2011). Using the local guides can contribute to this dimension as they know the destination and the local needs in detail. Local tourist guides take an active role in identifying, changing, and raising awareness of the behaviors of tourists, as well as "facilitating" social, cultural, and economic development, which are the main focal points of sustainable development (Leshem, 2013). Similarly, the educational roles of tourist guides in the findings contain informing tourists about the sustainability issues, raising the awareness of tourists, educating tourists, and raising awareness about the authenticity of the destination.

Recommendations for Future Studies

In the literature, the studies supporting the sustainability roles and techniques, such as identifying motivational elements of cultural identity, the image of the destination, and the motivation to re-visit, are insufficient (Cheng et al., 2018). In addition, the studies conducted to increase the awareness of the contributions of guides has been limited to Asian countries with only certain regions and samples, and studies on the assessment of the perceptions of guides about the concept of sustainability were lacking in the literature. In this context, the role of guides on sustainability, creating a cultural identity, impact on the image of the destination, and the effect of re-visiting should be measured, and attention should be given to raising awareness on behalf of the parties. Moreover, as this study has only focused on the participants from Antalya, the findings from the participants from different regions will contribute to the generalization of the issue.

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Research Article

Symbolic Violence Teachers Experience at Schools

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ABSTRACT

The aim of this study is, first, to find out whether teachers are exposed to instances of invisible symbolic violence at school, especially in their relations with school principals, and second, if such violence exists, to expose the practices which promote it. The methodology used in this research was that of qualitative phenomenology and nine teachers were selected to take part using a snowball-sampling method, which is one of the purposeful sampling methods. In order to collect data semi structured face to face interviews were conducted. The data were analysed using a content analysis technique. As a result of the data analysis, two themes emerged: Symbolic Violence in the School Field and Struggling with Windmills. The results of the research reveal that teachers are exposed to instances of symbolic violence due to the power that principals hold within schools. Our research showed that teachers cannot cope with these practices, which produce inequality and lead to unquestioning obedience.

Keywords: Symbolic violence, symbolic power, habitus, school as field, types of capital

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1. Introduction

Violence in schools has been increasing at an alarming rate. As reported in *Hurriyet* (05/01/2019), a national newspaper in Turkey, 29.3% of teachers are exposed to various forms of violence in or around the schools where they work. Such violent incidents might not only be limited to physical, economic, or psychological cases of violence; they may be varied and found in many areas. After some time, such events may begin to seem normal.

Violence can be defined as the use of power to harm others or to prevent the rights of others (Morrison, Furlong & Morrison, 1994). French sociologist Pierre Bourdieu, however, gathered his thoughts around the concept of *symbolic violence* with a different perspective of the concept of violence and defined this concept as "violence mostly applied through symbolic channels such as communication, acceptance, feeling, and invisible and unnoticeable for the exposed ones" (Bourdieu, 2015, p.11). Through symbolic violence, power can be used as a tool to gain status (Murphy, 2018). Thus, violence does not come about by applying force, and mutual consent and acceptance are observed in the implementation of symbolic violence.

In this regard, written rules have an important place in the implementation of symbolic violence. The rules are at the centre of social relations and settled through transformation of sovereignty and emotional bonds (Bourdieu, 1998). Written rules give the state the power to control violence (Schmitt, 2006). Governments apply symbolic violence through written rules instead of using physical violence to make citizens obey rules and regulations (Micaud, 1991, cited in Ozsoz, 2013). Governments implement invisible symbolic violence through institutions. In this way, educational institutions are important tools in transferring symbolic violence to individuals in society. Schools mediate it through the provision of educational services. Bourdieu states that one of the most important tools in the application of symbolic violence is education. In this context, Bourdieu considers education as a process which increases social class differences and strengthens power relations. Bourdieu defines schools as social institutions where the reproduction of power relations between different social classes takes place (Danahay, 1991).

Scott (2012) also found that schools and education preserve existing social inequalities and reproduce them. Bourdieu and Passeron define education as a process that supports existing cultural capital and differentiates students for the benefit of the dominant class (Ozsoz, 2014). Likewise, Apple (2006) states that through the curriculums prepared by governments as a means of education, cultural and economic class relations are continually produced. Therefore, it can be said that symbolic violence is an invisible, polite form of violence and is quite common among employees in educational institutions (Turk, 2007).

Studies conducted on symbolic violence in schools mostly focus on symbolic and institutional violence that teachers exert on students (Herr 1999). Scott (2012) notes that although teachers are in a position of power within their own classes, they may be exposed to invisible violence because they are subject to written practices. These may affect teachers' thinking tools.

2. Bourdieu's Thinking Tools

Pierre Bourdieu mentions thinking tools such as habitus, capital, field, symbolic power and symbolic violence and explained the concept of *field* with a game metaphor. In this competition, there are possibilities of winning and losing. In this metaphor, being a part of the game means having similar cards symbolising different values. Bourdieu states that the boundaries of the field are the places where the effect of the game is seen. There are means of connection with various types of power and capital within the networks of the field. Having the forms of power in these

fields provides access to various benefits (Bourdieu & Wacquant, 2014). The concept of *field* helps to reveal hierarchy and power relations more clearly. With this concept, the researcher tries to uncover the elements that are not seen by establishing a relationship between the micro-cosmos field and the macro-cosmos field while questioning the reasons for the conflicts (Swartz, 2011). Indicating that there are fields such as laws, education and religion, Bourdieu describes social fields where unjust competitive practices are held (Murphy, 2018).

The concept of *habitus* refers to recreating individuals' tendencies (Calhoun, 2010). Actions and perceptions that are compatible with the situations cause these tendencies (Bourdieu, 1977, cited in Swartz, 2011). With this concept, Bourdieu emphasized that it was possible to create moral character by organizing habits and achieving morality. Previous experiences play an important role in the framing of habitus (Murphy, 2018).

According to Bourdieu individuals learn to accept existing inequalities in society because of their previous experiences. These experiences make them add their expectations to their habitus. Over time, individuals draw their own boundaries by gaining insight from their success in games with *habitus* (Calhoun, 2010). As there is an ontological complicity between habitus and the field, Bourdieu states that the field tries to structure habitus, and habitus tries to structure the subjective perception of the field (Bourdieu, 2006, cited in Ozsoz, 2013). While individuals struggle between the powers in the field and their habitus, they change structures and make them compatible with their habitus.

According to Bourdieu, the "cards" show the *capital*. In this context, there are four types of capital: economic, cultural, social and symbolic. Economic resources comprise economic capital. Social capital is related to human relationship networks. All behavioural patterns learned through education constitute cultural capital. Symbolic capital is the perception, understanding and recognition of the value attributed to any of the other forms of capital (social, cultural and economic) and identified in terms of its structure as the combination of the other forms of capital (Gergs, 2003). The function of each type of capital differs in games, and they provide dominance in the game. Habitus is shaped by the types and amounts of capital.

2.1. Symbolic Violence and Education

Bourdieu connects the concept of symbolic violence with the concept of symbolic capital by using honour, respect and prestige (Anderson, 2013). Bourdieu explains this concept as transforming the relations of domination and obedience into emotional relationships and states that these relationships can be established with the partnership of the exposed ones (Bourdieu, 1998). Murphy (2018) defines symbolic violence that is applied through structures such as education and religion as the power created by an individual through imposing hierarchy and position on others. It is a fact that some individuals have much more economic, cultural and social capital. And they use this to impose symbolic capital and cultural values onto others. When individuals try to use this power against others who have less symbolic capital than themselves, they apply symbolic violence. This process leads to the continuity of dependent relations. It also causes the dominance of groups or classes and the reproduction of the existing social order, and so ends in various inequalities (Anderson, 2013).

Symbolic violence occurs in the form of obligations, debts, roles, expectations, discourses and non-verbal communication, rather than physical harm. Symbolic violence fortifies social inequalities and ensures the adoption of these without questioning and restricting individuals (Toshalis, 2010). Another concept of Bourdieu relates to symbolic violence is *symbolic power,* which enables

individuals to apply violence on behalf of their institution (Goldstein, 2006). In this sense, those who dominate social, political and economic practices possess some or all of the power such as rewards, advantages, privileges, experiences, and options. Such power makes them dominant.

Individuals may have these types of capital at different levels in certain fields, and sometimes their amount changes. Cultural capital, in particular, is a key factor in the implementation of symbolic violence because struggling for cultural capital in a particular field leads to an effort to transform social classes and power hierarchies (Scott, 2012). Those holding power dominate others using their capital, and this causes the dominant ones to implement symbolic violence on the non-dominant ones. Bourdieu describes this state as the most powerful structure exerting symbolic violence. In this regard, law and media are two important tools which ensure the dominance of power by society (Akbal, 2018).

Bourdieu and Passeron (1990) give special importance to education in their analysis. According to Bourdieu, education systems legitimate class inequalities and reproduce these inequalities. Having cultural capital and high-class habitus is considered a success in the education system. Since most students from the lower class do not have these advantages , their failure is inevitable since education promotes class inequalities (Sullivan, 2002).

Education is the field of socialization. Through education symbolic violence is implemented, and it reproduces intellectual and moral integration of a group or a class without resorting to physical pressure (Danahay, 1991). It is also an important tool in obtaining cultural capital. Those who are powerful increase and maintain their positions in society by promoting their cultural, social and symbolic capital through education (Swartz, 2011). Thus, education systems are shaped by the habitus of the dominant upper class and function in accordance with their interests. Cultural capital is particularly beneficial for success in the struggle for opportunity in the field of education. Later, symbolic forms of success can be converted into economic capital. This is further indication of the idea that education applies violence symbolically (Scott, 2012). Existing policies ensure the existence of symbolic violence in schools. These policies determine what stakeholders should do in advance. Those consciously challenging such policies might be declared as deviant. With behaviour norms deeply embedded in social practices, an atmosphere emerges in which these policies are normal, usual, and remain constant (Goldstein, 2006).

Bourdieu and Passeron (1990) describe schools as examples of places that protect and reproduce existing social inequalities and that also structure social institutions (Scott, 2012). Discursive effects of symbolic power and symbolic violence can be found in different ways in schools. Symbolic power not only targets students but is also directed at teachers, parents and other stakeholders (Goldstein, 2006). Therefore, it is important to make symbolic violence visible from the teachers' perspective.

The imposition of symbolic power by administrators in teacher-principal communication in schools might lead to protests and rebellious behaviour, and create a culture among teachers against the normative organization of the education system. Noguera (1995, cited in Goldstein, 2006) states that the violence experienced by teachers and students in schools may be a symptom of a much more important problem in society, especially in the school. Goldstein (2006), on the other hand, states that it can lead to failure in establishing safe learning communities.

In this context, the purpose of this study is to determine whether teachers are exposed to symbolic violence by written rules in their relations with principals, especially the invisible concepts of habitus and field frequently used in Bourdieu's works. The research also aims to expose school practices which promote symbolic violence. It is thought that this study may develop a critical perspective on revealing symbolic violence practices encountered in schools.

3. Method

3.1. Research Design

This qualitative study was carried out using a phenomenological design. Phenomenology aims to reveal the meaning or nature of our daily experiences in order to gain an in-depth understanding and focuses on people's perceptions, descriptions, feelings, judgments, and interpretations of a phenomenon and how they approach that phenomenon while talking to other individuals (Patton, 2014). Such studies aim to reveal cases that cannot be observed easily such as experiences, feelings, thoughts, beliefs, and attitudes of individuals by using the interview method (Yıldırım & Şimşek, 2011). Within this scope, the study pattern that was chosen was that of collecting in-depth data from the participants regarding the symbolic violence phenomenon and thereby revealing their experiences of this phenomenon.

3.2. Research Participants

The participants of this research were nine volunteer teachers working in different types of schools. Participants were included in the study using the snowball sampling method, which is a type of nonprobability sampling and is useful in cases where participants are difficult to find, especially in sensitive and relatively confidential subject matters. In this sampling method, the researcher asks participants to suggest other sample members (Etikan et al., 2016) to participate in the study. In this context, interviews were conducted to ensure data saturation for the current study, and the depth of the data was considered. Participants were given the names of the characters in the novel "Son Ada" ("The Last Island") by Zulfu Livaneli, whose subject is symbolic power. In this novel, the subject was power relations, which changed when people on an island started to be governed by an authority.

3.3. Data Collection

The data were collected using the semi-structured technique. Since symbolic violence is a phenomenon that cannot be easily felt and noticed by the exposed ones, this technique was preferred. In phenomenological studies, open-ended and semi-structured interview questions and face-to-face interviews are the most appropriate ways to collect data (Marshall & Rossman, 2010). Semi-structured interview questions allow researchers to change sub-questions in the light of participants' status and responses (Merriam, 2013).

Within the scope of the research, the relevant literature was reviewed, and then the interview questions were formed. In order to ensure reliability and transferability, the interview questions were finalized after consulting with five researchers and one language specialist in qualitative research, all of whom are related to the field of study. Pilot interviews were conducted and the questions re-examined, after which it was found that the current interview questions were suitable for collecting data.

The interview protocol, prepared in accordance with ethical principles, was sent to the participants by e-mail before the interview. This protocol aimed to create an environment of emotional trust by stating that participants could withdraw from the meeting whenever they wanted. Meetings were held face-to-face by appointment in environments where participants felt comfortable. They were held at pre-determined meeting places. Interviews took an average of 30 minutes, and a voice recorder was used with the participants' approval. To ensure data multiplicity, notes were taken during the interviews, and the data transcribed after the interviews were presented to the participants for approval.

3.4. Data Analysis

The data were analysed with the content analysis technique. In accordance with the procedures of this technique, the data were divided into themes. For the data analysis, the notes taken during the interviews and the transcripts of the interviews were revisited. The analysing cycle proposed by Saldana (2015) was used to interpret the data. In the first cycle, direct coding was completed, and the similarities between the first codes were examined to find subcategories in the second cycle. Later, themes containing the same categories were formed. The themes were analysed by experts in the field to discover categories and codes.

4. Findings

In this part, the findings obtained by analysing data transcripts and observation notes are presented. As result of the data analysis, two themes, Symbolic Violence in the School Field and Struggling with Windmills, emerged.

4.1. Theme 1: Symbolic Violence in the School Field

As Bourdieu's field concept identifies a field where conflicts of interest are experienced, schools are conceptualized as the field in this research. One of the reasons for this is that it is accepted that Bourdieu encourages researchers to question what information is valuable in the school field and which groups represent power. In this study, symbolic violence was used to identify which groups are powerful in the school field and to reveal power-based and hidden power relations.

4.1.1. The King's Guard

Since two of the participants defined the school principal as a king, this category was named "the King's Guard", and the capital that principals have (as seen from the teachers' perspective) was included here. The teachers stated that a school principal's social capital is very powerful, and principals have privileges such as favouritism. Principals have powerful social capital based on privileges and obligations which result from their networks and group memberships with actors such as politicians, education union leaders, senior public officials, supervisors, and other school principals. In this regard, Lara said, "*The principal has connections with the education union to protect him, and political connections with the head of the district and so on. He does not get any punishment.*" Then, Author expressed his opinion as follows:

> "It is possible to have status with political connections. It is a must to have favouritism in this way. In a place where there is no competence, there are, of course, more royalists than the king. The ones who get a position they do not deserve administer teachers in a way they do not deserve."

The teachers stated that principals know legal procedures well and do not receive punishments when faced with a sanction by finding an explanation compatible with procedures. They also said that principals' cultural capital was powerful due to their knowledge about work and procedures at school. Grocery's Son stated the following on this subject:

> "We try to read the legislation, but they find such a great explanation compatible with the legislation… They know the legislation very well because they have been in this field for years. Of course, we don't know as much as they do."

Furthermore, the teachers expressed the view that principals have many powers due to legal legislation, and so they perceive themselves as the authority in a school and have the perception that they cannot be criticized. Also, it was stated by the teachers that principals are the only administrators in WhatsApp groups and that they also have a room which represents their authority. In addition, the teachers gave other examples of the symbolic capital which principals have, and they used analogies like "king", "principal" and "boss".

The participant Author used the metaphor of God to explain how effectively school principals use all their different types of capital and to express that principals' habitus resulted from such capital: *"...The principal constantly expects obedience from someone. It is not possible to criticize or to say what he said is wrong because he is king, so he is God principal. That's what I call them."*

4.1.2. Prestigious Withdrawal

Teachers' perceptions of capital change according to the economic situation of the place where they live, as well as to parents' profiles, and financial opportunities. While two of the teachers defined themselves as being economically middle class, most of the participants stated that teachers can be categorized as poor and living at the poverty threshold because the majority of them live in a metropolitan area. Lara stated that teachers' perceptions of social capital vary based on where they live: "*The public's view of the teaching profession changes according to region and geography. There is not the same respect experienced here as in the east part of Turkey. While you are given much respect in the east region, you are an ordinary person here.*" While some of the teachers stated that teaching is a valued, respected and outstanding profession, others stated that teachers are just ordinary people. Lara emphasized the loss of the profession as social capital by stating that, *"The teacher used to be trusted by people, but now has turned into someone that cannot be trusted."* In terms of cultural capital, one of the teachers had a doctorate degree, one had a graduate degree, and another was doing graduate work. None of the teachers provided any information about their principals having greater academic experience. Finally, some teachers stated that they read legal legislation, but they did not have sufficient knowledge about its implementation, that is, they had little cultural capital.

4.1.3. God Principals

This category, the name of which was provided by one of the participants in the study, emphasizes the habitus developed by school principals based on their powerful capital. In this category there are findings of cases of symbolic violence experienced by teachers. Many examples of symbolic violence were created by practices shaped by structures in the habitus such as security duties, timetables, meetings, ceremonies, management decisions and teachers' leave and were hidden in the school field. This section attempts to reveal what was learned from the interviews with the teachers. As they stated, examples of symbolic violence produced by school principals representing symbolic power in the school field were observed especially in regards to teachers' timetables and in the days and hours assigned for school security duties. School principals use practices such as persuading teachers, making arbitrary limitations and generating inequalities, changing teachers' timetables, arranging teachers' classes in a disorganised manner, increasing the workload of teachers, and reducing lesson hours to cause teachers to experience economic loss. Some of the teachers' opinions on this subject are as follows:

"When the principal wants a teacher to do a task that she/he does not want to do, the principal does not arrange the curriculum as the teacher wishes, adds additional lessons, does not assign extra lessons, excludes you from the other teachers, and ignores what is said. " (Author).

Another example of symbolic violence against teachers who object to inequalities or who do not comply with the principal is duties related to school security. The teachers stated that principals frequently changed the places of their security duties and increased the number of teachers given such duties, thus punishing the teachers who do not obey them. Grocery's Son stated, *"I wanted to teach painting, but the principal said that I would teach calligraphy and it would be as he wanted"*, which is an example of symbolic violence based on maintaining the current order and increasing the habitus of the principal. Many of the participants stated that principals especially used their legal legislative powers to produce inequalities. Seagull explained that the principal used supervisory power frequently and followed the exact time teachers came to school. He also said, *"The principal enters the classes without informing us beforehand. Okay, the principal makes the audit, but it is an arbitrary one, and he also specifically tracks the teachers' school entrance time."* Author also stated that the principal frequently reminded teachers of his powers to end the internship process in their first year of teaching:

"The following year, he cancelled my duties in a class and did not assign outside exams to me. When I investigated why everyone was given exam tasks and why I was not , I learned that the principal did not send my name to the exam commission. He asked 'Why were you were wearing this checked shirt and velvet trousers?"

In this statement Author said that the principal cancelled his exam and class responsibility duties that provide additional income and interfered in his choice of clothes, although it was not prohibited in the regulations. Moreover, Grocery's Son said that the principal cancelled the exams by stating that there were not enough questions. Lara's statement, which is an example of symbolic violence based on mutual consent and acceptance, shows that principals also use their powers to give permission as symbolic violence. Lara expressed her opinion as follows:

"I have two kids, and when the kids get sick, we need to take them to the doctor, or they have different needs. Therefore, we need to get permission from the school. In such cases, you inevitably deal with the school administration. Whenever you want something from them, they are inevitably waiting for something in return."

Lara stated that the principal constantly searched for teachers' mistakes, took down statements when there was a problem, and kept these for years. Number 36, Lara, and Number 22 also stated that the principal provoked parents and students against teachers and forced teachers to obey. Number 22 explained it in this way: *"The principal started to ask the parents if they were happy with the teacher and if they had any problem with the teacher."*

"One of our teachers, who had a different opinion, had many troubles because of the principals. They provoked parents against the teacher, provoked students, and made the parents submit petitions against the teacher. An inquisition was started against the teacher, and the teacher had to leave the school. Such tricks are played."

Author's statement above shows that principals use ideological tools, and they arouse fear and anxiety in teachers by using other types of violence such as tricks and slander, thereby making teachers obey. Similarly, Seagull stated that teachers are "blacklisted" when they have problems with the principal. This statement of number 4 is similar: *"The principal gives written notifications to teachers he cannot agree with and tries to catch them in some way by watching from cameras."* It shows that principals use security cameras as a means of pressure and diminishes other teachers' objections by punishing one of them. Number 36 also said that the principal prevents the school board and school commissions from making decisions. Seagull added that, *"If you give an answer to the principal on a WhatsApp group, then you are already in trouble"*, which means that the principal turned WhatsApp groups into a means of pressure.

Number 22 stated that, *"At the last school I worked at, there were level classes such as class A and class B. For example, certain classes were always given to the same teachers",* which showed that the principal grouped the students based on their success and assigned those successful classes to the teachers she/he got on well with. Moreover, Number 36 said, *"The support staff at the school wandered the halls with a list of the teachers' names and added a plus on the list for teachers present and a minus for the ones that were not present. Why would a servant supervise a teacher?",* thus expressing that teachers are checked by someone of lower status. He also mentioned that the principal often entered the classes without informing the teacher by listening at the classroom door.

Bourdieu stated that symbolic violence is mostly applied using non-verbal communication, expectations and discourses. There are also examples of symbolic violence in communication and the ways principals and teachers relate in the school field. For example, Grocery's Son stated that *"The principal plans a separate meeting with the teachers he gets along well with and excludes others, pushing them aside".* In addition, Number 36 stated that principals especially kept some teachers under control by saying "*The principal chooses the teacher to make him/her do some tasks, but cannot force some teachers to do such tasks. Then, a situation like 'You can do this', 'You have to do this,' appears.*"

It is possible to understand that principals show favouritism from Lara's statement: "*If someone who is not from his own education union comes to school late, he immediately keeps a record of it. However, if it is someone who the principal considers close, then the principal ignores it*". It also might be concluded that principals apply symbolic violence in the school field with feelings of revenge. Some participants stated that personal situations such as health problems and childcare were carried to the school field by principals and were used in communication. Number 36 emphasized the case by stating that, *"One teacher had a child with Down syndrome. At the beginning of each semester, the principal asked the teacher to renew the health report on the child's illness. Does Down syndrome go away?"* These findings show that there is a hierarchy among employees in the school field, and the principal, who has more powerful social, cultural and symbolic capital, imposes this situation on teachers by using their status and hierarchy and develops relationships with the aim of sustaining this situation.

4.1.4. Notice of Investigation

The discussion that comes under this category centres on the findings which are related to cases of symbolic violence experienced by teachers and which arise from legal practices stemming from laws and regulations. The category name is a metaphor, often expressed by teachers, and derived from the way "condemnation" in legal legislation is made known. The teachers stated

that existing legal practices limit them and do not allow them to act freely. They also stated that there are some practices that they have to comply with due to threats of force and legal enforcement at school.

Number 22 said that *"There is a regulation that limits the teacher in terms of assessment and also in the use of auxiliary books. You cannot do that; there shouldn't be a very restrictive implementation like a ban. For example, there are such problems with the purchase of supplementary books for foreign language teaching."* In addition, Seagull stated that there are many "yellow envelope" (condemnation penalty) practices regarding the procedures, such as school entrance-exit time, extra security duties, and extra courses, and principals frequently make use of such practices. Additional lessons and forced in-service training are other examples of symbolic violence arising from legislation. Lara stated, *"When there is a one day public holiday, seven hours of additional lessons are not paid. I was supposed to attend in-service training, but I did not want to attend. The Ministry assigned me here automatically."*

It is possible to say that inquiries by the Ministry of National Education also produce symbolic violence in schools. In this practice, inquiries in schools are carried out by another school principal working in the same district. It might be said that this situation also creates the perception that principals support each other, and this practice increases principals' capital. Regarding this issue, Seagull stated:

> "When an inquiry is started against a teacher, the inspector does not come; local supervisors come. Local supervisors are already the other directors in that district. As such, it is the blind leading the blind. In other words, it is not possible for the principal to be punished."

The findings in this category show that meetings, ceremonies, and administrative procedures related to arranging timetables, leave, extra security duties as well as investigations in the school field are important factors in shaping the habitus and in formation of the common identity of a school institution. It is seen that these practices are embedded in the institutional structure of a school and produce symbolic violence.

4.2. Theme 2: Fighting with Windmills

In this section, the findings are presented in two categories. The theme was named after a participant's analogy, describing the failures of a participant while struggling with symbolic violence.

4.2.1. Feeling Experienced

The teachers stated that they are nervous after experiencing symbolic violence, they have to control their nervousness constantly, they are afraid of being dismissed from their profession, and they find this situation annoying. In this regard, Number 4 stated that "*We are all human beings; we can all make mistakes, but such things cause the teacher to be constantly on edge.*" Author mentions the school principal's power in the implementation of school projects, and he stated that the teacher has to obey and cannot oppose the principal: "*The teacher's position in school is between the two lips of the principal. You cannot criticize the principal, you cannot criticize the administration, you cannot mention their mistakes; you will continue working quietly.*" Again, Author said that when the school principal is not obeyed, the teacher is declared unwanted (deviant in Bourdieu's terms) in the school field.

Some of the teachers said that they had psychological disorders, and that these conditions decreased their performance and efficiency. One participant expressed a fear of blotting the register , and another participant stated that all these emotions depersonalize the teachers by forcing them to obey.

4.2.2 Struggling Techniques

As result of the data analysis, it was found that teachers make use of different techniques to handle the incidents of symbolic violence experienced by them. As Bourdieu stated, some of them fully accept this situation and shape their habitus accordingly. Other teachers use legal means such as getting away from school and complaining. The majority of teachers stated that they accept this situation and try not to pay attention to it. Seagull stated:

> "Coping with this is like fighting a windmill. After all, he takes you to his blade and turns you. I wait for him to open an inquiry whenever I have such troubles. Thus, it is not possible for you not to get a penalty there. One of our colleagues complained about the principal, but they punished the teacher by proving him wrong. What will you do when you see these examples? You see, the teacher is absolutely right, but they find a way, this regulation, that law ... Somehow, they make the teacher the guilty one. Therefore, you ignore everything."

As seen in Seagull's statement, teachers experience learned helplessness in struggling with incidents of symbolic violence and turn this situation into mutual acceptance by ignoring everything. In addition, this statement of Seagull shows that those challenging symbolic violence practices can be declared deviant, and teachers are secretly instilled with an awareness of what they should not do, thus developing a habitus that these norms will always exist.

Number 1 stated that he tries to regard things positively, avoids the school administration, focuses on experiencing professional satisfaction, and tries to suppress this situation, saying, *"I try to provide my professional satisfaction myself. I feel happy when I implement new techniques and get results in lessons."* On the other hand, Grocery's Son tried to increase his social and cultural capital by fighting these practices, which can be seen in this statement of his: "*We know some inspectors. We asked them. We tried to read the legislation, but the principals always find ways* ..." Number 22 struggles against this situation by using his capital in a similar way. Number 22 stated, "*I use my legal rights, I fight in that way. I argue when I should argue. So, I have no worries about what happens to me. If I have to complain, I complain.*"

Bourdieu and Wacquant (1992) stated that there are different positions with capital in different fields, and that those in these positions constantly fight in their fields. This section discusses the findings related to the emotions the teachers experienced as a result of symbolic violence practices within their habitus. It also discusses their fighting techniques, the way they accommodated to these phenomena in their habitus, and their efforts to transform the hierarchy of power. The teachers stated that they often accept symbolic violence and choose obedience and harmony because they fail when they struggle in their habitus. A few stated that they chose to work in other schools as they had failed to fight against these practices in their former schools. These findings show that the practices in the school field shape teachers' habitus.

Within the scope of this research, the teachers were asked about reducing symbolic violence practices in the context of teacher-principal relations in schools. In response, the teachers suggested that when choosing principals specialists should be selected according to their competence to

choose principals well, that principals should not work in the same school for a long time, that teachers should learn their legal rights and develop their ability to defend themselves, that administrative inquiries should be carried out fairly and quickly by experts, and that legal procedures should be applied fairly. Number 22 stated:

> "I think personal and professional development is very important. In addition, the laws should be very clear. Too many things are the principal's responsibility. It should not be so; there might be a procedure such as having a jury. It is also not right for school principals to investigate things. The principal protects the principal. More specialized people should be involved in this process."

Number 36 emphasized that school principals should avoid accusatory language and instead motivate teachers by stating, "*I think principals should see the positive aspects of teachers, motivate them, and establish good communication with them*." Some of the teachers suggested that the principals have too much cultural and social capital, and that legal regulations should be revised. As Bourdieu states, symbolic violence, which is at the centre of every social relationship, also has an impact on relations in the school field. All these findings show that symbolic violence is critical in shaping teachers' habitus in particular, and teachers' culture in general, through the capital, assumptions, and allowed practices of principals within schools.

5. Discussion

According to the research results, school principals have powerful social capital based on privilege due to their social networks and group memberships. They also have powerful cultural capital and other symbolic capital such as many powers in the school field in their relations with teachers. Accordingly, school principals representing "authority" in Bourdieu's symbolic violence studies have powerful capital. By implementing such capital, principals possess superiority to teachers under their authority and persuade them of the legitimacy of their power. In today's world, this type of authority is symbolic (Schubert, 2002). Robinson and Kerr (2009) state that leaders in organizations tend to produce objectified symbolic violence based on an organization's vision and cultural capital, and they can use the capital to obtain symbolic capital and to restore the legal authority of bureaucracy. Gast (2018) underlines that school principals have great power and capital in shaping school discourses and making classifications in their relations with teachers.

According to another result of the study, examples of symbolic violence in the school field emerge especially with the way the principals use their powers in practices such as making timetables, assigning security duties, planning meetings and ceremonies, making classroom inquiries, and granting teacher requests. In addition, school principals might use symbolic violence practices by adding additional lessons, restricting the economic rights of teachers, and increasing their responsibilities. They also interfere in teachers' lives by criticizing their way of dressing, assigning extra exam duties, putting security cameras everywhere, writing reports based on supposed negligence of duty, forming unnecessary school commissions, assigning classes based on the level of success, and meddling in teachers' problems in their private lives. The practices of provoking parents and students against a teacher, punishing a teacher by choosing a victim, having teachers followed by other employees in school, and keeping teachers' problems on the agenda are other practices that produce symbolic violence in schools. Due to powers that principals have from legal regulations, the threat of penalties based on practices such as school entrance-exit

time, extra security duties and weekend courses, additional courses and in-service assignments given without any need for them, and the implementation of inquiries by local supervisors of the Ministry of National Education also cause symbolic violence. Therefore, teachers are subjected to oppressive impositions in the school field in the many examples mentioned. Through practices and symbolic means arising from the powers of school principals, their symbolic privileges, and the legal regulations at their disposal, teachers are deprived of many opportunities due to the crises produced in the school field. Hierarchical arrangements ensure that those who dominate the teachers' habitus are accepted as having privileges by teachers, and thus, the teachers have to agree to symbolic violence. Symbolic violence leads to imposing the dominant world views of the dominant ones on both the oppressed ones and on their social field (Bourdieu, 1991). The dominant ones use symbolic ways to ensure that the suppressed ones see their sovereignty as natural and justified (Bourdieu 2015). Toshalis (2010) states that symbolic violence occurs and prohibits opportunities by supporting social inequalities and adopting arbitrary classifications without questioning. Leaders produce crises to make their followers believe in the legitimacy of their charisma and to confirm their legitimacy, and crises lead to symbolic violence. In addition, managers in organizations can turn habitus into symbolic violence (Kershaw, cited in 1991, Robinson and Kerr, 2009). Agencies are exposed to symbolic violence when the attitudes of those in authority and the powers they are given in accordance with laws are combined (Akbal, 2018). Gast (2018) states that school principals make hierarchical arrangements against teachers through their powerful capital, which represents symbolic power, and they changed both their own habitus and teachers' habitus to ensure the maintenance of these practices by means of other practices producing symbolic violence at school. Scott (2012), in a similar study, states that teachers serve as both exposed ones and perpetrators of symbolic violence and sometimes are not aware of school practices supporting symbolic violence that they are exposed to.

According to another result of this study, when faced with symbolic violence practices, teachers experience uneasiness and fear of dismissal; thus, they constantly have to control themselves and their performance, ensuring that there is no decrease in their efficiency . Some teachers even have to get psychological support. Moreover, these practices reduce opposition to school principals and create a constant obedience in the school field. Bourdieu (1991) draws more attention to the complexity of symbolic violence than to the restriction of liberties. Both emotions experienced by teachers, and inequalities caused by symbolic violence in the school field, cause this complexity. Incidents of symbolic violence in the school field not only cause teachers to experience psychological disorders such as fear and anxiety but also create complexity among school workers. As a result of symbolic violence, authority of the dominant ones is accepted by the disadvantaged ones (Bourdieu, 2000). It shapes the habitus with tendencies such as shame and anxiety in both behaviour and emotions. In fact, this phenomenon causes reactions such as flushing, stuttering, and clumsiness, and loss of control of body (Bourdieu, 2015). Similarly, Elena (2016) finds that imposing power and ignoring the group's cultural values can marginalize people, cause disappointment, and promote rebellious behaviour.

According to another result of the study, while tackling these practices producing inequality, teachers shape their habitus in different ways such as accepting the situation, ignoring it, complaining, and moving away from the school field. Although teachers sometimes attempt to struggle against it, they frequently change their habitus due to acceptance and neglect, believing their situation will never change. Goldstein (2006) reports that symbolic violence practices are deeply embedded within norms of behaviours and practices protected and nurtured by an organization (Robinson & Kerr, 2009)

A further result of the study showed that symbolic violence might be reduced if school principals were appointed based on their administrative competence. It was also thought that teachers' awareness of their legal rights, limiting school principals' powers, conducting administrative inquiries appropriately, and motivating teachers instead of using accusative language could reduce symbolic violence in schools. These justified demands of teachers include some changes in the school field. A change in symbolic lifestyles is effective in organizing the world in different ways such as the reduction or elimination of authority relations (Schubert, 2002).

In conclusion, school principals have powerful social capital based on the privilege with their social networks and group memberships, and when they make use of such capital, they provide superiority and persuade teachers to accept their power. Moreover, principals use their powers while preparing timetables, assigning extra security duties, conducting meetings and ceremonies, making classroom inquiries, and granting teacher requests. This results in a decrease in performance and efficiency and produces inequality, which in turn shapes teachers' habitus in different ways such as their accepting the situation, ignoring it, complaining about it, and/or moving away from the school field. Schools should be places where teachers feel free while practising their work since teaching is an autonomous profession. Appointing principals who have administrative competence can reduce symbolic violence. It was also mentioned that teachers' awareness of their legal rights, limiting school principals' powers, conducting administrative inquiries appropriately, and motivating teachers instead of using accusative language against them could reduce symbolic violence in schools. Scott (2012) states that symbolic violence discussions might be a guide in solving, understanding and leading these struggles in the field of education. Schubert (2002), on the other hand, has given up defending existing norms to fight against symbolic violence, and emphasizes that we should seek alternative ways of existence and thinking. Recommendations offered through this research are as follows:

- Attempts to eliminate threats to polyphony and multiculturalism can provide ways to end symbolic violence.
- Changing legal norms, questioning habitus in the school field, and increasing awareness among the stakeholders in the school can improve the situation.
- School principals' administrative qualifications and qualities should be questioned.

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Stress Factors of Syrian Refugees in Turkey: Pre-Migration, Post-Migration, and Coping with Nostalgia

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ABSTRACT

The clashes that began in Syria in March 2011 between regime forces and their opponents transformed into a protracted civil war. While the host governments have focused on ways to solve the problems of the refugees, one area that they, as well as researchers, have neglected is the longing or nostalgia that refugees feel for their homeland. The long-term goal of most refugees is to return to their homelands, while in the short term they attempt to cope with their memories, both good and bad, of what they left behind. By conducting semi-structured interviews with Syrian refugees who live in Gaziantep in Turkey, this study attempts to explore what type of stress factors the Syrian refugees deal with in the pre-migration, migration and post-migration processes. Although they are pleased with the safety that Turkey provides to them, they are unable to shake feelings of longing for what they left behind. How do Syrian refugees living in Turkey cope with the nostalgia, and what types of coping mechanisms do they utilize to cope with their new lives? This study also discusses how migration causes changes in refugees' identity, their perceptions of home and their expectations for the future.

Keywords: Syrian refugees, Turkey, nostalgia, stress factors, coping mechanisms

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1. Introduction

And you, Mother
And Father and brothers
Relatives and friends
Maybe you are alive
Maybe you're dead!
Or maybe, like me
You just have no address!
What good is man
Without a homeland
Without a flag
Without an address?
What good is man?

(Mahmud Darwish and Ben Bennani, 1980,
from *A Letter from Exile*)

For many years, the term *diaspora* was used to describe the condition of Jews exiled from their perceived homeland, dispersed to the different parts of the world, where they suffered the cruelty of others (Safran, 1991). However, over the course of time the concept has taken on a broader meaning and has transformed such that it now also refers to various other groups whose people have dispersed to more than one country (Dufoix, 2008), such as "expatriates, exiles, ethnic minorities, refugees, migrants, sojourners, and overseas communities" (Tölölyan, 1996, p.10). While the concept of diaspora now applies to many different groups (Cohen, 2008), this research focuses on those individuals who have spread throughout the globe due to conflict, and who have escaped perilous conditions at home to seek refuge and asylum in other countries. The specific event that is at the heart of this research is the Syrian refugee crisis.

In March 2011, in the Syrian city of Daraa, a couple of children were arrested after the Assad regime's security forces claimed that the children's graffiti represented an anti-regime slogan. After their arrest, the children were tortured, which sparked public outcry. The people's reactions to these events became increasingly intense, and the number of protestors pouring into the streets grew as each day passed. This resulted in the regime's use of disproportional violence against unarmed protestors, which in turn led to a relatively minor crisis to devolve into a civil war that spread across the nation. Since the eve of the Syrian civil war, approximately 6.2 million Syrian citizens have sought asylum in Turkey, Lebanon, Jordan, Iraq, Egypt, and Germany. Since Turkey alone hosts 3.6 million Syrian citizens, making it host to the largest refugee population in the world (United Nations High Commissioner for Refugees, 2019), several studies have focused on this mass asylum movement (Aksu Kargın, 2016; 2018; Erdoğan, 2015; Kirişçi and Ferris, 2015; Yazgan, Eroğlu Utku and Sirkeci, 2015).

When refugees engage in a mass asylum movement, the primary priority of both the governments of the host countries and the relevant international organizations is often to meet the basic needs of those arriving. For this reason, the stress factors refugees face as they are uprooted from their homes and must assume refugee status are often overlooked. Thus, this academic work endeavors to address three research questions related to the narratives of the Syrian refugees residing in Turkey. These questions are as follows.

- What kind of stress factors affected the refugees pre-migration, in transit, and post-migration?
- How has the migration experience affected the refugees' habits, identities, and perceptions of their homeland and their future?
- How does "being a refugee" make an individual feel, and how do the Syrian refugees experience the sense of nostalgia?

Within the context of this research, semi-structured interviews[1] were conducted with 30 Syrian refugees in Gaziantep, which is one of the provinces where the majority of Syrian refugees have chosen to reside due to the city's geographical and cultural proximity to Syria. Research permission was obtained from Uşak University Institutional Review Board, and before starting the study, the researcher explained to the interviewers in detail the purpose of the study and that the study did not pose any risk to the participants. The interviews were conducted in Arabic and Turkish in refugees' homes and workplaces, and in public spaces such as parks and gardens.

The researcher applied a *snowball technique* to the study, recorded all interviews, and field notes were coded in the Dedoose qualitative data analysis program. Primary codes and subcodes were extracted, and analysis of the data was completed. Although it was observed from the interviews that most of the Syrian refugees were experiencing high levels of war-related stress and anxiety, clinical investigations are needed to formally diagnose the extent to which these individuals have been affected by these traumatic events.

2. Stress Factors during the Pre-migration Period and while in Transit

The migration process presents a number of challenges for immigrants and refugees, due to their need to adapt to a new country, language, and culture, all of which can result in psychological pressure (Lipson, 1993). In addition, while immigrants and refugees experience migration similarly in some ways, their experiences are largely quite different. For example, unlike immigrants, refugees are uprooted from their homeland against their own volition and may be exposed to any number of traumatic events. As such, unlike immigrants, refugees may be exposed to numerous stress factors associated with their often reluctant and perilous journeys.

Among the pre-emigration stressors refugees may experience are threats to their lives in their homelands, exposure to intense violence and harassment, the death or disappearance of family members or relatives, economic hardships, and serious health problems (Lee and Lu, 1989). Once migration has commenced, refugees may experience stress factors such as separation from their loved ones, hunger, rape and killing (Lee and Lu, 1989). In addition, once refugees have arrived at a host country, they may suffer financial woes, including the inability of the refugees to benefit from the host country's social services, unemployment and the resulting inability to make a living; negative reactions from citizens who comprise the host society; homesickness; and a lack of necessary communication skills.

How the migration process psychologically affects individuals and how individuals manage this painful process is important to be examined. Adapting to life after the loss of either a loved one or one's homeland is both a painful and complicated process. Those who have been forcibly uprooted from their homelands have almost certainly left something incomplete, unspoken, or unexperienced, and this may feed the individuals' longing for their homeland and myth of return (Um, 2019). Being unexpectedly and forcibly displaced from the places where they intrinsically

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1   The interviews were conducted between July 26th 2019 and August 5th 2019.

belong may leave refugees psychologically and physically worse for wear (Lin, Tazuma and Masuda 1979).

The migration experience can also result in a kind of alienation in that the individuals break away from places that are familiar to them, the places they call home, and this shift from familiar places and people to those that are foreign can be isolating (Ahmed, 1999). In addition, during migration, refugees not only leave behind their homelands, homes, jobs, and people they love, but they also must rebuild their identities and social roles once they enter new environments (Porter and Haslam, 2001). Being forced to leave their homes and take refuge in a new country does not mean coming together under the roof of a new house; rather, among refugees, this means missing home and experiencing losses and deficiencies together (Ahmed, 1999).

The interviews conducted for this study permitted the researcher to evaluate the stress factors that have affected Syrian refugees who chose to emigrate from their homeland. Most of the interviewees stated that the stress factors that prompted them to leave home included the increase in armed clashes; consistent air strikes and bombardments; the killing and the disappearance of family members, relatives, and friends; and witnessing the death and torture of many civilians, including children. These interviewees noted that they felt the need to leave Syria before it was too late. One of the interviewees in Gaziantep, Afra, explained why she left Syria:

> I experienced all the cruelty of the war. It is hard to talk about it. Bullets, corpses... We could not look anymore. Everywhere is in ruins. We're trapped in a corner. Nothing to eat or anything. We were hungry and the war was draining us. [Bashar al-Assad] started shooting us with chemicals. He started throwing barrel bombs. However, many kinds there are, he began throwing them all onto his people. Let me tell you this: Syria was completely ruined. We were searching for corners to hide. We were hiding in basements for two or three days. I experienced war for five years … but only God and I know what I have gone through. It was not normal.

As Afra and many other interviewees pointed out, the escalating clashes in Syria, the air strikes, and the mass killings, which resulted from both regime and anti-regime actions, forced the refugees to migrate out of fear that they and their families would suffer injury or death if they remained longer in Syria. In addition, access to essential goods and services such as electricity, water, and Internet had become increasingly lacking, and nutritional deficiency, unemployment, damage to refugees' properties, serious injuring, and fear of being forcibly conscribed by the regime were among the other significant factors that prompted the Syrian refugees to migrate to Turkey.

As noted previously, however, the traumatic events the Syrian refugees experienced are not limited to the pre-migration process, as many of these individuals also suffered from a number of stress factors during their journeys out of Syria. Farrah, an interviewee residing in Gaziantep, discussed how she crossed the border while on her way into Turkey:

> [The Free Syrian Army] opened a safe path. When we started to pass through, there were so many bullets flying over us, and I thought my daughter would die. One [bullet] came through, but thank Allah [God] protected her. Then, I turned my head around, a woman, in her fifties, had a bullet in her head. She passed away in front of us. So, she died instantly. How much I tell you? It is not enough. Those who see these events can only know. It is really hard to talk. Very painful.

While the traumatic events, human rights violations, and severe living conditions the Syrian citizens experienced at home were among their greatest stressors and thus reasons to leave Syria, the process of migration was not without its challenges and dangers. For instance, Syrian refugees feared the prospect of being raped, wounded, or killed during the crossing, they experienced financial difficulties, and they were detained by border security before being held in camps; these rank among the stressors the refugees encountered while in transit.

3. Stress Factors Encountered during the Post-Migration Period

Unfortunately, for many refugees, stress is not alleviated once the individuals cross the borders into their respective host countries. Once in the host country, refugees are stressed due to the lack of language skills, the inability to find regular jobs that will help to address living expenses, the obligation to provide financial support to family members left in their homeland, and the need to adapt to the hosting society and its culture (Lee and Lu, 1989).

When interviewed, refugees were asked how they felt in the early days when they had first arrived in Turkey. Many of the refugees stated that they were afraid when they first arrived because they did not know the language or the temperament of Turkish people, and they felt lonely and homesick. Being uprooted from their home, and being forced to undergo a journey to an unknown place, which resulted in the loss of family and friends and detachment from the land where their ancestors lived, connected the refugees through shared experience. Being deprived of social support mechanisms upon arrival to a foreign environment was yet another common experience that served to connect the refugees to one another (Volkan, 2017; Volkan, 2019). The refugees were left uncertain regarding their futures and thus how to go about starting new chapters in their lives, and their lack of familiarity regarding their host country's language and culture fed their fears, their stress, and their feelings of hopelessness, which in turn made it more difficult and more painful to accept their losses and adjust to their new normal.

Just as other refugee groups have experienced (Wahlbeck, 1999), Syrian refugees have experienced the adverse psychological effects of leaving their loved ones behind. While telephone calls and Internet connections allow for migrant groups (Wahlbeck, 2002; Ainslie et al., 2013; Abdelhady, 2011), including Syrian refugees, to maintain their communication and ties with their relatives back home, there remains an uncertainty and a sense of fear among the refugees regarding the security and living conditions of those left behind. While some interviewees stated that, when the communication network allows, they ask about both their families' living conditions and the political-military course in Syria, others stated that they avoid asking about the political and military conditions because they are afraid that questions of this nature might put their relatives in danger.

Though they worry regarding the loved ones they left behind, the refugees consider the events taking place in Syria and the cruelty they witnessed before leaving, and this keeps them from experiencing regret over their decisions to leave home. Similarly, per an academic study on the adaptation processes and mental health of Bosnian refugees in the United States, Bosnian refugees occasionally experience loneliness, grief, and nostalgia, but they do not feel regret over coming to America because they recognize that by leaving home, they left behind the fear of death and welcomed a safer life elsewhere (Keyes and Kane, 2004).

Despite not experiencing regret over leaving home, many refugees do experience incredible grief over the loss of loved ones, and this requires that many go through a process of mourning (Kroll et al., 1989). Freud and Strachey describe mourning as "regularly the reaction to the loss of a loved person, or to the loss of some abstraction which has taken the place of one, such as one's

country, liberty, an ideal, and so on" (1957, p. 243). When in the process of mourning, individuals become firmly attached to what are often referred to as linking objects, which remind mourners of the people they lost and often result in feelings of nostalgia (Volkan, 1999; Volkan, 2017). For instance, Khalida, a woman who has been undergoing clinical treatment for over four years discussed the wound the war has left in her:

> Cemal's [her younger brother who was shot dead] pajamas are with me. Chawki's [her elder brother who disappeared] shirt. I am still keeping them. I can't forget. Pajamas are more expensive, look how cheap human life is. Cemal's dead. I asked his wife, "What did he love most?" She said, "His red pajamas." I said, "Okay. I will get his red pajamas." I smell it and speak to it. I say, "Cemal, did you think of me when you were shot? Did you say to yourself, "My sister was coming on Friday and they shot me on Thursday evening [crying]"? One day left. There was only one day left … I can't bear this pain. Believe me, if I knew who killed him, I'd shoot him. I feel that way.

As noted previously, when engaged in the mourning process, the survivor treats the memory of the person he or she lost as a magical object and believes that by talking with the object, he or she can connect with the individual who has passed on (Volkan, 1999). For instance, it has been observed that Palestinian refugees give psychological meaning to the term "key," which represents their lost homeland, and thus, keep alive the notion that they will one day return to Palestine and rebuild their homes (Volkan, 2017). The mourning process also brings up other feelings. Per the interviews, some Syrian refugees who lost relatives during the war, and who have thus experienced mourning, are left with the feeling of *survivor's guilt*. People who experience survivor's guilt often feel that they betrayed those whom they lost since they were unable to protect them; this makes it difficult for survivors to resume their lives post-loss, and this psychological burden may result in a mourning process for which there is no resolution (Niederland, 1981).

In some cases, refugees might assume *avoidance behavior*, which results in their refusal to speak of traumatic events, rather than to discuss them and thus keep those events alive in their minds and in the real world (Goodman, 2004). Zaad, an interviewee in Gaziantep, shared his feelings about Syria:

> My father was a member of Free Syrian Army. My uncle died during the war. While they were going to bury him in the cemetery, ISIS [Islamic State of Iraq and Syria] arrived. They killed my father, my uncles, and all of my uncle's children there, at the cemetery … I feel uncomfortable when I think about Syria. Sometimes, my aunt's children come to visit me and we sit. They start talking how we spent those days. If they remind me of those days, I get out of the house. I don't want to remember those days … I can't stand it.

Per Zaad's experience, the primary impetus behind refugees feeling and behaving in such a way might have to do with their desire to control their stress as much as they are able, and remembering traumatic events makes them uncomfortable and destroys any peace of mind they might otherwise be able to secure (Kinzie et al., 1986). For some, the events experienced at home might result in such deep scars in the individual's memory that though they long for what they left behind, their place itself may very well transform into something of a *bête noire* for them (Akhtar, 1999). As such, it is reasonable to suggest that being forcibly displaced may not yield the same experiences or responses, or the same painful feelings, among all refugees (Dudley, 2019).

Syrian refugees in Turkey are also stressed due to the *culture shock* they have experienced and the difficulties they have had in adapting to an unfamiliar society and culture. The refugees experience a bi-directional pressure in that they had to leave everything behind when they left Syria and also have had to rebuild their lives surrounded by strangers and with very few possessions. Another noteworthy stressor associated with unfamiliar culture has to do with language, as the Syrian refugees are largely unable to speak the host country's language, and this has had an adverse effect on the refugees' wellbeing. A Syrian Arab interviewee in Gaziantep, Majd, explained his communication problem:

> [Arab Syrians] had a lot of difficulty with the language. Since I don't speak Turkish, I was going into all of the streets when I wanted to buy something, to be able to see what I will buy. After that, I was pointing and taking. So, it is hard not to know the language. [Turkish people] were saying something, and I was saying something, but we didn't understand each other. So, if you knew Turkish, maybe it was a very simple thing, but I was having a hard time since I didn't understand.

Language, which is one of the most fundamental elements of the diasporic identity, is a means by which to maintain the diaspora communities' ties with the places they belong but cannot be psychically present (Hua and Wei, 2019). However, it is also of great benefit to refugees to be able to speak the native language of the host country, as this can go a long way to eliminating most of the problems the refugees experience (Wahlbeck, 1999). The inability to speak the language of the host country results in numerous barriers that prevent the refugees from developing close relationships with those in their host country as well as from being able to fully adjust to their host society (Keyes and Kane 2004). In addition, language, which has the capacity to bring people who share the same history beyond time and space together, can result in discrimination against the individuals new to a foreign environment (Hua and Wei, 2019).

As the interviewee stated, the Syrian refugees in Turkey who are of Arab origin have had a particularly difficult time trying to both communicate and interact with the local people and cover their basic needs. However, thanks to their language skills, the Syrian refugees of Turkmen origin have encountered no problems communicating with Turkish citizens. In fact, they occasionally hide their Syrian identities so that they can avoid the backlash they might otherwise receive from their Turkish neighbors and friends who are discontented with regard to the Syrian refugees' presence in Turkey.

Another stressor that adversely affects refugees in the post-migration period and that may even lead to the loss of their self-esteem among the refugees is the exclusion of these individuals from the host society. Omra, an interviewee living in Gaziantep, discussed the treatment that she has experienced in Turkey:

> I really don't like [Turkey]. [Turkish people] didn't accept [Syrian refugees]. They didn't like us. Therefore, I used to say that I wish I would have died instead of coming here. I always go to work on the minibus. Every day Syrian down, Syrian up. I hear it many times every day. Okay, there are [Arab Syrians] who don't speak Turkish. He doesn't understand … but some people understand. It really gets hurtful … Swearing everyday; they came and took our rights … Wherever we go, "Look, Syrian's sitting." Can't the Syrian sit? Doesn't that Syrian pay the [minibus fee]? They don't even let us sit on the bus. You ride with your money; I ride with my money. I don't beg for money from you, you don't have to say that, and you don't have to hurt people like that.

As Omra and many other Syrian interviewees have stated, Turkish citizens initially treated the refugees well and provided both financial and moral support, but as the Syrians' stay in Turkey has persisted, the local people have reacted such that the refugees have experienced social exclusion, discrimination, or humiliation. A few female interviewees, in particular, claimed that on occasion, some Turkish men have referred to them as being cheap, and this has sometimes resulted in verbal and sexual harassment.

4. Experiencing Nostalgia, Coping Mechanisms, and Transformation of "Home" and "Identity"

In addition to coping with several practical problems in their host countries, most refugees have to deal with the sense of up-rootedness and alienation (Wahlbeck, 1999). In particular, the refugees who are unwillingly separated from their homelands and are thus forced to leave behind their loved ones, homes, schools, jobs, and properties may feel a stronger sense of alienation and longing for home. In host countries where the refugees feel ill at ease, they may also feel greater longing for their pasts and their homelands, even they may even idealize these things (Mezey, 1960). When the interviewees were asked to describe how being a "refugee" makes them feel, a great majority of them describe feeling lost. Ezra, an interviewee in Gaziantep, described this feeling:

> We are five siblings. Five sisters, each of us in different places. One of us is in Turkey, one of us in Lebanon, one of is in Qatar, one is in Germany, one is in Syria. I swear our life is bare. Our lives are wasted. We feel sorry for ourselves because our lives are wasted. We either stay here, or can we return to our homeland. Our future is lost; we have no future. My kids have no future; the future of my children is lost.

Nothing created in their new lives or in their new environment has the capacity to bring back to the refugees the social relations they once enjoyed or the familial connections they may have lost, and this results in a sort of exile and feelings of loss (Wahlbeck, 1999). The Syrian civil war did not only force traumatic events on the Syrian refugees, it also served to ultimately deprive them of social support mechanisms such as family. As a result of the war, several Syrian refugee families have been dispersed to different parts of the world and have been forced to live with the myth of return and unite again. In the interviews, when the refugees are asked about what they miss most about Syria, the majority of them stated that they missed the feasts during which they would enjoy time with their extended families.

The process of migration is accompanied by varying notions of *home*; home now refers to a memory, a loss, a fear, an identity, and it also refers to something the refugees cannot physically access, as migration means multiple homes, which, like the refugees, are mobile (Tolia-Kelly, 2019). For instance, according to Iranian refugees living in Sweden, *home* can refer to multiple places: to the homeland that they left behind and that they long for; to Sweden, where the refugees are able to meet their needs and enjoy protection; and to a third country to which they one day hope to migrate (Graham and Khosravi, 1997).

During the interviews conducted with the Syrian refugees, it became apparent that the concept of *home* has changed among the Syrians. Faik, an interviewee in Gaziantep, described what *home* means for him:

> To tell you the truth, the home is the place the human being was born, where he grew up, so Aleppo. But if I answer this question with my logic that is where one feels safe, where one can work. It is where he puts his head on the pillow peacefully in the evening. Now my home is Turkey. In Turkey, we can get out and get into our house. At least, it's a safe place. There is no war … the house is not a place with only four walls. The environment, its neighbors, so … when I send my child to a grocery store, at least I know that he'll come back. There is safety. There was such a period in Syria that we couldn't even get in front of the door. We have a saying in Arabic, "Even heaven cannot be set foot without man." I have a house in Syria, but it is surrounded by ruins, and I couldn't be happy in a house in ruin.

In pre-war life, the individual was a part of his or her home, and that home allowed for a secure life. The war, which resulted in abrupt changes in the lives of refugees, forced the refugees to seek out new places in which they could find or develop a sense of belonging (Keyes and Kane, 2004). For instance, a study on Lebanese immigrants who live in Paris, Montreal, and New York states that the concept of *home* for these immigrants does not necessarily mean physically being in Lebanon; rather, it is something that can be felt and rebuilt as the refugees find creative ways to maintain their Lebanese culture and traditions in their host countries (Abdelhady, 2008). Another study on Moroccan women in Italy found that the concept of *home* transformed into a hybrid notion for these women, as it began to refer to both a place where the individual physically resides and a place wherein the individual symbolically imagines herself. In addition, these women seek to feel at home via the goods they transport with them between Morocco and Italy (Salih, 2003).

During the interviews, the majority of the Syrian refugees stated that they still see Syria as their homeland, but since Syria is now unable to provide them with the protection and normal lives a state should ensure its citizens, and since Turkey ensures the security they need, they see Turkey as their home for now. Additionally, a large portion of the Turkmen Syrian interviewees have noted that there is no difference between Turkey and Syria for them, and since they know the language and are familiar with Turkish culture, they may remain in Turkey permanently, even when the war ends. However, a few refugees have stated that they no longer know where their home is and they feel lost. This suggests that the concept of *home*, the sense of belonging, and even the identity are transformed via the migration process (Eliassi, 2019).

The process of migration requires that individuals physically move, of course, but it also requires that individuals mobilize their homeland-specific ideas, beliefs, cultures, and traditions as well (Pasura, 2019). In particular, the preservation of traditions and the act of transferring them to subsequent generations is vital for diaspora communities, as it is what allows for the protection of national identity and prevents the destruction of values rooted in a people's homeland (Um, 2019). For example, the Afghans residing in Germany and the UK (Fischer and Dahinden, 2019) and the Kurds in Finland (Wahlbeck, 1999) still maintain their cultures and traditions via the associations they have established. Similarly, per the interviews, the Syrian refugees seek to maintain their culture and customs, but the Syrian families also want their children to adapt to Turkish culture given the likelihood of their permanent residence in Turkey. Fadil, a Syrian interviewee from Gaziantep, shared his ideas regarding this:

> We continue with the same customs in respect of honor. But the style of clothing, we are trying to adapt to Turkish style a little bit. Again, many of our customs have not changed, like the cus-

toms in Syria. But maybe, from now on, I can teach my children a little bit about the traditions of the Turks. So, I can make them adapt. But, after this time, I can't dress my wife like the Turks. Even I accept, my parents won't.

During the interviews, some women refugees stated that they began to modify their clothing after arriving in Turkey. For example, wearing chador is uncommon in Turkey, so doing this would cause Syrian women to stand out in the community and look weird to the local people, which would in turn serve to make them feel further stigmatized. As such, the refugees began dressing less conservatively the way Turkish women do; they began covering their hair with basic headscarves and wearing long jackets. According to the interviewees, nearly all Syrian refugees have continued their habits of cooking and celebrating their religious holidays. Traditional food is one of the basic cultural elements of a society and is an important feature of the diasporic identity (Graham and Khosravi, 1997; Scully, 2019). Traditional dishes allow refugees to preserve their culture and to prevent the disappearance of their roots and identities. Cooking traditional food also permits the refugees to draw strength from their past lives (Tolia-Kelly, 2019). Sadi, an interviewee in Gaziantep, explained he talks with his children about Syria at home:

> I'm talking to my kids about Syria. I say we had a house. I say we had a nice workplace there. I'm saying nice things to my kids about Syria. They were very small when they arrived. They didn't remember Syria. Only my older son will remember a bit because he came from the war. I want them not to forget that Syria was their homeland. I want them to know that Syria is their birthplace.

Per the interviews, most of the Syrian refugees talk to their children about Syria so that they might keep their beautiful memories of the country vivid in both their own and their children's minds. This also allows the refugees to instill in their children a love for their homeland, even if there is little possibility of eventual return. Similarly, Palestinians have employed oral history as a means by which to maintain identity; they have shared images and memories of the past with their children so that subsequent generations might keep the Palestinian cause alive (Dorai, 2002).

When refugees are forced to leave their homeland, their families, and their friends behind, and when they are tasked with trying to survive in new environments and endure a longing for home, their identities are tested (Garza-Guerrero, 1974). With migration, individuals' identities can change such that they may create multiple identities by trying to reconcile their respective cultures with the culture of the host state (Wahlbeck, 1999; Abdelhady, 2011). Stuart Hall (1990) identifies the diaspora identities as "those which are constantly producing and reproducing themselves anew, through transformation and difference" (p.61). Although the majority of the Syrian interviewees continue to maintain their culture and traditions, they may engage in or assume Turkish practices and customs that do not challenge their traditional way of life, and their desire for their children to combine Syrian and Turkish cultures in order to adopt a dual identity rather than an identity rooted in a single culture.

Despite the fact that their homeland is severely physically damaged and has become home to mass graves, most of the Syrian refugees interviewed share in their feelings of nostalgia for their home. Taha, one of the elder interviewees, expressed his longing for Syria:

> I miss everything about Syria. I miss its everything, its mountains, its stones, its water, and its air. I swear life in Syria is all a memory. It is not one or two. All of them, since childhood. I can't convey it all with words. It is a matter of life. Long-running.

It was apparent during the interviews that elder Syrian refugees experience feelings of nostalgia more deeply than younger ones . Elder refugees are at a greater disadvantage than their younger counterparts as they are less likely to learn the language of the host country and have maintained longer social relationships due to the amount of time they spent in their homeland. As such, these individuals are likely to experience greater sorrow due to displacement and the loss of social status, which in turn might prompt them to go through the post-migration process with heavier hearts and more profound feelings of nostalgia than the younger refugees.

Refugees may develop very different means of coping in order to address and control the pain they feel as a result of being forced from their homeland. For example, praying, developing social relationships, chatting with friends, trying to look at everything from a glass-half-full perspective, reading books, and participating in sports are among the more positive coping mechanisms individuals have developed in order to manage the pain they feel. Some less positive coping strategies involve abstraction, crying, continuous sleep, and drug addiction (Al-Smadi et al., 2016). Maha, one of the interviewees in Gaziantep, explained how she handles her feelings associated with being a refugee:

> I would sit and cry. I felt blue, and I would sit and cry. For example, when I talk to my brother, it's like I've been to Syria. I feel that way. Or I'm talking to my mom. I'm asking about our relatives in Syria. How do you watch movies? What films did you see? It is like I live in the same house. I have that feeling. When I talk to my brother, it's like I'm in Syria.

When the Syrian refugees were asked about how they coped with the memories of their former lives in Syria, many interviewees stated that they took refuge in God and that they accepted their destiny, and some of them cried when thinking about Syria. An academic study on Sudanese refugees indicates that refugees cope with the difficulties they face during the migration process by taking refuge in their faith, praying, and spending time with their families and friends (Khawaja et al., 2008). A study on Bosnian refugees living in the United States found that those refugees worked long hours to keep their minds busy and to thus deal with the traumatic events they experienced (Keyes and Kane, 2004).

Per the interviews, it appears that since the Syrian civil war seems to be without end, the refugees' feelings about the future are gradually devolving into feelings of despair. Most of the Syrian refugees stated that they had plans and dreams, but with the outbreak of the war, these plans and dreams were left incomplete, and the refugees now hold no hope for their futures. Omar, one of the interviewees in Gaziantep, shared his perspective on the future:

> Now if I answer this question, you'll laugh, since I see no future for us. I am a university graduate. I'm a teacher. I gave 15 years to this occupation. If I can't transfer my own profession [to Turkey] now, and instead working as a porter, then there's no future for us.

That many refugees are unable to transfer their skills to the host country is a factor that can affect the individuals' personalities and self-image (Yako and Biswas, 2014). Today, a significant

number of Syrian refugees in Turkey are not able to maintain their prior professions; thus, in order to provide for their families, most refugees are forced to accept work for which they are underpaid. Many Syrian refugees work as unskilled labor for less pay than Turkish citizens and usually without insurance (Aksu Kargın, 2018). In addition, when refugees are unable to secure work that enables them to tend to their families' basic needs, their children often take up working so that they might also contribute to their families' livelihoods. This increases the risk of the emergence of a *lost generation* among the Syrian refugees, and it is this younger generation that would serve as the target population of terrorist organizations. During the interviews, it became apparent that some Syrian refugees were less pessimistic regarding their futures, even though their dreams remained unfulfilled. It has been observed in other refugee communities as well that after all of the losses they experience and suffering they endure, some refugee parents attach all of their hopes to their children (Lee and Lu, 1989; Miller et al., 2002).

Many of the refugees interviewed stated that despite all of the hardships and traumatic events that they had experienced in Syria, if the war ended and life returned to normal in their homeland, they would return. However, the majority of those who fled the Syrian civil war are Sunnis, and they fear that if the Bashar al-Assad regime remained in power, they would be punished for seeking refuge in a country that supports the fall of the regime. For this reason, these interviewees stated that they would only be able to return to Syria under the condition of general amnesty. However, unlike the Arab Syrians, some Turkmen Syrians stated that since they have no problems with communicating with the local people or any serious cultural conflict with Turkish society, they might not return to Syria even if the war ends, as they would simply build their futures and those of their children in Turkey.

5. Recommendations: Mental Health and Integration

The civil war in Syria, which has now entered into its eighth year, has resulted in ferocious, nation-wide armed conflicts, which make permanency of Syrian refugees in Turkey increasingly likely. The Syrian refugees have remained in Turkey for far longer than it was expected they would, and this has resulted in *compassion fatigue*. It has also resulted in socioeconomic and cultural problems that have made worse grievances that already existed between the refugees and the Turkish people (Aksu Kargın, 2016; Ferris and Kirişçi, 2016).

Today, an increasing number of individuals flee from wars, human rights violations, socio-economic problems, discriminatory practices, and violent acts being carried out in their homelands. When these individuals flee their homes, they generally seek asylum from other countries, making asylum the primary agent of the migration phenomenon. Undoubtedly, the separation of refugees from their homelands, their loved ones, and the environments that allowed them to feel safe has profoundly affected these people's emotional states, bodies, and dreams (Dudley, 2019).

Edward Said spent his life writing about exile, and in his seminal work, *Reflections on Exile and Other Essays*, he describes exile as "strangely compelling to think about but terrible to experience. It is an unhealable rift forced between a human and a native place, between the self and its true home: its essential sadness can never be surmounted … The achievements of exile are permanently undermined by the loss of something left for ever" (2000, p. 137).

Per the interviews conducted in Gaziantep, where the majority of Syrian refugees reside in Turkey, it is apparent that the cruel practices and human rights violations of the Assad regime since the eve of the crisis in Syria, as well as the loss of hundreds of thousands of innocent civil-

ians' lives, have negatively affected the wellbeing of the Syrian refuges and have left long-lasting emotional scars with which they will have to deal with.

The trauma that refugees experience as a result of war may not be immediately apparent to the refugees themselves or to those institutions and organizations tasked with coming to their aid. However, if refugees' mental and emotional health are not assessed, and if trauma-related issues are not addressed appropriately and in a timely manner, then proper intervention cannot take place, and the individuals may suffer profound psychological problems and difficulties in adapting to the host country (Pumariega, Rothe, and Pumariega, 2005). This is worth considering, given that, per a study which has researched the prevalence of PTSD among Syrian refugees in one of Gaziantep's tent cities, has found that 33.5% of the Syrian refugees who participated in the study experience PTSD (Alpak et al., 2014). In Germany there are centers for Victims of Torture and Human Rights Violations that have been working for thirty years. Currently there are twenty such centers across the country and Syrian refugees are seen there (Trix, 2018), but Germany has funds that Turkey does not have.

In Turkey, there is a limited number of individuals available who can speak fluent Arabic and who can provide psychosocial support to Syrian refugees. This has resulted in a delay in addressing Syrian refugees' mental problems. It is thus important for both researchers and clinical experts to determine what stress factors these individuals have experienced at each stage of the process of migration, and to what extent the individuals have been affected by these events. Knowing this can allow for appropriate rehabilitation and treatment efforts to commence. In addition, working with the experts in the field, linking the treatments to standard practices, and closely monitoring the health status of these individuals via follow-up visits are important steps in providing efficient mental health services for these traumatized people (Mollica et al., 2004). According to the face-to-face interviews conducted as a part of this study, all Syrian refugees experienced at least one traumatic event in Syria, and it would thus likely benefit all refugees to talk about these events with experts who value their feelings and pain. This process may help to lessen the refugees' fears and hopelessness regarding the future (Lee and Lu, 2004).

The fact that most of the Syrian refugees have been unable to transfer their professions and skills to Turkey, especially the Arab Syrian refugees who do not speak Turkish, serves as a stress factor among refugees in the post-migration period. At this point, it is important to provide qualified Syrian refugees with opportunities to maintain their professions and to provide more courses for them that will permit them to improve their language skills. In addition, community and individual support both may further help to mitigate some of the trauma-related effects the Syrian refugees experience. This would require, among other things, increased tolerance within the Turkish community toward the Syrian refugees. It would be of great value and would likely establish a bond between the local people and the refugees if cultural activities were organized and if refugees were given more opportunity to contribute to the Turkish economy and culture.

Diaspora groups, like all societies, differ from one another in accordance with their respective religious beliefs, ethnic identities, and ideas regarding gender. As such, these groups' notions and feelings regarding homeland and host country can vary considerably (Um, 2019). However, despite their differences in culture, and regardless of the different experiences they may have as refugees in the various stages of the migration process, they are all affected in some profound way when they are uprooted from their homes. In addition, many of them experience a sense of nostalgia that keeps them longing for their homelands and their prior lives.

Almost all of the Syrian interviewees expressed a longing for their old lives in Syria and a great sorrow regarding the current state of their country. At this point, all countries that provide military, political, or logistical support to the regime or anti-regime factions in Syria should consider receding their support as soon as possible, as this may help to keep this humanitarian crisis from growing further. In addition, these countries should help to facilitate the restructuring of Syria such that Syrian citizens may live safely, decently, and with dignity in their home like any other human being. During the interviews, Omra, an interviewee in Gaziantep, said the following prayer:

> Syria was very sad when I went to Syria after the war. She was crying. Syria had gone far back. It collapsed, and I was very sorry. Syria was sad. It was so sad that it was evident in every aspect. Even the walls were talking. Let it end, let our people return. We need love now. Return! She was calling us.

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On Determinants of Exchange Market Pressure in Turkey: The Role of Model Uncertainty

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ABSTRACT

Macroeconomic and financial indicators have a significant impact on the exchange market pressure (EMP) in Turkey. Despite the huge amount of literature on the subject, there is no study focusing on Turkey that takes into account the role of model uncertainty on exchange market pressure. The role of model uncertainty should be taken into consideration, given the lack of a unique theoretical framework on the exchange markets pressure and a set of numerous explanatory variables. The Bayesian model averaging (BMA) technique is capable of determining as to whether any explanatory variable should be included in the analysis, i.e. the models with high posterior probability. To this end, the determinants of the exchange market pressure index (EMPI) in Turkey for the period of 2010M1-2020M3 are identified using the Bayesian model averaging which takes into account the role of model uncertainty. Model results indicate that the slope of the yield curve, domestic credit growth, the long term yield differentials, and short-term portfolio flows play a significant role as determinants of the exchange rate pressures of Turkey.

Keywords: Financial Crisis, Exchange market pressures, Bayesian model averaging

JEL Codes: C11, F31, F37

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1. Introduction

This study investigates as to whether macroeconomic and financial indicators have a significant impact on the exchange market pressure in Turkey by utilizing a comprehensive dataset. The knowledge on the determinant that causes fluctuation in the exchange market for a given timeframe is resourceful for the design of policy to apply. It is important for the policy maker to describe the internal and external factors affecting EMP, especially when large variations of the exchange rates in developing countries that have a significant effect on the price stability are taken into consideration.

A recent study concludes that transition from the exchange rate to inflation is stronger than the import prices (Öğünç et.al., 2018). This index is also important because it is one of the five components used by the IMF for financial stress tests (Balakrishnan et al., 2009).

The analysis of exchange market pressures was first proposed by Girton and Roper (1977). Van Poeck et. al. (2007) found out that EMP fluctuations are associated with the current account and domestic credit growth while Crespo-Cuaresma and Slacik (2009) concluded that real exchange rate misalignment and financial market indicators are the main determinants on exchange market pressures. Additionally, Feldkircher et. al. (2014) emphasized the importance of price stability as the most important determinant of exchange market pressure. Aizenman and Binici (2015), examining EMP during the recent global financial crisis, concluded that the macroeconomic variables such as GDP per capita and inflation had a significant effect on the EMP in the pre-crisis period, and external factors played a dominant role on the EMP during and after crisis. A recent study by Patnaik and Pundit (2019) analyzed the determinants of exchange market pressure during the taper tantrum. The authors suggested that the macroeconomic fundamentals have no role in determining the level of pressure on the domestic currency, and trade openness and external financing variables have a significant impact on the foreign exchange market.

As noted earlier, it is clear that there is no consensus in the literature on a specific model that captures the relationship between the exchange market and the macroeconomic and financial variables. This may be partially because the effect of model uncertainty is being neglected or, at least, because the true indicators on the exchange market with the macroeconomic and financial fundamentals are not taken into consideration (Claessens and Kose, 2017: 25; Feldkircher et.al. 2014: 22). In this sense, the effect of the model uncertainty should be taken into account, given the lack of a unique theoretical framework on the exchange markets pressure and the set of numerous explanatory variables. Despite the vast amount of publications on EMP, the effect of the model uncertainty is not studied sufficiently. Within this framework, the determinants of the exchange market pressure index of Turkey for the period of 2010-2020 are identified using Bayesian model averaging that takes into account the effect of the model uncertainty. Model results indicate that the parameter uncertainty associated with variables of the yield curve (Tryieldcurve), domestic credit growth (domcredit), the long-term yield differentials (tr10Y_us10Y) and short-term portfolio flows (port_flow (debt)) variable is quite low, and that these variables have a significant impact on the exchange market pressure.

The remaining parts of the paper are organized as follows: Section 2 describes the dataset, and provides the definition of EMP index and the methodology, while the findings and discussions are presented in section 3, and the conclusion is on the final part.

2. Data and Methodology
2.1. Data

The sample covers the period from 2010M1 to 2020M3, and includes the continuous EMP index, and 38 potential explanatory variables. The data is compiled using the data from the Central Bank of the Republic of Turkey (CBRT), St. Louis Fed (FRED), Banking Regulation and Supervision Agency (BRSA) and Bloomberg. The definitions of explanatory variables and data sources are reported in Appendix (Table A1).

Episodes of exchange market pressure are described as periods where the financial system is under stress and its capability to intermediate is impaired (Balakrishnan et al., 2009: 3).

To determine episodes of exchange market pressure, the EMP index suggested by Balakrishnan et al., (2009) is utilized. The EMP index captures exchange rate depreciation and declines in international reserves. Accordingly, the pressure on the domestic currency of country i in time t is measured as:

$$EMPI_{i,t} = \left(\frac{\Delta e_{i,t} - \mu_{i,\Delta e}}{\sigma_{i,\Delta e}}\right) - \left(\frac{\Delta res_{i,t} - \mu_{i,\Delta res}}{\sigma_{i,\Delta res}}\right) \tag{1}$$

where Δe and Δres stand for the monthly percent changes in the nominal exchange rate and international reserves, and finally, μ and σ indicate the mean and the standard deviation of the relevant series, respectively. The continuous structure of the index goes beyond binary variables (0/1) used extensively in the literature, and enables the investigation of exchange market pressure more systematically (Vlaar, 1999).

2.2. Bayesian Model Averaging (BMA)

Our statistical framework is a linear regression model:

$$y = \alpha_\gamma + X_\gamma \beta_\gamma + \varepsilon, \qquad \varepsilon \sim N(0, \sigma^2 I) \tag{2}$$

where y is the index of exchange market pressures, α_γ is a constant, β_γ is the regression coefficients, and ε is an error term. X_γ refers to a subset of all available relevant explanatory variables X.

Here, in the presence of many potential explanatory variables, selection of the variables that should be included in the model appears to be a challenging problem (Zeugner, 2011: 2).

If all potential variables are included in a single regression model, direct approaches have two important disadvantages (Koop, 2003; Babecky et.al., 2012).

First, it is not a satisfactory approach to do inference by using one regression model where all potential variables are included, since the standard errors inflate when unrelated variables are included in the model. Second, if insignificant variables are sequentially tested for the purpose of exclusion, we may face spurious results since there is a possibility of excluding the relevant variable when each time the test is carried out.

These problems are addressed in BMA by considering all models of all possible combinations covering potential variables in a form of weighted average over all of them.

The model weights for this averaging are due to posterior model probabilities that arises from

Bayes' theorem:

$$p(M_\gamma|y,X) \propto p(y|M_\gamma,X)p(M_\gamma) \tag{3}$$

where $p(M_\gamma \mid y, X)$ is the posterior model probability (PMP), which is proportional to the integrated likelihood of the model $p(y \mid M_\gamma, X)$ times the prior probability of the model $p(M_\gamma)$. For any statistics θ, the model weighted posterior distribution is obtained as follows:

$$(\theta|y,X) = \sum_{\gamma=1}^{2^K} p(\theta|M_\gamma y, X) \frac{p(M_\gamma|y,X)p(M_\gamma)}{\sum_{i=1}^{2^K} p(y|M_i,X)p(M_i)} \tag{4}$$

Moreover, it is necessary to determine the prior distributions over all parameters in each and every models used in the BMA implementations. In addition, prior probabilities of every single model must be determined. In this framework it is important to figure out how the prior assumptions may affect inference. The integrated likelihood that is an essential component of the weights of the posteriors models may be influenced by the priors on parameters that may affect the results (Eicher et. al., 2011).

Eicher et.al. (2011) highlighted that prior assumptions are extremely important for the results of BMA analysis. In this context, as shown in the study Ley and Steel (2009), an uninformative binomial-beta prior on the model space is chosen; for the regression parameters, the recommendations of Liang et.al. (2008) and Ley and Steel (2012), recommending the use of the hyperprior that perform well in economic applications are considered. [1]

3. Findings and Discussions

In this section, the results of the Bayesian model averaging (BMA) are presented. BMA includes the average of all models considered. The number of the models considered can be very large. In our case, there are 2^{38} potential models for 38 potential explanatory variables (that makes nearly 275 billion models). Since it is not feasible to evaluate all the models in the presence of such a large dataset of variables, we apply the Markov Chain Monte Carlo (MCMC) algorithm. Model results are based on 4 million posterior draws after a burn-in phase of 1 million. All computations are carried out using the R package BMS (Feldkircher and Zeugner, 2009).

Figure 1 reports the best 5000 models out of the BMA application. The red colour corresponds to a negative coefficient, blue to a positive one, and white to a null coefficient i.e. non-inclusion. The horizontal axis shows the 5000 best models, scaled by their cumulated posterior model probabilities (PMP). In addition, the first part of Figure 1 represents a model that has a value of 4% PMP, including the variables TRyieldcurve, domcredit and tr10y_us10y. This section corresponds to "Model 1" in Table 2.

Model 1 represents only 4% of the total probability that exhibits high model uncertainty, while the best 5000 models have a cumulative probability of 31 percent. The second section makes up roughly 2% of model mass (difference between 0.04 and 0.06) on the horizontal axis and indicates a model which also includes a port_flow (debt) variable. This model is called "Model 2".

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1 For the regression parameters $\beta\gamma$, we use Zellner's g prior $\beta_\gamma|\sigma^2, M_\gamma, g \sim N\left(0, \sigma^2 g(X'_\gamma X_\gamma)^{-1}\right)$.
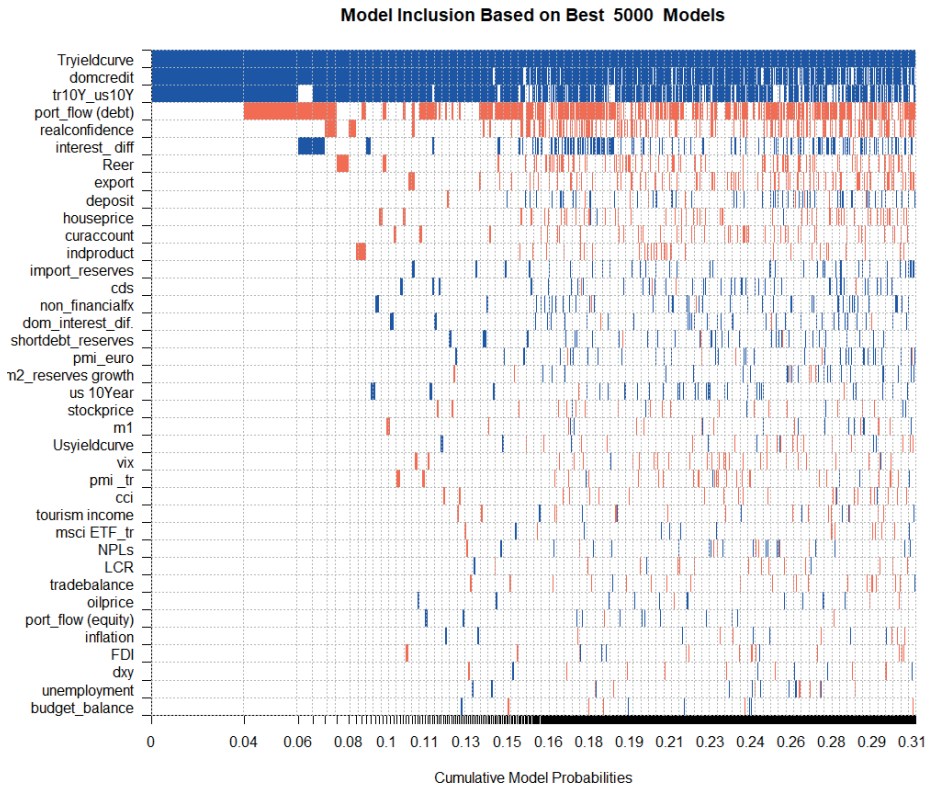
Figure 1: Posterior Inclusion Probabilities.

Note: The vertical axis: potential explanatory variables, the horizontal axis: the 5000 best models, scaled by their cumulated PMP. Blue: positive sign, red: negative sign, white: non-inclusion in model.

Table 1 presents posterior inclusion probability (PIP), posterior mean (Post Mean), posterior standard deviation (Post SD) and conditional posterior sign (Cond. Pos. Sign) for each variable. Regression coefficients are reported as the analytical results.[2] The explanatory variables with a high PIP (0.5 or higher) are considered as strong determinants of the EMP index. Out of 38 potential explanatory variables, 4 have PIPs higher than 0.5. In other words, our results emphasize the important role of the yield curve, domestic credit growth, long-term yield differentials and portfolio flows on the exchange market pressure.

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2   The standardized regression coefficients are reported in Appendix (Table A2) to understand the relative importance of statistically significant variables. The standardized regression coefficients are different than those shown in Table 1.

Table 1: Results of Bayesian Model Averaging

	PIP	Post Mean	Post SD	Cond.Pos.Sign
TRyieldcurve	0.99994127	1.308701e+00	2.497428e-01	1.00000000
domcredit	0.91873370	1.571484e-01	6.135831e-02	0.99991873
tr10Y_us10Y	0.84243433	5.545429e-01	2.964738e-01	1.00000000
port_flow (debt)	0.55388154	-2.094217e-04	2.158246e-04	0.00000000
realconfidence	0.20147580	-2.395892e-02	5.685058e-02	0.00000000
interest_ diff	0.17451807	5.482322e-02	1.357593e-01	0.99951356
Reer	0.11609732	-1.089776e-02	3.581476e-02	0.00000000
export	0.09631506	-6.096166e-03	2.262251e-02	0.00311684
deposit	0.06999008	3.803328e-03	1.831715e-02	0.85242095
houseprice	0.06551354	-1.308589e-02	6.379536e-02	0.03485446
curaccount	0.05720735	-1.208873e-03	6.291442e-03	0.00389482
indproduct	0.05588179	-2.824563e-03	1.470489e-02	0.01140795
import_reserves	0.05523958	1.542064e+02	8.383716e+02	0.96263756
cds	0.05286847	2.814198e-01	1.742407e+00	0.92176463
non_financialfx	0.05166679	2.443443e-03	1.505558e-02	0.93419278
dom_interest_dif.	0.04332295	1.122608e-02	7.279993e-02	0.96117670
shortdebt_reserves	0.04315114	1.147943e-01	7.732480e-01	0.96944310
pmi_euro	0.04295185	6.016173e-03	4.352111e-02	0.90173684
m2_reserves growth	0.03648631	1.788057e-03	1.528233e-02	0.76830529
us 10Year	0.03635999	3.571061e-02	2.919679e-01	0.90325283
stockprice	0.03536798	-5.759363e-04	5.482570e-03	0.14123212
m1	0.03479750	5.052800e-05	1.037106e-02	0.35227315
Usyieldcurve	0.03366014	-1.380761e-02	2.486092e-01	0.47080304
vix	0.03343489	-1.648103e-03	1.325921e-02	0.03101270
pmi _tr	0.03245381	-2.476331e-03	2.862457e-02	0.15227895
cci	0.03004105	-1.529027e-03	1.547456e-02	0.05180884
tourism income	0.02974649	2.333834e-05	3.411311e-03	0.37288959
msci ETF_tr	0.02423351	-3.382772e-05	1.335371e-02	0.50027693
NPLs	0.02377351	1.459337e-04	5.761834e-03	0.55938120
LCR	0.02332549	-8.525224e-04	1.420654e-02	0.27562744
tradebalance	0.02323546	-1.895853e-04	3.412104e-03	0.12404769
oilprice	0.02282725	1.264262e-04	2.168270e-03	0.89078614
port_flow (equity)	0.02254247	6.355252e-06	1.040363e-04	0.87939821
inflation	0.02240334	3.398845e-04	2.255496e-02	0.61216363
FDI	0.02223336	-2.628420e-05	5.103965e-04	0.26465327
dxy	0.02024340	-4.757711e-04	1.475060e-02	0.34329231
unemployment	0.01981740	5.786714e-04	3.450068e-02	0.68434609
budget_balance	0.01790451	3.904424e-08	2.166329e-05	0.47035373

In our empirical analysis, we first control the role of the yield curve. The slope of the yield curve captures the market expectations by taking into account the current economic activities and the future monetary policy actions. On the other hand, Estrella and Trubin (2006) conclude that the yield curve outperforms other financial indicators in the long term forecasting horizons, and therefore this financial indicator is more forward looking than the other indicators.

In addition, the signals received from the yield curve can be highly responsive to the variations in the conditions of the financial market. Consideration of the monetary fundamentals and

the policy reaction functions together with the yield curve that reflects expectations and risk premia help us better explain the movements in the exchange rates (Chen and Tsang, 2013).

In recent scholarship, the Central Bank of the Republic of Turkey (CBRT) refers to the slope of the yield curve in forming the monetary policy. The number of empirical accounts in the literature on the effect of the yield curve on the foreign exchange market is limited because the Turkish bond market started to grow and become financially deepening, particularly after 2010. For this reason, the yield curve variable is also included in the model. Our model results indicate that the TRyieldcurve variable has a comparatively large coefficient and seems to be the most important. The significance of the variables in the model is provided in the first column PIP which represents posterior inclusion probabilities. It is observed that 99.9 % of posterior model mass is based on the model that includes TRyieldcurve variable. This result that bears relevance to the slope of the yield curve is compatible with the findings of the study by Kara et.al. (2015). A review of the development of economic activity and the slope of the yield curve for Turkey reveals that the reverse (negative) slope yield curve has been mostly observed in times with vivid economic activity (where the volume of economic activity is often larger than the potential).

The literature review indicates that the capital flows play an important role on the foreign exchange market in developing economies. However, the nature of the capital flows is also important in this relationship because, while some of the capital flows, such as foreign direct investment (FDI), alleviate the pressure on the foreign exchange market, some others, such as short-term portfolio flows, exacerbate it. Therefore, the nature of the capital flows is taken into account in this study and, FDI and portfolio flows (debt and equity securities) are evaluated separately. Based on the results of the model, we conclude that while the port_flow (equity) and the FDI variables have no significant impact on the value of the domestic currency, the port_flow (debt) decreases the pressure on the loss of the value of the domestic currency. This finding on the portfolio flows is compatible with the general trends of the market dynamics in Turkey. Despite the portfolio flows amounting to large volumes in the aftermath of the 2008 global financial crisis, the portfolio flows to EMEs and to Turkey became more volatile. In the process that started the taper tantrum in May 2013, the EMEs were subject to capital outflows in large volumes because of US presidential elections, the raised uncertainty on the economic policies and specifically the global trade tensions afterwards. Given the Turkey-specific amplified uncertainty and risks, the volume of capital flows towards Turkey (especially the bond flows) has significantly declined since July 2016 (for further details, see Aktaş and Kaya Ekşi, 2020).

Reduction of the interest rates in a number of developed countries to nearly zero-lower-bound (even to the level of negative interest rates in some cases) in the aftermath of the global financial crisis and sustenance of these rates in the markets for a very long time led to the weakening of the impact of the short-term interest rates, a significant conventional policy tool preferred by central banks (Gourinchas and Rey, 2016; Claessens and Kose, 2017). For this reason, the effect of short-term interest rates is also included in the analysis; and the study concludes that the difference between the domestic and international interest rates does not have a significant impact on the pressure of the foreign exchange market. This finding is compatible with the study by Patnaik and Pundik (2019).

It should be noted, however, that the central banks are able to attain the inflation expectations and long-term returns through purchases of government bonds and assets, and forward guidance (Claessens and Kose, 2017). Concurrent with this observation, where the long-term yield differentials are included in the model, this variable has a high PIP value and is robustly related to EMP. These findings on the difference of the short-term and long-term interest rates support the find-

ings by Takáts and Vela (2014) who argue that the effect of the policy interest rates weakened after the 2008 financial crisis, and that the long-term interest rates were more important.

The study utilized interest rate and domestic credit growth variables to reflect the internal imbalances. Interest rates are taken as the difference between the average lending rate and deposit rate of domestic financial institutions. We observe that the dom_interest_dif variable, which represents domestic interest rate difference, does not have a significant effect on the EMP.

Another variable that has a significant impact on the EMP index is domestic credit growth. The domestic credit growth has expectedly a positive relationship with the exchange market pressure index (EMPI). As shown in the fourth column of Table 1, the coefficient for domestic credit growth is approximate to one, i.e. almost all models that include domcredit, its coefficient sign is positive. Domestic credits increase the money supply in the economy and weakens the value of national currency which in turn shall place upward pressure in the exchange market. Our model results confirm the common view that domestic credit growth plays an important role on the exchange market pressure.

Finally, based on a review of the individual performances of the models, Table 2 presents the PMP values of the five best models out of the 5000 and the variables in these five models. In other words, in addition to the average of the best 5000 models, we report the top-five within this sample.

Table 2: The Best 5 Models

	Model 1	Model 2	Model 3	Model 4	Model 5
port_flow (debt)		√	√	√	√
domcredit	√	√	√	√	√
realconfidence					√
Tryieldcurve	√	√	√	√	√
interest_ diff			√	√	
tr10Y_us10Y	√	√		√	√
PMP (Exact)	0.0381	0.0222	0.0058	0.0050	0.0050
PMP (MCMC)	0.0372	0.0220	0.0057	0.0050	0.0047

Note: The variables that are not included in the table do not take place in the 5 models with highest posterior probability.

The best model, with 4% posterior model probability (PMP), includes the variables TRyieldcurve, domcredit and tr10y_us10y. However, the second best model also includes port_flow (debt). In sum, the high PIP values of Tryieldcurve, domcredit, tr10Y_us10Y and port_flow (debt) variables based on the BMA estimation results mean that the uncertainty associated with these variables is quite low.

4. Conclusion

Economics, similar to other social science disciplines, is quite sensitive to the models employed in the analysis. There are a variety of models that the researchers utilize and that the advantage of one model over the others is not clear-cut. Therefore, the issue of uncertainty on model selection is a growing concern among researchers. To address the problem of the model uncertainty, BMA has become an increasingly popular empirical tool in the field of economy.

Despite an extensive literature search, none of the relevant studies focused on Turkey takes into account the role of model uncertainty on the exchange market pressure. For this reason, the macroeconomic and financial determinants of the exchange market pressure of Turkey are analyzed using the BMA technique.

The BMA technique is capable of determining as to whether any explanatory variable should be included in the analysis, i.e. the models with high posterior probability. BMA findings show that the yield curve with a PIP value of 99.9 % is very important in modeling the EMP index process of Turkey. This finding indicates that for any EMP model selection, the yield curve takes place in almost all models. The domestic credit growth, with a PIP value of 91.8 %, is also an important variable that has a positive coefficient. This finding on the domestic credit growth is consistent with the academic literature and it indicates that excessive credit growth increases the pressure on the foreign exchange market.

It now becomes important to remain observant of the indicators that better measure the impacts of the external circumstances on the domestic developments because of the declining effectiveness of the conventional monetary policy instruments. For this reason, the variable of long-term yield differentials (tr10Y_us10Y) is included in the model. The subsequent analysis confirms that this variable is positively correlated to the EMP index.

This study also considers the structure of capital flow, concluding that no significant correlation between port_flow (equity) and FDI variables and the EMP is found. However, it is concluded that the port_flow (debt) variable decreases the depreciation pressure on the domestic currency.

Based on the overall findings in this study, it is fair to conclude that our empirical findings support the view that exchange rate fluctuations are related to expected (future) macroeconomic fundamentals even though the academic literature generally suggests that vulnerability of an economy depends on its macroeconomic fundamentals.

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Appendix

Table A1: Explanatory variables and data sources

Variable	Description	Source
LCR	Liquidity coverage ratio (banking sector) (%yoy)	BRSA
NPLs	Non-performing loans (banking sector) (%yoy)	BRSA
dom_interest_dif.	Commercial loan interest rate – up to 3 months time deposits (local currency)	CBRT
port_flow (debt)	Portfolio Investment, Net incurrence of liability: Debt securities (%yoy)	CBRT
port_flow (equity)	Portfolio Investment, Net incurrence of liability: Equity securities (%yoy)	CBRT
FDI	Foreign direct investment (%yoy)	CBRT
deposit	Foreign exchange deposit account (%yoy)	CBRT
stockprice	Stock price index (%yoy)	CBRT
budget_balance	General budget balance %yoy	Treasury
Reer	Real effective exchange rate(deviation from the trend)	CBRT
shortdebt_reserves	Short-term debt / reserves	CBRT
curaccount	Current account / GDP	CBRT
inflation	Consumer prices index (%yoy)	CBRT
indproduct	Industrial production index (%yoy)	CBRT
m2_reserves growth	M2 / reserves growth rate (%yoy)	CBRT
domcredit	domestic credit growth (banking system) (%yoy)	CBRT
m1	M1growth rate (%yoy)	CBRT
export	Export growth rate (%yoy)	CBRT
Tradebalance	Trade balance (% GDP)	CBRT
import_reserves	Import / reserves	CBRT
houseprice	Residential property price index (%yoy)	CBRT
unemployment	Unemployment (%yoy)	CBRT
realconfidence	Real sector confidence index (%yoy)	CBRT
non_financialfx	Net foreign exchange position of non-financial companies (%yoy)	CBRT
pmi_tr	Purchasing manager index (Turkey)	ICI
Tryieldcurve	10 year government bond – 2 year government bond	Bloomberg
msci ETF_tr	iShares MSCI Turkey ETF	Bloomberg
oilprice	Global price of brent crude (%yoy)	FRED
interest_diff	The differential between domestic (Tr) and foreign (Us) policy interest rate	CBRT, FRED
pmi_euro	Purchasing manager index (Euro zone)	Bloomberg
vix	CBOE Volatility index	Bloomberg
dxy	U.S.Dollar index	Bloomberg
cci	Consumer confidence index (%yoy)	TURKSTAT
tourism income	Total travel incomes (%yoy)	CBRT
cds	Credit default swap (CDS)	Bloomberg
tr10Y_us10Y	The differential between domestic and foreign 10 year treasury rate	Bloomberg
us 10Year	10 year treasury constant maturity rate	Bloomberg
Usyieldcurve	10 year treasury constant maturity – 3 month treasury constant maturity	FRED

Note: Banking Regulation and Supervision Agency (BRSA); Ministry of Treasury and Finance (Treasury); The Istanbul Chamber of Industry (ICI); Turkish Statistical Institute (TURKSTAT); Central Bank of the Republic of Turkey (CBRT).

Table A2: Results of Bayesian Model Averaging (standardized coefficients)

	PIP	Post Mean	Post SD	Cond.Pos.Sign
TRyieldcurve	0.99966800	0.9304313437	0.19259927	1.00000000
domcredit	0.70267350	0.3408082081	0.28964174	0.99492154
tr10Y_us10Y	0.69592650	0.4370787893	0.36066961	0.99936056
port_flow (debt)	0.69312550	-0.1946367755	0.15795321	0.00005302
realconfidence	0.44957575	-0.2198905229	0.29803596	0.00079909
export	0.32625700	-0.0668360954	0.11949813	0.00447117
Reer	0.28922075	-0.1055866246	0.21131686	0.00434616
m2_reserves growth	0.27636350	0.0697488243	0.14318051	0.97855180
interest_ diff	0.25997850	0.1373357113	0.30819147	0.97760488
curaccount	0.25284800	-0.0657911657	0.14903869	0.00829550
vix	0.22472950	-0.0422891896	0.10403210	0.01332380
deposit	0.21893250	0.0440326003	0.17047046	0.79744784
houseprice	0.19951800	-0.0610437265	0.18968799	0.08626540
m1	0.19090500	0.0294966571	0.12011714	0.77895812
import_reserves	0.18471050	0.0286824438	0.09613811	0.89038793
pmi_euro	0.18090475	0.0414446697	0.17180130	0.84032343
non_financialfx	0.17445900	0.0405637027	0.17853614	0.80537834
cds	0.17320625	0.0370339790	0.20815989	0.74419370
shortdebt_reserves	0.17134075	0.0328350189	0.17690230	0.80259220
cci	0.16570550	-0.0328026462	0.11875382	0.09451708
stockprice	0.16073700	-0.0310853628	0.13465724	0.18954410
indproduct	0.15739250	-0.0143297053	0.07437410	0.21786140
LCR	0.15713500	-0.0216157640	0.08182975	0.09115569
dom_interest_dif.	0.15151125	0.0150953583	0.09991416	0.75330215
us 10Year	0.14495200	-0.0102480906	0.13365614	0.42201384
Usyieldcurve	0.14285825	-0.0157077082	0.15820519	0.35813297
tradebalance	0.13968475	-0.0078966603	0.09631213	0.26967511
oilprice	0.13592950	0.0154206095	0.09117638	0.78400752
tourism income	0.13572300	0.0094856289	0.10355832	0.62913250
msci ETF_tr	0.13335575	0.0121314337	0.17032175	0.60400283
pmi _tr	0.13313450	-0.0008926356	0.09891532	0.47577074
NPLs	0.13030675	0.0063499266	0.07119872	0.63512443
inflation	0.12456225	-0.0124621481	0.13478413	0.34705940
dxy	0.11949350	0.0009384044	0.06624973	0.50427848
unemployment	0.11790625	0.0063827892	0.07854420	0.63925576
FDI	0.11632350	0.0026098959	0.03656932	0.66205238
port_flow (equity)	0.11619600	-0.0028106725	0.04294729	0.40957305
budget_balance	0.09922525	-0.0005648526	0.02829499	0.41868375
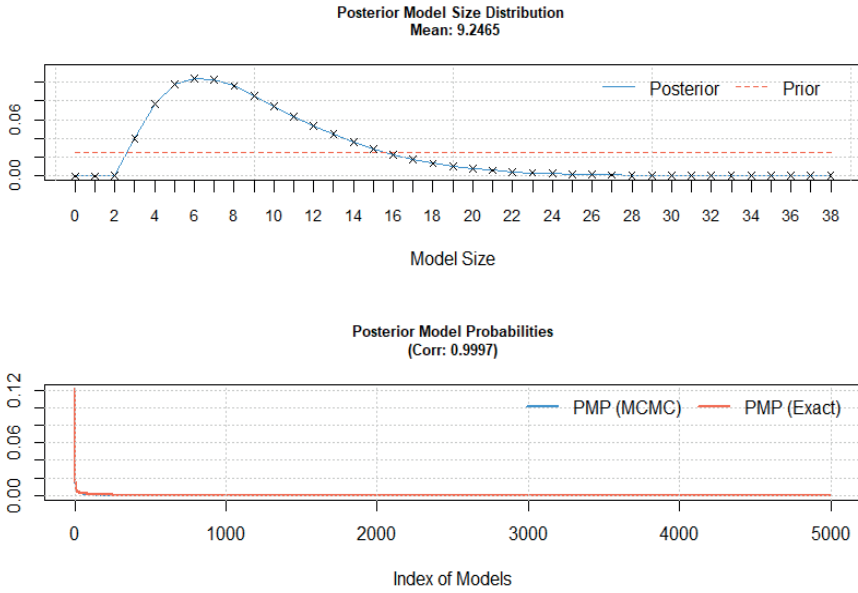
Figure A1: The correlation between analytical and MCMC PMPs for the 5000 best models is 0.99, thus indicating a perfect convergence.

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Araştırma Makalesi / Research Article

Turizmin Sürdürülebilir Gelişiminde Yerel Halkın Davranışsal Rolü, Çevresel Tutumu ve Verdiği Destek Arasındaki İlişki: Alanya Örneği*

The Relationship Between The Environmental Attitude, Behavioral Role And Support Of The Local Resident In Sustainable Development Of Tourism: The Example Of Alanya

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ÖZ

Bu çalışmanın amacı, bir turizm destinasyonunun sürdürülebilir gelişim sürecinde yerel halkın davranışsal rolünü ve bu role etki eden faktörleri belirlemektir. Bu kapsamda ulusal ve uluslararası alanda önemli bir kitle turizm destinasyonu olan Alanya'da yaşayan 18 yaş ve üzeri yerel halk çalışmanın evreni olarak belirlenmiştir. İhtiyaç duyulan birincil veriler oluşturulan anket formları aracılığıyla elde edilmiştir. Toplamda 450 yerel halka ulaşılmış ve bu kişilerle birebir anket uygulaması gerçekleştirilmiştir. Yapılan faktör analizi sonucunda, yerel hakın çevresel tutumlarını ölçmeye yönelik 20 madde iki boyut altında toplanmıştır. Bunlar ekosentrik tutum ve antroposentrik tutum olarak adlandırılmıştır. Davranışsal rol ölçeğini oluşturan 24 madde dört boyut altında toplanmıştır. Bunlar ekonomik rol, sosyal rol, kültürel rol ve çevresel rol olarak adlandırılmıştır. Yerel halkın sürdürülebilir turizm gelişimine verdiği destek 6 madde ile ölçülmüştür. Ölçeği oluşturan altı madde tek boyut altında değerlendirilmiş ve analizler bu boyut üzerinden yürütülmüştür. Araştırma sonucunda yerel halkın çevresel tutumlarının, davranışsal rolleri üzerinde etkili olduğu belirlenmiştir. Ayrıca yerel halk, Alanya'da sürdürülebilir turizm gelişimini de (STG) desteklemektedir. Yerel halkın davranışsal rollerini sergileme derecesi ve çevreye yönelik tutumlarının bir model dahilinde sürdürülebilir turizm gelişim sürecine verdikleri destek üzerinde etkili olduğu görülmüştür.

Anahtar Kelimeler: Davranışsal rol, sürdürülebilir turizm, çevresel tutum, yerel halk, yapısal eşitlik modeli

ABSTRACT

The aim of this study is to determine the behavioral role of local people in the sustainable development process of a tourism destination and the affecting factors of this role. In this context, local residents living in Alanya, which is an important mass tourism destination both nationally and internationally, have been determined as the population of this study. A total of 450 local people were reached and a one-to-one survey was conducted with them. As a result of the analysis, the environmental attitudes of the local right are divided into two dimensions, ecocentric and anthropocentric. The items in the behavioral role scale are gathered under four dimensions. These are economic roles, social roles, cultural roles and environmental roles. The six items that local people support to sustain tourism development are evaluated under one dimension. According to the results, the variables affecting the behavioral role of the local people were determined as their environmental attitudes. Local residents also support sustainable tourism development in Alanya. The behavioral roles and environmental attitudes of local people predict their support for sustainable tourism development processes within a model.

Keywords: Behavioural role, sustainable tourism, environmental attitude, local resident, structural equation model

EXTENDED ABSTRACT

Aim

One of the most important stakeholders in a tourism destination is local people. Local people are shown as key stakeholders of this process in many studies. The tolerance and acceptance of the local people is the basic element in the start of tourism activities in a region. In addition, local residents are constantly staying in tourism destinations and using tourism resources. Therefore, the local people should act with a protective and responsible thought. Some typologies have been developed in studies on local people. These are typologies based on consulting the local people in the tourism development process. In other words, they represent the cognitive dimension, not the behavioral dimension. There is a deficiency in the literature on this subject. These typologies do not respond to "how the local people should behave?". To eliminate this shortcoming in the literature is the main purpose of this study. Thus, a role model and behavioral role scale will be developed for the local people.

Method & Hypotheses

In this study, quantitative research methods were used. Within the scope of the study, three basic research questions were identified. The first of these is "what are the dimensions of the behavioral roles of the local people?" The second is "are there any variables that affect local people's behavioural roles?". The last of them is "does the local people's behavioral role affect their support for sustainable tourism development?". In order to find answers to these questions, a study was conducted on the local residents living in the destination. Explanatory and confirmatory factor analysis were performed with three scales on questionnaire form. The structural equation model was performed with a total of seven dimensions of the three scales. Thus, the research hypotheses were tested.

Findings & Conclusion

In the study, it was determined that the variables affecting the behavioral roles of the local people were environmental attitudes. The behavioral role of local people consists of four dimensions. These are social roles, economic roles, cultural roles and environmental roles.

The environmental attitude of the local community consists of two dimensions: ecocentric and anthropocentric. The ecocentric and anthropocentric attitude affect the behavioral roles of the local people. The ecocentric attitude has a positive effect on the behavioral role of the local people while anthropocentric attitude has a negative effect. Local people support sustainable tourism development.

This is a very important finding for the healthy development of a tourism destination. Behavioral roles of local people positively affects their support of tourism development. Levels of fulfilling their environmental roles are low. This is an issue to be considered ecause the physical environment is among the most important attraction elements of a tourism destination. The unconscious use of these resources indicates a dangerous situation for the future of the destination. In addition, this will lead to a decrease in the number and quality of visitors in the long term, while the destination will quickly pass the phases on the tourist product life cycle and shorten its lifespan. The degree to which local people exhibit their behavioral roles and their environmental attitudes influence their support for sustainable tourism development as a whole. Creating environmental awareness in the local community will significantly increase their behavioral roles, while increasing their support for sustainable tourism development. In addition, this study is also compatible with the results of the United Nations Environment Development Conference held in Rio de Janeiro in 1992. As a result of the conference, Agenda 21 action plan was created. Agenda 21 has been replaced by the Local Agenda 21 project in order to internalize the criteria determined by Agenda 21 locally and to settle it into society as a culture. Thus, the idea of sustainability will be adopted by the local people and transformed into behavior. City councils have been established under the Local Agenda 21. City councils are local practitioners of the criteria of Local Agenda 21. The behavioral role dimensions obtained in this study will also guide the city councils established within the framework of Local Agenda 21.

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1. Giriş

Yer değiştirme esasına dayalı bir hizmet sektörü olan turizm, tarihsel süreç içerisinde önemli değişimler geçirerek günümüze ulaşmıştır (Sivil, 2007). İnsanlık tarihinde toplumsallaşmanın ve medeniyetin ortaya çıkmaya başladığı dönemlerde yalnızca toplumun önde gelenlerinin katılabildiği turizm faaliyetleri günümüzde çok daha geniş kitleleri kapsayan bir forma kavuşmuştur (Lanquar, 1991'den akt., Şahiner, 2012). Ülkelerin turizm sektörü adına teşvikler sağlaması turizm yatırımlarını ve dünya üzerindeki turizm hareketliliğini canlandırırken, başlangıçta küçük ölçekte gerçekleşen turizm faaliyetleri zamanla kitlesel hale dönüşmeye başlamıştır (Nunkoo, 2015). Kitlesel hareket ise turizm faaliyetlerinin kontrolünü ve denetimini zorlaştırmıştır (Demir ve Çevirgen, 2006). Artan hareketlilik var olan turizm kaynaklarının taşıma kapasiteleri üzerinde kullanımına yol açmış ve bu kaynakların hızlı bir şekilde tahrip olmasına neden olmuştur Kaynak tahribatı sorununun birçok sektöre yayılması Birleşmiş Milletler'in dikkatinden kaçmamıştır. Dünya Çevre ve Kalkınma Komisyonu'nun 1987 yılında ortaya koyduğu ve "Brundland" raporu olarak da bilinen "Ortak Geleceğimiz" de konu derinlemesine ele alınmıştır. Raporda, dünya üzerinde yaşanan hızlı gelişimin doğal kaynaklar üzerinde meydana getirdiği olumsuz etkiler ele alınmış ve çözüm yolu olarak "sürdürülebilirlik" anahtar bir kavram olarak gösterilmiştir. Bu kapsamda birçok kriter belirlenmiş ve katılımcı ülkeler tarafından bu kriterlerin altına imza atılmıştır (UNEP, 1987).

Brundtland raporuyla birlikte gerek ülkeler gerekse ekonomi içerisinde yer alan sektörler sürdürülebilirlik yolunda üzerlerine düşen ödevleri almış ve uygulamaya başlamıştır (UNEP, 1987). Hükümetlerin faal durumda bulunan tüm sistemler için getirmiş olduğu çevre koruma tedbirleri ve kritlerleri, şirketlerin sıklıkla kamuoyuyla paylaştığı çevreye yönelik sosyal sorumluluk projeleri (Saenz ve Romero, 2020), yine işletmeler için ortaya koyulan çevreye duyarlı işletme sertifikasyon sistemleri (Makeeva, Maloletko ve Egorova, 2017) ve bu sertifikaların işletmelerin tüketiciler tarafından tercihinde rol oynaması bunun en önemli göstergelerindendir (D'Souza, Taghian, Lamb ve Peretiatko, 2007). Söz konusu ödevlerin uygulama alanları akademik çalışmalarda da kendisini göstermiştir. Sorumlu turist davranışı (Mingotto, Montaguti ve Scarpellini, 2020), yeşil davranış (Eze ve Ndubisi, 2013), yeşil tedarik zinciri (Do, Nguyen, Nguyen, Le ve Trinh, 2020) gibi anahtar kelimelerle hazırlanan çalışmalar, sürdürülebilirlik felsefesinin farklı alanlara yayıldığını ortaya koymaktadır.

Sürdürülebilirlik alanında gerçekleştirilen tüm faaliyetler ve ortaya koyulan projelerle ekonomi alanında yer alan tüm paydaşlar için aktif bir rol belirlenmiştir (Akşit, 2007; Gorica, Kripa ve Zenelaj, 2012; Schroeder ve Pennington-Gray, 2015; Streimikiene ve Bilan, 2015). Ancak, yerel halk için aktif bir rol kalıbı ortaya koyulmamıştır (Tosun, 1999). Bu durum turizm sektörü için de geçerlidir. Turizm sektörüyle ilgili yapılan çalışmalar incelendiğinde, sektörde yer alan tüm paydaşların sürdürülebilirlik hedefleri içerisinde aktif bir rol aldığı görülmektedir (Pretty, 1995; Wittmayer Steenbergen, Tok ve Roorda, 2016). Ne var ki aynı durum, sektörün en önemli paydaşlarından biri olan yerel halk için geçerli değildir (Wittmayer ve ark., 2016). Yerel halkın STG sürecindeki rolü üzerine aynı temele dayanmakla birlikte bazı tipolojiler geliştirilmiştir (Pretty, 1995; Tosun, 1999). Tipolojilerde yerel halk için belirlenen rol danışma mercii veya fikir beyan etme üzerine kurulmuştur (Rasoolimanesh, Ringle, Jaafar ve Ramayah, 2017). Yani yerel halk için "pasif bir rol" veya "düşünsel/zihinsel bir rol" belirlenmiştir. Sürdürülebilirlik kavramının zaman içerisindeki gelişimi ele alındığında bu durumun diğer paydaşlar içinde aynı süreçlerden geçtiği sonucuna ulaşmak mümkündür (Mak, Cheung ve Hiu, 2017). Öncelikli olarak yaşanan çevresel sorunlara dikkat çekilmiş sonra bunların çözümü için yollar araştırılmaya başlanmıştır

(Saarinen, 2013). Son aşamada ise önce devletlere sonra devlet içerisinde yer alan paydaşlara sırasıyla roller verilmiştir (Wittmayer ve ark., 2016). Bu roller de yine doğrudan verilmemiştir. Önce paydaşların sürdürülebilirlik kavramını içselleştirmeleri sağlanmış ve süreç içerisinde gerçekleştirilen kongre ve zirvelerle rol kalıpları belirlenmiştir (Becken, 2004).

Bu etkinliklerden birisi 1992 yılında Rio de Janiero'da düzenlenen Birleşmiş Milletler Çevre ve Kalkınma Konferansı'dır. Konferans sonucunda sürdürülebilir gelişmenin küresel ölçekte uygulanabilmesinin yol haritası olan Gündem 21 Eylem Planı ortaya koyulmuştur. Planın nihai hedefi sistem içerisinde var olan tüm tarafların sürdürülebilir gelişim sürecine aktif bir şekilde katılımının sağlanmasıdır (UNCED, 1992). Gündem 21 ile belirlenen kriterlerin yerelde içselleştirilmesi ve bir kültür olarak topluma yerleşebilmesi için Gündem 21 yerini Yerel Gündem 21 projesine bırakmıştır. Bu kapsamda, çalışmanın araştırma soruları "turizmin sürdürülebilir gelişiminde yerel halkın davranışsal rolü ne olmalıdır?", "yerel halkın davranışsal rolü hangi kriterler çerçevesinde belirlenmelidir?", "yerel halkın rollerini sergilemesine etki eden değişkenler var mıdır?", "yerel halkın davranışsal rollerini sergileme derecesi, turizm gelişimine (TG) verdikleri destek üzerinde etkili midir?" olarak belirlenmiştir.

2. Literatür Taraması

Bir bölgede turizm faaliyetlerinin bilinçli, istikrarlı ve en önemlisi sürdürülebilir bir şekilde gelişimini sağlamak ve bu faaliyetleri kontrol altında tutabilmek için her şeyden önce iyi planlanmış bir sürece ihtiyaç vardır. Sürdürülebilir gelişim hedefini yakalamak için ise katılımcı yaklaşıma dayalı bir büyüme planlaması gerekmektedir (Nyanjom, Boxall ve Slaven, 2018). Katılımcılıktan kasıt sürdürülebilir turizm hedefine ulaşmada rol oynayacak olan tüm paydaşların aynı hedef etrafında toplanması ve üzerlerine düşen rolleri yerine getirmesidir. Eskiden sürdürülebilir gelişimde sadece hükümet ve işletmeler ortak hareket ederken, sivil toplum bu hareketin dışında bırakılmaktaydı. Günümüzde ise durum değişmiş ve paydaşların ortak hareket etmesi gerektiği düşüncesi kabul görmüştür (Marrewijk, 2003). 2002 yılında Johannesburg'ta düzenlenen Dünya Sürdürülebilir Kalkınma Zirvesi'nde bu konuya işaret eden iki önemli karar alınmıştır. Bunlardan birincisi hükümetlerin sürdürülebilirlik konusunda yapmayı vaad ettikleri plan ve politikaların takibi ve uygulama süreci ile ilgilidir. İkincisi ise sürdürülebilir kalkınma da sorumluluğun yalnızca hükümetlere değil tüm paydaşlara dağıtılmasına yönelik alınan karardır (Sarıkaya ve Kara, 2007). Bu eski turizm anlayışla sürdürülebilir turizm arasındaki en önemli farkı teşkil etmektedir. Sürdürülebilir turizmde yerel halk turizm endüstrisinde çeşitli faydalar elde ederken, turizm planlama ve karar verme aşamalarında yer alarak turizme sahip çıkmaktadır (Duarte Alonso ve Nyanjom, 2017). Bunun yanı sıra, yerel halkın diğer paydaşlara dahil olmasıyla paydaş zinciri tamamlanmış ve turizmde sürdürülebilir gelişmenin önü açılmıştır (Demir ve Çevirgen 2006). Yerel halkın da paydaş zincirine katılımından sonra bu süreçteki rolünü belirlemeye yönelik çalışmalara ağırlık verilmiştir.

2.1. Sürdürülebilir Turizm Gelişim Sürecinde Yerel Halk

Bir yörede turizm faaliyetlerinin başlayabilmesi, öncelikli olarak yerel halkın turizme ve turiste yönelik bakış açısına bağlıdır. Çünkü turizm faaliyetlerinin yeni başladığı yörelerde henüz tesisleşme yoktur ve yerel halk ile turist arasındaki etkileşim düzeyi yüksektir. Bu aşamada yerel halkın turistlere karşı tutumu ve davranışları turizm faaliyetlerini sağlıklı bir büyüme sürecine itebileceği gibi, henüz başlama aşamasındayken bitirebilecektir (Gürsoy ve Rutherford 2004). Bu nedenle STG de kilit noktada bulunan paydaşın yerel halk olduğu belirtilmiştir (Simmons, 1994;

Towner, 2018). Yine birçok çalışmada sürdürülebilir turizm hedefine ulaşmada topluma dayalı bir gelişimin önemine vurgu yapılmakta (Ellis ve Sheridan, 2015; Khazaei, Elliot ve Joppe, 2015) ve yerel halkın turizm konusunda fikirlerini beyan edebilmesi için karar mekanizmalarına katılımının önemli olduğu vurgulanmaktadır (Pretty, 1995).

Arnstein, 1969 yılında yapmış olduğu çalışmasında yerel halkın turizm gelişim sürecine katılımını üç ana başlık altında incelemiştir. Bunlar Katılmama (manipülasyon ve iyileştirme), sembolik katılım (teskin olma, danışma ve bilgi verme) ve yerel halkın baskınlığı (delege gücü ve yerel halkın kontrolü) dır. Bir başka çalışmada Pretty (1995), yerel halkın katılım tipolojilerini ortaya koyan yedi basamaklı bir model geliştirmiştir. Bunlar "öz dolaşım", "interaktif katılım", "fonksiyonel katılım", "maddi teşvikler için katılım", "danışıklı katılım", "pasif katılım" ve "manipülatif katılım" dır. Tosun (1999) yerel halkın turizm gelişim sürecine (TGS) katılımıyla ilgili bir model ortaya konulmuştur. Modelde toplumun TGS'ye katılımı başlıca üç kategoriye ayrılmış ve incelenmiştir. Bunlar "Spontan (Kendiliğinden) Katılım", "Uyarılmış Katılım" ve "Zorlayıcı Katılım" dır. Hung ve arkadaşları (2011)'da yerel halkın TGS'ye katılımını açıklayan bütünleştirici bir model önerisinde bulunmuştur. Model yerel halkın TGS'ye katılımı üzerinde etkili olan üç faktör üzerine kurulmuştur. Bunlar motivasyon (motivation), fırsat (opportunity) ve yetenek (ability)'tir. Bu üç faktörün katılım seviyesi üzerindeki etkisi değişiklik gösterebilmektedir. Çünkü her bir faktöre olan ihtiyaç veya verilen önem toplumdan topluma değişiklik gösterebilmektedir.

Yerel halkın TGS'ye katılım sürecine ilişkin geliştirilen tipolojilerin ortak noktası, tüm basamaklarda yerel halkın düşüncesini ifade eden bir danışma kurulu pozisyonunda olmasıdır. Ancak yerel halkın yalnızca düşünsel-zihinsel anlamda sürece katılması, turizm destinasyonlarının korunması, geliştirilmesi ve sürdürülebilir işleyişi yakalayabilmesi açısından tek başına yeterli durmamaktadır (Duarte-Alonso ve Nyanjom, 2017). Bunun yanında yerel halkın sürdürülebilirliği özümseyip davranışa dönüştürmesi gerekmektedir. Söz konusu davranışın sahiplenme ve koruma duyguları ile ileriye götürme düşüncesini içerisinde barındırması gerekmektedir (Brandt ve Svendsen, 2013). Gündem 21 projesinin son aşaması olan Yerel Gündem 21'in ana amacı da sürdürülebilirlik düşüncesinin halka benimsetilmesi ve bu felsefenin davranışa dönüştürülmesinin sağlanmasıdır (Kamaruddin, Ahmad ve Alwee, 2016). Ismail ve arkaşdaşları (2016) da yapmış oldukları çalışmada bu konuya dikkat çekerek, turizm faaliyetlerinin başlaması ve gelişmesi sürecinde yerel halkın oynadığı "tutumsal rol" ün, sürdürülebilir işleyiş aşamasında sadece "zihinsel-bilişsel rol" olarak kalmaması ve "davranışsal bir role" dönüşmesi gerektiğine değinmiştir. Çünkü bir turizm destinasyonunda en uzun süre yaşayanlar yerel halktır. Ziyaretçiler ve turizm işletmeleri gibi turizm sektörünün bileşenleri o yöreyi terk etse bile yerel halk sürekli olarak orada kalmakta ve destinasyonun kaynaklarından sürekli olarak yararlanmaktadır (Alonso ve Nyanjom, 2017). Turizm sezonunda yoğun ziyaretçi akını ile tüketim hızı birden artan ve yıpranan turizm kaynakları, sezon dışında da yerel halk tarafından kullanılmaya devam etmektedir. Bu durum kaynakların yenilenmesi sürecini uzatmaktadır (Nguyen, Dam ve Huog, 2015). Sonucunda ise destinasyon turistik ürün yaşam eğrisi üzerinde hızla son aşama olan düşüş sürecine doğru ilerlemektedir (Butler, 1980). Tüm bu ifadeler yerel halkın sürdürülebilir turizm hedefine ulaşmada aktif bir rol alması gerektiğini ve bunun davranışa dönüştürülmesinin gerekliliğini ortaya koymaktadır (Saufi, O'Brien ve Wilkinson, 2014). Yalnızca turistlerin veya turizm işletmelerinin korumacı bir yaklaşımla turizm kaynaklarını kullanması tek başına yeterli olmayacaktır (Geffroy, Samia, Bessa ve Blumstein, 2015). Yerel halkında aynı bilinçle hareket etmesi gerekmektedir. Bu nedenle yerel halka "davranışsal bir rol" kalıbı belirlenmelidir.

2.2. Yerel Halkın Davranışsal Rolü ve Boyutları

Bir destinasyonda sürdürülebilir yapının oluşturulması için öncelikli olarak o yörede turizmin yanlış planlanmasından kaynaklanan etkilerin en düşük seviyeye indirilmesi gerekmektedir (Pyke, Law, Jiang ve Lacy, 2018). Bu etkiler sosyal, kültürel, çevresel ve ekonomik alanda kendisini göstermektedir (Byrdve ark., 2009). Sürdürülebilirlikle ilgili yapılan çalışmalar incelendiğinde sürdürülebilirliğin üç temel ayağından bahsedildiği görülmektedir. Bunlar sosyal, çevresel ve ekonomik ayaklardır (Demir ve Çevirgen, 2006; Mebratau, 1998). Turizmin etkileri değerlendirilirken başlıca dört boyut ifade edilirken, sürdürülebilir turizmin temelini oluşturan üç boyuttan bahsedilmektedir (Mebratau, 1998). Kültürel boyut sürdürülebilir turizm konularında çok fazla ele alınmamakta ve göz ardı edilebilmektedir. Halbuki kültür, insanları seyahate iten ana motivasyon unsurlarından birisi olduğu gibi (Richards, 2018), turizm faaliyetleri içerisinde önemli çekim kaynaklarından birisidir (Esfehani ve Albrecht, 2018). Birçok insan farklı kültürler görmek ve tanımak amacıyla seyahat etmektedir. Bu durum, sürdürülebilir yapının oluşturulmasında sosyal, çevresel ve ekonomik çevrenin yanı sıra kültürel çevrenin de korunması gerektiğini ortaya koymaktadır (Robinson ve Picard, 2006). Yerel halkın turizm gelişimi sürecindeki rolünün sosyal, kültürel (Williams, McDonald, Riden ve Uysal, 1995), ekonomik (Garza ve Eller, 1998) ve çevresel (Ferraro, 2002) olarak ele alınması, bu alanlardaki olumlu etkileri arttıracak, olumsuz etkilerin ise yine yerel halk eliyle azaltılabilmesine zemin hazırlayacaktır (Nguyen ve ark., 2015; Olya ve Gavilyan, 2017).

2.3. Sürdürülebilir Turizm Gelişim Süreci ve Yerel Halkın Çevresel Tutumu

Yerel halkın, çevresel tutumu turizm gelişim sürecinde önemli olan bir başka değişkendir (Baltacı, Yirik, Sargın ve Yumuşak, 2015; Gürsoy, Chi ve Dyer, 2010). Yapılmış olan çalışmalarda yerel halkın çevreye karşı bakış açısının turizm gelişimine verdiği destek üzerinde etkili olduğu sonucuna ulaşılmıştır (Gürsoy ve Rutherford, 2004). Bu nedenle çevreye karşı tutumun iki bileşeni olan ve yeni çevresel paradigma adı altında incelenen ekosentrizm (çevre merkezci yaklaşım) ve antroposentrizme (insan merkezci yaklaşım) turizm gelişim modellerinde yer verilmektedir (Burns, Macbeth ve Moore, 2011; Giddy ve Webb, 2018; López-Bonilla ve López-Bonilla, 2016).

İnsan merkezci yaklaşıma göre, insan her şeyin üzerindedir ve var olan her şey insanın mutluluğu için vardır (Callicott, 1984; Roney, 2011). İnsan dışında kalan her şey ise insana olan faydası derecesinde önemlidir (Attfield, 1983). Bu yaklaşımın savunucuları için çevre önemlidir. Çünkü çevre, insan yaşamının devamı ve yaşam kalitesinin yükselmesi için büyük önem taşımaktadır (Buchdahl ve Raper, 1998). Doğal kaynakların tahrip edilmesi konusunda dikkate aldıkları nokta, yaşam için gerekli olan temel maddelerin zarar görmesi ve yaşam kalitesinin düşme endişesidir (Erten, 2007). Genel çerçevesi itibariyle insan merkezci yaklaşımı oluşturan düşünce ve değerlerin sürdürülebilirlikle çelişmesi bazı eleştiriler almasına neden olmuştur (Speed, 2006). Birçok araştırmacı ve düşünür, insan merkezci yaklaşımın tahrip edici yanının yeniden ele alınması konusunda fikir beyan etmiştir (Bullard, 1996; Dunlap ve Catton, 1979; Dunlap ve Marshall, 2007).

Bu noktada, içsel değerlere sahip olan çevre merkezli yaklaşım (Ekosentrizm) ortaya çıkmıştır. Kavram; doğayı korumak için etik değerler oluşturulmasının gerekli olduğunu ve bunların içselleştirilmesi gerektiğini savunmaktadır (Kortenkampand ve Moore, 2001; Piccolo, Durtsche, Watz, Österling ve Calles, 2019). Taşıma kapasitesinin göz önünde bulundurulması (Alnıaçık, 2010), doğanın ve doğallığın korunması (Erten, 2007), hayata geçirilmesi planlanan eylemlerde sosyal, kültürel, ekonomik ve ekolojik dengenin gözetilmesi (Yaylı ve Çelik, 2011) gibi konular kavramın ana hatlarını oluşturmaktadır.

3. Amaç ve Yöntem

Çalışmanın amacı, turizmin sürdürülebilir gelişiminde yerel halkın davranışsal rolü, çevresel tutumu ve sürece verdiği destek arasındaki ilişkinin ortaya koyulmasıdır. Bu kapsamda; Türkiye'nin önde gelen kıyı turizmi destinasyonlarından birisi olan Alanya'da yaşayan yerel halk araştırmanın evreni olarak seçilmiştir. Araştırma için ihtiyaç duyulan birincil verilerin elde edilebilmesi amacıyla dört bölümden oluşan anket formundan faydalanılmıştır. Birinci bölümde katılımcıların demografik özelliklerine yönelik sorular yer almıştır. İkinci bölümde katılımcıların çevresel tutumlarını tespit etmek amacıyla kullanılan 20 soruluk "yeni çevresel paradigma ölçeği" (YÇPÖ) yer almaktadır. Ölçek 1978 yılında Dunlap ve Van Liere (1978) tarafından geliştirilmiş ve Dunlap ve arkadaşları (2000) tarafından güncellenmiştir. Aytaç ve Öngen (2012), Erten (2007) ve Furman (1998) ise ölçeğin Türkçeleştirilmesi üzerine çalışmalar yürütmüştür. Üçüncü bölümde, literatür taramaları çerçevesinde araştırmacı tarafından oluşturulan 24 soruluk "davranışsal rol ölçeği" (DVRÖ) yer almaktadır (Agrawal ve Gibson, 1999; Çevirgen, Baltacı ve Oku, 2012; Demir ve Çevirgen, 2006; Muganda, Sirima ve Ezra, 2013; Steg ve Vlek, 2009; Tosun, 1999). Dördüncü bölümde ise çeşitli kaynaklardan alınarak oluşturulmuş 6 soruluk "sürdürülebilir turizm gelişimine destek ölçeği" (STGÖ) yer almaktadır (Cottrell, Vaske ve Roemer, 2013; Demir ve Çevirgen, 2006; Lee, 2013; Nunkoo ve Gürsoy, 2012; Stylidis, Biran, Sit ve Szivas, 2014).

3.1. Araştırmanın Evren ve Örneklemi

Araştırma kapsamında kullanılan ölçeklerin yapısal geçerliliğinin test edilmesi aşamasında açımlayıcı faktör analizinden (AFA) faydalanılmıştır. AFA aşamasında gözlenen değişken sayısının beş katı büyüklükte bir örnekleme ulaşmak yeterlidir (Büyüköztürk, 2002; Yiğit, Bütüner ve Dertlioğlu, 2008). Araştırmanın ölçeklerinden YÇPÖ'de 20 önerme bulunmaktadır. Bu ölçek için 100 kişilik bir örneklem grubu yeteri iken, 24 önermeli DVRÖ için 120 kişilik bir örneklem gerekmektedir. 6 önermeden oluşan STGÖ için ise 30 soruluk önerme grubu yeterli olmaktadır. Bu bilgiler ışığında AFA için 145 kişilik örneklem grubu ile uygulama gerçekleştirilmiştir. Bu veriler yalnızca AFA ve güvenilirlik analizlerinde kullanılmış olup, diğer analizlere dahil edilmemiştir.

Ölçeklerin doğrulanması ve hipotez testleri için gerekli verilerin elde edileceği evrende 18 yaş ve üstü nüfus dikkate alınmıştır. Araştırma evreni olarak seçilen Alanya'nın toplam nüfusu 276.277 iken, 18 yaş ve üstü toplam nüfusu ise 161.915'tir (rapory.tuik.gov.tr). Çalışmanın örneklem büyüklüğünün belirlenmesinde "kabul edilebilir örneklem büyüklükleri tablosu" ndan faydalanılmıştır. Buna göre evreni temsil gücüne sahip örneklem büyüklüğü 384 olarak tespit edilmiştir (Ural ve Kılıç, 2005). Çalışma kapsamında yapısal eşitlik modellemesinin kullanılacak olması ve olası veri kayıplarının göz önünde bulundurulması nedeniyle 450 kişiyle anket uygulaması gerçekleştirilmiştir. Uygulanacak anketlerin dağıtımında evrende yer alan bireyler cinsiyetlerine göre tabakalanmıştır. Buna göre kadın (%48,9) ve erkek (%51,1) nüfus dağılımının oranı belirlenmiş ve anketler bu oranlara göre dağıtılmıştır. Araştırma, turizm faaliyetlerinin yoğun olduğu bölgelerde, çalışmaya katılmayı isteyen bireylerle yüzyüze yapılmıştır. Her bir tabakadan bireyler, sabit rastgele yöntemle seçilmiştir.

3.2. Araştırmanın Modeli ve Hipotezler

Araştırma kapsamında test edilecek model ve temel hipotezler Şekil 1'de gösterilmiştir.

Şekil 1: Araştırma Modeli ve Hipotezler.

H₁: Yerel halkın çevresel tutum düzeyi, davranışsal rollerini sergileme derecesini etkilemektedir.

H₂: Yerel halkın davranışsal rollerini sergileme düzeyi, sürdürülebilir turizm gelişim sürecine verdikleri desteği etkilemektedir.

3.3. Araştırma Bulguları

Araştırmada ilk olarak katılımcıların demografik dağılımları belirlenmiştir (Bkz. Tablo 1). Katılımcıların %48,9'u kadın, %51,1'i erkektir. %53,8'i evli olan katılımcıların toplamda %69.5'i lise ve üzeri eğitim düzeyindedir. Katılımcıların %58.9'u 10 yıldan fazla süredir Alanya'da ikamet etmektedir. Çalıştığı iş turizmle ilgili olan katılımcıların oranı %57.4 ve turizmden herhangi bir şekilde gelir elde edenlerin oranı ise %67.1'dir.

Tablo 1: Katılımcıların Demografik Bilgileri

Cinsiyet	N	%	Medeni Durum	N	%
Kadın	220	48,9	Evli	242	53.8
Erkek	230	51,1	Bekar	208	46.2
Toplam	**450**	**100**	**Toplam**	**450**	**100**
Yaş	**N**	**%**	**Eğitim Durumu**	**N**	**%**
18-25	93	20.7	İlkokul	45	10
26-33	86	19.1	Ortaokul	92	20.4
34-41	81	18	Lise	144	32
42-49	74	16.4	Önlisans	82	18.2
50 ve Üzeri	116	25.8	Lisans	56	12.4
Toplam	**450**	**100**	Lisansüstü	31	6.9
			Toplam	**450**	**100**
Aylık Gelir	**N**	**%**	**Alanya'daki İkamet Süresi**	**N**	**%**
Gelirim Yok	153	34	1 Yıldan Az	33	7.3
1000 TL'den Az	86	19.1	1 – 5 Yıl	87	19.3
1001 TL - 2000 TL	59	13.1	6 – 10 Yıl	65	14.4
2001 TL - 3000 TL	78	17.3	11 – 15 Yıl	96	21.3
3001 TL – 4000 TL	37	8.2	16 – 20 Yıl	84	18.7
4001 TL ve Üzeri	37	8.2	21 Yıl ve Üzeri	85	18.9
Toplam	**450**	**100**	**Toplam**	**450**	**100**
Çalıştığınız İş Turizmle İlgili mi?	**N**	**%**	**Turizmden Elde Ettiğiniz Herhangi Bir Gelir Var mı? (Maaş. Kira. Yatırım vd.)**	**N**	**%**
Evet	258	57.4	Evet	302	67.1
Hayır	192	42.6	Hayır	148	32.9
Toplam	**450**	**100**	**Toplam**	**450**	**100**

3.3.1. AFA. DFA ve Güvenilirlik Analizi

YÇPÖ'ye yönelik AFA ve DFA sonuçları tablo 2'de verilmiştir. Ölçeğe uygulanan AFA'da faktör yükü 0.50 ile sınırlandırılmıştır. Böylece CVT17 ve CVT 18 no'lu önermelerin hiçbir faktöre yüklenmediği görülmüş ve analizden çıkartılmıştır. Yenilenen analiz sonucunda KMO=0,932, α=0,721 olarak elde edilmiştir. Kalan 18 önerme iki faktör altında toplanmıştır. Elde edilen faktörler literatüre uyumlu olarak Ekosentrik Tutum (EKO;) ve Antroposentrik Tutum (ANTRO) olarak adlandırılmıştır. İki faktörün toplam varyansı açıklama oranı %79,5'tir.

Tablo 2: Yeni Çevresel Paradigma Ölçeğine Yönelik Açımlayıcı Faktör Analizi Sonuçları

Faktörler ve Önermeler	Faktör Yükü	α	Varyans Açıklama Or.	Öz Değer
Faktör 1. Ekosentrik Tutum (EKO)		**.965**	**%42**	**3.123**
CVT6 Doğanın çabuk bozulabilecek hassas bir dengesi vardır	.873			
CVT4 Hayvanlar ve bitkilerde en az insanlar kadar yaşama hakkına sahiptirler	.869			
CVT5 İnsanoğlu zeka gibi çok özel yeteneklere sahip olsa da yine de doğa kanunlarına tabiidir	.852			
CVT1 Nüfus dünyanın taşıma kapasitesinin üstünde bir hızla artmaktadır	.845			
CVT10 Hayvanlara da insanlar kadar değer veririm	.825			
CVT7 Bugünkü tüketim alışkanlıkları değiştirilmezse ileride çok büyük çevre problemleri ile karşı karşıya gelinecektir	.811			
CVT8 Sadece doğayla iç içe olmak amacıyla doğada zaman geçirmekten hoşlanırım	.807			
CVT3 İnsanlar doğayı ve doğal kaynakları aşırı kullanmakta ve tüketmektedirler	.805			
CVT9 Tarım için ormanların tahrip edilmesinden üzüntü duyuyorum	.802			
CVT2 İnsanoğlunun doğaya müdahalesi genellikle felaketlerle sonuçlanır	.782			
Faktör 2. Antroposentkik Tutum (ANTRO)		**.968**	**%37.5**	**12.761**
CVT20 Çevreyi korumanın en önemli nedeni insan varlığının devam ettirilebilmesidir	.899			
CVT19 Göller ve denizlerin temiz tutulması insanların bu kaynaklardan sağlıklı bir şekilde faydalanabilmeleri açısından önemlidir	.895			
CVT12 İnsanoğlu aklı ve yaratıcılığı sayesinde, her durumda dünyayı yaşanabilir kılacaktır.	.887			
CVT15 Ekolojik kriz denilen olay çok fazla abartılmaktadır	.880			
CVT14 Doğanın endüstrileşmiş toplumların tüm negatif etkilerini bertaraf edecek kadar güçlü bir dengesi vardır	.871			
CVT11 İnsanlar kendi istek ve arzuları doğrultusunda doğayı değiştirme hakkına sahiptirler	.836			
CVT13 Doğru kullanmayı ve geliştirmeyi bildiğimiz takdirde dünyadaki doğal kaynaklar sınırsızdır	.801			
CVT16 İnsanoğlu doğaya hükmetme hakkına sahiptir	.793			
KMO	**:0.932**			
Bartlett's Test of Sphericity Approx. Chi-Square	:3150.197			
Df.	:153			
Sig. (p)	:.000			
Toplam Varyansı Açıklama Oranı (%)	**:79.5**			

Ölçeğin AFA ile yapısal geçerliliği test edildikten sonra faktör boyutlarının doğrulaması için ikinci uygulama verileriyle DFA yapılmıştır. Ölçeğe ilişkin güvenilirlik kat sayısı α=0,942'dir. DFA'ya ilişkin analiz sonuçları tablo 3'te sunulmuştur. 0,05 anlamlılık düzeyinde YÇPÖ ölçeğini oluşturan tüm önermelere ait yollar anlamlıdır (t>1,96). Yapısal güvenilirlik kat sayısı her iki faktör içinde CR>0,70'dir. Uyum indekslerine ait kat sayılar ise kabul edilebilir (K.E) veya iyi seviyededir. Elde edilen veriler ölçeğe ait boyutların doğrulandığını göstermektedir.

Tablo 3: YÇPÖ DFA Sonuçları

Faktörler	Önerme	Faktör Yükü	T-Değeri	Varyans (%)	x	AVE	CR
	CVT1	0.81	20.35	87.19	3.86		
	CVT2	0.74	17.95	86.43	3.94		
	CVT3	0.83	21.14	87.55	3.93		
	CVT4	0.63	14.56	85.79	3.78		
EKO	CVT5	0.67	15.80	85.98	3.73		
(x=3.85)	CVT6	0.68	15.93	86	3.72	,532	,882
	CVT7	0.78	19.28	86.80	3.85		
	CVT8	0.62	14.27	85.75	4.02		
	CVT9	0.77	18.96	86.70	3.80		
	CVT10	0.73	17.56	86.33	3.86		
	CVT11	0.77	19.08	86.74	2.24		
	CVT12	0.90	23.95	89,7	2.29		
	CVT13	0.59	13.33	85,63	2.41		
ANTRO	CVT14	0.65	15.17	85,87	2.30		
(x=2.28)	CVT15	0.79	19.85	87,01	2.38	,552	,855
	CVT16	0.58	13.01	85,51	2.20		
	CVT19	0.79	19.57	86,91	2.22		
	CVT20	0.81	20.29	87,18	2.18		

İndexler	Ki-Kare (x^2) $x2$/df	RMSEA	GFI	AGFI	CFI	RMR	SRMR
Değerler	462,51 (p=0.00)	3.45	0.074	0.90	0.87	0.97	0.050	0.050
Durum	Kat Sayı Anlamlı	K.E	K.E	K.E	Düşük	İyi	İyi	İyi

DVRÖ'yü oluşturan 24 önermeye ilişkin AFA sonuçları tablo 4'te verilmiştir. Buna göre KMO değeri 0,925 ve güvenilirlik düzeyi ise α=0,856'dır. Özdeğeri 1'in üzerinde olan toplam dört faktör elde edilmiştir. Bunlar çevresel rol (CEVR), kültürel rol (KULR), ekonomik rol (EKOR) ve sosyal rol (SOR) olarak isimlendirilmiştir. Tüm faktörlerin toplam varyansı açıklama oranı %71,08'dir.

Tablo 4: DVRÖ AFA Sonuçları

Faktörler ve Önermeler	Faktör Yükü	α	Varyans Açıklama Or.	Öz Değer
Faktör 1. Çevresel Rol (CEVR)		0.964	28.433	11.533
DVR12 Çevre konusunda bir şeyler öğrenmek için zaman ayırırım	.871			
DVR19 Çevreyi korumaya ve geliştirmeye yönelik faaliyetlere katılırım	.868			
DVR14 Çevremdeki insanlara çevreyi koruma adına neler yapabileceklerini anlatırım	.862			
DVR13 Çevreyi korumaya yönelik yeni şeyler öğrenmek için araştırmalar yaparım	.840			
DVR18 Plajda ve piknikte çöplerimi, bir poşete biriktirip, en yakın çöp bidonuna atarım	.836			
DVR17 Alışverişlerimde çevreye duyarlı işletmeleri tercih ederim	.813			
DVR15 Çevre kirliliğine neden olan duyarsız, bilinçsiz ve isteksiz insanları uyarırım	.754			
DVR16 Çevreye zarar vermeyen ürünler için daha fazla para öderim	.751			
DVR11 Çevreye zararlı faaliyetlerden kaçınırım	.701			
Faktör 2. Kültürel Rol (KULR)		0.894	14.988	2.478
DVR6 Yerel kültürü turizm açısından önemli olduğu için korurum	.803			
DVR9 Turistlere yönelik kültürel faaliyetlerde görev alırım	.792			
DVR7 Alanya'ya gelen turistlere kültürümüzü anlatırım	.767			
DVR10 Yerel kültürü daha iyi tanımaları açısından turistleri evimde misafir ederim	.696			
DVR8 Turistlere yönelik kültürel faaliyetlere destek veririm	.687			
Faktör 3. Ekonomik Rol (EKOR)		0.843	14.764	1.698
DVR20 Eğer imkanım olsa turizm sektörüne yatırım yaparım	.803			
DVR21 Çevremdeki insanlardan turizm sektörüne yatırım yapmak isteyenlere maddi destekte bulunurum	.781			
DVR22 Yakınlarımı turizm sektöründe çalışmaları konusunda teşvik ederim	.737			
DVR23 Alış-verişlerimde yerel esnafı tercih ederim	.637			
DVR24 Turizm sektörünün yanında diğer sektörlerinde (tarım, hayvancılık, ticaret vb.) gelişmesini desteklerim	.555			
Faktör 4. Sosyal Rol (SOR)		0.837	12.903	1.352
DVR4 Turistlerin yerel halkla iç içe olmasına karşıyım ®	.747			
DVR1 Alanya'ya gelen turistlerle iletişim kurarım	.744			
DVR5 Turistleri sosyal çevremi genişletecek fırsat olarak görürüm	.707			
DVR3 Alanya'ya gelen turistlerle arkadaşlık ilişkileri kurarım	.640			
DVR2 Alanya'ya gelen turistlere yardımcı olurum	.612			
KMO	:0.925			
Bartlett's Test of Sphericity Approx. Chi-Square	:2894.666			
Df.	:276			
Sig. (p)	:0.000			
Toplam Varyansı Açıklama Oranı (%)	**:71.088**			

Elde edilen faktör boyutlarının doğrulanması için ikinci uygulama verileriyle DFA yapılmıştır. Analiz sonucunda oluşan yollara ilişkin istatistiki veriler ve kat sayılar tablo 5'te verilmiştir. Buna göre 0,05 anlamlılık düzeyinde tüm yollara ilişkin t değerleri istatistiki olarak anlamlıdır (t>1,96). Tüm boyutlar için CR>0,70 olduğundan yapısal güvenilirliğin sağlandığı görülmüştür. DFA'ya ilişkin uyum indeksleri K.E veya iyi seviyededir. Elde edilen veriler birlikte değerlendirildiğinde DVRÖ'ye ilişkin tüm boyutların doğrulandığı sonucuna ulaşılmıştır.

Tablo 5: DVRÖ 'ye İlişkin DFA Sonuçları

Faktörler	Önerme	Faktör Yükü	T-Değeri	Varyans (%)	x	AVE	CR
SOR (x=3.78)	DVR1	0.78	18.90	87.49	3.65		
	DVR2	0.88	22.70	90.39	3.78		
	DVR3	0.79	19.41	87.74	3.90	,620	,797
	DVR4	0.73	17.27	86.85	3.82		
	DVR5	0.75	18.17	87.17	3.77		
KULR (x=3.50)	DVR6	0.73	17.17	87.50	3.48		
	DVR7	0.87	21.86	91.45	3.40		
	DVR8	0.68	15.43	86.80	3.44	,549	,786
	DVR9	0.74	17.53	87.68	3.54		
	DVR10	0.65	.1455	86.52	3.60		
CEVR (x=3.82)	DVR11	0.79	19.96	86.58	3.90		
	DVR12	0.83	21.45	87.09	3.96		
	DVR13	0.77	19.18	86.38	3.80		
	DVR14	0.73	17.73	86.07	3.81		
	DVR15	0.77	18.99	86.33	3.78	,606	,875
	DVR16	0.73	17.69	86.06	3.74		
	DVR17	0.73	17.58	86.04	3.72		
	DVR18	0.89	24.11	88.71	3.83		
	DVR19	0.77	19.14	86.37	3.84		
EKOR (x=3.67)	DVR20	0.78	18.89	87,95	3.69		
	DVR21	0.88	22.58	91,37	3.71		
	DVR22	0.78	18.97	88.00	3.62	,583	,791
	DVR23	0.67	15.45	86,54	3.69		
	DVR24	0.69	15.95	86,69	3.65		

İndexler	Ki-Kare (x^2)	$x2$/df	RMSEA	GFI	AGFI	CFI	RMR	SRMR
Değerler	603.57 (p=0.000)	2.45	0.057	0.90	0.88	0.98	0.050	0.050
Durum	Kat Sayı Anlamlı	K.E	K.E	K.E	Düşük Uyum	İyi	İyi	İyi

STGÖ'ye ilişkin AFA sonuçlarına göre, ölçeği oluşturan altı önerme tek bir boyut altında toplanmıştır. Ölçeğe ilişkin güvenilirlik kat sayısı ise α=0,880 olarak elde edilmiştir. KMO değeri 0,869'dur. Tek faktörün toplam varyansı açıklama oranı %62,96'dır (Bkz. Tablo.6)

Tablo 6: STGÖ'ye Yönelik AFA Sonuçları

Faktörler ve Önermeler	Faktör Yükü	α	Varyans Açıklama Or.	Öz Değer
Faktör 1. Destek		**0.880**	**62.96**	**3.778**
DES2. Yerel halkın yaşam kalitesini arttıracak bir turizm gelişimini destekliyorum	.829			
DES4. Alanya'da artık büyük ölçekli tesisler yerine küçük ölçekli (butik) işletmelerin açılması gerektiğine inanıyorum	.814			
DES1. Uzun dönemli plana dayalı bir turizm gelişimini destekliyorum	.810			
DES5. Alanya'da kitle (deniz-güneş-kum) turizminin yanında yeni turizm türlerinin geliştirilmesi fikrini destekliyorum	.800			
DES3. Yerel halkın gelişim sürecinde yer aldığı bir turizm gelişimini destekliyorum	.787			
DES6. Alanya'da yeni alanların (yayla, avlak, golf vb.) turizme açılmasını destekliyorum	.717			
KMO	**: 0.869**			
Bartlett's Test of Sphericity Approx. Chi-Square	: 419.963			
Df.	: 15			
Sig. (p)	: 0,000			

Yapısal geçerliliği test edilen STGÖ'ne ait altı önerme yapısal güvenilirliğini doğrulamak için DFA'ya tabi tutulmuştur. İkinci uygulama sonucu elde edilen verilerle yapılan analiz sonucunda, oluşan yollara ilişkin tüm t değerlerinin anlamlı olduğu görülmüştür (t>1,96). Ölçeğe ilişkin genel α=0,864'tür. Yapısal güvenilirlik kat sayısı 0,812'dir ve CR>0,70 koşulunu sağlamaktadır. Aynı zamanda DFA modeline ilişkin tüm uyum indeksleri iyi düzeydedir.

Tablo 7: STGÖ'ye Yönelik DFA Sonuçları

Faktörler	Önerme	Faktör Yükü	T-Değeri	Varyans (%)	x	AVE	CR
	DES1	0.78	18.68	88.55	3.76		
	DES2	0.68	15.52	86.96	3.71		
DES	DES3	0.71	16.40	87.31	3.85	,519	,812
(x=3.82)	DES4	0.76	18.02	88.13	3.80		
	DES5	0.63	13.95	86.47	3.79		
	DES6	0.75	17.74	87.97	4.00		

İndexler	Ki-Kare (x^2) $x2$/df	RMSEA	GFI	AGFI	CFI	RMR	SRMR
Değerler	9.02 (p=0.004)	1.002	0.002	0.99	0.98	1.00	0.026	0.020
Durum	Kat Sayı Anlamlı	İyi	İyi	İyi	İyi	İyi	İyi

3.3.2. Araştırma Modelinin Test Edilmesi

Araştırma kapsamında kullanılan üç ölçeğe ait toplam 48 önerme arasındaki etkileşimleri görebilmek ve böylece araştırma hipotezlerinin test edilebilmesi amacıyla yapısal eşitlik modellemesinden (YEM) yararlanılmıştır (Kline, 2010). Test edilen araştırma modeli şekil 2'de verilmiştir. Analiz sonucunda toplam 3 yol elde edilmiştir. Yollar ve yolara ilişkin kat sayılar Tablo 8'de sunulmuştur. Elde edilen kat sayılara göre aralarında en yüksek ilişki bulunan değişkenler YÇPÖ ve DVRÖ'dür (β=0.86).
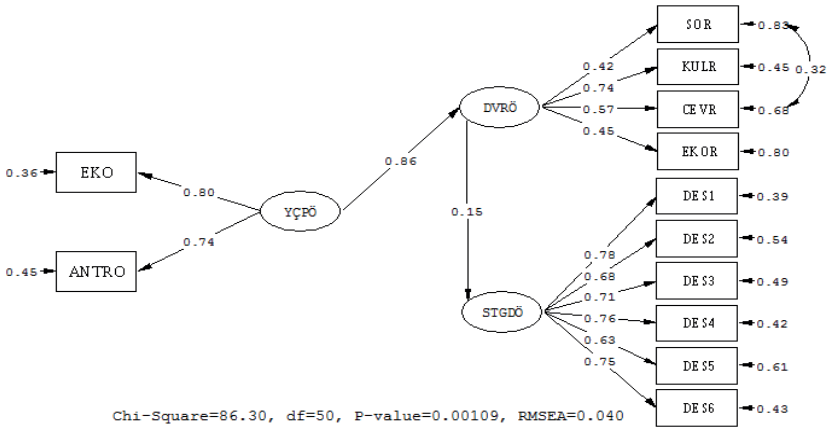
Şekil 2: Araştırma Modeli YEM Sonuçları.

Tablo 8'de verilen parametler incelendiğinde elde edilen x2 değerinin (86.30; p=0.001<0.05) istatistiksel olarak anlamlı olduğu görülmektedir. Bu durum model için önemli bir bulgu olmasına rağmen tek başına yeterli değildir. Bu nedenle uyum indekslerinden diğerlerine de bakılması gerekmektedir. Bu kapsamda elde edilen serbestlik derecesi ele alınmıştır (df=50). YEM çalışmalarında x2 değerinin df'ye bölümünden elde edilen sonucun 5 veya daha küçük bir değer olması istenmektedir (Şimşek, 2007:14). Çalışmada x2 / df = 1.73 olarak elde ediştir. Sonucun 1.73 ≤ 2 olması modelin iyi bir uyuma sahip olduğunu göstermektedir. RMSEA = 0.04 ≤ 0.05, SRMR = 0.042 ≤ 0.05, RMR = 0.035 ≤ 0.05, GFI = 0.95 ≤ 0.97 ≤ 0.99, AGFI = 0.95 ≤ 0.95 < 0.99; CFI=0.95 ≤ 0.99 ≤ 0.99 olması modelin iyi bir uyuma sahip olduğunu doğrulamaktadır.

Tablo 8: Yapısal Eşitlik Modelinee İlişkin İyilik/Uyum İndeksleri

İndexler	Ki-Kare (x^2)	$x2$/df	RMSEA	GFI	AGFI	CFI	RMR	SRMR
Değerler	86.30 (P=0.001)	1.73	0.040	0.97	0.95	0.99	0.035	0.042
Durum	Kat Sayı Anlamlı	İyi Uyum	İyi Uyum	İyi Uyum	İyi Uyum	İyi Uyum	İyi Uyum	İyi Uyum

Araştırma modeli kapsamında oluşturulan hipotezlere ilişkin özet veriler tablo 9'da sunulmuştur. Buna göre H1 ve H2 hipotezleri kabul edilmiştir.

Tablo 9: Araştırma Hipotezlerine Yönelik Formüller ve Değerlendirmeler

Hipotez	Bağımlı	Bağımsız Değişken(ler)	β	t	Durum
H1	DVRÖ	YÇPÖ	0.86	7.44	Kabul
H2	STGDÖ	DVRÖ	0.15	2.47	Kabul

4. Tartışma ve Sonuç

Çalışmada elde edilem sonuçlara göre katılımcıların büyük çoğunluğu turizm sektöründen gelir elde etmektedir. Bu durum, sürdürülebilir turizm gelişimi kriterlerinden toplum tabanlı turizm için önemli bir göstergedir. Çünkü topluma dayalı turizmde temel amaç yerel ekonomileri iyileştirmektir. Bunun içinde turizmden elde edilen gelirin topluma dağılımının optimum düzeyde sağlanması gerekmektedir (Lee ve Jan, 2019). Sağlıklı bir turizm gelişimi için bu kriterin sağlanması tek başına yeterli değildir. Toplumun turizm sektörüne güven duyması, turizm, çevre ve sürdürülebilirlik konularında bilinçli olması, turizmin etkileri hakkında deneyim sahibi olması gerekmektedir (Kwaramba, Lovett, Louw ve Chipumuro, 2012). Alanya'da yaşayan yerel halkın çevresel tutumları ekosentrik çerçeveye daha yakındır. Yerel halkın insanı merkeze alan düşünceden uzak olması sürdürülebilir turizm gelişim sürecinde oynayacakları rol açısından büyük önem taşımaktadır. Çünkü, insan merkezli düşünce yapısı (antroposentrizm) çevresel değerleri göz ardı ederek yalnızca insanı ön plana almakta (Kopnina, Washington, Gray, Taylor ve Piccolo., 2018) ve savunduğu değerler nedeniyle sürdürülebilirlik felsefesinin temel prensipleriyle çelişmektedir (Imran, Alam ve Beaumont, 2014; Speed, 2006). Çevre merkezci yaklaşım (ekosentrizim) ise insan davranışlarının çevresel kaynakların kısıtlı olduğu düşüncesinden hareketle şekillenmesi gerektiğini savunmaktadır (Curry, 2018). Ayrıca, kavram bazı çalışmalarda sürdürülebilirliğe giden kilit yol olarak ele alınmıştır (Washington, Taylor, Kopnina, Cryer ve Piccolo, 2017). Bu açıdan değerlendirildiğinde ekosentrik yaklaşım, antroposentrik yaklaşıma göre tam anlamıyla olamasa da ve bazı eksiklikleri olmasının yanında sürdürülebilirlik felsefesiyle daha benzer özellikler taşımaktadır (Imran ve ark., 2014).

Yerel halkın hayvanlar ve bitkileri de en az insanlar kadar değerli görmesi, doğanın çabuk bozulabilecek hassas bir dengesinin olduğuna inanmaları ve nüfusun dünyanın taşıma kapasitesinin üzerinde arttığı yöndeki inançları (Cocks ve Simpson, 2015); insanın doğa kanunlarına tabi olduğu yöndeki düşünceleri ve günümüz tüketim alışkanlıklarının ileride ciddi çevre sorunlarına neden olabileceği yöndeki öngörüsü (Curry, 2018); ormanların tarım amacıyla tahrip edilmesini yanlış olduğu yöndeki tutumları (Thompson ve Barton, 1994), insanoğlunun doğayla mücadele etmemesi gerektiği yöndeki inanışları (Thompson, 1998) ekosentrik tutum seviyelerini yükselten önemli değerlerdir. Alanya'da yaşayan yerel halkın ekosentrik tutuma yakın bir davranış kalıbını benimsemiş olması destinasyonun geleceği bakımından büyük önem taşıdığı gibi, sürdürülebilir turizm gelişimi sürecinde belirlenecek rolü hızlı bir şekilde benimseyip davranışa dönüştürmelerinin de önünü açacaktır.

Bu bilgiler ışığında yerel halkın çevresel açıdan belirli bir bilinç düzeyinde olduğu değerlendirilebilir. Kopnina (2020) bu bilinci herhangi bir örgün eğitime dayanmayan, çevresel uyaranlar veya içsel güdüler çerçevesinde oluşan bir tutum olarak tanımlamaktadır. Yazara göre, bir toplumda çevresel bilinç içsel veya dışsal uyaranlar aracılığıyla istek dışı oluşabileceği gibi evrensel eğitim stratejileri ve eko-pedagojik eğitimlerle de farkındalık oluşturmak mümkündür. Humaida (2020) çevresel bilincin ve ekosentrik yaklaşımın sürdürülebilir bir gelecek için önemli olduğunu belirtmekle beraber, bu değerlerin bireylere küçük yaşlardan itibaren okullarda yapılacak projelerle kazandırılmasının gerekliliğine dikkat çekmiştir. Kopnina (2017), okullarda çevre dersi almanın öğrencilerin ekosentrik ve antroposentrik tutumlarına etki etmediğini, aradaki farklılığın bireysel özelliklerden ve deneyimlerden kaynaklandığını ortaya koymuştur. Çalışmada okulda geçirilen sürenin kısa olmasının da bu bulgu üzerinde etkili olduğu sonucuna ulaşılmıştır.

Cardenas ve arkadaşları (2015) yapmış oldukları çalışmada toplumda çevresel bilinç oluşturmaya yönelik altı boyutlu bir indeks ortaya koymuşlardır. Bu boyutlar; kaynakların korunması,

çevre eğitimi, paydaş katılımı, ekonomik planlama, kültürel farkındalık ve toplumsal kaynakların tanımlanmasıdır. Topluma çevresel eğitim alabilecekleri fırsatların sunulması, tüm bu boyutların sistematik bir şekilde öğrenilebilmesinin ana adımıdır. Bretherton (2001), çevresel duyarlılığın ve savunuculuğun insanlara öğretilebilmesi için ekosentrik kimlik oluşturulması konusunu gündeme getirmiştir. Amaç, insanların çevre koruma duygusuna karşı aidiyet hissetmesi ve bunu davranışa dönüştürerek bu davranışı benliğine yerleştirmesini sağlamaktır. Burada, kimliğin olumlu ve olumsuz yönleri iyi belirlenmeli ve çevreye karşı aşırıya gidebilecek davranışların engellenmelidir. Aksi takdirde çevrefeminizmi gibi savunucuların ortaya çıkmasına zemin hazırlanmış olacaktır. Bu nedenle, çevresel kimlik sadece çevreyi değil, toplumsal yani sosyal değerleri de içerisinde barındırmalı, çevresel sorunlara çözüm üretirken, sosyal sorunları görmezden gelmemeli veya sosyal sorunlara yol açmamalıdır.

Görüldüğü üzere yapılan çalışmalarda deneyim ve eğitim, toplumda çevresel bilinç oluşturmak için iki önemli faktör olarak sunulmuştur. Alanya'da yaşayan yerel halk turizm konusunda toplumsal deneyime sahiptir ve çevresel tutum konusunda ekosentrik eksene yakın durmaktadır. Bunlar sürdürülebilir gelişim hedefine ulaşma noktasında önemli fırsatlardır. Ayrıca, Alanya destinasyonunda yerel gündem 21'ler kapsamında oluşturulan kent konseyi bulunmaktadır. Konseyin varlığı toplumsal eğitimin uygulanması açısından önemlidir. Sürdürülebilir gelişim hedefine ulaşma yolunda yerel düzeyde adımlar atmak ve toplumu bu sürece hazırlamak kent konseylerinin ana görevi olarak belirlenmiştir (resmigazete.gov.tr). Konsey tarafından uygulanacak programlarla yerel halkın çevresel bilinç düzeyinin arttırılması ve bunun davranışa dönüştürülmesi için zemin oluşturulması mümkündür.

Çalışma kapsamında sürdürülebilir turizm gelişiminde yerel halk için bir davranışsal rol modeli geliştirilmiştir. Rol kalıbı dört önemli temel üzerinde inşa edilmiştir. Bunlar ekonomik, sosyal, kültürel ve çevresel değerlerdir (Crowther, Seifi ve Wond, 2019; Dhahri ve Omri, 2018; Pawlowski, 2008). Yapılan analizler neticesinde yerel halkın kültürel rollerini diğer rollerine oranla daha fazla yerine getirdiği, çevresel ve ekonomik rollerini yerine getirme konusunda ise zayıf oldukları görülmüştür. Ayazlar ve Ayazlar (2016), yerel halkın sosyal ve kültürel anlamda sürece destek vermesinin sağlıklı bir turizm gelişimi için önemli bir nokta olduğunu vurgulamış, aynı desteğin çevresel ve ekonomik alanlarda olmamasını ise önemli bir sorun olarak tanımlamışlardır. Yerel halkın çevreyi koruma bilinciyle hareket etmemesi, turizm sezonunda yoğun bir baskı altında kalan çevrenin sezon dışındada kirlenmeye devam etmesine ve çevresel sürdürülebilirliğin risk altına girmesine neden olmaktadır (Tost, Hitch, Chandurkar, Moser ve Feiel, 2018). Kişileri turizm faaliyetlerine yönelten ve destinasyon seçiminde önemli bir unsur olan çevre ve çevresel kaynakların hızlı tahribatı, destinayon marka imajının önemli ölçüde zarar görmesine ve çekiciliğinin kaybolmasına neden olacaktır (Stefanica ve Butnaru, 2015). Bu durum uzun vadede ziyaretçi sayısının ve kalitesinin düşmesine yol açarken, destinasyonun turistik ürün yaşam eğrisi üzerindeki evreleri hızlı bir şekilde geçmesine ve ömrünün de kısalmasına sebep olacaktır (Butler, 1980; Paramiti, Alama ve Chen, 2016).

Yerel halkın davranışsal rolleri üzerinde etkili olan motivasyon çevresel tutumları olarak elde edilmiştir. Çevreye karşı antroposentrik tutuma sahip yerel halkın davranışsal rollerini sergileme derecesi ekosentrik tutuma sahip olanlara göre daha düşüktür. Antoposentrik tutuma sahip olan yerel halk özellikle kültürel, sosyal ve çevresel rollerini tam anlamıyla yerine getirmemektedir. Elde edilen bulgu antroposentrizm literatürüyle de uyuşmakta (Callicott, 1984, Le Duc, 2018; Simon, 1996) ve sürdürülebilirlik felsefesiyle tam olarak zıt bir duruma işaret etmektedir. Ekosentrik tutuma sahip bireylerde ise tersi bir durum söz konusudur. Sürdürülebilirlik konusunda

daha bilinçli ve hassas olan ekosentrik tutuma sahip yerel halk, sosyal, kültürel ve çevresel rollerini yerine getirme konusunda da aynı hassasiyeti göstermektedir.

Alanya'da yaşayan yerel halkın sürdürülebilir turizm gelişimine verdikleri destek üzerinde tek başına en etkili olan faktör davranışsal rollerini sergileme dereceleridir. Bu durum yerel halkın sürdürülebilir turizm gelişim sürecinde sergileyeceği davranışsal rolün önemini ortaya koymaktadır. Yerel halkın sürdürülebilir turizm gelişim sürecine verdiği desteği etkileyen bir diğer faktör ise çevresel tutumlarıdır. Özellikle ekosentrik tutuma sahip bireyler sürdürülebilir turizm gelişimine yüksek oranda destek vermektedir (Gürsoy ve Rutherford, 2004; Gürsoy ve ark., 2010).

Sürdürülebilir gelişim hedefini yakalamak için katılımcı yaklaşıma dayalı bir büyüme planlaması gerekmektedir (Cengiz, Özkök ve Ayhan, 2011; Nyanjom ve ark., 2018). Katılımcılıktan kasıt sürdürülebilir turizm hedefine ulaşmada rol oynayacak olan tüm paydaşların aynı hedef etrafında toplanması ve üzerlerine düşen rolleri yerine getirmesidir. Bu rollerden birisi de turizm gelişimine verilen destektir. Yerel halkın turizm gelişimine verdiği desteğe ilişkin bulgular tek başına ele alındığında, destek düzeyinin olumlu yönde olduğu ancak, halkın net bir tutum göstermediği sonucuna ulaşılmıştır. Gürsoy ve Rutherford (2004) bunun birçok nedene bağlı olabileceğini ortaya koymuştur. Toplumsal endişe, toplumsal bağlılık, yerel ekonomik durum, kültürel ve sosyal maliyet, çevresel tutum türü gibi değişkenler, toplumun turizm gelişimine verdiği desteği önemli oranda etkilemektedir. Alanya, bir kitle turizm destinasyonudur. Kitlesel turizm hareketleri, destinasyonun kaynakları üzerinde önemli tahribatlar meydana getirmektedir (Martinez-Garcia, Raya ve Majo, 2017). Özellikle toplumsal bağlılığın yüksek olduğu durumlarda, turizmin destinasyon kaynaklarına vermiş olduğu zarar yerel halkın desteği üzerinde olumsuz bir etki meydana getirebilmektedir. Çalışmaya katılan yerel halkın "Alanya'da yeni alanların (yayla, avlak, golf vb.) turizme açılmasını destekliyorum" ifadesine yüksek düzeyli katılım göstermesi, aslında turizm gelişimine desteklerini göstermektedir. Buradaki ayırt edici nokta yerel halkın mevcut turizm faaliyetlerinden duyduğu memnuniyetsizliği açığa vurmasıdır. Çünkü yayla turizmi, golf turizmi, av turizmi gibi turizm çeşitleri küçük ölçekli ve doğaya saygılı bir formdadır. Bununla birlikte yerel halk Alanya'da büyük ölçekli tesisler yerine küçük ölçekli yani butik tarzı işletmelerin açılması gerektiğine inanmaktadır. Yine bu bulgu, yerel halkın turizmden memnun olduğunu ancak turizmin mevcut yapısından rahatsızlık duyduğunu göstermekte, bir değişimin gerekliliğine işaret etmektedir.

Yapılmış olan bu çalışma ile sürdürülebilir turizm gelişim sürecinde yerel halkın nasıl davranması gerektiği ortaya koyulmuş ve bu çerçevede davranış kalıpları belirlenmiştir. Yerel halkın çevresel tutum düzeyi ve bunun davranış kalıplarına yön veren bir ana motivasyon kaynağı olduğu tespit edilmiştir (Gürsoy ve ark., 2010). Yerel halkın davranışsal rollerini sergileme derecesi ve çevresel tutumları bir bütün olarak sürdürülebilir turizm gelişim sürecine verdikleri desteği önemli oranda etkilemektedir. Yerel halkta çevresel bilincin oluşturulması, davranışsal rollerini sergileme derecelerini önemli oranda yükseltirken, sürdürülebilir turizm gelişim sürecine verdikleri destek seviyesini de arttıracaktır (Herremans ve Reid, 2002). Ancak, tüm bunlardan önce yerel halkta turizm bilincinin oluşturulması ve sürdürülebilir turizm kavramının gerçek manasıyla öğretilmesi gerekmektedir (Cardenas, Byrd ve Duffy, 2015). Sürdürülebilirlik felsefesinin halk tarafından idrak edilmesi belirli bir süre sonra davranış olarak geri dönecektir. Böylece yerel halk, turistik destinasyonların sürdürülebilir yapıya bürüdürülmesi sürecine davranışlarıyla önemli bir destek sağlayacaktır (Cheng ve Wu, 2015; Hwang, Stewart ve Ko, 2012)

Çalışmanın Kısıtları ve Öneriler

Bu çalışma, bir kitle turizm destinasyonunda gerçekleştirilmiştir. Çalışmanın farklı kültürlerde ve farklı turizm destinasyonlarında tekrarlanması elde edilen bulguların karşılaştırılmasına ve bulguların çeşitlenmesine katkıda bulunacaktır.

Çalışmada yerel halkın çevresel tutumları ulusal ve uluslararası literatür göz önüne alınarak ekosentrik ve antroposentrik olarak iki kısımda incelenmiştir. Her iki kavramda sürdürülebilirlik çerçevesinde ele alınmış ve yorumlanmıştır. Çalışma sonucunda ise sürdürülebilir gelişim felsefesiyle en uyumlu olan çevresel tutumun ekosentrik tutum oluğu görülmüştür. Ancak, bu tutum yapısı ve savunduğu bazı değerler ile sürdürülebilirlik felsefesiyle tam anlamıyla uyuşmamaktadır. İşte bu noktada çevresel tutumun sürdürülebilirlik çerçevesinde yeniden ele alınması ve bu yapıya uygun üçüncü bir kavramın üretilmesine yönelik gereksinim ortaya çıkmıştır. İlgili literatürde biosentrizm, türcülük, teknosentrizm gibi kavramlar ortaya atılmış olsada, yapılan çalışmalarda kavramla ilgili tartışmalar henüz devam etmektedir. Ayrıca, söz konusu kavramların yine tam anlamıyla sürdürülebilirlik felfesini yansıtmadığı ve antroposentrizme karşı ortaya atıldıkları görülmektedir. Daha sonra bu konu üzerine yapılacak çalışmalarda konunun ele alınması hem söz konusu kavramın ortaya atılması hemde literatüre katkı sağlanması adına önem taşımaktadır.

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Toplumsal Yük ve Kariyer: Konaklama Sektöründeki Kadın Yöneticilerin Kariyer Gelişimlerini Etkileyen Toplumsal Cinsiyet Faktörlerinin Analizi

Social Load and Career: An Analysis of Gendered Factors Affecting the Career Progression of Female Managers in the Hospitality Industry

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ÖZ

Bu çalışmanın temel amacı konaklama işletmelerinde çeşitli yönetsel pozisyonlarda görev yapan kadın yöneticilerin toplumsal cinsiyet düşünce ve algılarının kariyer süreçleri üzerindeki etkisini bulgulamak ve bu süreçte yaşadıkları deneyimleri ve zorlukları cinsiyet temelinde ortaya koymaktır. Bu amaç doğrultusunda Antalya İl merkezinde konaklama işletmelerinde çeşitli pozisyonlarda görev yapan 14 kadın yönetici kolay ulaşılabilir durum örneklemesi yoluyla seçilmiştir. Araştırma verilerinin toplanmasında derinlemesine görüşme tekniği ve yarı yapılandırılmış görüşme formundan yararlanılmıştır. Çalışma nitel araştırma desenlerinden biri olan olgubilim deseni kapsamında yürütülmüştür. Araştırma verilerinin analizinde içerik analiz tekniğinden yararlanılmış ve veri analiz sürecinde QSR NVivo 10 programı kullanılmıştır. Araştırmanın analizleri sonucunda; Türkiye'de kadının kariyer yapması konusundaki görüşler, sektörde kadının kariyer yapmasını zorlaştıran faktörler, kadınların sektördeki zorluklarla başa çıkma davranışları, kadının kariyer yapmasını kolaylaştıran faktörler ve kadın erkek fırsat eşitliği konusundaki görüşler olmak üzere 5 adet kategori ve 28 adet kavramsal kod elde edilmiştir. Elde edilen veriler bütüncül olarak değerlendirildiğinde toplumsal cinsiyet rolünün kadın yöneticilerin kariyer süreçlerinde etkili olduğu tespit edilmiştir. Buna rağmen kadınların çoklu rolleri yürütebilme konusunda beceriye sahip oldukları, tüm bu zorluk ve engellere rağmen vazgeçmeyerek kariyerlerinde ilerlemeyi tercih ettikleri ve bu anlamda mücadele ettikleri elde edilen sonuçlar arasındadır.

Anahtar Kelimeler: Toplumsal yük, toplumsal cinsiyet, kadın yönetici, konaklama işletmesi, Antalya

ABSTRACT

This study aims to discover the effect of gender-related thoughts and perceptions of female managers in the hospitality industry on their career progression and to uncover the experiences and difficulties that gender perceptions cause them during their careers. For this purpose, we used convenience sampling to select 14 female managers who were employed in various positions at hospitality businesses operating in central Antalya. In-depth interview technique and semi-structured interview form were used to collect the research data. The study was conducted within the scope of phenomenological design, which is one of the qualitative research designs. The content analysis technique and QSR NVivo 10 qualitative analysis software program were used to analyze the research data. In the research, the following five categories were determined: opinions on career opportunities for women in Turkey, factors hindering women's career advancement in the hospitality industry, behavioral methods of coping with industry-related challenges for women, factors facilitating women's career development, and opinions on the equality of opportunity between men and women. Based on the five aforementioned categories, 28 conceptual codes were obtained. When the obtained data was evaluated as a whole, we could conclude that gender roles affect the career processes of female managers. Nevertheless, the research determined that women can fulfill multiple roles, they do not prefer giving up despite all the difficulties and obstacles, and they prefer to progress and struggle in their careers.

Keywords: Social load, gender, female executive, hospitality industry, Antalya

EXTENDED ABSTRACT

Gender stereotypes are made up of various components. Among these components are the beliefs that members of each gender have shared traits and should fulfill certain role behaviors and have a certain physical appearance. Furthermore, gender stereotypes hold that members of each gender should have certain beliefs and some occupations are more suitable for one gender than the other (Deaux and Lewis, 1984, p. 992). Although women have served in supervisory and managerial positions in the last two decades, they still often work as waitrons, tailors, nurses, teachers, and civil servants (Lloyd-Fore, 1988, p. 9). Evidently, gender-based thoughts and perceptions cause some professions to be categorized as "male professions" and "female professions" (Tekin and Gençer, 2016, p. 496). Although there are a significant number of female managers in the hospitality sector following its expansion in recent years, many factors prevent women from reaching senior managerial positions (Li and Leung, 2001, p. 189). The biggest organizational problem faced by working women is the so-called glass ceiling, an invisible barrier, which prevents women from rising to the highest level of management (Gini, 2001, p. 97-98). All of the above serve to illustrate the fact that gender roles and stereotypes affect women's access to jobs. With this in mind, this study aims to determine the role of gender-based thoughts and perceptions on female managers working in various management positions in the hospitality industry and to reveal their experiences and the difficulties they face.

This study uses phenomenology, which is a qualitative research pattern. We chose phenomenology to reveal how the experiences of female managers were formed. This study focuses on how female managers working in various positions in the hospitality industry make sense of their career progression experiences. We selected participants using convenience sampling, which is a purposeful sampling method. In the study, the average age of the 14 study participants was 38 years. Among the participants, two had high school degrees, one had an associate's degree, ten were university graduates, and one had a master's degree. The participants were employed as one of the following: housekeeping managers, human resources managers, sales and marketing managers, accounting managers, garden managers, wellness spa managers, and general managers. The working period of the participants in their respective organizations varied between 10 months and 14 years, and in the tourism sector, it

varied between 18 months and 30 years. To obtain research data, in-depth and semi-structured interviews, which are qualitative data collection techniques, were used. Audio recordings of the interviews were made with the participants' permission. The interviews continued until data saturation was achieved. Theoretical saturation was achieved after all the 14 participants were interviewed. The average time of each interview was 30 minutes. The content analysis technique was used to analyze the data obtained from the participants. Direct quotations reflecting the participants' views on the subject were included. Each participant was given a code, which was between K1 and K14 and had a similar pattern. The QSR NVivo 10 package program was used to assist in the determination of the codes and categories. Five categories and 28 codes defining these categories were obtained through analysis. These codes and categories were then arranged and the findings interpreted. The five categories that emerged are as follows: opinions on career opportunities for women in Turkey, factors hindering women's career advancement in the hospitality sector, behavioral methods of coping with industry-related challenges for women, factors facilitating women's career development, and opinions of the participants on the equality of opportunity between men and women. In conclusion, although the multiple roles that women fulfill, their family and social responsibilities, and work/family conflicts all appear to be factors that make it difficult for women to progress in their careers, social prejudice, pressure from spouses and family, and gender discrimination in career planning emerged as the important factors that prevent women from reaching senior management positions. However, we also found out that women can carry out multiple roles and try to progress in their careers despite all these difficulties and obstacles.

1. Giriş

Cinsiyet terimi, bireyin kadın ya da erkek olarak gösterdiği genetik, fizyolojik ve biyolojik özellikleri ifade ederken toplumsal cinsiyet kadın ve erkeğin sosyal olarak belirlenen rol ve sorumluluklarına işaret etmekte ve toplumsal cinsiyet biyolojik farklılıklardan dolayı değil toplumun kadın ve erkek olarak bireyleri nasıl gördüğü, nasıl algıladığı, nasıl düşündüğü ve nasıl davranmasını beklediği ile ilgili bir kavramdır (Akın ve Demirel, 2003, s. 73). Bu bağlamda toplumsal cinsiyetin kültürel ve sosyal bir kavram olduğu, toplumların kadın ve erkeğe atfettikleri değerleri anlatma biçimi olduğu söylenebilir. Dolayısıyla toplumsal cinsiyet kalıp yargıları erkeğe ve kadına uygun görülen paylaşılan özellikler, rol davranışları, fiziksel görünüm ve inançlar, davranışlar ve meslekler gibi bir dizi bileşene sahiptir (Deaux ve Lewis, 1984, s. 992). Son yirmi yılda kadınların büyük ölçüde denetleyici ve yönetsel pozisyonlara taşınmaya başladığı izlenmekle birlikte kadınların halen garson, terzi, hemşire, öğretmen ve memurlardan oluştuğu görülmektedir (Lloyd-Fore, 1988, s. 9). Görüldüğü gibi toplumsal cinsiyet temelli düşünce ve algıların kimi mesleklerin "erkek mesleği", kimi mesleklerin ise "kadın mesleği" olarak ayrışmasına neden olduğu görülmektedir (Tekin ve Gençer, 2016, s. 496).

Türkiye de dâhil olmak üzere gelişmekte olan birçok ülkede kadınlar evlilik, annelik, ayrımcılık ve önyargı gibi görünen veya görünmeyen engeller ve zorluklar nedeniyle genellikle erkek meslektaşlarıyla rekabet etme konusunda dezavantajlı bir durumdadır. Özellikle konaklama sektöründeki uzun çalışma saatleri ve hareketlilik kadınların içinde bulundukları durumun daha da zorlaşmasına neden olmakta ve kültürel gelenekler gereği de toplum kadınların alkol alınan ve uzun süre çalışmayı gerektiren ortamlarda bulunmasını tercih etmemektedir (Pinar, Mccuddy, Birkan ve Kozak, 2011, s. 74). Diğer yandan özellikle gelişmekte olan birçok ülkede toplumsal cinsiyet rolleri kadınlara çocuk büyütmek, yaşlılara bakmak ve ev işlerini yapmak için temel sorumluluklar verdiğinden dolayı kadınlar evle ilgili belirli işleri üstlenmeye uygun görüldükleri için turizm sektöründe yarı zamanlı rollerde kadınların istihdamı gelişmekte olan toplumlarda ev içi görevlerin bir uzantısı olarak kabul edilmekte ve bu tür görevlere genellikle kadınlar tercih edilmektedir (Cave ve Kilic, 2010, s. 285). Tüm bu açıklamalar kadınların toplumsal cinsiyet rolleri paralelindeki işlerde görev yaptığını ortaya koymaktadır. Buradan hareketle:

Bu çalışmada konaklama işletmelerinde çeşitli yönetim pozisyonlarında görev yapan kadın yöneticilerin toplumsal cinsiyet temelli düşünce ve algılarının kariyer sürecinde nasıl bir rol oynadığını bulgulamak ve yaşadıkları deneyimleri ve karşılaştıkları zorlukları ortaya koymak amaçlanmaktadır. İlgili literatürde konaklama işletmelerinde kadın yöneticilerin kariyer engelleri konusunda ortaya koyulan çalışmalarda genellikle nicel araştırma modelinden yararlanılmıştır. Katılımcıların deneyimleri ve bakış açıları araştırılırken konuya derinlemesine bir anlayış kazandırabileceği düşünülen nitel araştırma modeli ile desenlenmiş bir çalışmanın daha uygun olacağı, çalışmanın böylece konuya yeni anlayışlar kazandırabileceği ve elde edilen sonuçların literatürde daha önce ortaya koyulan çalışma sonuçlarıyla karşılaştırılabilme ve benzerlik ve farklılıkları ortaya koyabilme imkânı sunacağı düşünülmektedir. Aynı zamanda bu çalışmanın turizm sektörünün önemli bir kolu olan konaklama işletmelerinde çalışan kadınların toplumsal cinsiyet bağlamında kariyer süreçlerinin anlaşılmasına kaynaklık ederek alan yazına katkı sunacağı düşünülmektedir. Dolayısıyla araştırma sonuçlarının turizm alan yazınına ve turizm sektör temsilcilerine katkı sunmak adına önem taşıdığı düşünülmektedir.

1.1. Kuramsal Çerçeve

Dünya genelinde turizm sektörü alanında önemli sayıda kadın olmasına rağmen bunlardan sadece birkaçının üst düzey yönetici pozisyonuna ulaşmayı başardığı belirtilmekte ve sektörde kadınların üst yönetimde yer almama nedenlerini araştırmanın ve kadınların önündeki engeller ve zorlukların kapsamlı bir şekilde gözden geçirilmesinin fazlasıyla gerekli olduğu vurgulanmaktadır (Kattara, 2005, s. 238). Benzer şekilde konaklama endüstrisinin son yıllardaki gelişimi ile birlikte sektörde önemli sayıda kadın yönetici olmasına rağmen kadınların yönetimde üst düzey pozisyonlara ulaşmalarını engelleyen pek çok faktör bulunduğu belirtilmektedir (Li ve Leung, 2001, s. 189). Çalışan kadınların karşılaştığı en büyük örgütsel sorun, kadınların en üst düzey yönetim seviyesine yükselmesini engelleyen ve görünmez bariyer olarak adlandırılan cam tavandır. Cam tavan aynı zamanda kadınların işyerinde her seviyede ve her işte karşılaştıkları kurumsal ve kişisel önyargıları ifade etmektedir (Gini, 2001, s. 97-98). Buna göre kadınların kariyerleri önünde engel teşkil eden faktörler; bireysel, örgütsel ve toplumsal nedenler başlıkları altında kavramsallaştırılmaktadır.

Kadınların kariyerleri önünde engel teşkil eden bireysel faktörlerden ilkini kadınların çoklu rol üstlenmeleri oluşturmaktadır. Bir kadının kariyerinde yerine getirmesi gereken sorumlulukların ve ailenin ne kadar kısıtlayıcı bir faktör haline geldiği, bir yandan kadının ebeveynlik görevi, eş ve ev hanımı rolleriyle ilgili görevlere olan bağlılığı ve fiili katılımı ve eşinden, ailesinden ve diğer akrabalarından aldığı destek miktarı olarak açıklanmaktadır (Chi-Ching, 1992, s. 663). Aile hem kadınların çalışmaya yönelik karar almalarında hem de ortaya koydukları emeğin niteliğinin belirlenmesinde önemli bir rol oynamakta ve bu nedenle kadın istihdamını ve kariyerini şekillendirmede kilit bir nokta olarak değerlendirilmektedir (Dedeoğlu, 2000, s. 140). Diğer taraftan kadınların üstlendiği çoklu roller sonucu özellikle konaklama işletmelerinin doğası gereği yönetim pozisyonunda görevli çalışanlar bir yandan ailelerini bir yandan da kariyerlerini dengelemeye çalıştıkları için önemli zorluklar oluşmakta ve çalışanlar iş-aile dengesi kurmakta zorluk yaşayabilmektedir (Brownell, 1998, s. 110).

Kadınların kariyerleri önündeki bir diğer engel ise örgüt kültürü ve politikasıyla ilgilidir. Erkek egemen kültürün hâkim olduğu örgütlerde kadınlardan ziyade daha çok erkeklere yönelik uygulanan norm ve inançların yer aldığı düşünülmektedir. Bu nedenle, erkek egemen kültürler, kendi görüşlerini, çatışma yaklaşımlarını, liderlik imajlarını, örgütsel değerleri, başarı ve iyi yönetim tanımlarını destekleyen gizli varsayımlardan, örtük normlar ve örgütsel uygulamalardan oluşmaktadır (Van Vianen ve Fischer, 2002, s. 316). Diğer taraftan kadınların örgütsel güce ve mentorlara olan sınırlı erişimi bir diğer kariyer engeli olarak yerini almaktadır. Çoğu kurumdaki üst düzey yönetim pozisyonları erkekler tarafından işgal edildiğinden dolayı kadın yöneticiler rehberlik sağlamaya ve kariyer geliştirme fırsatlarına erişimi teşvik etmelerine yardımcı olabilecek üst düzey yöneticilerle mentorluk ilişkileri kurma ve sosyalleşme fırsatlarının bulunmaması nedeniyle kaybedilmektedir (Chi-Ching, 1992, s. 663-664). Kadınların çalışma yaşamında karşılaştıkları mobbing ve cinsel taciz kadınların kariyerlerine engel olan bir diğer faktör olarak karşımıza çıkmaktadır (Çaha, Çaha ve Aydın Yılmaz, 2016, s. 22).

Son olarak kadınların kariyerleri önündeki toplumsal faktörlerden kaynaklanan engeller ise toplumsal cinsiyet rolleri ve basmakalıp yargılardan oluşturmaktadır. Cinsiyet kavramı 1970'lerin başında yaygın bir şekilde kullanılmaya başlanmıştır. Başlarda biyolojik cinsiyet farklılıkları ve bunların davranışları ve yetkinlikleri bildirmek için kullanılma şekilleri arasına bir sınır çizmek için analitik kategori olarak kullanılan cinsiyet kavramı daha sonra eril ve dişil olarak kullanılmaya başlanmıştır (Pilcher ve Whelehan, 2004, s. 56). Toplumsal cinsiyet ise her bir cinsiyet

üyesi için uygun görülen davranış hakkındaki toplumsal beklentilerdir. Toplumsal cinsiyet erkek ve kadınları birbirinden ayıran fiziksel niteliklere değil erkeklik ve kadınlıkla ilgili toplum tarafından oluşturulmuş özelliklere göndermede bulunmaktadır (Giddens, 2000, s. 621).

Turizm sektöründe farklı örgütsel düzeylerde cinsiyet ayrımcılığı yapıldığı ve pozisyonların kadın ve erkek şeklinde cinsiyete göre ayrıldığı belirtilmektedir. Buna göre erkekler genellikle profesyonel, idari ve denetleyici pozisyonlarında daha fazla temsil edilmektedir (Kinnaird ve Hall, 1996: 96). Diğer taraftan geleneksel olarak kadına yüklenen kadınlık ve annelik rolleridir (Camussi ve Leccardi, 2005, s. 125). Kadınların işgücüne katılımında bakmakla yükümlü oldukları çocukları olup olmaması da önemli bir etken olarak değerlendirilmekte ve evlerinde çocukları olmayan kadınların tam zamanlı iş sahibi olma olasılıklarının çok daha yüksek olduğu ifade edilmektedir (Giddens, 2000, s. 340). Kadınların ilerlemelerinin önünde yer alan basmakalıp düşüncelerin yanı sıra kadının kadın meslektaşlarına karşı ayrımcılık yapmasını ve güç ve otoritenin kontrolünü arayan kadınlara ilişkin beklenti veya stereotipi tanımlamak için kullanılan kraliçe arı sendromu bulunmaktadır (Place, 2011, s. 3). Kadın yöneticiler tarafından kadın meslektaşlarına koyulan engellerden bir diğeri ise kendini referans alma yanılgısı olarak ifade edilmektedir. Buna göre kadın yöneticilerin bilinçaltındaki "Ben bu noktaya nasıl geldiysem, herkes aynı şekilde gelebilir. Özel bir çabaya gerek yok" mantığı bu duruma neden olmaktadır (Örücü ve ark., 2007, s. 119). Diğer taraftan kadınların diğer kadın çalışan ya da yöneticilerden gördükleri mobbing davranışları pembe taciz olarak kavramsallaştırılmaktadır. Kadın çalışanlar kendini kanıtlama isteği baskın olan, zirvede olmanın ayrıcalığını yaşayan, erkek gözüyle görme ve yönetme isteği içinde olan kadın çalışan ya da yöneticilerle sorun yaşamakta ve bu durumda mobbingin kadın çalışan ya da yöneticiler için bir tatmin aracına dönüştüğü söylenebilir (Karakuş, 2014, s. 352).

Ulusal ve uluslararası yazında turizm sektöründe kadın istihdamı konusunda yapılan birçok çalışmada kadınlar ve erkekler arasında ücret politikası (Biswas ve Cassell, 1996; Çelik Uğuz ve Topbaş, 2016; Kaya ve Topbaş, 2019; Purcell, 1996; Skalpe, 2007; Sparrowe ve Iverson, 1999; Thrane, 2008) ve kariyer fırsatlarından yararlanma (Aydın-Tükeltürk ve Şahin-Perçin, 2008; Campos-Soria, Ortega ve Ropero-Garcia, 2009; Costa, Carvalho, Caçador ve Breda, 2012; Çakır, Barakazı ve Barakazı, 2017; Doherty ve Stead, 1998; Pinar ve ark., 2011) konularında birtakım farklılıklar bulunduğu, erkeklerin kadınlara göre daha avantajlı bir durumda oldukları ve üst düzey pozisyonlarda kadınların cinsiyet ayrımcılığına maruz kaldıkları (Biswas ve Cassell, 1996; Burrell, Manfredi, Rollin, Price ve Stead, 1997; Crompton ve Sanderson, 1990; Demir, 2011; Doherty ve Stead, 1998; Garcia-Pozo, Campos-Soria, Sanchez-Ollero ve Marchante-Lara, 2012; İstanbullu-Dinçer, Akova, Muğan-Ertuğral ve Aydoğan-Çifçi, 2016; Skalpe, 2007) ortaya koyulmuştur.

2. Yöntem
2.1. Araştırmanın Modeli ve Deseni

Araştırmada nitel araştırma desenlerinden olgubilim (fenomenoloji) kullanılmıştır. Olgubilim deseni birkaç kişinin bir olgu veya kavrama ilişkin yaşamış oldukları deneyimlerin ortak anlamına ve bu desende bir olguyu deneyimleyen bütün katılımcıların ortak özelliklerinin tanımlanmasına odaklanılmaktadır (Creswell, 2016, s. 77). Bu çalışmada konaklama işletmelerinde çeşitli pozisyonlarda görev yapan kadın yöneticilerin kariyer sürecindeki deneyimlerini nasıl anlamlandırdıkları bu çalışmanın odağını oluşturmaktadır. Dolayısıyla çalışmada "Kadın yöneticilerin Türkiye gibi geleneksel bir toplumda turizm sektöründe kariyer yapması" olgusu detaylı bir şekilde incelenmeye çalışılmıştır. Olgubilim deseninin tercih edilmesinin sebebi ise katılımcıların yaşadıkları deneyimin nasıl oluştuğunu ortaya koymaktır.

2.2. Çalışma Grubu

Çalışmada amaçlı örnekleme yöntemlerinden kolay ulaşılabilir durum örneklemesi kullanılmıştır. Kolay ulaşılabilir durum örneklemesi kolaylıkla araştırma yapılacak kişi ve grupların seçilmesine imkân tanıyan bir amaçlı örnekleme biçimidir (Yıldırım ve Şimşek, 2008, s. 113). Çalışma grubuna ilişkin demografik veriler incelendiğinde çalışmaya dâhil olan 14 katılımcının yaş ortalaması 38 olup, katılımcılardan 2'si lise, 1'i ön lisans, 10'u üniversite ve 1'i ise yüksek lisans eğitim derecesine sahiptir. Katılımcılar; kat hizmetleri müdürü, insan kaynakları müdürü, satış pazarlama müdürü, muhasebe müdürü, bahçe müdürü, wellness spa müdürü ve genel müdür pozisyonlarında görev yapmaktadır. Katılımcıların kurumda çalışma süresi 10 ay ile 14 yıl, turizm sektöründe çalışma süresi ise 1,5 yıl ile 30 yıl arasında değişmektedir.

2.3. Etik Prosedür

Araştırma süresince gizlilik esaslarına bağlı kalınmış olup, görüşmeler yapılmadan önce katılımcılara çalışmanın amacı ve kapsamı hakkında bilgi verilmiştir. Bu kapsamda araştırmanın katılımcıları araştırmaya gönüllü olarak katıldıkları, araştırmada görev yaptıkları kurum ve isimlerinin gizli tutulacağı ve araştırma sürecinde etik konuların garanti altında olacağının ifade edildiği katılımcı izin formunu imzalayarak gönüllü olarak araştırmaya dâhil olmuşlardır.

2.4. Araştırmanın Varsayımları

Araştırmanın amacı doğrultusunda elde edilen görüşme verilerinin kadın yöneticilerin konuya yönelik görüşlerini yansıtacak nitelikte olduğu ve araştırma sırasında katılımcıların görüşme sorularını içtenlikle yanıtlayacakları varsayılmıştır.

2.5. Veri Toplama Aracı ve Verilerin Toplanması

Olgubilim deseninde veri toplama aracı genellikle olguyu deneyimleyen bireylerle gerçekleştirilen görüşmeleri içermektedir (Creswell, 2016, s. 79). Araştırma verilerinin elde edilmesinde nitel veri toplama tekniklerinden derinlemesine görüşme (mülâkat) tekniği ve yarı yapılandırılmış görüşme formu kullanılmıştır.

Çalışmada Antalya İl merkezinde konaklama işletmelerinde yönetici pozisyonunda görev yapan kadın yöneticilerin belirlenmesi sürecinde internet arama motorlarında araştırma yapılmış, katılımcı profilleri belirlenmiş ve katılımcılar telefonla aranarak araştırmaya katılım konusunda gönüllü olan katılımcıların her birinden randevu alınmıştır. Daha sonra katılımcıların görev yaptıkları konaklama işletmelerinde kendi belirledikleri tarih ve saatte görüşmeler gerçekleştirilmiştir. Görüşmeler 11.11.2019 ile 22.11.2019 tarihleri arasında katılımcıların ofislerinde veya o sırada boş ve sakin olan toplantı salonlarında gerçekleştirilmiştir. Veri toplama sürecinde katılımcıların izni doğrultusunda ses kayıt cihazı kullanılmıştır. Veri doygunluğu sağlanana kadar görüşmelere devam edilmiştir. Kuramsal doyuma 14 katılımcıdan sonra ulaşılmış ve görüşmeler tamamlanmıştır. Her bir katılımcı ile yapılan görüşmeler ortalama 30 dakika sürmüştür.

Görüşme soruları hazırlanmadan önce konuyla ilgili ulusal ve uluslararası literatür kapsamlı bir şekilde araştırılmıştır. Görüşme formundaki sorular Antalya İlinde faaliyet gösteren konaklama işletmelerinde yönetim pozisyonunda görev yapan kadın yöneticilerin kariyerlerinde ilerlemeleri sürecinde yaşadıkları deneyimleri belirlemek amacıyla hazırlanmıştır. Bu amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır:

1. Türk kültürünün kadına yüklediği roller kariyerinizde ilerlemenizi ne yönde etkilemektedir?
2. Turizm sektöründe çalışan bir kadın olmanın zorlukları ve engelleri var mıdır? Varsa nelerdir?

3. Türkiye gibi geleneksel bir toplumda bir kadının kariyer yapması konusundaki düşünceleriniz nelerdir?

4. Toplumsal cinsiyet bağlamında kadınlara kariyer konusunda fırsat eşitliği sağlanması ile ilgili düşünceleriniz nelerdir?

2.6. Verilerin Analizi

Çalışmada derinlemesine görüşmeler yoluyla elde edilen veriler içerik analizi yaklaşımıyla çözümlenmiştir. Nitel araştırmalarda doğrudan alıntılar ham verilerin temel kaynağı olup kişilerin düşüncelerini, deneyimlerini ve temel kavrayışlarını ortaya çıkarmaktadır (Patton, 2014, s. 21). Çalışmada katılımcıların konuyla ilgili görüşlerini yansıtan doğrudan alıntılara yer verilmiştir. Katılımcıların her birine K1, K2,…K14 şeklinde katılımcı kodu verilmiştir. Çalışmada her bir görüşmeye ilişkin ses kayıtları ham veri olarak worde aktarılarak verilerin transkripsiyonu yapılmıştır. Daha sonra çözümlen veriler tekrar tekrar okunmuş, ilgili alan yazın ve elde edilen veriler doğrultusunda kodlar ve kodları tanımlayan kategoriler belirlenmiştir. Çalışmada kodlar ve kategorilerin belirlenmesi aşamasında QSR NVivo 10 paket programından yararlanılmıştır. Araştırma verilerinin analizi sonucunda 5 adet kategori ve bu kategorileri tanımlayan 28 adet kod elde edilmiştir. Daha sonra elde edilen kodlar ve kategoriler düzenlenerek elde edilen bulgular yorumlanmıştır.

2.7. Geçerlik ve Güvenirlik

Nitel araştırmalarda araştırmanın geçerlik ve güvenirliği inandırıcılık, aktarılabilirlik, tutarlılık ve doğrulanabilirlik ölçütleri ile sağlanmaktadır (Guba, 1981, s. 79-80).

- Araştırmanın inandırıcılığını sağlamak için görüşme formu ilgili alan yazına dayanarak hazırlanmış ve veri toplama aracı ile alan yazın arasındaki tutarlık sağlanmıştır. Bunun yanında araştırma sonuçları katılımcıların görüşlerini yansıtan doğrudan alıntılarla birlikte sunularak araştırmanın inandırıcılığı artırılmaya çalışılmıştır.

- Araştırmanın aktarılabilirliğini sağlamak için araştırma sürecinde yapılan işlemler ayrıntılı bir şekilde açıklanmaya çalışılmıştır. Bu kapsamda araştırmanın modeli ve deseni, çalışma grubu, veri toplama aracı ve verilerin toplanması, verilerin analizi ve bulguların sunumu adım adım açıklanmıştır.

- Araştırmanın tutarlılığını sağlamak için araştırma verilerinin analizinde kodlayıcılar arasındaki uyumu bulmak amacıyla Cohen Kappa uyum değerleri hesaplanmıştır. Bu amaçla nitel araştırma konusuna hâkim olan bir öğretim üyesi tarafından bağımsız bir şekilde kodlamalar yapılmış ve yapılan kodlamalar karşılaştırılarak tutarlılık oranı hesaplanmıştır. Kappa katsayısı <0 ise uyumun olmadığı, 0.01-0.20 değer aralığında ise zayıf bir uyumun olduğu, 0.21-0.40 değer aralığında ise kabul edilebilir bir uyumun olduğu, 0.61-0.80 değer aralığında ise önemli düzeyde bir uyumun olduğu ve 0.81-0.99 değer aralığında ise mükemmel bir uyumun olduğu şeklinde yorumlanmaktadır (Viera ve Garrett, 2005, s. 362). Kappa katsayısının aritmetik ortalaması 0.71 olarak belirlenmiş ve böylelikle değerlendiriciler arasında önemli düzeyde bir uyum olduğu görülmüştür.

- Araştırmanın doğrulanabilirliğini sağlamak için ise katılımcıların demografik özellikleri, araştırmanın yürütüldüğü sosyal ortam ve araştırmada izlenen yöntem ve süreçlerin açık ve ayrıntılı bir şekilde tanımlaması yapılmıştır. Bunun yanında araştırmanın sonuçları bu konuda ortaya koyulan ilgili araştırmalarla karşılaştırılmış ve sonuçlar ilgili literatür ile desteklenmiştir.

3. Bulgular

Araştırmanın amacı doğrultusunda araştırmanın örneklemi içerisinde yer alan kadın yöneticiler ile gerçekleştirilen görüşmelerin analizleri sonucunda elde edilen veriler 5 kategori altında toplanmış ve bu kategorilere dayalı olarak elde edilen kodlar ilgili başlıklar altında sunulmuştur. Ayrıca katılımcıların görüşlerinden örnekler doğrudan alıntılar yapılarak sunulmuştur.

3.1. Türkiye'de Kadının Kariyer Yapması Konusundaki Görüşlere İlişkin Bulgular

Bu bölümde kadın yöneticilerin Türkiye gibi geleneksel bir toplumda kadının kariyer yapması konusundaki görüşlerine yer verilmektedir. Bu kategoriye ilişkin bulgular ve kavramsal model Şekil 1'de sunulmuştur.
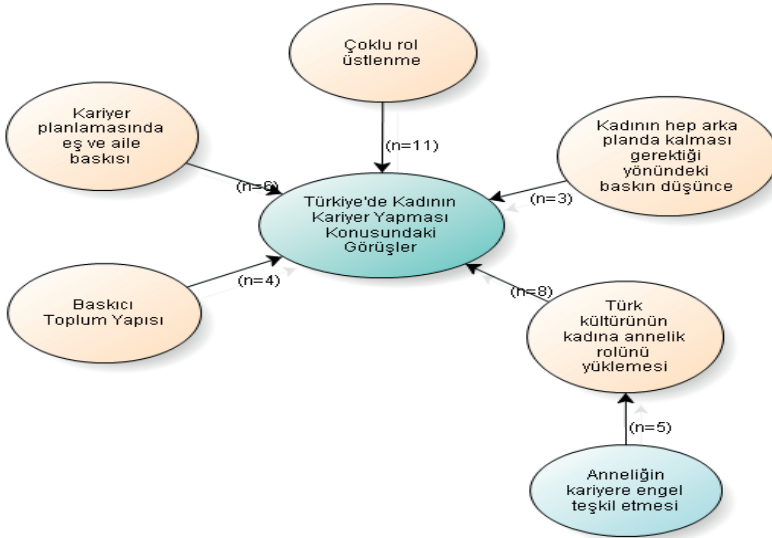
Şekil 1: Türkiye'de Kadının Kariyer Yapması Konusundaki Görüşler

Katılımcıların Türkiye'de kadının kariyer yapması konusuna ilişkin görüşme dökümünden örnekler aşağıda verilmektedir:

> "Kadın olarak ilk önce direkt akla gelen şey çalışmak dışında evli olmak, ev işleri. Eğer çalışıyorsanız ikisinin birden üstesinden gelebilmelisiniz. Çalışıyorsanız ve ev işlerini ihmal ediyorsanız gerçekten problem yaşanıyor. Toplumumuzda erkekler koruma amaçlı duruyorlar başımızda. İşte laf söz olmasın, korusun kollasın görüşü hâkim. Sorumluluk tamamıyla kadında."(K2)

> "Aslında biz kadınlar için zor yok, bizleri zorlayan çevremiz. Yani bir baskı söz konusu. Ben eşimden boşandım, evde hem anne hem de babayım. Kadın olmak her zaman zor zaten." (K8)

Türkiye'de kadınların kariyer yapmaları önündeki tüm bu engellere rağmen 8 katılımcı **kadınların kariyer yapmasının bir zorunluluk olduğunu** ifade etmektedir. Konuyla ilgili katılımcı görüşlerinden örnekler aşağıdadır:

"Türkiye'de bir kadının kariyer yapması şart. Kadınlar evliliği ertelesinler ama mücadele edip kariyerlerini yapsınlar. Üniversite okumaları şart. Ülke olarak gelişmemiz için, Avrupa standartlarına ulaşmak için kadının kariyer yapması şart. Kariyer yapan daha kolay iş bulabiliyor ve daha güçlü durabiliyor. Kadının bir alt yapısının olması lazım." (K4)

"Bunun yanında, insanın başına ne geleceği hiç belli olmuyor. Bir bakıyorsunuz eşiniz artık yanınızda değil. Bunun için kariyer çok önemli. Bir erkeğin karşısında dik durabilmek için de kariyere gerek var." (K7)

Elde edilen verilere göre katılımcıların Türkiye gibi geleneksel bir toplumda çalışan bir kadın olarak iş sorumlulukları dışında evdeki sorumlulukları da içeren ikinci vardiya ile birlikte çoklu rol üstlendikleri, kadının hep arka planda kalması gerektiği yönünde baskın bir düşüncenin hâkim olduğu, toplum baskısı ve kariyer planlamasında eş ve aile baskısının mevcut olduğu ve bütün bunların sonucunda ise Türk kültürünün kadına annelik rolünü yüklediği belirlenmiştir. Türk kültürünün yüklediği tüm bu zorluklara rağmen katılımcıların kadının kariyer yapmasının bir zorunluluk olduğuna inandıkları ve bu yönde bir davranış geliştirdikleri tespit edilmiştir.

3.2. Sektörde Kadının Kariyer Yapmasını Zorlaştıran Faktörlere İlişkin Bulgular

Bu bölümde kadın yöneticilerin turizm sektöründe kariyer yapmasını zorlaştıran faktörlere ilişkin görüşlerine yer verilmektedir. Bu kategoriye ilişkin bulgular ve kavramsal model Şekil 2'de sunulmuştur.
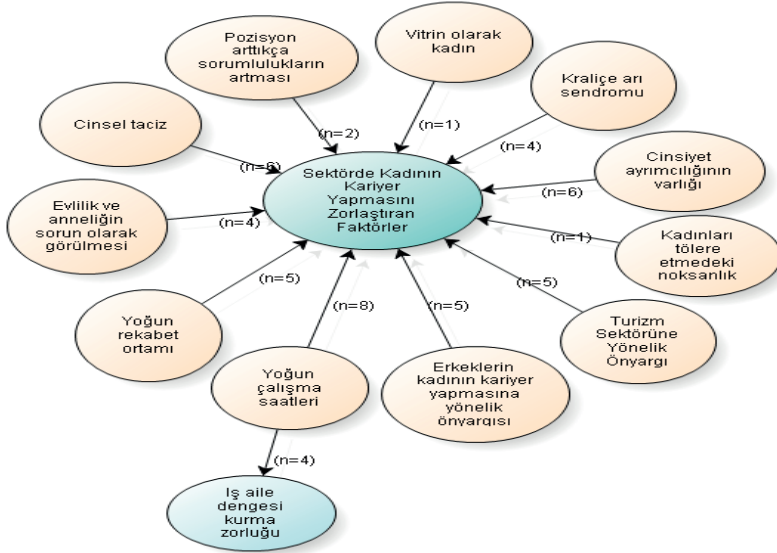
Şekil 2: Sektörde Kadının Kariyer Yapmasını Zorlaştıran Faktörler

Katılımcıların sektörde kadının kariyer yapmasını zorlaştıran faktörlere yönelik görüşme dökümünden örnekler aşağıda sunulmaktadır:

"İşin gerçeği, turizm sektöründe eğer çok presentable isen güzel işler sana gelebiliyor. Cinsellik çok fazla ön plana çıkıyor. Bunu gerçekten kullanıyorlar. Özel sektörde görüntü çok önemli. İşe alımlarda aklınızdan ziyade görüntünüze göre değerlendiriliyorsunuz. Bunu bazı kadınlar gerçekten çok güzel kullanıyorlar. Böyle kadınlar çok da kolaylıkla iş bulabiliyorlar cinsiyet ayrımcılığından dolayı." (K10)

"Çünkü çok uzun süre çalışmaya ara verdiği zaman çalışma ortamından dışlanıyor ve çocuklu kadına problemli kadın gözüyle bakılıyor işyerinde. İşveren çocuklu kadına şüpheyle bakıyor çünkü çocuklu kadınların uzun saatler çalışamayacağını, mesaiye kalamayacağını ve çocuğu hastalansa acilen izin alabileceğini düşünüyor. Bu yüzden bekâr ve çocuğu olmayan kadınlar daha çok tutuluyor." (K13)

Elde edilen verilere göre sektörde kadının kariyer yapmasını zorlaştıran faktörler kapsamında en çok vurgulanan konunun yoğun çalışma saatleri olduğu belirlenmiştir. Katılımcıların sektördeki yoğun çalışma saatleri nedeniyle iş-aile dengesi kurmakta zorluk yaşadıkları elde edilen sonuçlar arasındadır. Bununla birlikte sektörde de cinsiyet ayrımcılığının varlığına yönelik görüşler karşımıza çıkmıştır.

3.3. Kadın Yöneticilerin Sektördeki Zorluklarla Başa Çıkma Davranışlarına İlişkin Bulgular

Bu bölümde kadın yöneticilerin turizm sektöründe kariyer yapma sürecinde karşılaştıkları zorluklarla başa çıkma davranışlarına yönelik görüşlerine yer verilmektedir. Bu kategoriye ilişkin bulgular ve kavramsal model Şekil 3'tesunulmuştur.
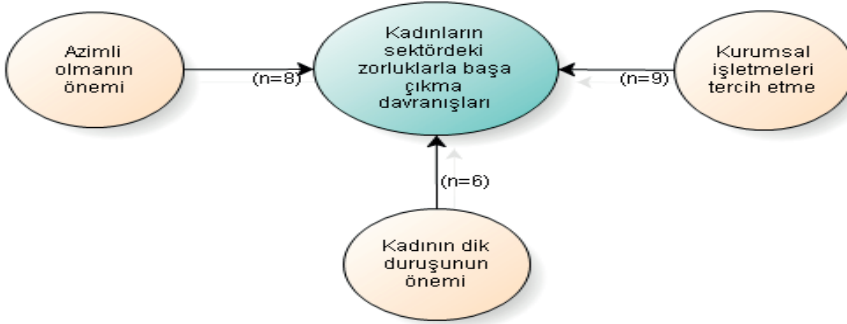
Şekil 3: Kadınların Sektördeki Zorluklarla Başa Çıkma Davranışları

Katılımcıların sektördeki zorluklarla başa çıkma davranışlarına ilişkin görüşme dökümünden örnekler aşağıda verilmiştir:

"Kadınlar dik durarak bağnaz firkilerin önüne geçebilirler. Bu sektörde duruşunuz çok önemli, dik ve net olmalısınız." (K7)

"Kurumsallaşmış şirketler çalışanlara köle mantığıyla yaklaşmazlar. Turizm sektöründe çalışmak isteyenler bu sektörün artı ve eksilerini bilerek gelirlerse başaramayacağı hiçbir şey yoktur. Benim çalıştığım otel kurumsal ve bu tür olaylara müsaade edilmez. Ben 10 yıldır buradayım ve böyle bir problemle karşılaşmadım. Kurumsallık çok önemli çalıştığınız işletmeyi iyi seçmeniz gerekmektedir." (K13)

Elde edilen verilere göre katılımcıların sektördeki zorluklarla başa çıkabilme konusunda azimli olmanın, dik duruşa sahip olmanın ve kurumsal şirketleri tercih etmenin önemine vurgu yaptıkları belirlenmiştir.

3.4. Kadınların Kariyer Yapmasını Kolaylaştıran Faktörlere İlişkin Bulgular

Bu bölümde kadın yöneticilerin kariyer yapma sürecine katkı sağlayan ve bu süreci kolaylaştıran faktörlere yönelik görüşlerine yer verilmektedir. Bu kategoriye ilişkin bulgular ve kavramsal model Şekil 4'te sunulmuştur.
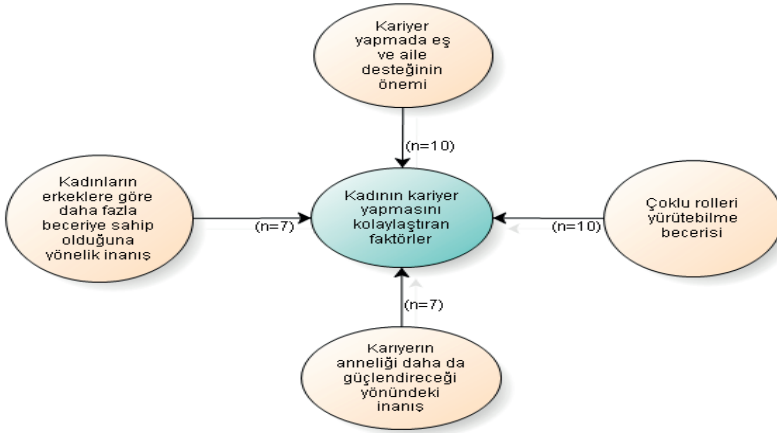
Şekil 4: Kadının Kariyer Yapmasını Kolaylaştıran Faktörler

Katılımcıların kariyer yapmasını kolaylaştıran faktörlere ilişkin görüşme dökümünden örnekler aşağıda verilmiştir:

> *"Ayrıca ailenin arkada durması yani destek olması çok önemli. Ailem bana hep destek oldu. Eskiden baba çalışır anne evde dururdu fakat benim ailem de hem annem hem de babam çalışıyordu ve bana bu anlamda iyi bir örnek oldular. Aile desteği çok ama çok önemli. Anne baba ayrı olan ya da sevgisiz büyümüş çocuklar çok problem yaşıyorlar ve dengeleri kolaylıkla bozulabiliyor. Bu yüzden ailenin de desteğiyle iyi niyetle çalışarak kadınların yollarına devam etmesi gerekiyor." (K14)*

> *"Ben çalıştığım sürece çocuklarımla çok daha mutlu ve verimli vakit geçiriyorum. İşte deli gibi çalışıyorum fakat arta kalan zamanda da özel hayatıma olması gerektiği gibi zaman ayırıyorum. Çok yorgunum çocuklarla oynayamam gibi bir durumumu olmadı hiç. Böylece onlara sevgi ve özgüven kazandırabiliyorum. Annelikte çocuğunla ne kadar zaman geçirirsen o kadar iyi anne olursun algısını sevmiyorum ve yanlış buluyorum. O yüzden çalışıp kaliteli zaman geçirmek önemli. Onu karıştırmamak gerekir." (K3)*

Elde edilen verilere göre kadınların kariyer yapmalarında eş ve aile desteğinin temel belirleyicilerden biri olduğu, kadınların çoklu rolleri yürütebilme becerisine sahip olduğu aynı zamanda kadınların erkeklere göre daha fazla beceriye sahip olduğu ve kariyerin anneliği güçlendireceğine yönelik algı kadının kariyer yapmasını kolaylaştıran faktörler olarak belirlenmiştir.

3.5. Kadın Erkek Fırsat Eşitliği Konusundaki Görüşlerine İlişkin Bulgular

Bu bölümde kadın yöneticilerin kadın ve erkek arasında fırsat eşitliği olup olmadığına yönelik görüşlerine yer verilmektedir. Bu kategoriye ilişkin bulgular ve kavramsal model Şekil 5'te sunulmuştur.
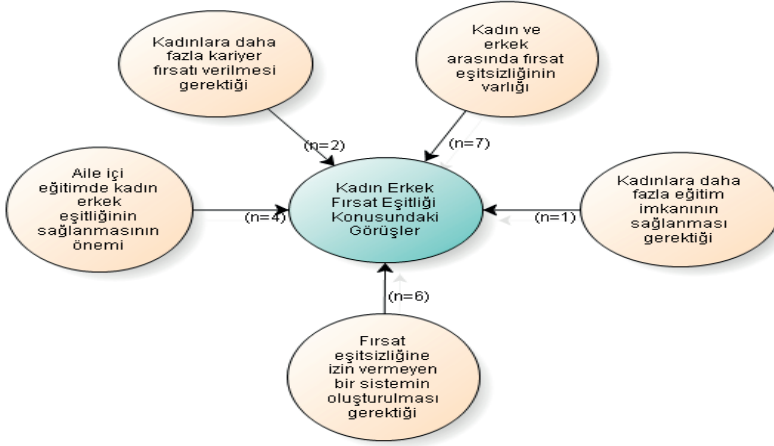
Şekil 5: Kadın Erkek Fırsat Eşitliği Konusundaki Görüşler

Katılımcıların kadın-erkek fırsat eşitliğine ilişkin görüşlerine aşağıda yer verilmektedir:

"Fırsat eşitliği olmuş olsa çalıştığım kurumda 12 yöneticinin 2'ai kadın yönetici olmazdı." (K10)

"Okullarda bu konuda ayrımcılığa fırsat yaratmayacak bir sistemin kurulması gerektiğini düşünüyorum." (K6)

Elde edilen verilere göre katılımcıların büyük bir çoğunluğu kadın ve erkekler arasında fırsat eşitsizliğinin bulunduğunu ve belirli sistemler temelinde var olan eşitsizliğin önüne geçebilmek adına çeşitli uygulamaların yapılması gerektiğini ve aile içi eğitimde kadın ve erkek eşitliğinin sağlanmasının önemine işaret ettikleri belirlenmiştir.

4. Sonuç ve Tartışma

Bu çalışmada konaklama işletmelerinde çeşitli yönetsel pozisyonlarda görev yapan kadın yöneticilerin toplumsal cinsiyet düşünce ve algılarının kariyer süreçleri üzerindeki etkisi ve bu süreçte yaşadıkları deneyimler ve zorluklar incelenmiştir.

Elde edilen veriler ışığında Türkiye'de kadının kariyer yapması konusundaki görüşler kategorisi kapsamında kadın yöneticiler hem evde hem de işte birtakım sorumluluklara sahip olduklarından dolayı çoklu rol üstlendiklerini ve annelik görevinin toplumsal olarak kendilerine yüklendiğini ve bunun sonucunda ise hep arka planda kalmalarına yönelik bir düşüncenin hâkim olduğunu belirtmektedir. Camussi ve Leccardi (2005, s. 115) kadınların günlük olarak uğraşmaları gereken iş sorumluluklarının yanında aynı zamanda ev kadınlığı ve annelik rollerinin gerektirdiği sorumlulukları da yerine getirmek durumunda olduklarını ifade etmektedir. Zira ev işleri hala kadının görevi olarak kabul edilmekte ve çalışan kadınlar iş sorumluluklarının yanı sıra evde de birtakım sorum-

luluklar üstlenmektedir (Poduval ve Poduval, 2009, s. 66). Diğer taraftan kadınların kariyer yapmalarını zorlaştıran faktörlerden bir diğeri baskıcı toplum yapısı ve kariyer planlamasında eş ve aile baskısı olarak karşımıza çıkmıştır. Kadın yöneticilerden bazıları meslek seçiminde ve kariyer planlaması sürecinde eş ve ailelerinin baskısına maruz kaldıklarını ifade etmektedir. Davidson ve Cooper (1984) tarafından yürütülen bir araştırmada eş ve aile faktörünün kadının kariyerinde bir stres kaynağı olabildiği ve evli kadın yöneticilerin eşlerinden gerekli desteği alamadıkları belirlenmiştir.

Araştırmanın bir diğer bulgusu ise sektörde kadının kariyer yapmasını zorlaştıran faktörlere yöneliktir. Söz konusu zorluklar; pozisyon arttıkça sorumlulukların artması, vitrin olarak kadın, kraliçe arı sendromu, cinsiyet ayrımcılığının varlığı, kadınları tolere etmedeki noksanlık, turizm sektörüne yönelik önyargı, erkeklerin kadının kariyer yapmasına yönelik önyargısı, yoğun çalışma saatleri, yoğun rekabet ortamı, evliliğin ve anneliğin sorun olarak görülmesi ve cinsel taciz şeklinde tespit edilmiştir. Literatürde ortaya koyulan çalışmalarda da, ilgili araştırma sonuçlarıyla örtüşür nitelikte sonuçlara ulaşılmıştır. Zira yapılan çalışmalarda cinsiyet ayrımcılığı (Burrell ve ark., 1997; Hicks, 1991; Purcell, 1996; Umbreit ve Diaz, 1994; Woods ve Kavanaugh, 1994) yoğun çalışma saatleri (Brownell, 1998; Guerrier, 1986), yoğun çalışma saatlerinin neden olduğu iş-aile çatışması (Brownell, 1998; Deery ve Jago, 2009; Tromp ve Blomme, 2012), kraliçe arı sendromu (Cooper, 1997; Cowan, Neighbors, Delamoreaux, ve Behnke, 1998; Eller, 1990), cinsel taciz (Eller, 1990; Gilbert, Guerrier ve Guy, 1998; Woods ve Kavanaugh, 1994) kadınların kariyerleri önünde engel teşkil eden faktörler olarak belirlenmiştir. Bunun yanı sıra araştırma kapsamında kadın yöneticiler kadınları tolere etmedeki noksanlığı ve sektörde mevcut olan yoğun rekabet ortamını ve pozisyon arttıkça artan sorumlulukları kariyerlerini zorlaştıran bir etmen olarak değerlendirmektedir. Bu bağlamda katılımcılar turizm sektöründe mesleklerin kadın ve erkeklere göre ayrıldığını ve bazı departmanlara çoğunlukla kadın yöneticilerin tercih edildiğini belirtmektedir. Araştırma sonuçlarıyla örtüşür nitelikte olan ve turizm sektöründe Kattara (2005) tarafından yürütülen bir araştırmada konaklama işletmelerinde kadın çalışanların çoğunlukla insan kaynakları ve kat hizmetleri gibi departmanlarda görev alabildikleri ve genel müdür ve genel müdür yardımcılığı gibi departmanlara ise çoğunlukla erkek çalışanların tercih edildiği belirlenmiştir. Diğer taraftan bazı kadın yöneticiler genel müdür ve genel müdür yardımcılığı pozisyonlarda görev yapmaları için teklif gelse dahi pozisyon arttıkça sorumluluklarının artmasından dolayı üst düzey pozisyonlarda görev yapmayı tercih etmedikleri de elde edilen sonuçlar arasındadır.

Araştırmada elde edilen ve dikkat çeken sonuçlardan bir diğeri ise turizm sektöründe işe alımlarda bekâr olan bayanların daha çok tercih edilmesi ve evli ve çocuklu bayanların ikinci planda tutulmasına yöneliktir. Friedman ve Greenhaus (2000) tarafından yapılan bir araştırmada erkeklerin evli ve çocuk sahibi olması kariyerlerinde kolaylık oluşturan bir faktör olarak değerlendirilirken, kadınların evli ve çocuğa sahip olması ise bir dezavantaj olarak tespit edilmiştir (Hill, 1979). Benzer şekilde Villiers (2000) kadınların annelik ve evlilik konularının kurumlar tarafından engel olarak görüldüğünü ve sorumluluk isteyen pozisyonlara kadınların hamilelik ve annelik durumları gerekçe gösterilerek cinsiyet ayrımcılığı yapıldığını vurgulamaktadır.

Turizm sektöründe kadınların kariyerlerinde ilerlemeleri sürecinde karşılaştıkları zorluklardan bir diğeri ise aile ve çevrelerinin turizm sektörüne yönelik önyargısı ve erkeklerin kadınların kariyer yapmasına yönelik önyargısı şeklinde belirlenmiştir. Zira kadınların kariyerlerinde ilerleme süreçlerinde karşılaştıkları sorunlardan birisinin ise erkek çalışanların kadının yeri evi, görevi ise çocuğunun bakımı şeklindeki önyargılı düşünceleri olduğu belirtilmektedir (Barutçugil, 2002, s. 27). Önyargının kadınların ilerlemeleri önünde büyük bir engel olduğunu belirten Örücü ve ark. (2007, s. 119) çoğu negatif olan söz konusu önyargıların kadınların verilen üst dü-

zey işleri yapamayacağına yönelik görüşleri içerdiğini belirtmektedir. Sonuç olarak kadınlara yönelik geliştirilen çeşitli basmakalıp önyargılar kadınların kariyerleri önünde engel teşkil etmekte ve kadınların iş hayatından uzaklaşmalarına neden olabilmektedir.

Araştırma kapsamında görüşme yapılan katılımcılar sektördeki zorluklarla başa çıkma konusunda azimli olmanın önemine, kadının dik duruşunun önemine ve kurumsal işletmeleri tercih etmeye vurgu yapmaktadır. Emek yoğun işletmelerde yönetimdeki kadınların diplomatik ve başarılı olmak zorunda oldukları ve kadınlıkları ve mesleki rolleri arasındaki hassas dengeyi belirleyen bir duruş sergilemeleri gerektiği ifade edilmektedir (Sheppard, 1989). Benzer şekilde Brownell (1994) tarafından yürütülen bir araştırmada kadın yöneticilerin kariyer engelleriyle başa çıkabilme yöntemlerinden biri olarak kararlı ve net bir duruşa sahip olmanın önemine vurgu yapılmaktadır. Diğer taraftan katılımcıların büyük bir çoğunluğu sektörün çeşitli zorluklarıyla başa çıkabilmek ve kendilerini koruyabilmek adına kurumsal işletmeleri tercih ettiklerini belirtmektedir. Kurumsallaşma işletmelerde temel kuralların hâkim olması ve işletmelerin bu kurallara göre yönetilmesini ifade etmektedir (Weiss, Aier ve Winter, 2013). Dolayısıyla belli bir düzen ve disiplin içinde hareket eden kurumsal işletmelerde görev yapmanın çalışanlar açısından birtakım avantajlar sunduğunu söylemek mümkündür.

Araştırmada kariyer yapan kadın yöneticilerin eş ve ailelerinden aldıkları destek, kadınların çoklu rolleri yürütebilme becerisi, kadınların erkeklere göre daha fazla beceriye sahip olduğuna yönelik inanış ve kariyerin anneliği daha da güçlendireceği yönündeki inanış katılımcıların kariyer yapmasını kolaylaştıran ya da bir nevi destekleyen faktörler olarak karşımıza çıkmıştır. Kadınların çevrelerinden, eş ve ailelerinden aldıkları desteğin önemine vurgu yapan Alisbah Tuskan (2012, s. 446) kadınların çevreleri tarafından desteklenmedikleri zaman güçsüz hissettiklerini ve annelik rollerini gerektiği gibi yerine getiremediklerini belirtmektedir. Metcalfe (1984) tarafından hem kadın hem de erkek yöneticilerin kariyer kaygılarının incelendiği bir başka araştırmada kariyerlerinde kendilerine sundukları destek için eşlerine şükran duyan önemli sayıda kadın yönetici olduğu sonucuna varılmıştır. Dolayısıyla kadınların eş ve ailelerinden aldıkları desteğin kariyerlerinde önemli belirleyicilerden biri olduğunu söylemek mümkündür.

Diğer taraftan çoklu roller bireylerin refahı için faydalı olabileceği (Barnett ve Hyde, 2001) gibi sorun da oluşturabilmektedir (Adelmann, 1994). Bu durumda bireylerin çoklu rolleri yürütebilme konusundaki becerisi önemli bir faktör haline gelmektedir. Benzer şekilde araştırma kapsamında değerlendirilen kadın yöneticiler hem evde hem de işte olmak üzere çoklu rollere sahip olduklarını fakat bu rolleri yürütebilme konusunda yeterli beceriye sahip oldukları yönünde görüş bildirmişlerdir. Bununla da bağlantılı olarak kadın yöneticilerin bazıları erkek çalışanlarla karşılaştırıldığında daha detaylı düşündüklerini ve birçok konuda erkeklerden daha fazla beceriye sahip olduklarını bildirmişlerdir. Bu görüşle paralel olarak Wood (2000) tarafından ortaya koyulan bir araştırmada kadınların erkeklere oranla değişimlere daha kolay uyum sağladıkları, kuruma bağlılık ve kurumların geliştirilmesi konularında ise daha iyi bir yönetici profiline sahip oldukları belirlenmiştir.

Çalışan anne, kariyeri çocuk büyütme sorumluluğu ile birleştiren bir kadın olarak tanımlanmaktadır (Poduval ve Poduval, 2009, s. 64). Çalışma kapsamında elde edilen sonuçlardan bir diğeri ise kariyer yapan kadınların çocuklarıyla daha kaliteli vakit geçirdikleri ve onlara daha fazla yarar sağladıklarına yöneliktir. Araştırma bulgularıyla benzer şekilde Youngblut, Singer, Madigan, Swegart ve Rodgers (1998) tarafından yürütülen bir araştırmada çalışan annelerin daha olumlu algılara sahip olduğunu ve çocuklarına daha iyi bir ortam sağladıkları tespit edilmiştir. Benzer şekilde Alvarez (1985) ve Chase-Lansdale, Moffitt, Lohman, Cherlin, Coley, Pittman,

Roff ve Votruba-Drzal (2003) tarafından yapılan bir araştırmada ise çalışan annelerin aile gelirine katkıda bulunarak ve disiplinli bir çalışma davranışı sağlayarak çocuklarına fayda sağladığı ve daha yararlı oldukları belirlenmiştir.

Araştırmada elde edilen bir diğer bulgu ise kadın ve erkekler arasında fırsat eşitsizliğinin varlığına yöneliktir. Kadın yöneticiler fırsat eşitliğinin sağlanabilmesi için aile içinde eşitlik sağlanması gerektiği, kadınlara daha fazla eğitim imkânı ve kariyer fırsatı sağlanması gerektiği yönünde görüş bildirmişlerdir.

Sonuç olarak kadınların sahip olduğu çoklu roller, ailevi ve toplumsal sorumluluklar ve bunun neden olduğu iş-aile çatışması kariyerlerinde ilerlemelerini zorlaştıran faktörler olarak görünse de kadın yöneticilerin karşı karşıya kaldığı toplumsal önyargılar, kariyer planlamasında eş ve aile baskısı ve cinsiyet ayrımcılığı kadınların üst yönetim kademelerine ulaşmalarını engelleyen faktörler olarak karşımıza çıkmıştır. Fakat kadınların çoklu rolleri yürütebilme becerisine sahip olduğu ve bütün bu zorluk ve engellere rağmen kariyerlerinde ilerlemeyi tercih ettikleri ve bu anlamda mücadele ettikleri elde edilen sonuçlar arasındadır.

Dolayısıyla sektörde kurumların cinsiyet ayrımcılığını ortadan kaldırmak adına kadın çalışanlara eşit kariyer fırsatı sunabilmesi, sektörde erkek çalışanların kadınlara yönelik ayrımcı ve önyargıya dayanan tavır ve davranış geliştirmelerini engelleyen bir yönetim sisteminin oluşturulması, kadın ve erkek çalışanlara eşit ücretlendirme olanaklarının sunulması ve terfilerde liyakatın esas alınmasına yönelik birtakım önlem ve stratejiler geliştirmeleri faydalı olacaktır. Bunun yanı sıra yasal düzenlemeler ile eğitim sisteminde ayrımcılığa izin vermeyen bir sistemin oluşturulması ve kadın işgücünün desteklenmesi gerekmektedir.

Bu araştırmada nitel araştırma desenlerinden olgubilim deseni kullanılmıştır. İleriki çalışmalarda farklı nitel araştırma desenlerinden yararlanılabilir ve farklı veri toplama teknikleri kullanılarak elde edilecek veriler daha önce elde edilmiş bulguları zenginleştirebilir. Benzer şekilde ilgili konunun nicel araştırma ile de desteklenerek bir karma yöntem araştırması yürütülmesi tavsiye edilebilir. Bu araştırmanın sadece Antalya bölgesine özgü olması araştırmanın kısıtlılığını ortaya koymaktadır. Türkiye'de farklı bölgelerde yer alan konaklama işletmelerinde gerçekleştirebilecek araştırmalar bağlamın daha iyi anlaşılmasını sağlayabilecektir. Ayrıca farklı ülke bağlamları da araştırmaya dâhil edilerek karşılaştırmalı kültürlerarası çalışmalar kadınların kariyer süreçlerinin daha iyi anlaşılmasına önemli katkılar sunabilecektir.

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Yönetsellik İdeolojisinin Kadına Yönelik Hizmet Sunan Kamu Kurumlarına Yansıyan Etkileri*

Effects of Managerialism Reflected in Public Institutions Serving Women in Turkey

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ÖZ

Bu çalışmada, yönetsellik ideolojisinin kadına yönelik hizmet sunan kamu kurumlarının yapısı ve işleyişi üzerindeki etkilerinin ortaya çıkarılması amaçlanmıştır. Araştırma, Ege Bölgesi'nde yer alan bir ildeki kadına yönelik hizmet sunan dokuz kamu kurumunda görev yapan yönetici, bürokrat ve personelden oluşan 21 kişi ile gerçekleştirilmiş nitel bir çalışmadır. Araştırma, nitel araştırma desenlerinden durum çalışması olarak tasarlanmış ve çalışma grubu, maksimum çeşitlilik örnekleme yöntemiyle belirlenmiştir. Araştırmada veriler, araştırmacılar tarafından oluşturulmuş yarı yapılandırılmış görüşme formu ve derinlemesine görüşme tekniği uygulanarak toplanmıştır. Toplanan veriler içerik analizi çerçevesinde MAXQDA 2018.1 programından yararlanılarak çözümlenmiştir. Analiz sonucunda, belediyelerin ve Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü'nün yönetsel açıdan nitelikli personel eksikliği yaşadığı ve bütçelerinin yetersiz olduğu saptanmıştır. Ayrıca toplam kalite yönetimi, stratejik plan ve elektronik uygulamalar gibi özel sektöre ait yönetim tekniklerinin kamu kurumlarına uygulanma sürecinde mali nedenler, mevzuat, kurumların işleyiş tarzı ve değişen hedefler nedeniyle bazı sorunlar yaşandığı fakat genel anlamda etkin ve verimli bir hizmet sunumuna neden olduğu, evrak işlerinin büyük ölçüde son bularak işlemlerin planlı olmasını sağladığı tespit edilmiştir. Kurumların bütçe oluşturma süreçlerine kadın-erkek eşitliği bakış açısını entegre etmede sorunlar yaşadığı fakat son dönemde kurumların bütçeleri değişime uğrayarak kadına yönelik kaynakların arttığı belirlenmiştir.

Anahtar Kelimeler: Kamu yönetimi, yönetsellik, kurumsal yenilikler, idari ve mali kapasite, toplumsal cinsiyete duyarlı bütçeleme

ABSTRACT

This study is aimed at revealing the effects of managerialism ideology on the structure and functioning of public institutions providing services for women. This research is a qualitative study conducted with 21 people including managers, bureaucrats, and personnel working in nine public institutions that provide services to women in a province in the Aegean

region of Turkey. The research was designed as a case study from qualitative research patterns and the study group was determined using the maximum diversity sampling method. The data in the study were collected by applying semi-structured interviewing and in-depth interviewing techniques created by the researchers. The collected data were analyzed using MAXQDA 2018.1 software program within the scope of the content analysis. As a result of the analysis, it was determined that the municipalities and the Provincial Directorate of Family, Labor, and Social Services had experienced a shortage in qualified personnel as well as insufficient budgets. In addition, in the process of applying private sector management techniques such as total quality management, strategic planning, and electronic applications to public institutions, some problems arose related to finances, legislation, the way the institutions operated, and changing goals. However, in general, it provides an effective and efficient service delivery. It was determined that the institutions had problems integrating the perspective of gender equality in their budgeting processes and, recently, the resources for women increased according to the budgetary changes of the institutions.

Keywords: Public administration, managerialism, administrative and financial capacity, gender-sensitive budgeting

EXTENDED ABSTRACT

Managerialism, seen as the necessity for organizational or institutional restructuring, is comprised of rational management practices used in the private sector to increase performance in the public sector, and the practices used to create efficiency and productivity in services such as strategic planning, performance-based budgeting, total quality management, and technological systems. This ideology is based on gaining perspective. As an ideology, managerialism is about professional processes and managerial techniques. Technology is also used to influence new institutional structures and engender cultural change. From this perspective, it is seen as a tool for the realization of a fundamental political understanding, such as the new public administration approach (Newman, 2000).

The purpose of this research is to determine the effects of governance, which has been effective in terms of legal regulations and practices since the 2000s, on the structure and functioning of public institutions providing services to women as well as their administrative and financial capacities. The transformation process occurred in the context of the 1980s and Turkey showed the effects in a concrete way with legal regulations and practices in the 2000s. In this direction, institutional restructuring can be seen in all public institutions and services in general as well as in specialized public institutions that provide services for women (Güler & Yıldırım, 2018).

This study is aimed at determining the effects of managerialism ideology on the structure and functioning of public institutions that provide services for women. The research sought answers to the following questions:

1. What innovations in public institutions providing services for women were brought by managerialism and what effects did these innovations have on these services?
2. What is the status of these institutions' current administrative and financial capabilities?
3. How have the budgets of institutions changed and what are the opinions of decision-makers regarding the gender equality perspective in the budgeting process?

This research is a qualitative study performed with 21 people including managers, bureaucrats, and personnel working in nine public institutions that provide services for women in a province in the Aegean region of Turkey. The research was designed as a case study using qualitative research patterns and the study group was determined according to the maximum diversity sampling method. The data in the study were collected by applying semi-structured interview and in-depth interview techniques created by the researchers. Accordingly, open-ended questions were asked to obtain the participants' socio-demographic information and elicit information regarding the effects of institutional innovations

on services, the adequacy of institutions' administrative and financial capacities, changes in the budget, and participants' opinions about gender-sensitive budgeting. The collected data were analyzed within the scope of content analysis using MAXQDA 2018.1 software program.

As a result, it was determined that the municipalities and the Provincial Directorate of Family, Labor, and Social Services had experienced a qualified personnel shortage and insufficient budgets. In addition, in the process of applying private sector management techniques such as total quality management, strategic planning, and electronic applications to public institutions, some problems arose regarding finances, legislation, the way the institutions operated, and changing goals. In the study, it was found that municipalities and Provincial Directorate of Family, Labor, and Social Services were insufficient in terms of institutionally qualified personnel, physical capacity, and budget. It was determined that the institutions had problems integrating the gender equality perspective in their budgeting processes, but that recently, the resources made available for women increased according to changes in institutions' budgets.

1. Giriş

20. yüzyıl sonlarından itibaren dünyada yaşanan toplumsal, ekonomik ve politik alandaki değişimler, politika oluşturma sürecinde etkili ulus üstü kuruluşların ortaya çıkması, bilim ve teknolojide çıkan yenilikler, insan hakları, nüfus, göç ve kentleşme sorunları gibi konuların değer kazanması, merkeziyetçi ve bürokratik kurumların yerine esnek yapılara doğru yönelmenin dinamiğini oluşturan küreselleşme hareketinin sosyal politika alanına yansıması, sağlık, eğitim ve sosyal hizmetleri sunmaya ağırlık veren Keynesyen ekonomik ilkelerin dayandığı refah devletlerinin zaman içinde vatandaşların talep ve isteklerine yanıt vermekte zorlanmasına ve yönetim sistemlerinin tıkanmasına neden olmuş bu sebeple değişime olan ihtiyacı gerektirmiştir. Bu doğrultuda toplumsal sorunlara çözüm üretme noktasında küresel pazarlar, yeni yönetim tekniklerinin geliştirilmesi ve Neo-liberalizmin yükselişi önem kazanmıştır (Buğra, 2016; Gualmini, 2008; Güler, 2006; Okur, 2007).

Gerekli olan değişim sürecini ise ülkelerin politika süreçlerini belirleyen Uluslararası Para Fonu (IMF), Dünya Bankası (DB), Ekonomik Kalkınma ve İşbirliği Örgütü (OECD) gibi ulus üstü kuruluşların yönetsel ve mali alandaki önerileri belirlemiştir. Bu kuruluşların önerileri 2000'li yıllara kadar aktifken benzer bakış açısını taşıyan Avrupa Birliği (AB) ile günümüzde devam etmektedir. Bu bağlamda Neo-liberal ideoloji ve küreselleşme hareketiyle şekillenen değişim sürecinde kamu kurumlarının örgütlenme ve işleyişinde farklı çalışmalar gündeme gelmiştir. Bunlar; kamu hizmetlerinin vatandaşa daha verimli sunulması, kamu kurumlarının en az kaynak ve maliyet ile kaliteli ve hızlı bir hizmet sunumu, yönetimin performans anlayışı çerçevesinde işleyişi ve denetlenmesini sağlamaya yönelik çalışmalar olup devletin içine girdiği ekonomik ve siyasi krizleri aşmada bir çıkış olarak görülmüştür (Övgün, 2013).

Kamu kurumlarının girişimci ve verimli hale gelebilmesi için ise kalite yönetimi, performans ölçümü ve bütçede birtakım değişiklikler gibi bir dizi denetim ve kontrol teknolojilerine ihtiyaç duyulmaktadır. 1980'lerden itibaren devletlerin yönetim yapıları ve süreçlerinde yeniden yapılanmaya olan vurgu, bu çerçevede yapılan reformların Weberyen bürokrasi modelinden yeni kamu yönetimi ve yönetselliğe doğru bir paradigma değişimini gerektirmiştir. Bu dönemde reform politikaları gündeme gelmiş ve bu doğrultuda özel sektör yönetim tekniklerinin kullanımı da önemli ölçüde artmıştır. Bu sayede özel sektör ile kamu sektörünün fikir ve değerlerini birleştirmenin bir yolu bulunmuştur (Henkel, 1991).

Örgütsel veya kurumsal yeniden yapılanmanın gerekliliği olarak görülen yönetsellik, kamu sektöründe performansı arttırmak için özel sektörde kullanılan uygulamalar ile bir yönetim kültürün oluşturulması ve stratejik planlama, performansa dayalı bütçeleme, toplam kalite yönetimi ve teknoloji sistemleri gibi hizmetlerde etkinlik ve verimliliği sağlamak için kullanılan uygulamalarla yönetime rasyonel bir bakış açısı kazandırmaya dayanan bir ideolojidir. Bu sebeple yönetsellik, profesyonel süreçlerle ilgili olup yönetimsel teknik ve teknolojiler de yeni kurumsal yapıları ve kültürel değişimi etkilemek için kullanılmaktadır. Bu perspektiften bakıldığında, yeni kamu yönetimi anlayışı gibi temelde politik bir anlayışın hayata geçirilmesinin aracı olarak görülmektedir. Yönetsellik ayrıca Neo-liberalizmin örgütsel bir kolu olarak görülüp iş dünyasının yönetim modelini uygulayarak kamu sektörü için yeni bir yönetim anlayışı oluşturmaktadır (Newman, 2000; Ward, 2011).

Tarihsel olarak, yönetselliğin yükselişi Thatcherizm, Reaganizm, ve Neo-liberalizm gibi piyasa odaklı reformlarla birlikte olmuştur (Klikauer, 2015). Yönetselliğin temelleri ise esasen Taylor'ın bilimsel yönetim anlayışından gelmektedir. Dolayısıyla, yönetselliğin ilk örnekleri genellikle Neo-Taylorist olarak tanımlanır. Taylorist anlayışa göre en önemli hedef verimliliği sağla-

maktır. Bununla birlikte yıllar içinde Taylorist anlayışın fikirleri, kültürel yaklaşımlar da dâhil olmak üzere yönetim düşüncesindeki gelişmeler doğrultusunda gelişmiştir (Shepserd, 2018).

Taylorizm anlayışında, yönetimde iş performansının bilimsel yöntemler, yasal ve teknik kurallara bağlı kalması sağlanarak hantallığın giderilebileceği ve sistematik iş bölümü, yazılı kurallara dayanan iletişim, teknik veya mesleki yeterliliğe dayalı liyakat sistemi, yöneticiler arasında planlama ve organizasyon sorumluluğunun üstlenilmesi, çalışanlar ve yöneticilerin işbirliğinin sağlanması, çalışanların işin nitelik ve gereklerine uygun alınarak eğitim sürecinin devam ettirilmesi süreciyle örgütlerde verimliliğin sağlanacağı düşüncesi ön plandadır. Bu bakımdan yönetsellik ideolojisi kurumlarda verimliliği sağlamak amacıyla taylorist anlayışın bilimsel teknik ve yöntemlere dayanan yönetim stratejisini temel almaktadır (Littler, 1978).

Yönetsellikle birlikte gündeme gelen kamu kurumlarındaki yeniden yapılanma süreci öncelikle kamu kaynaklarının kısıtlanarak israf edilmesinin engellenmesi ve verimli kullanılmasını içeren birtakım uygulamalardan oluşmaktadır. Bu sürecin ikinci adımı ise stratejik planlama dönemine girilmesidir. Yeni kamu yönetimi anlayışı ve Neo-liberalizmle bağlantılı olan yönetsellik, işletmecilik uygulamalarının (stratejik planlama, toplam kalite yönetimi, e-uygulamalar vb.) kamu sektörünün yetersiz performansını çözeceği iddiasını ortaya çıkarmıştır. Bunun için de örgütsel değişimlere ihtiyaç duyulmaktadır. Bu örgütsel değişimler ise; kurumsal bütünlüğü ve mesleki teknikleri korurken performans odaklı olma, performans için gerekli hedeflerin belirlenmesi, daha düşük maliyetle daha kaliteli hizmet sunma, toplumsal cinsiyete ve performans odaklı bütçeleme süreçleri, kurumsal değişim strateji ve taktiklerin uygulanması ve bunların etkilerinin izlenilmesi için gerekli denetim sürecinden oluşmaktadır (Dixon, Kouzmin ve Koraç-Kakabadse, 1998; Harlow, 2003).

Yönetselliğe yönelik bazı eleştiriler ve uygulanma sürecinde birtakım sorunlar bulunmaktadır. Bunlardan ilki, yönetsellik ideolojisi kapsamında yapılan reformların, kamudaki yöneticileri ve hizmet sağlayıcılarını giderek daha fazla rekabetçi ve performans ölçen bir konuma yerleştirerek özellikle kadına yönelik hizmetlerin sağlanmasında kadınların "müşteri" olarak görülmesine ve onların ihtiyaçları ve özel durumlarını göz ardı eden bir hizmet sunumuna neden olduğu söylenmektedir (Harlow, 2004). Bunun dışında 1990'lı yıllarda görünür hale gelen yönetsellik sürecinde bazı temel sorunlar bulunmaktadır. Birincisi, değişim için gerekli olan tüm reformlara rağmen yönetimde radikal bir değişimin yaşanmadığıdır. İkinci sorun ise personel ve yöneticiler arasındaki statükonun yönetselliğin temel ilkelerine karşı dirençli olduğudur (Kirkpatrick ve Ackroyd, 2003, s. 525).

Yönetselliğe yönelik diğer eleştirilere bakıldığında, teoride örgütsel reformların kurumlarda verimliliği sağladığı söylenmekle birlikte uygulamada böyle olmadığına ilişkin iddialar bulunmaktadır. Ayrıca kurumların, performans göstergelerini dikkate alarak kadınların ihtiyaçlarına değil ne kadar hizmet sunulduğuna yani niceliğe (performansa) odaklandığı bu sebeple hem kurum içinde hem de hizmetlere ilişkin cinsiyet eşitliği bakış açısının sağlanmadığına yönelik iddialar da bulunmaktadır (Reed, 2002, 56-59). Bunun yanında hizmet sunumunda ölçülebilir hedeflerin ön planda olmasının mesleki, sosyal ve etik açıdan sorunlar ortaya çıkardığı düşünülmektedir (Melo ve Beck, 2014, s. 20-25).

Yönetsellik çerçevesinde oluşan değişim ve dönüşüm süreci Türkiye'de 1980'li yıllarda ortaya çıkmış ve 2000'li yıllarda yasal düzenlemeler ve uygulamalarla somut bir biçimde etkisini göstermektedir. Bu doğrultuda kurumsal yeniden yapılanma, tüm kamu kurumlarında ve hizmetlerde olduğu gibi kadına yönelik hizmet sunan kamu kurumlarında da görülmeye başlamıştır. Bu doğrultuda, kadına yönelik hizmetlerde bütüncül bir bakış açısı oluşturulmuş ve dağınık olan

hizmetler tek bir çatı altında toplanarak kurumsallaşma süreci başlamıştır. Yapılan düzenlemeler-le kurumlarda ortaya çıkan idari ve mali yenilikler ve toplumsal cinsiyet eşitliği politikaları gibi konular ön plana çıkmıştır (Güler ve Yıldırım, 2018, s. 559-565). Bu bağlamda bir ideoloji olarak yönetselliğin, kamu sektöründe ve sosyal politika bağlamında daha fazla ölçüde karar almayı etkileyen, entelektüel ve sosyal öneme sahip bir konuma yükseldiği görülmektedir. Bu sebeple yönetselliğin kamu kurumlarındaki etkilerinin analizi önemli hale gelmektedir (Doran, 2016).

Hem ulusal hem de uluslararası literatürde yönetselliğin analizinin kuramsal çerçevede ele alındığı ve nitel araştırma yöntemi kullanılarak yapılan çalışmaların oldukça sınırlı olduğu görülmüştür. Ayrıca yönetselliğin kadına yönelik hizmet sunan kamu kurumlarına olan etkilerine yönelik sınırlı kapsam ve sayıda çalışma bulunmaktadır. Bu sebeple çalışmayla kurumlardaki karar alıcı, yönetici ve personelin konuya ilişkin görüşleri alınarak konunun kapsamlı ve derinlemesine olarak ele alınarak literatüre katkı sağlaması hedeflenmiştir.

2. Yöntem

Araştırmanın amacı, 2000'li yıllardan itibaren yasal düzenlemeler ve uygulamalar ile etkisini gösteren yönetselliğin kadına yönelik hizmet sunan kamu kurumlarının yapısı ve işleyişi ile idari ve mali kapasitelerine olan etkilerini tespit etmektir. Araştırmada nitel araştırma yöntemi kullanılmıştır. Nitel araştırma yöntemi, gözlem ve görüşme gibi veri toplama yöntemlerinin kullanıldığı, algıların ve olayların doğal ortamında bütüncül ve gerçekçi bir şekilde ortaya konmasına yönelik bir sürecin izlendiği araştırma türüdür (Berg ve Lune, 2019, 35-41). Araştırma, nitel araştırma desenlerinden olan durum çalışması olarak tasarlanmıştır. Durum çalışmasının en önemli özelliği olayların derinliği araştırılarak sonuçlar ortaya koymaktır (Yılmaz ve Şimşek, 2016, s. 73).

Araştırmada bir veri tekniği olarak, derinlemesine görüşme tekniği kullanılmıştır. Derinlemesine görüşme, açık uçlu soruların sorulması, dinlenmesi, cevapların kaydedilmesi ve ilişkili ek sorularla araştırma konusunun detaylı bir biçimde incelenmesini sağlamaktadır. Araştırmada kamu kurumlarında görev yapan yönetici, bürokrat ve personelden oluşan 21 kişi ile görüşülmüştür. Görüşmelerde, literatür ışığında oluşturulan yarı yapılandırılmış açık uçlu soruların yer aldığı görüşme formu kullanılmıştır. Bu türden görüşmeler daha önceden belirlenmiş, soruların düzeni, sıklığı ve soruş biçiminin önceden düzenlendiği görüşmelerdir. Katılımcılar görüşmelerde tipik olarak nicel yöntemlerde olduğundan daha ayrıntılı ve daha ayrıntılı yanıt verme fırsatına sahiptir ve böylece araştırma yüzeysellikten çıkmaktadır. Bu görüşmelerde elde edilecek verilerdeki değişkenliğin en aza indirmek hedeflenmektedir (Gürbüz ve Şahin, 2016, s. 396-399).

Araştırmanın amacı doğrultusunda şu sorulara yanıt aranmıştır:

1. Yönetselliğin kadına yönelik hizmet sunan kamu kurumlarına getirdiği yenilikler nelerdir ve bu yeniliklerin hizmetlere ve kurumların işleyişine yönelik etkileri nedir?

2. Kurumların mevcut idari ve mali kapasitelerinin durumu nedir?

3. Kurumların bütçeleri nasıl bir değişime uğradı ve karar alıcıların bütçe sürecinde toplumsal cinsiyet eşitliği bakış açısına yönelik düşünceleri nelerdir?

2.1. Örneklem

Araştırmada, nitel araştırma örnekleme yöntemlerinden maksimum çeşitlilik örnekleme yöntemi kullanılmıştır. Maksimum çeşitlilik örnekleme yönteminde amaç, göreli olarak küçük bir örneklem oluşturmak ve çeşitliliği sağlamak yoluyla evrene genelleme yapmak değil, çeşitlilik arz eden durumlar arasında ne tür ortaklıkların ve benzerliklerin var olduğunu bulmaktır (Yıl-

maz ve Şimşek, 2016, s. 119-120). Örneklem, Ege Bölgesi'nde yer alan bir ildeki kadına yönelik hizmet sunan kamu kurumlarında çalışan yönetici, bürokrat ve personelden oluşmaktadır. Oluşturulan örneklemde katılımcıların çalıştıkları kurumlar valilik, kaymakamlıklar, büyükşehir belediyesi, ilçe belediyeleri, Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü, Türkiye İş Kurumu ve Sosyal Güvenlik Kurumu'ndan oluşmaktadır.

2.2. Veri Toplanması
Araştırma verisi 2 aylık bir sürede toplanmış olup görüşmeler ses kayıt cihazı ile kaydedilmiştir. Yapılan görüşmelerde en kısa görüşme 18 dakika, en uzun görüşme ise 46 dakikada tamamlanmıştır. Yapılan derinlemesine görüşmeler sonrasında elde edilen görüşme kayıtları bilgisayar üzerinde deşifre edilmiştir.

2.3. Veri Analizi
Araştırmadan elde edilen veriler içerik analizine tabi tutulmuştur. İçerik analizi, açık kodlama kurallarına dayanarak birçok metin kelimesini daha az içerik kategorisine sıkıştırmak amacıyla kullanılan bir tekniktir. Büyük miktarlarda veri ile başa çıkmada önemli hale gelmektedir. İçerik analizi ayrıca verilerin sistematik olarak tanımlanması ve bunların öznel bir biçimde yorumlanmasını sağlar. İçerik analizinde temel amaç, toplanan verileri açıklayabilecek kavram ve ilişkilere ulaşmaktır. Toplanan verilerin önce kavramsallaştırılması, daha sonra ortaya çıkan kavramlara göre verilerin düzenlenmesi ve veriyi açıklayan temaların saptanması gereklidir (Mayring, 2004). Bu çerçevede, tema ve kodlar oluşturulmuştur. Verilerin işlenmesi ve analizinde MAXQDA 2018.1 programı kullanılmıştır.

3. Bulgular
Araştırma kapsamında görüşülen katılımcıların çoğunluğu üniversite mezunudur. Katılımcıların yalnızca 3'ü ön lisans mezunuyken 4'ü ise yüksek lisans mezunudur ve çoğunlukla sosyal bilimler kategorisine giren bölümlerden mezun oldukları tespit edilmiştir. Ayrıca katılımcıların medeni durumu çoğunlukla evli olmakla birlikte ekonomik durumlarını orta ve yüksek olarak tanımlamışlardır. Katılımcıların yaş ortalaması ise 40 yaş üstü olduğu tespit edilmiştir. Katılımcıların çoğunluğu 5 yıl ve üzeri sürede meslek ve unvanlarında görev yapmaktadır. Araştırmaya katılan katılımcılar ağırlıklı olarak erkektir. Ayrıca katılımcıların 13'ü çalıştıkları kurumlardaki çalışma süreleri 5 yıl ve üzeri olup yalnızca 2'si yönetici ve bürokrat dışında olup personel olarak çalışmaktadır. Katılımcıların 13'ü mesleklerinde 5 yıl ve üzeri deneyime sahiptir.

Araştırma kapsamında oluşturulan tema ve kodlar ise aşağıdaki şekilde gösterilmektedir:

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┌─────────────────────────┐          ┌─────────────────────────┐
│ 1. Örgütsel Değişimler ve│          │      2. Bütçe            │
│   Kapasite Yeterliliği   │          │                          │
└─────────────────────────┘          └─────────────────────────┘
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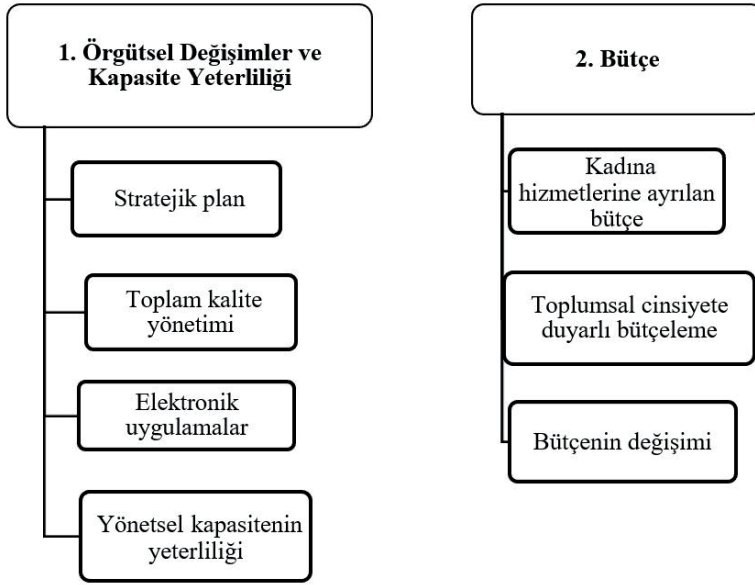

Şekil 1. İki Farklı Temanın Kodlar ile İlişkilendirilmesi

Şekil 1'e göre, kurumsal değişimler ve kapasite yeterliliği ile bütçe adlı tema toplamda yedi kodla ilişkilendirilmiştir. Temaların kodları, yönetsellik ideolojisi ile gündeme gelen özel sektör yönetim tekniklerinin kamuya uyarlanması, bütçe oluşturulması süreçlerinde eşitlik anlayışının göz önünde bulundurulması gibi idari ve mali açıdan değişim ve dönüşüm sürecinin kadına yönelik hizmet sunan kamu kurumlarına nasıl yansıdığı ve bu durumun kamu çalışanları açısından nasıl değerlendirildiğinin anlaşılması amacıyla oluşturulmuştur.

3.1. Tema: Örgütsel Değişimler ve Kapasite Yeterliliği

Örgütsel değişimler ve kapasite yeterliliği teması ile yönetsellik anlayışıyla kurumlarda uygulanmaya başlayan ve verimliliği oluşturmayı amaçlayan toplam kalite yönetimi, stratejik plan, elektronik uygulamaların kurumlara nasıl yansıdığına ve kurumların idari kapasitelerinin yeterliliğine ilişkin mevcut durumun öğrenilmesi amaçlanmıştır. Bu çerçevede tema; özel sektöre ait yönetim tekniklerinin kamu kurumlarında nasıl uygulandığına ve kurumların idari kapasitelerinin yeterliliğine ilişkin olarak stratejik plan, toplam kalite yönetimi, elektronik uygulamaların idari kapasitenin yeterliliği olmak üzere 4 kodla ilişkilendirilmiştir.

3.1.1. Stratejik Plan

Yönetselliğin sonuçlarından biri olan etkin ve verimli hizmet sunumu için özel sektörde uygulanan bazı örgütsel teknik ve işlemler kamu kurumlarına uyarlanmaktadır. Bu sebeple bu kod ile örgütsel bir yenilik olan stratejik planın kurumlarda uygulanması, planların hizmetlerle uyumluluğu ve hizmetlere olan etkilerinin tespit edilmesi amaçlanmıştır. Katılımcılara sorulan sorulara verilen yanıtlara göre, bazı kurumlarda bağlı bulunduğu bakanlık tarafından ortak bir stratejik planın oluşturulduğu ve kurumların da bu plana uyduğu ifade edilmiştir. Katılımcıların ifadeleri aşağıdaki şekildedir:

"Kamu kurumlarının stratejik planları oluyor fakat bu planların daha özenli ve koşullara uygun şekilde yeniden yapılandırılması gereklidir. Ayrıca öncelikle şehirlerin kalkınma ve bölge planları olmalı ve ortaya çıkarılan ihtiyaçlara göre kurumların planları buna göre oluşturulmalıdır. Stratejik planlar genellikle değişen öncelikler ve uygulama sürecinde de kurumlar arası işbirliği ve hiyerarşiden ötürü sorunlar olabiliyor. Bu sebeple kurumsal değişime ihtiyaç duyulmaktadır." (E18, yönetici)

Stratejik planın uygulanma sürecinde öngörülemeyen durumlar ve kurumlar arası işbirliği ile ilgili birtakım sorunlar yaşandığı, bu sebeple değişikliğe ihtiyaç olduğu belirtilirken diğer yandan bu konuda yaşanan sorunlar şu şekilde dile getirilmiştir:

"Stratejik planımızda oluşturduğumuz hedeflerin bazılarını mali tasarruf kısıtlamaları nedeniyle gerçekleştiremiyoruz. Bütçe kısıtlı olduğundan zaruri olanlar dışındakiler yapılmıyor. Ancak hizmetlerde planlanan hedefler beklenenden daha çok kişiye ulaşıyor." (E7, yönetici)

İfadelere göre stratejik planlarda mali sıkıntıların önemli bir sorun olduğu görülmektedir. Uygulama sürecinde yaşanan sıkıntılara yönelik çözüm üretildiğini belirten bir diğer katılımcı ise bu durumu aşağıdaki şekilde ifade etmektedir:

"Stratejik planımız hizmet odaklıdır ve hizmetlere göre oluşturulmaktadır. Bu nedenle hizmetlerle uyumluluğunun oranı yaklaşık olarak %90 ile %100 arasındadır. Eğer sorunlar yaşanırsa mevzuatta buna yönelik çözümler oluşturuluyor ve stratejiler belirleniyor. Daha sonra uygulama sürecinde yeniden sorun olursa mevzuat revize ediliyor." (E14, bürokrat)

İfadeye göre, plana uyulması amacıyla yasal tedbirler alınıp gerekli düzenlemeler yapılmaktadır. Genel olarak; kamu kurumlarında stratejik planın uygulandığı, hizmetlerle planın uyumlu olduğu fakat uygulanma sürecinde bütçedeki yetersizlikler ve kurumlardaki hiyerarşi düzeni ve kurumlar arası işbirliğinde yaşanan sıkıntılar yaşanmaktadır. Bu anlamda bu uygulamanın kamu kurumlarında uyarlanmasında henüz etkinlik sağlanamadığı, iyileştirilmesi ve geliştirilmesi gereken noktaların olduğu görülmektedir.

Araştırmada tema kapsamında oluşturulan diğer kod ise toplam kalite yönetimi kodudur.

3.1.2. Toplam Kalite Yönetimi

Yönetsellik çerçevesinde kurumlarda ve hizmet sunumunda etkinlik ve verimliliği sağlamak için yapılan örgütsel yeniliklerden bir diğeri de toplam kalite yönetimi uygulamasıdır. Bu kod ile toplam kalite yönetiminin kurumlarda uygulanabilirliği ve kurumların işleyişine etkilerini tespit etmek amaçlanmıştır. Toplam kalite yönetiminin uygulandığı kurumlarda ise bu uygulamanın etkilerini aşağıdaki şekilde ifade edilmiştir:

"Kurumumuzda toplam kalite yönetimi uygulaması mevcut ve bu çerçevede memnuniyet ve verimlilik ölçümleri düzenli bir şekilde yapılıyor. Bu sonuçlara göre hizmetler planlanıp iyileştirmeler yapılıyor" (E17, yönetici)

"Performans yönetimi ve toplam kalite yönetimi uygulamamız var ve hizmetlerimiz bu çerçevede oluşturulup gerekli iyileştirmeler yapılıyor. Bu uygulamanın örgütsel yapıyı ve hizmetleri geliştirdiğini düşünüyorum." (K15, bürokrat)

"Toplam kalite yönetimi uygulamamız mevcut. Bu uygulama ile iş ve işlemlerimiz planlı ve programlı hale gelerek hem kurumsal işleyişe hem de hizmetlere olumlu anlamda katkı sağlıyor. Verimli bir hizmet sunumu gerçekleşebiliyor." (E11, bürokrat)

Yukarıdaki ifadelerde görüldüğü üzere toplam kalite yönetimi uygulamasının kurumlarda başarılı bir şekilde uygulandığı ve bu uygulamanın iş ve işlemlerin planlı ve programlı hale gelerek hem kurumsal işleyişe hem de örgütsel yapıya olumlu anlamda katkı sağlayarak hızlı, etkin ve verimli bir hizmet sunumuna neden olduğu görülmektedir.

Bunların yanı sıra toplam kalite yönetiminin uygulama sürecinde bazı olumsuz yanları olduğunu ifade eden katılımcıların görüşleri aşağıdaki gibidir:

"Toplam kalite yönetimi belgemiz var fakat bakanlığımızın tüm taşra teşkilatlarıyla bütünleşik bir sistem oluşturma gibi bir çalışması var ve devam ediyor. Biz de ona ekleneceğiz. Toplam kalite yönetim tamamen etkili değil fakat bir plan oluşturulması, iş ve işlemlerin derli toplu hale getirilmesi ve personelin bu konularda farkındalık kazanması açısından faydalı olduğunu düşünüyorum. (E1, bürokrat)

"Toplam kalite yönetimi uygulamamız var. Bu uygulamanın etkinliği evrak üzerinden denetleniyor ve her ay kurumlar arası toplantılar yapılarak mevcut durum takip ediliyor. Bu uygulama ile hızlı ve verimli hizmet sunumunun sağlandığını düşünüyorum. Ancak bu uygulamanın kurumsal açıdan uyuşmayan ve sistemi tıkayan yanları da bulunmakta." (E3, yönetici)

"Bu uygulama mevcut. Bununla ilgili TSE standart belgemiz de var. Bu konuda başarılı olsak da bunun için belirli bir bütçe gerekiyor. Şu anda bu bütçe sağlanamıyor çünkü mali tasarruf tedbirleri çıktı ve şu an için bir duraksama dönemi yaşıyoruz. Bu uygulamada genellikle belirlenmiş hedef ve programlar, sosyal faaliyetler yürütülüyor." (K2, bürokrat)

Yukarıda aynı kamu kurumunda görev yapan yönetici ve bürokratların ifadelerine göre, toplam kalite yönetiminin uyuşmayan bazı yönlerinin olduğu ve mali sıkıntılar nedeniyle uygulamanın etkin olamadığı ifade edilmiştir. Genel olarak Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü'nün bütçe konusunda sıkıntı yaşaması sebebiyle bu uygulamada duraksama yaşadığı anlaşılmaktadır. Bu sebeple bütçe konusunda gerekli önlemler alınması gerektiği görülmektedir. Diğer kamu kurumlarında ise uygulamanın başarılı bir şekilde yürütüldüğü anlaşılmaktadır.

Tema kapsamında oluşturulan diğer kod ise elektronik uygulamalar kodudur.

3.1.3. Elektronik Uygulamalar

Yönetsellik sonucunda getirilen diğer bir yenilik ise kırtasiyeciliği azaltmak ve hızlı bir hizmet sunumu gerçekleştirmek amacıyla oluşturulan elektronik uygulamalardır. Bu sebeple kurumlarda özellikle kadına yönelik hizmetlere ilişkin elektronik uygulamaların varlığı ve bu uygulamanın etkilerinin öğrenilmesi amaçlanmıştır. Katılımcıların bu konudaki sorulara verdiği yanıtlara göre kadın hizmetlerine yönelik özel bir elektronik uygulama olmadığı, yalnızca sosyal yardım sunan vakıf ve kurumların kendi aralarında özel bir uygulama olduğu belirtilmiştir. Katılımcıların sistemlerin eksik yönlerine ilişkin ifadeleri aşağıdaki şekildedir:

"Sosyal yardımlaşma müdürlüğü ve sosyal yardımlaşma vakıfları arasında ortak bir veri tabanı bulunuyor. Bunun dışında bildiğim kadarıyla Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü, il sağlık müdürlüğü ve emniyet müdürlüğü ortak veri tabanı kullanıyor. Fakat bazı uygulamaların revize edilmesi gerekiyor. Sosyal yardım alanında ise verilere hızlı erişmek önemli bu sebeple Kişisel Verileri Koruma Kanunu'nun geliştirilmesi gerekiyor çünkü verilere zamanında ulaşamıyoruz. Bu durum da hizmet sunumunun yavaşlamasına sebep oluyor." (E17, yönetici)

"Emniyet Genel Müdürlüğü, Nüfus Müdürlüğü ile ortak sistem kullanıyoruz. Emniyet giriş ve çıkışlarını alıyoruz. Askeriyeden askerlik bilgilerini alıyoruz. Nüfustan kişisel bilgilerini alıyoruz. Sağlık Bakanlığı'ndan bilgi alıyoruz. Sistemlerde ara sıra sıkıntılar çıkıyor. Veri akışında sorunlar olabiliyor." (E14, yönetici)

"Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü sosyal yardım vakıflarına veri bilgisi vermiyor. Bu durum sosyal yardım bilgi sistemi için de geçerlidir. Bunun sebebi ise Kişisel Verilerin Korunması Kanunu'dur. Bu da hizmetlerin aksamasına neden olmakta ve bakanlık bu sorunlara oldukça geç yanıt veriyor. Belediyeler arasında ise e-belediye sistemi var. Yeni bir sistem olma-

sına rağmen güzel işliyor fakat uygulamada birlik sağlanmıyor. Ayrıca herhangi bir sorunda
Türkiye Belediyeler Birliği ve Ege Belediyeler Birliği'nin dönüşleri hızlı oluyor." (E7, yönetici)

İfadelere göre, hızlı hizmet sunumunda yaşanan en büyük problemlerden birisi ise Kişisel Verileri Koruma Kanunu olup bu sebeple verilere zamanında ulaşamayıp hizmetlerin aksamasına neden olduğu görülmektedir. Bu nedenle kanunun revize edilmesi gerektiği anlaşılmaktadır. Ayrıca uygulamalarda kurumlar arası birliğin sağlanmayışı ve veri akışındaki bazı aksaklıklar sorun olarak görülmektedir. Görüş belirten diğer katılımcıların ifadeleri ise aşağıdaki şekildedir:

"İçişleri Bakanlığı bünyesindeki tüm kuruluşların ortak e-içişleri veri tabanı var ve resmi ya-
zışmalar burada gerçekleşmektedir. Elektronik uygulamalar ile evrak işleri önemli ölçüde azal-
dı ve veriler hızlı şekilde alınıp hizmet sunulabiliyor. Aile, Çalışma ve Sosyal Hizmetler Bakan-
lığı İl Müdürlüğü ile sosyal yardımlaşma vakfına bağlı sistemleri var. Ara sıra aksaklıklar ya-
şanıyor fakat iyileştirmelerin gerçekleşmesi için gerekli çalışmalar yapılıyor." (E5, yönetici)

"Kurumumuzda her şey elektronik sistemlere tabidir. Uygulama ve faaliyetlerimizi buradan
yürütüyoruz. Evrak hantallığı büyük ölçüde bitti. Ortak veri tabanımız mevcut ve bu sistemdeki
verileri genel müdürlüklere ve bakanlığımızla aylık olarak paylaşıyoruz."(E6, personel)

İfadelere göre, elektronik uygulama ve veri tabanlarının kırtasiyeciliği azalttığı, hizmetlerin hızlandırdığı belirtilmektedir. Fakat veri akışında bazı aksaklıkların yaşanması ve belediyeler arasında ortak veri tabanının kullanılmasında birlik sağlanamaması hizmet sunumunu yavaşlatan etmenlerden biridir. Bu konuda iyileştirmelerin yapılması gerekmektedir.

Tema kapsamında oluşturulan diğer kod yönetsel kapasitenin yeterliliği kodudur.

3.1.4. Yönetsel Kapasitenin Yeterliliği

Kurumların etkin, verimli ve yeterli bir hizmet sunumu gerçekleştirmek için idari kapasitelerinin yeterli olması gerekmektedir. Bu nedenle kurumların kendi alanlarındaki mevcut idari kapasitelerinin yeterliliği tespit edilmesi amaçlanmıştır. Katılımcıların bu konudaki sorulara verdiği yanıtlara göre, kurumların idari kapasitelerinin yetersiz olduğunu belirtmiştir. İdari kapasitenin yetersizliğinde öne çıkan konu ise personel yetersizliği ve niteliğidir. Bu konuda katılımcılar yaşanan sıkıntıları aşağıdaki şekilde ifade etmektedir:

"Kurumumuzda çalışan personelin sayısı ve niteliği açısından sorunlar var ve bunun tüm Tür-
kiye'deki kurumlarda da yaşandığını düşünüyorum. Personellerin eğitimi, sosyal sorunlara ve
durumlara bakış açıları, bu sorunlara yönelik çözüm önerisi geliştirme becerilerini kurumun şu
anki mevzuat yapısıyla değerlendirildiğinde ciddi bir problem yaşanmaktadır." (EI, bürokrat)

"Aile Çalışma ve Sosyal Hizmetler Bakanlığı İl Müdürlüğü üzerinden konuşmak gerekirse bu
kurum henüz kuruluş aşamasında ve personellerinin niteliği ve sayısı açısından kapasiteleri
yetersizdir. Kadına yönelik hizmetleri sunan kurumların personelleri bana göre özel olarak
seçilmeli, var olan personeller ise eğitim programlarından geçerek nitelik kazandırılmalı ve
nitelikli personel alımı gerçekleşmelidir." (E10, bürokrat)

Kurumların idari kapasitelerine bakıldığında, hem personel sayısı hem de personel niteliği açısından sıkıntı yaşandığı belirtilmektedir. Var olan nitelikli personel eksikliği ve alt yapıları tamamlanmayan kurumların kadına yönelik sunulan hizmetlerin yetersizliğine ve var olan hizmetlerin de verimlilikten uzak kalacağı tehlikesi taşıdığı görülmektedir. Bu konudaki diğer ifadeler aşağıdaki gibidir:

"Henüz yeni kurulan bir belediye olduğumuzdan altyapımız istenilen seviyede değil fakat per-
sonelimizin yeterli olduğunu düşünüyorum. Personelimiz düzenli olarak hizmet içi eğitime tabi
tutuluyor ve bu durumun da kişisel gelişimlerine katkı sağladığını düşünüyorum." (E7, yönetici)

Yukarıdaki ifadede, ilçe belediyelerin yeni kurulmalarından dolayı alt yapılarının yetersiz ve hizmetlerin de sınırlı olduğu fakat personel sayısının yeterli olduğu belirtilmektedir. Bu konuda diğer katılımcıların düşünceleri aşağıdaki gibidir:

> *"Kurumumuzda personelimiz yeterli fakat kurumsal açıdan işleyiş, personellerin duyarlı olmaları konularında sıkıntılarımız var. Bana göre personellerin daha fazla alanda olması gerekir ve kuramsal bilginin yanı sıra saha deneyimi de olmalıdır." (E9, yönetici)*

> *"Ben örgütsel ve fiziki açıdan yeterli olmadığımızı düşünüyorum. Çünkü belediye dışında resmi olmayan ayrı bir yere ve psiko-sosyal ve hukuki danışmanlık açısından hem avukat hem de sosyal hizmet uzmanlarına ihtiyacımız var. Ayrıca bize ek olarak birkaç psikoloğun da bulunası gerekir. Bu şekilde verimlilik sağlanabilir." (K19, personel)*

Yukarıdaki ifadelerde kurumların idari kapasite boyutunda donanımlı personel ve mekânsal açıdan eksiklik yaşandığı belirtilmektedir. Özellikle belediyeler ve Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü'nün yeni kurulmasından dolayı yaşanan sıkıntılara yönelik idari tedbirler alınmalı ve nitelikli personel eksikliği giderilmelidir. Aksi takdirde yönetsellik bağlamında yapılan idari reformlar amacına ulaşmayıp verimlilik, etkinlik gibi ilkelerin yalnızca teoride kalmasına ve kadına yönelik hizmetlerin sınırlı olmasına neden olacaktır.

Yönetsellikle birlikte kurumların bütçelerinde de birtakım değişiklikler yaşanmaktadır. Son dönemlerde bu değişimlerin yaşanmasının zeminini oluşturan yasal düzenlemelerle kamu kaynaklarının etkin ve verimli kullanılarak, hesap verilebilir ve saydam bir bütçe oluşturulması ve bütçe sürecine kadın-erkek eşitliği bakış açısının kazandırılması gündeme gelmiştir. Bu doğrultuda bu değişimlerin neler olduğunu görebilmek amacıyla oluşturulan diğer tema bütçe temasıdır.

3.2. Tema: Bütçe

Bütçe teması ile kurumların bütçe ve kaynaklarındaki yaşanan değişimlerin tespit edilmesi amaçlanmıştır. Bu çerçevede tema, kadın hizmetlerine ayrılan bütçe, toplumsal cinsiyete dayalı bütçeleme ve bütçenin farklılaşması olmak üzere 3 kodla ilişkilendirilmiştir. Verilerin ayrıntılı olarak değerlendirilmesi amacıyla oluşturulan ilk kod kadına ayrılan bütçe kodudur.

3.2.1. Kadın Hizmetlerine Ayrılan Bütçe

Oluşturulan bu kod ile kurumlarda kadın hizmetlerine yönelik ayrı bir bütçenin olup olmadığının tespit edilmesi amaçlanmıştır. Bu çerçevede, katılımcıların hepsi kadın hizmetlerine ayrılan özel bir bütçenin olmadığını belirtmiştir. Bu konuya ilişkin katılımcıların düşünceleri aşağıdaki gibidir:

> *"Kadınlara ayrı bir bütçe yapılmasındansa var olan kaynakları kadın—erkek demeden toplumun tüm kesimine eşit dağıtarak etkin bir biçimde kullanılmasını teşvik ediyor ve buna dikkat ediyoruz." (E11, bürokrat)*

> *"Bütçemizde kadına ayrılan bir ödenek veya ayrı bir bütçe söz konusu değil. Kurumumuzda teşvik usulü kadınlara ayrılan bir kaynak bulunmakta ve bizim bütçemiz prim usulü oluşturuluyor yani aylık primlerin ve sağlık sigortasının bağlanmasıyla ilgilidir. Kadın- erkek olarak ayrılmasından ziyade hane halkına sunulmuş bütçemiz var." (K16, yönetici)*

Yukarıdaki ifadelerde kadın hizmetlerine ayrılan özel bir bütçe olmadığı ve mali kaynakların toplumun tüm katmanlarına eşit bir şekilde ayrılmaya dikkat ettikleri belirtilmiştir.
Bu konuda görüş belirten diğer katılımcıların ifadeleri aşağıdaki şekildedir:

> *"Tasarruf tedbirleri nedeniyle belediyelere aktarılan kaynaklar oldukça azaldı ve bütçemiz yetersiz fakat başkanımız kadın konusunda oldukça hassas ve sosyal yardımlara dikkat ediyor." (K4, yönetici)*

"Kadına ayrı bir bütçe yok fakat bütçemizde kadınlara ayrılan kaynak var. Biz bu kaynaklarla kadın lokallerini açtık bu hizmet pozitif ayrımcılığın bir göstergesi fakat bu binalara büyük paralar harcandı. Yine de mali kaynak oldukça sınırlı ve belediyelerin tümü bu konuda sorun yaşıyor." (E9, yönetici)

"Yeni yasal düzenlemeler sonrası sosyal yardımlara aktarılan paylar merkezi yönetimde daha fazla belediyelerde ise daha az bu sebeple bütçemiz kısıtlı ve kaynaklarımız yetersiz. Dolayısıyla biz de projeler vasıtasıyla fon bulup hizmetleri sunmaya çalışıyoruz." (E7, yönetici)

Yukarıdaki yanıtlara göre, belediyelerde mali kaynağın yeterli olmadığı ifade edilmektedir. Yönetsellik çerçevesinde kamu alanında yapılan tasarruflarla etkin ve verimli hizmet sunumu amaçlanmaktadır. Fakat belediyelerin son dönemde yetki ve sorumlulukları artarken kaynakların az olması hem kadına yönelik hizmetlerin sınırlı olması tehlikesini taşımaktadır. Ayrıca sunulan hizmetlerin etkin ve verimliliği tartışmalıdır. Son olarak, kadın alanına ilişkin kaynak ayrılmasında devlet kurumlarının yanında vakıf ve derneklerin de bu konuyu üstlendiklerini katılımcı aşağıdaki şekilde ifade etmiştir:

"Bilindiği gibi Avrupa Birliği adaylık sürecindeyiz. Bu süreçte birçok AB projesi gerçekleşti. Fakat artık yalnızca AB projeleri yapılmıyor. Devlet diğer paydaşlarla birlikte proje üretiyor. Vakıf ve dernekler bu alanda çok fazla aktif. Örneğin Sabancı Vakfı yıllardır hem kadın hem de çocuk alanında hibe veriyor. En son Avrupa'dan ve diğer ülkelerden gelen mülteci kadın ve çocuklarının Türkçe öğrenmesine ilişkin bir proje gerçekleştirdik. Kaynak oluşturmak isteniyorsa iyi projeler üretmek gerekir. Fakat bunun için kurum kültürünün değişmesi lazım ve bununla alakalı ciddi çalışmalar yapılıyor. Avrupa Birliği ile ilişkilerde IPA 3 denilen fon arttırmaya ilişkin görüşmeler yapılıyor." (E18, yönetici)

İfadeye göre, projeler yoluyla kaynak bulunabildiği, kadın alanına yönelik kaynak ayrılmasında ise devlet kurumları yanında vakıf ve derneklerin de bu konuyu üstlendiklerini ifade edilmektedir. Bu nedenle, özellikle belediyelerin dernek ve vakıflarla işbirliği içinde olup projeler yoluyla kaynak oluşturmaları sağlanmalıdır.

Tema çerçevesinde oluşturulan diğer kod toplumsal cinsiyete duyarlı bütçeleme kodudur.

3.2.2. Toplumsal Cinsiyete Duyarlı Bütçeleme

Kurumlardaki değişimin bütçe sürecine yansımasıyla birlikte bütçede kadın- erkek eşitliği bakış açısının oluşturulması gündeme gelmiştir. Bu çerçevede kod ile hem kurumlarda bu bütçelemenin varlığının hem de yöneticilerin toplumsal cinsiyete duyarlı bütçelemenin var olan toplumsal problemlere çözümünde fayda sağlayıp sağlamayacağına yönelik düşüncelerinin tespit edilmesi amaçlanmıştır. Toplumsal cinsiyete duyarlı bütçelemeye ilişkin görüşler aşağıdaki şekildedir:

"Bu bütçelemenin kesinlikle yapılması gerektiğini düşünüyorum ancak şu an projeler yoluyla kadına yönelik destekler sağlanıyor. Ayrıca Türkiye'deki kamu kurumlarının bu bütçelemeye hem eğitim hem de nitelik anlamında hazır olmadığını düşünüyorum" (K21, yönetici)

"Toplumsal cinsiyete dayalı bütçeleme, elbette sorunlara katkıda bulunabilir. Direkt kişilere ayni ya da nakdi yardım olarak değil kadınlara iş olanağı yaratılması, psiko-sosyal desteklerin çoğaltılması ve bazı mekânsal düzenlemelerin yapılması sağlanarak faydalı olacağını düşünüyorum. Örneğin kadınların ihtiyaç duyacağı sosyal alanların arttırılması, kadınların sıklıkla gittiği yerlerde ve camilerden tutun çay bahçelerine kadar olan yerlerde emzirme ve bez değiştirme odalarının olması ve kadınların kamusal alanda daha fazla görünür kılınması için her türlü önlemin alınması gereklidir. Böyle bir görünürlük artarsa ve kaynaklar bu şekilde kullanılabilirse yararlı olacağını düşünüyorum." (K19, personel)

"Toplumsal sorunlara çözüm üretme noktasında toplumsal cinsiyete duyarlı bütçelemenin katkı sağlayacağını düşünüyorum fakat kurumların bu bütçelemenin amacını ve niteliğini öğrenmesi ve bütçelerini buna göre yapılandırmaları gerekiyor. Bu bütçeleme bizde mevcut değil ancak 5 yıl önce bu uygulamayı proje olarak sunmuştuk ve buna yönelik bir eğitim programı oluşturarak belediyeleri hazır hale getirmeye çalıştık fakat projenin sonuçlanması uzun sürdü ve uygun sivil toplum kuruluşu kalmadı. Bu konunun uygulanabilmesi için yasalar çerçevesinde ele alınması, kurumların stratejik planlarına bu bütçelemeyi dâhil etmesi ve belediyelerin kendi içinde buna uygun yapıları oluşturması gerekir." (E18, yönetici)

"Belediye olarak tek bir bütçemiz var ve bu bütçeden kadınlara kaynak aktarılıyor. Toplumsal cinsiyete duyarlı bir bütçeleme yapılmıyor. Ancak bu bütçelemenin daha fazla kadına ulaşıp daha fazla ve çeşitte hizmet sunulmasına yardımcı olacağını düşünüyorum" (K12, yönetici)

Katılımcıların toplumsal cinsiyete duyarlı bütçelemenin sosyal sorunlara çözüm üretmesiyle ilgili sorulan sorulara verdikleri ifadelere göre, toplumsal cinsiyete duyarlı bütçelemenin sosyal sorunlara çözüm üretebileceğine, daha fazla kadına ulaşmak ve çeşitli hizmet sunmak açısından faydalı olabileceği fakat bu bütçelemenin sosyal yardım niteliğinde olmayıp mekânsal düzenlemelerle faydalı olacağı belirtilmiştir. Ayrıca bu bütçeleme için kurumların gerekli altyapısı oluşmadığı, personelin eğitilmesi gerektiği ve kurumların bütçelerini yeniden yapılandırması gerektiği ifade edilmiştir. Bu nedenle bu bütçeleme için gerekli iyileştirmeler ve düzenlemelerin yapılması gerekmektedir. Toplumsal cinsiyete duyarlı bütçelemenin toplumsal sorunlara çözüm üretmeyeceğini düşünen katılımcılar da bulunmaktadır:

"Toplumsal cinsiyete duyarlı bütçelemenin doğru bir uygulama olacağını düşünmüyorum. Çünkü problemlere çözüm üretemez bütçe toplumdaki her kesime eşit ve adil dağıtılması gereklidir. Toplumda sosyal adalet bu şekilde sağlanır. Kadınlara yönelik sorunların ise yasal mevzuatla giderileceğini düşünüyorum" (E11, bürokrat)

"Toplumsal cinsiyete duyarlı bütçelemenin Türk aile yapısına uygun olmadığını ve bu yapıya zarar verecek bir uygulama olacağını düşünüyorum" (E7, yönetici)

İfadelerde, toplumsal cinsiyete duyarlı bütçelemenin doğru bir düşünce olmadığı, aile yapısını bozacağı ve sorunlara çözüm üretemeyeceğini belirtilmektedir. Görüldüğü üzere bütçelemenin oluşturulması için yalnızca kurumsal değişiklikler ve düzenlemeler yetmemekte kamuda çalışanların da bu konuda çeşitli eğitim programlarıyla bilgilendirilmesi gerekmektedir.

Tema oluşturulan diğer kod ise bütçenin değişimi kodudur.

3.2.3. Bütçenin Değişimi

Bu kod ile yönetselliğin kurumların bütçesine olan değişimleri tespit etmek amaçlanmıştır. Görüş bildiren katılımcıların çoğunluğu, kadına yönelik hizmet alanlarının artması ve hizmetlerin çeşitlenmesiyle beraber bütçenin de arttığı yönünde yanıtlar vermiştir. Bu çerçevede bütçenin artmasına yönelik katılımcıların düşünceleri aşağıdaki gibidir:

"Sağlık, eğitim, spor, sosyo-kültürel faaliyetler gibi alanlara ayrılan kaynaklar giderek artıyor. Fakat daha fazla ayrılması gerektiğin düşünüyorum. Her kamu kurumunun ayrı bir kaynağı var fakat bütüncül bir kaynak olmadığı için bir sorun teşkil etmekte" (E10, bürokrat)

"Şehirler geliştikçe insanların ihtiyaç ve talepleri de giderek artıyor dolayısıyla bunlara uygun hizmet üretmek için gerekli olan kaynaklar da çoğaldı. Fakat özellikle yerel yönetimlerin bütçe dışı proje üretmek gibi gelir getirici imkânlar oluşturması gereklidir. Biz kamu kurumları olarak devletin gelir getiremeyiz sadece harcama yapabiliriz. Belediyelerin özerk kurumlar olarak buna daha fazla dikkat etmesi gerekir." (E18, yönetici)

"Sosyal yardımlaşma alanındaki bütçede kadına ayrılan yardım kalemleri geçmişe göre oldukça arttı. Örneğin gebelik, çocuk ve sosyal destek yardımları önceden nadirdi şimdi çoğaldı ve yapılmayan yeni destekler ortaya çıktı. Genel anlamda bütçede bir iyileşme söz konusu, bazı zamanlar kaynaklar kısıtlı olsa da hizmet alanları çeşitlendi." (K16, yönetici)

"Bütçenin önceki yıllara göre iyileşerek arttığını düşünüyorum. Dezavantajlı gruplar üzerinden konuşursak engelli anneleri bakımlarından ötürü maaş alabiliyor. Kadınlara sosyal ve psikolojik ve ekonomik destek veriliyor." (K12, yönetici)

Katılımcıların ifadelerine göre, bütçenin geçmişten bugüne iyileşerek arttığı, kısıtlı imkânlara rağmen kadına yönelik hizmetlerin çeşitlendiği ve sosyal destek, gebelik gibi yardımlarla harcama kalemleri arttığı belirtilmiş fakat kaynakların bütüncül bir anlayıştan uzak olduğu ifade edilmiştir. Bu nedenle kadına yönelik hizmetlerin etkin ve verimliliğini sağlamak amacıyla mali kaynaklarda bazı iyileştirmeler yapılarak bütçe dışı kaynak oluşturma imkânlarından yararlanılmalıdır. Bu konuda görüş belirten diğer katılımcıların ifadeleri aşağıdaki gibidir:

"Son 15 yıldır bütçemiz değişime uğradı. Somut imkânlar oluştu. Önceden oldukça dar kapsamda imkânlar vardı. Fakat şimdi kadına yönelik hizmet sunan daha fazla kamu kurumu ortaya çıktı. Ve hizmetler bu imkânlarla çeşitlendi." (E11, bürokrat)

Bütçede kadına yönelik ayrılan kaynaklar arttı çünkü son yıllarda yeni belediye kanunlarında sosyal hizmetler sunmak gibi yasal zorunluluklarımız oluştu bu sebeple kadına yönelik yeni hizmet alanlarımız gelişti." (K4, yönetici)

Giderek daha fazla ve olumlu anlamda kadınların en çok yararlandığı sağlık, eğitim ve sosyal hizmetlere kaynak ayrılmakta ve dolayısıyla kadınlara da ayrılan paylar artmıştır." (E5,bürokrat)

Yukarıdaki ifadelerde, benzer şekilde hizmet alanlarının artmasıyla birlikte hizmetlerin çeşitlendiği ve bu yüzden de bütçenin arttığı belirtilmiştir. Son olarak, aşağıdaki bölümde bulgular, yapılan benzer çalışmalarla kıyaslanıp yorumlanarak analiz edilmiştir.

4. Tartışma

Yönetsellik ideolojisi ile birlikte kurumlarda idari ve mali etkinliği ile verimli hizmet sunumunu sağlamak amacıyla özel sektördeki yönetim tekniklerinin kamu kurumlarına yansıtılması gündeme gelmiştir. Bu bağlamda kamu kurumlarında bu yönetim teknikleri uygulanarak kurumsal dönüşüm süreci başlamıştır (Dallas, 2001; O'Reilly ve Reed, 2010; Terry, 1998). Araştırmada uzun vadedeki yapılacak işlerin planlanması ve bunlardan maksimum düzeyde verim alınabilmesi amacıyla uygulamaya konulan stratejik planların görüşme yapılan kamu kurumlarında ne ölçüde uygulandığı, stratejik planlar ile hizmetlerin uyumluluğu, hizmetlerin hızlı ve ulaşılabilir olması için uygulamaya konulan elektronik uygulamaların kadın alanına yönelik hizmetlerdeki varlığı ve kurumda etkinliği sağlamak amacıyla uygulanan toplam kalite yönetimi uygulamasının etkinliği ile bu uygulamalarda yaşanan sıkıntılar tespit edilmiştir.

Hizmetler ve stratejik planlarının uyumluluğuna bakıldığında, kurumlarda hizmetlerle stratejik planlar arasında %80 ile %100 oranında bir uyum olduğunu belirtilmiştir. Bunun yanı sıra uygulamada mali sıkıntılar, değişen ihtiyaç ve öncelikler nedeniyle bazı sorunlar yaşandığı görülmektedir. Bu duruma örnek olarak; ilçe belediyelerinin henüz yeni kurulması sebebiyle ilk stratejik planda zorlanıldığı ve revize etmek durumunda kaldıkları belirtilmiştir. Yapılan benzer bir çalışmada ise, katılımcıların pek çok eksikliğe rağmen stratejik plan sürecini olumlu değerlendirdiği sonucu ortaya çıkmıştır (Aydın ve Aksoy, 2007, s. 302-215). Stratejik planlama sürecinin bazı eksik yanlarına rağmen kurumların stratejik planı başarılı bir şekilde uyguladığı görülmektedir. Fakat yapılan diğer bir çalışmada ise stratejik planlamanın işlevsiz olduğunu ve örgüt-

sel performansa önemli bir katkı sağlayamadığını göstermediği sonucu ortaya çıkmıştır (Meier, O'Toole ve Goerdel, 2006, s. 32). Kurumlarda etkinlik ve verimliliği sağlamak, kaynak israfını önlemek, hizmet kalitesini arttırmak ve kurumun sürekli olarak performansını iyileştirmek amacıyla yapılan işlemleri ifade eden toplam kalite yönetimi uygulamasının (Morgan ve Murgatroyd, 1994, s. 30), tüm kurumlarda uygulandığı tespit edilmiştir. Fakat Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü'nde mali tasarruflar nedeniyle bu uygulamada bir duraksama dönemi yaşandığı görülmektedir. Aynı zamanda uygulamanın tam anlamıyla etkin olmadığı, kurumsal anlamda sistemi tıkayan noktalarının da olduğu belirtilmektedir. Bu durum uygulamanın etkisinin örgütsel olarak çeşitli nedenlerle değişebileceğini göstermektedir.

Toplam kalite yönetimi uygulamasının ise hizmet kalitesini, evrakların işleyişi ve personel farkındalığı arttırdığı, hizmetlerin daha verimli ve hızlı sunulduğu, hizmetleri geliştirmede fayda sağladığını belirtilmiştir. Ayrıca bu uygulamaya ilişkin evrak üzerinden bir denetim sisteminin olması da toplam kalite yönetiminin etkin bir şekilde uygulanmasına dikkat edildiğini göstermektedir. Genel olarak, toplam kalite yönetimin hedefleri gerçekleştirmede ve kaynakları verimli kullanma üzerinde olumlu etkileri olduğu görülmektedir. Yapılan benzer çalışmaların bulgularına göre, toplam kalite yönetiminin kurumların performansında iyileşme sağladığı görülmüştür (Montes ve Jover 2004; Sayeda, Rajendran ve Lokachari, 2010; Westphall, Gulati ve Shorthell, 1997). Bu anlamda benzer çalışmaların bulguları ile yapılan araştırmanın bulguları örtüşmekte, toplam kalite yönetimi uygulamasının Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü haricindeki kamu kurumlarında başarılı bir şekilde uygulandığı ve kurumların işleyişine ve hizmetlerine önemli etkileri bulunmaktadır.

Yönetsellikle gündeme gelen diğer bir kurumsal yenilik ise hızlı ve ulaşılabilir hizmet sunumunu sağlamak ve kırtasiyeciliği azaltmak amacıyla oluşturulan elektronik uygulamalardır. Kadın hizmetlerine yönelik uygulamaların yalnızca Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü'nce kullanıldığı ve sistemin çok iyi işlediği tespit edilmiştir. Bu durum, verilere zamanında ulaşılarak hizmet kalitesini de arttıracağını göstermektedir. Belediyelerde ise henüz yeni uygulamaya geçilen fakat çok iyi işleyen bir e-belediye sisteminin olduğu tespit edilmiştir. Bu sistemin katılımcı, şeffaf, hesap verilebilir bir belediyecilik anlayışının oluşturulmaya çalışıldığı sonucuna ulaşılabilmektedir (Henden, 2004; Şahin, 2007). Çalışma bulguları, belediyeler arasında ortak bir veri tabanı kullandıklarını göstermektedir. Yapılan bir çalışmada ilçe belediyelerinin büyük çoğunluğunun da e- belediyecilik sistemine geçiş yaptığı görülmüştür (Aydın ve Kiracı, 2004, s. 34-35). Bu sebeple bulgular, çalışmayla benzerlik göstermektedir. Fakat diğer bir çalışmada e-belediyecilik sisteminin Türkiye genelinde yeterince uygulanmadığı görülmüştür (Arslan 2012; Acılar 2012). Ayrıca yerel yönetimlerdeki elektronik hizmetlerin de kalitesinin düşük olduğu tespit edilmiştir (Mecek, 2017; Jaeger ve Thompson, 2003). Araştırmada veri tabanını kullanmada belediyeler arasında birlik sağlanamaması ve buna yönelik bir bütüncül, kapsamlı bir kanunun olmaması nedeniyle sorun oluştuğu ortaya çıkmıştır. Yapılan bir çalışmada, E-belediye uygulamalarındaki sorunlardan birinin her belediyenin uygulamalarını tek başına yapması ve koordinasyonu sağlamaya yönelik projelere yeteri kadar önem verilmemesi sorunun çözümünü güçleştirdiği belirtilmiştir. Bu nedenle Pektaş (2011) ve Çakır'ın (2015) çalışmasının bulguları araştırma ile uyumlu olduğu görülmektedir.

Araştırmada sosyal yardımlaşma vakıfları arasında ortak bir veri tabanı olduğu belirtilmiştir. Türkiye İş Kurumu'nda ise herhangi bir veri tabanı kullanılmadığı, verilerin Türkiye İstatistik Kurumu'ndan alındığı tespit edilmiştir. Benzer bir çalışmada elektronik uygulamaların genel anlamda kırtasiyeciliği azaltarak hizmetleri hızlandırdığı ortaya çıkmıştır (Gascó, 2003; Çarıkçı,

2010). Araştırmada katılımcıların ifadelerinden elektronik uygulamaların evrak işlerini büyük ölçüde sona erdirdiği ve hızlı bir hizmet sunumuna neden olduğu anlaşılmaktadır. Bu bağlamda bulguların yapılan benzer çalışmaların bulgularıyla örtüştüğü görülmektedir.

Elektronik uygulamaların birtakım problemlerin de yaşandığı görülmektedir. En büyük sorun olarak, Kişisel Verileri Koruma Kanunu'nu sebebiyle gerekli durumlarda kadına ilişkin bilgilerin alınamayıp hizmet sunumunda yavaşlığa neden olduğu belirtilmiştir. Yapılan çalışmalarda da elektronik uygulama ve veri tabanlarının kişisel verilerin korunması ve kimlik doğrulama konusunda yasal düzenlemelerin olmaması, elektronik işlemler ve hizmetler ile ilgili hukuki altyapının eksik olması, erişim yetkilendirmelerinin yetersizliği ve teknik desteğin yeterince sağlanamaması bu uygulamalarda karşılaşılan sorunlar olarak ortaya çıkmıştır (Naralan, 2008; Umut ve Külcü, 2014). Bu durum, kanunun revize edilerek altyapının iyileştirilmesi gerektiğini göstermektedir.

Kurumlarda kadına yönelik hizmetleri yerine getirebilmesi amacıyla idari ve mali kapasitelerinin yeterliliği önemli hale gelmektedir. Buna göre, Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü'nün henüz kuruluş aşamasında olması sebebiyle yeterli ve güçlü bir bütçesinin olmadığı, nitelikli personel sayısının yetersiz olduğu anlaşılmaktadır. Belediyelerin de yeni kurulmasından dolayı alt yapılarının tamamlanamayıp, idari ve mali kapasitelerinin yetersiz olduğu tespit edilmiştir. Yerel yönetimlerin durumu literatür ışığında değerlendirildiğinde, yeni kurulan büyükşehir belediyeleri ile ilçe belediyelerinin hizmet sunum kapasitelerinin azalıp maliyetlerin attığı sonucu ortaya çıkmıştır (Arıkboğa, 2013; Çalcalı 2014; Genç, 2014; Gürbüz ve Şahin, 2014; Mengi ve Dağlı 2017; Özer, 2013). Araştırma bulgularının literatür ile uyumlu olduğu görülmektedir. Ayrıca yapılan bir araştırmada bu sonuçların yerel yönetimlerde mali krizlere neden olacağı ortaya çıkmıştır (Walsh, 1988). Araştırmanın bulguları belediyelerdeki mali kapasite ve bütçe yetersizliğinin hizmetlerin sınırlı olmasına ve mali krizlere neden olduğu ortaya çıkmıştır bu bakımdan benzer çalışmanın bulgularıyla örtüştüğü görülmektedir. Kurumlar arası işbirliği ve koordinasyonu sağlayan valilik ve kaymakamlıklarla birlikte Türkiye İş Kurumu ve Sosyal Güvenlik Kurumu'nun idari ve mali kapasitelerinin yeterli olduğu tespit edilmiştir.

Toplumsal cinsiyete duyarlı bütçelemeye ilişkin katılımcıların düşünceleri bu bütçelemenin gereksiz olduğu ve Türkiye'deki kurumların bu bütçelemeye hem kurumsal kültür hem de eğitim bakımından hazır olmadığına yöneliktir. Ayrıca hiçbir kurumda bu bütçelemeye yönelik herhangi bir çalışma bulunmamaktadır. Bu durum kurumlarda cinsiyet eşitliği kavramının gelişmediğini ve yeterince önem verilmediğini göstermektedir. Yapılan bir çalışmaya göre ABD'de kamu yöneticilerinin bu bütçelemeye yönelik bilgilerinin olmadığı dolayısıyla herhangi bir çalışma yürütmedikleri ortaya çıkmıştır (Marks ve Bartle, 2005, s. 265). Araştırmanın bulguları ile karşılaştırıldığında yöneticilerin cinsiyete duyarlı bütçelemeye yönelik yeterli bilgisi olmadığı görülmüş ve bu sebeple ABD'de yapılan çalışmanın bulguları ile uyumlu olduğu görülmektedir. . Bunların dışında cinsiyete duyarlı bütçelemenin daha fazla kadına ulaşabilmek ve farklı hizmet sunmaya katkı sağlayacağı da düşünülmektedir.

Bütçenin yönetsellik ideolojisi çerçevesindeki değişimi, 2005 yılı sonrasında gerçekleşmektedir. Bu değişim; sosyal yardımlara ilişkin gebelik ve destek yardımları gibi sosyo- ekonomik desteklerle artarak farklılaşmaktadır. Belediyelerin ise yeni kanunlar ve yasal düzenlemeler sonrasında sosyal hizmete ilişkin sorumlulukların artmasıyla birlikte hizmet alanlarının genişlemesine neden olmuş böylece kadınlara ayrılan kaynaklar ve bütçenin geçmişe göre arttığı ifade edilmiştir. Fakat bu durum yeterli seviyeye ulaşamamıştır. Ayrıca yeni yasal düzenlemeler sonucunda merkezi yönetimden belediyelere aktarılan payların azaldığı belirtilmiştir. Mullıns ve Pagano'nun (2005) ABD'de yaptığı çalışmanın bulgularında benzer şekilde belediyelerde bütçenin

1980'lerden 2000'lere kadar artış sağlandığı görülmüş fakat sosyal hizmetlerde merkezi yönetimden yerel yönetimlere aktarılan pay yıllar içinde azaldığı görülmüştür.

5. Sonuç

Yönetsellik ideolojisiyle birlikte kurumlarda etkinliğin sağlanması ve kadına yönelik hizmetlerin verimli bir şekilde sunulması için kurumlarda ve bütçelerinde birtakım değişikliklerin yapılması gerekmektedir. Tüm bunların gerçekleşebilmesi için ise kurumların idari ve mali kapasitelerinin yeterli olması gerekmektedir. Yapılan çalışmada belediyelerin ve Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü'nün kurumsal anlamda nitelikli personel, fiziki kapasite ve bütçe anlamında yetersiz olduğu saptanmıştır. Bunun yanı sıra yeni yasal düzenlemeler sonucu merkezden yerel yönetimlere aktarılan payların azaldığı ve kadınlara yönelik hizmet sunumunda merkezi yönetimin ağırlıklı olarak söz sahibi olduğu görülmektedir. Ayrıca belediyelerde kadına yönelik hizmetlerin sınırlı ve yalnızca sosyal yardım niteliğindeki hizmetlerden öteye gidemediği tespit edilmiştir.

Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü haricindeki diğer kamu kurumları ise hem idari hem de mali kapasite açısından yeterli durumdadır. Kadınlara doğrudan hizmet sunan Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü'nün kuruluş aşamasında olması, nitelikli personel varlığının olmaması ve tasarruf tedbirleri gibi nedenlerle idari ve mali kapasitelerinin sınırlı olduğu saptanmıştır. Bu durumun hem yeterli sayıda kadına ulaşılamaması hem de var olan hizmetlerin verimliliğinin azalması bakımından risk faktörü olarak görülebilmektedir. Özel yönetim tekniklerinin ise genel olarak hizmetlere ve kurum yapısına olumlu anlamda katkı sağlayarak, etkin ve verimli bir hizmet sunumuna neden olduğu, işlemlerin planlı ve programlı olmasını sağladığı fakat mevzuat, mali tasarruf tedbirleri gibi nedenlerle sorunlar yaşandığı görülmektedir. Elektronik uygulamaların ise kamu kurumlarını büyük ölçüde kırtasiyecilikten kurtardığı, işleri ve hizmetlerin sunumunu hızlandırdığı tespit edilmiştir. Fakat Kişisel Verileri Koruma Kanunu ve sosyal yardımlaşma vakıflarındaki bütünsellikten uzak görünen mevzuatları nedeniyle verilere hızlı ulaşılıp doğrudan hizmet sunumunda sorun oluşturduğu ve doğru kişilere hangi hizmetlerin sağlanacağı konusunda sıkıntılar yaşandığı saptanmıştır.

Kadınlara ayrılan bütçe konusunda ise görüşülen tüm kamu kurumlarında ayrı bir bütçe veya toplumsal cinsiyete duyarlı bir bütçenin olmadığı fakat bütçeden kadınlara aktarılan payın özellikle de kadınların en fazla yararlandığı sağlık, eğitim, sosyal hizmetler gibi alanlara ayrılan payın ve hizmetlerin son dönemde arttığı, gebelik desteği gibi yeni sosyal destek yardımların ortaya çıktığı fakat belediyelere merkezi yönetimden ayrılan bütçenin azaldığı ve var olan bütçenin yetersiz olduğu tespit edilmiştir. Buna ek olarak, merkezi yönetim dâhilindeki kamu kurumlarındaki duruma bakıldığında Aile, Çalışma ve Sosyal Hizmetler İl Müdürlüğü haricindeki tüm kurumlarda mali kapasite ve bütçenin yeterli olduğu görülmektedir. Bütçe sürecinde kadın-erkek eşitliğinin göz önünde bulundurularak hedeflerin ve hizmetlerin bu bakış açısına göre planlanmasını içeren toplumsal cinsiyete duyarlı bütçelemenin toplumsal sorunlara çözüm üretebileceği konusunda kamu yöneticilerin; hizmetlerin çeşitlenmesi ve daha fazla sayıda kadına ulaşılması açısından faydalı olacağı, kısmen çözüm üretebileceği ya da eğitim, mevzuat gibi nedenlerle buna hazır olmadığı, görülmektedir. Ayrıca toplumsal cinsiyete duyarlı bütçelemenin kamu kurumlarında henüz yapılmadığı ve buna yönelik girişimlerin de başarısız olduğu tespit edilmiştir. Araştırmanın bu sonuçları dikkate alınarak şu öneriler geliştirilebilir:

• Yerel yönetimlerin idari ve mali kapasiteleri güçlendirilmeli, bütçe dışı kaynak oluşturmak için gerekli önlemler alınmalı ve sivil toplum kuruluşlarıyla işbirliği halinde olunmalıdır.

- Kişisel Veri Kanunu'nun ve sorun yaşanılan diğer mevzuatların revize edilmesi gerekli olup Veri tabanlarında ve veri akışındaki sorunlara yönelik gerekli iyileştirmeler yapılmalıdır.
- Bütçe süreçlerine kadın-erkek eşitliği bakış açısının yansıtılmalı ve bunun için gerekli eğitim programlarının düzenlenmeli, kurumlardaki yeniliklerin geliştirilmesi gerekli ve toplumsal cinsiyete duyarlı bütçeleme sürecinde yerel yönetimler ve sivil toplum kuruluşları gibi diğer paydaşlar ile işbirliği içinde olunmalıdır.
- Kurumlarda daha fazla kadın yönetici ve nitelikli personelin yer alması için gerekli önlemler alınmalıdır.
- Stratejik planların verimli olması amacıyla her ilçede öncelikle ihtiyaç ve sorunların tespitine yönelik bölgesel eylem planlarının oluşturulması gereklidir.
- Sosyal yardım alanında gerekli iyileştirmelerin yapılıp bütünsel bir mevzuatın oluşturulması gereklidir.

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Research Article

Gagauz Identity in the Post-Soviet Period*

Post-Sovyet Dönemde Gagauz Kimliği

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ABSTRACT

The article covers how the reproduction and reconstruction of the Gagauz identity occurs in the Autonomous Territorial Unit of Gagauzia within Moldova in the Post-Soviet period, which institutions and practices were involved in this process and how identity was transmitted to new generations. The article also explores how individuals live, maintain and pass down their ethnic identity through media practices and socialisation areas like family, school, church where daily lives are spent. In-depth interviews were conducted with 28 people in April-May 2018 in the Gagauz Autonomous Region via the ethnographic technique. Our findings revealed that the Gagauzi lived, constructed and transmitted their ethnic identities in a "limited" rather than holistic way in their socialisation practices. Contrary to expectations, there is clear evidence that the Gagauz identity has begun to erode rather than strengthen in the post-autonomy period. We found their perception of Russian as their mother tongue besides their ethnic language has weakened Gagauz and the proliferation of mixed marriages leads to an erosion in their ethnic identity. The Gagauz identity, which has become more vulnerable and open to global influences, has ceased to be stationary and localised, but has begun to be reshaped by global conditions in line with transnational mobility.

Keywords: Gagauz, Gagauzia, Gagauz identity, Reproduction of identity

1. Introduction

Most social scientists consider identity as *flexible*, *superficial*, *external*, *in flux* rather than *given*, *defined*, *permanent*, *immutable* etc. L. Berger (2017: 125) stated that identity is not something "given," but bestowed or constructed in acts of social recognition. Hall also argued that identity, the unity and internal homogeneity, accepted as foundational, is not natural, but a constructed form of closure, with "every identity naming as its necessary, even if silenced and unspoken other, that which it 'lacks' " (2014: 282).

Identities constantly change due to differentiations in social structures and are reshaped depending on the era, geography, historical past, political-economic and the social conditions that they are part of. Ethnic identities are transformed according to social conditions at a global and local level and reposition themselves. In the breakaway regions, once a Soviet territory, ethnic identities started to reform after the Union's dissolution. A need arose for a new ideology or identity model to fill the ideological gap formed after the dissolution. New identity models emerged at varying levels in each ethnic community. National models were reshaped by mixing both with elements inherited from the past and new trends caused by globalisation" (Garibova, 2012: 22-23). A common mixed identity model is emerging for all post-Soviet Turkic peoples. The "implicit" Russian identity, partially emerging in this model, is slightly incompatible with the local identity and is maintained in a nearly balanced way (2012: 24). Gagauz people also wanted to revive and reform their ethnic identity after political autonomy was granted in 1994 (King, 1997). The Gagauzi, Orthodox Christians of Turkic origin, speak "Gagauz", close to Turkey Turkish, lived in the Balkans under the Byzantine Empire, the Ottoman Empire, the Russian Empire, the Romanian Kingdom and the Soviet Union. Today, the Gagauzi, the majority of them in Autonomous *Gagauz Yeri* in Moldova, live in various countries like Russia, Ukraine, Bulgaria, Greece, Romania, Kazakhstan, Kyrgyzstan, Uzbekistan, Turkey and EU countries. They did not have their own state until Gagauzia was established, except for 130 years of political formation under the Byzantine Empire. From the 11th century under the rules of various nations, they preserved their identity by developing various identity strategies such as sometimes adapting to the states in question in their sovereignty, – perhaps sometimes partly assimilated, sometimes presenting themselves as they are. It was during the Soviet rule that the Gagauz identity was significantly differentiated and was on the breaking point of collapse. It was mainly caused by transformations in the social structure then, the closure of churches, the widespread modern educational institutions and the effects of media because these institutions and tools were crafted according to the Soviet Union's identity policies. Until then, the Gagauzi were able to actually revive and reproduce their cultural identity in informal settings such as family, street, market-market, working life, cultural events, etc. However, educational institutions and media, which became widespread in this period, started to adversely affect the experience and reproduction of the Gagauz identity. With the dissolution of the USSR and the formation process of Gagauzia, it was aimed to activate, reproduce and build the ethnic identity in formal and informal areas. However, both local conditions and global socio-economic and cultural radical changes did not allow the new order of Gagauzia to be constructed on the basis of a static, fixed, locally oriented identity reproduction.

Our main research problem is to explore what changes the Gagauzi's cultural life and identity underwent during the post-Soviet period. After the Union's collapse, the Gagauzi, like other ethnic communities, faced a shock and crisis, and very rapid radical changes occurred in their social structure. Political autonomy was gained, but any sound institutionalisation of education, media, health, etc. was not achieved for a long time. Many men and women from all ages emigrated

abroad to access jobs, education or better living opportunities (Chirciu, 2014). Thus, the Gagauz society evolved from a self-closed, static, traditional community structure with an agricultural economy into an open, mobile, permeable structure interacting with various communities. Under the circumstances, the education, media and other institutions restructured were built around not Gagauzi, but Soviet language-cultural heritage. The impact of Soviet heritage on institutionalisation has also so far affected everyday life, making it difficult to reproduce the Gagauz identity. The present study aims to explore and reveal the case of the inhabitants in the Autonomous Territorial Unit of Gagauzia who define themselves as Gagauz, focussing on their efforts to reproduce their identities in daily life. With a diaspora in different countries and a population of 250,000 people, the Gagauzi deserve more social research. The erosion observed in the Gagauz's ethnic identity although they have their own educational institutions, universities and media outlets motivated us to conduct this research.[1]

2. Methodology

Ethnographic field research, a qualitative method, was employed for the present study on the Gagauz people in the Autonomous Territorial Unit of Gagauzia in Moldova. The region has a population of 134,535, consisting of 23 villages and 3 towns. The interviews were held between April 16 and May 18, 2018 with people living in 7 villages and 2 towns named "Comrat, Ceadâr-Lunga, Avdarma, Beşalma, Dizgince, Tomai, Chirsova, Congaz and Copceac". The interviewers were determined through a purposive technique of snowball sampling. Since the research primarily focuses on how any Gagauz individual produces, maintains and circulates the values of his/her identity in daily life practices, the interviews were held with people with variables such as being from different villages, towns, age, gender, occupation, and having the ability to speak the ethnic language.

3. Data Collection Techniques

For the study, 28 people, –13 men, 15 women aged between 12 and 76– were interviewed through the qualitative technique of "in-depth interviews". We also visited nurseries, kindergartens, schools, a university, the Grt Center, Newspaper Anasözü, Mariya Maruneviç Science and Research Centre, cultural centres like Dom Kultur, museums, churches and some officials employed in these institutions provided illuminative information. Thus, the functions and roles of the relevant institutions in the revival and reconstruction of the Gagauz identity were explored.

Furthermore, we attended religious, national and cultural ceremonies in the region during our field work. These include Little Easter (April 16), Sunday Rites, Mihail Çakır Remembrance Day (April 26), Hıdırellez Feast (May 6, spring festival). Participating in them proved fruitful in understanding the inner world of the community and how they reproduce their identities in their local inner worlds.

The interviews were conducted via the interview form with semi-structured open-ended questions. All the interviews were recorded on a voice recorder with the permission and approval of the researchers. Observations and some experiences were also noted instantly. Research-related photos, video recordings, books and magazines were also obtained. Statistical data were obtained from the relevant institutions. The materials that can be considered as field notes also provided valuable data.

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1 We had this impression as a result of the preliminary research we made before determining the research population, our review of literature, monitoring of the media, interviews with the Gagauzi in Turkey and the data obtained from the interviews carried out in various cultural, religious, scientific activities etc.

Table 1: Participants in In-depth Interviews[2]

Interviewee	Place	Gender	Age	Occupation
Nikolay	Komrat	Male	76	Pensioner
Todur	Avdarma	Male	63	Attendant at Culture Centre & Teacher & Writer
Dora	Kongaz	Female	60	Teacher
Olga	Komrat	Female	59	Pensioner & Elderly Sitter
Şasa	Komrat	Female	58	Pensioner & Household employee
Lübov	Çadır Lunga	Female	57	Headmaster
Mihail	Çadır Lunga	Male	56	Thespian
Anna	Komrat	Female	53	Bazaar Worker
Maria	Avdarma	Female	41	Attendant at Culture Centre
Roya	Kirsova	Female	38	Market Owner
Dimitri	Dizgince	Male	32	Lecturer
Anjela	Beşalma	Female	30	Greengrocer
Lina	Avdarma	Female	26	Civil Servant
Georgy	Dizgince	Male	23	University Student & Teacher
Vita	Kıpçak	Male	21	University Student
Natalia	Avdarma	Female	20	University Student
Atanas	Çadır Lunga	Male	20	University Student
Dima	Kirsova	Male	20	University Student
Marina	Kıpçak	Female	20	University Student
Zina	Kongaz	Female	18	High School Student
Petri	Avdarma	Male	18	High School Student
Aleksander	Kongaz	Male	17	High School Student
Marianna	Avdarma	Female	16	High School Student
Slava	Avdarma	Male	15	Secondary School Student
Edvardo	Avdarma	Male	15	Secondary School Student
Valeşka	Kongaz	Female	14	Secondary School Student
Yuliya	Avdarma	Female	13	Secondary School Student
Vova	Avdarma	Male	12	Secondary School Student

4. Data Analysis

All the voice recordings obtained in the interviews were deciphered by the researcher and subjected to "content analysis" of certain concepts, codes and themes. The analysis was made using the MAXQDA 2018 analysis program, frequently used in qualitative research. Firstly, the sound recordings transcribed into texts were uploaded to the program, and then, for a systematic analysis, the data were analysed through certain themes and encodings created carefully and in detail (Creswell, 2017: 613). The themes and codes in question were created in the light of the data and the theoretical literature, with our main themes being family, education, media, church and national-cultural ceremonies.

5. Findings

Identity construction starts in the family as the first place for socialisation, and continue in areas such as schools, churches, media and last for life. In this study, the socialisation spaces of

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2   The interviewees permitted us to use their real names in the research. Some names given here are real names, but some were replaced by different names used in Gagauz to avoid confusion because they repeat more than once.

Gagauz identity and family as a collective memory transmitter are presented with regard to how the cultural identity is manifested in formal and informal settings like education, media institutions and national-cultural ceremonies, its transmission and reproduction, and to what extent Gagauz individuals manifest these transmissions and constructions of identity in daily life practices. The data were evaluated from the perspectives of instrumental/situational and constructivist approaches of ethnicity theories.

First of all, we examined the family, which is the first area of socialization, trying to determine the presence and absence of ethnic life experiences suggesting identity indicators such as language spoken at home, worship, rituals, celebration of special days, music listened to and meals. Our analysis hinged on the views of the sociologists Peter L. Berger and Thomas Luckmann's "primary socialization" and G. H. Mead's "self-formation and development." Secondly, the role of educational institutions characterised by formal relations in the construction of ethnic and national identities was explained through the approaches of the constructivist theory representatives Eric Hobsbawm, Benedict Anderson and Ernest Gellner. However, due to the vague application of the Gagauz language and culture in educational institutions in Gagauzia, we tried to understand the identity transmission, scrutinising individually all the stages of education in connection with G. H. Mead's approach to the "formation and development of social self" and Peter L. Berger and Thomas Luckmann's "secondary socialization." To what extent the media contributes to the transmission and reproduction of identity was also considered in our analysis. After that, it was investigated whether the institution of the church, which has become functional in the post-soviet period in Gagauzia, is effective in forming common perceptions, group belonging and collective memory among individuals through religious prayers and rituals and in transferring this memory. Finally, it was investigated whether cultural ceremonies, invented or revived after autonomy was granted, are effective in bringing together the group members and transferring information about their identity and values. Considering all these, the study was concluded with general evaluative comments on the present situation of the Gagauz cultural identity in terms of its viability, transmission and reproduction in all socialisation areas.

6. Identity in the Gagauz Family

Family transfers ethnic identity to individuals through language, religion, cultural practices, actions, lifestyle and many subjective values. Language is one of the most important vehicles for transmitting them. Our participants stated they generally speak in their ethnic language "Gagauz" while a larger group said they speak "Gagauz-Russian" or Russian more often, with a trivial percentage stating they only speak "Russian". Among the Gagauzes, the use and reproduction of the ethnic language in the family survives, though along with Russian. However, they do not speak Gagauz with all family members; they choose one language or another depending on whether the addressees are children or adults and while the ethnic Gagauz language is used in talking with adults (youths, middle-aged and elderly ones), they usually speak only Russian with children until a certain age (8-10).

> We speak Gagauz with grown-ups at home, but Russian with children (Anjela, F, 30).

Researcher: Why Russian with kids?

> Russian is used both at school at the nursery. Wherever they go, Moscow or other parts in Russia, they must know Russian. Mine understands Gagauz language, but don't understand it completely. They can understand but can't respond in Gagauz (Anjela, F, 30).

> At home, I speak Gagauz with my husband and my mother-in-law and Gagauz and Russian with children. I do that so the children know both Gagauz and Russian because they also need to learn Russian. (Lina, F, 26).

Roya, F, 38: I speak Gagauz with my son, but speak Russian with my little daughter.
Researcher: Why are you making such a distinction?
Roya, F, 38: Because my son is older, but I speak Russian with my daughter. She will learn Gagauz anyway because we speak Gagauz in the family. But I want my daughter to acquire Russian correctly from an early age, so now I speak Russian with her.

Children begin to be taught the ethnic language only after acquiring Russian. Therefore, for the new Gagauz generation, the ethnic language is no longer a mother tongue, but a second language learned later. Russian, on the other hand, has replaced Gagauz as the first language to be acquired.

The preservation of Orthodox Christianity in the family, another component of the Gagauz identity, is maintained through actively joining religious ceremonies/rituals, transferring their ethnic religion to new generations, teaching worship to their children, and taking children to religious ceremonies. Religious beliefs shape perceptions, lifestyles and daily practices of individuals. All our participants stated they had Orthodox Christian beliefs, thus spending their special occasions like birth, wedding, death etc. in accordance with this religion. They also said they were careful to celebrate various religious festivals. Some parents said they gave their children suggestions and incentives for their religion.

> My children pray. I tell them to pray altogether, I know they pray. But I don't know whether their own children pray? I tell mine to teach their kids to pray (Nikolay, M, 76).
> I urge my children to go to the church, and they do so (Anjela, F, 30).
> My children go to the church, where my son plays nice music. (Dora, F, 60).
> We have many married youngsters taking their children to the church every Sunday so they can be healthy and strong (Marianna, F, 36).

The interviewees' statements demonstrated that Gagauz ethnic music, also indicative of identity, is generally retained in mind and reproduced in most Gagauz families through Gagauz radio stations.

> For example, I always listen to Gagauz radio (Marianna, F, 36). My father tunes into Gagauz channels always playing folk songs. We also listen to music in Russian and Gagauz (Natalia, F, 20).

Gagauzia Radio (GRT FM) is the only radio frequency in which songs, folk songs and various radio programs are broadcast in Gagauz. In addition, music is broadcast in different languages such as Russian, Moldovan, Bulgarian, Turkish, Ukrainian and English. Although some youths said they did not listen to it, the interviewers from all age groups stated Gagauz radio was listened to in their homes.[3]

Like other ethnic groups Gagauz people have unique eating cultures. The interviewees said they mostly consume meat dishes and pastry foods, adding that wine, a Gagauz national drink, is present on almost every family's dinner table at each meal time.

> Our traditional dishes, roasting, pickles, stuffed leaves, and soup are the best dishes (Marina, F, 20). Gagauz people mostly like meat. Also, wine accompanies meals every day. But of course in moderate amounts. Not so much. For example, my husband avoids drinking wine when we sit with the children. At lunch, we drink 100g or so, 70-80g with my daughters. I think it's good for the heart and blood. Wine is clean and just grape juice. With no harm it is almost like medicine (Maria, F, 41).

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3   1-2 years ago my mother used to listen to Gagauz station respecting my father's preference and I used to listen to it, but I no longer do. However, we always listen to Gagauz radio (Zina, F, 18).

As a result, identity continues to be produced through ethnic language, ethnic religion, worship, rituals, music, cuisine culture, etc. which reflect identity indicators in family. As long as these are retained, Gagauz identity will continue to be produced because "family plays a decisive role in the maintenance of the social order, through social as well as biological reproduction, that is, reproduction of the structure of the social space and social relations" (Bourdieu, 1995: 139). While identity transmission occurs in this manner in Gagauz families where all members live together, the situation differs in families where some family members are not home, especially where parents have gone abroad to work. Due to the socio-economic problems in Gagauzia many parents have left their children behind at early ages to be looked after by grandparents or close relatives so as to work abroad particularly in Turkey and Russia, which is still the case. This situation causes the elimination of parents' roles of transmitting their native language, religion and culture to children. The fact that mothers and fathers, especially mothers, go abroad is a problem in itself. In this case, the old generation (grandparents) often replaces parents, becoming transmitters of the identity. In fact, the old generation's replacement of parents in Gagauzia seems in a sense to be more advantageous in identity transmission because it is them that transmit and entrench traditional values in others (Durkheim, 2006: 340). However, while there is no problem with the old generation's transmission of religion, culture, and lifestyle, problems occur with the ethnic language's transmission because mother tongue cannot be transmitted to the majority of children though there are those to whom it is transmitted. That is because parents going to work in Russia usually live away from children until they are 8-9 years old, they encourage the older generations with them to speak Russian, not Gagauz for them to adapt to social and education life in Russia more easily. Therefore, parents abroad, whose function in identity transmission becomes problematic, also prevent older generations who serve to compensate for gaps in identity transmission from fully transmitting ethnic values to the new generation. In short, the ethnic identity's transmission to and reconstruction in future generations cannot be carried out efficiently even during the primary socialisation process.

7. Gagauz Identity in Educational Institutions

For Gagauz society the active role of educational institutions in the transmission and construction of their identities is a recent phenomenon. With the foundation of Gagauzia, this process, though in a limited way, started in all educational settings, including pre-schooling (nurseries), primary education, secondary education and university. Teaching Gagauz has been made compulsory for students in all schools (Menz, 2013: 66; Kvilinkova, 2013: 85).

The Gagauz people did not have their own schools for many years; therefore, they were educated in the schools and languages of the states they lived in (Greek, Bulgaria, Romania and Russian Union). (Such educational opportunities were accessible to only a limited number of Gagauz people.) The inclusion of the Gagauz in modern mass education occurred during the Soviet period (1944-1991) (Iusiumbeli, 2008: 310-313). They were only educated in their native language for a short time between 1958 and 1961 (Karanfil, 2013a: 2168). During the Soviet period, this first happened when Khrushchev was in power between 1956 and 1961, during which indigenous cultures were given concessions. Before that, no schools had ever existed where the language of instruction was in Gagauz and those opened under Khrushchev were closed after 1962 (Chinn & Roper, 1998: 90). Secondly, with the USSR's disintegration process, in the late 1980s, education in the Gagauz language began to be offered in some classes limitedly although the dominant language of instruction was Russian, (Chinn & Roper, 1998: 90). Following the autonomy of Gagauzia, courses

of "Gagauz Language and Arts", "Gagauz Language and Literature" and "Gagauz History and Culture" started to be taught in Gagauz in all institutions from kindergartens to universities (Özkan, 2017: 37, 38; Kvilinkova, 2013: 88). This new period is "considered as a turning point in the revival of the Gagauz language and identity because after a very long time, Gagauz schools started to use their ethnic language as the language of instruction again. Also something that is quite noteworthy is that the Gagauz language served as a language of communication only at home and in the street for centuries and did not gain status" (Karanfil, 2013c: 113).

Although all the courses in nurseries/kindergartens (Uşak başçaları)[4] are presented in Russian, the common language of communication there, 2 classes a week have been allocated to the course "Gagauz Language and Crafts" since the establishment of Gagauzia.

> We only teach pupils to speak the Gagauz language. There are also courses of crafts, speech arts, language development, etc. (Dora, F, 60, teacher).
>
> At kindergartens the kids learn to speak in Gagauz 2 days a week. There is little written instruction here, and it is only in Russian. We don't teach how to write in Gagauz fearing that any mixture of the two languages will cause difficulties (Çadır Lunga Kindergarten Principal, F, 67).

Apart from this course, lessons of spoken Gagauzian are provided through daily activities such as eating, cleaning, dressing and playing on certain days and at designated times every week.

> I have activities for 1 group one day every week. I spend my time in that group all day. The kids have breakfast in the morning and we talk about what we eat and what tools we eat with in Gagauz. Then we do things in the craft class, then we go out and I play with them in the courtyard. I try to teach theme-based games in Gagauz language (Dora, F, 60, teacher).

Each group also has plays, theatres and fairy tales, in which the ethnic language is used for a day every week. At the same time, information about the Gagauz language, culture and history is shared with the kids through religious-national ceremonies held at certain times.

> We make great efforts in this kindergarten. We also celebrate Easter and Christmas. We play games with the kids, which is very amusing. We try to teach our culture and customs here. They always do this at school because they are vital values and should not be lost. Otherwise, our culture will be lost (Avdarma Kindergarten Principal, F, 53).

With such efforts, we try to ensure that children recognise, love and adopt the Gagauz language, culture, and history. Trying to teach children even routine daily practices and simple conversations in nursery schools indicates that ethnic language use is not a common practice in families. Then, the ethnic language, produced in informal areas until recently, and transmitted in the family in a natural manner since birth, is no longer transmitted as a mother tongue, but is tried to be taught, compensated and transferred as a second language in formal fields and in kindergartens. However, as Berger and Luckmann (2008: 204) argue, the primary socialisation process determines the formal processes of secondary socialisation: "it must deal with an already formed self and an already internalised world. It cannot construct subjective reality ex nihilo. This presents a problem because the already internalised reality has a tendency to persist. Whatever new contents are now to be internalised must somehow be superimposed upon this already present reality." Since Gagauzi children speak only Russian with their parents at home up to a certain age, Russian has become their mother tongue. Therefore, the Gagauz language has become a secondary language and kindergarten teachers mention having difficulty teaching their own language to kids.

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4 'Uşak Başçaları' are pre-schooling institutions with a certain curriculum and teachers, created in the USSR period and function as kindergartens, and all children in Gagauzia attend them from ages 2-2.5 until school age from 8.30 am to 6 pm.

In Gagauzia, Russian continues to dominate all school programs as the language of instruction in all primary and secondary schools. In the Gagauz language, only 3-4 hours of "Gagauz Language and Literature" and "Gagauz History and Culture" are taught weekly from the primary school to university.

Table 2: Subjects in Gagauzi Language in Gagauzia in 2017-2018 Academic Year[5]

Grade Subject	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Gagauz Language	3	3	3	3	2	2	2	2	2	1	1	1
Gagauz History and Culture (Gagauz Literature)	-	-	-	-	1	1	1	1	1	3(so) / 2(sci)	3(so) / 2(sci)	3(so) / 2(sci)

The table shows grade-based hours and classes taught in Gagauz in a weekly schedule in Gagauzia. In grades 10-12, classes in the Gagauz language range from 4 hours (3 social and 1 Gagauz Language) in social fields to 3 hours (2 science and 1 Gagauz Language) in science fields. The interviewees' statements also confirmed that the general language of instruction is Russian today, but some classes are taught in the ethnic language in all grades:

> In general, classes are taught in Russian at school. We have 5 classes of Gagauz Language a week. Some of them are allocated to teaching Gagauz Language (3 class hours) and some of them are for Gagauz History and Culture (2 class hours) (Edvardo, M, 15)
>
> There are 3 hours of elementary Gagauz Language in primary and secondary schools and 4 class hours in high schools; that is, we have courses of "Gagauz Language". The students also have "Gagauz History and Culture", also taught in the ethnic language (Lübov, F, 57, headmistress)

At Comrat University, the only university of the region, only a limited number of classes are offered in the Gagauz language in the first year, with all other courses taught in Russian. There is no department where Gagauz is the language of instruction.

> There are only 2 classes of Gagauz here. We have them only this year and then there is none (Dima, M, 20, University student)

Even though, compared to pre-autonomy, all educational institutions from kindergartens to Gagauzia universities have become more functional for the transmission, construction and reproduction of the Gagauz language, history, culture, that is, its identity, this happens to a limited extent. That is because the curriculum of educational institutions is implemented using the Soviet heritage Russian language, not by focusing on the language and culture of Gagauz. Ultimately, individuals' identification is formed in the Russian language from the ages 2-2.5 to 25 through educational institutions. According to our participants, this long-term identification (in Russian) in schools pervades many practices in their daily lives such as their work environment, street and market language, watching TV, listening to music, reading newspapers, internet use, social media language and even speaking at home, all carried out in Russian. This situation should not only be considered as the use of a different language other than ethnic language in everyday life because cultural codes, symbolic values and meanings are also conveyed via this language. Gagauz individuals find it reasonable to identify with Russian language and culture. Some families, teachers and students find it right that the Gagauz language, culture and history are limitedly transmitted at all educational levels. For various reasons, they do not want more courses to be taught in Gaga-

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5   We took this course program personally from Avdarma School on May 2, 2018 during our field work.

uz in educational institutions. Russian is considered more functional than Gagauz in accessing education, work and life opportunities outside their regions.

> Gagauzia is too small and so is our native language, so where else can we go with this language; what can we achieve with Gagauzian, where and how can we raise ourselves properly? (Maria, F, 57)

8. Gagauz Identity in the Media

For Gagauz people, although the media has become functional with the autonomy process for production and construction of national identity, Russian remains the dominant media language. A Turkish page first appeared in the press in newspaper "Literatura Şi Arta". In 1988, newspaper Anasözü, the longest living newspaper ever published in the Gagauz language ever since (Güngör & Argunşah, 1998: 79), it started to be published. In addition, the newspapers Meydan, Gagauz Voice, People's Union, Voice of Truth and Açıkgöz have been and are still mainly printed in Gagauz or Gagauz-Russian. Apart from these newspapers, others are either completely or predominantly in Russian. The magazine Sabaa Yıldızı is a Gagauz periodical published as an ethnic, cultural and historical magazine. In addition, then there is magazine Güneşcik for children and Mirror Magazine, a literature magazine. There are also books published in Gagauz in genres of fairy tales, stories, novels, poetry etc.

The publications mentioned here are not found sufficient by the people we interviewed. These publications, meant to produce, transmit and spread the identity of Gagauz, seem to have little effect on our participants, and almost most of them read Russian, not them.

> I read Gagauzi Beltch –Gagauzia News, which is in Russian (Lina, F, 26).
>
> I read Moldovan newspapers because Russian used there is quite clear and I like reading about politics (Petri, M, 17).
>
> I don't read papers. I use the internet to follow what happens in Moldova or Gagauzia. *The researcher*: *Which newspaper on line do you follow?* I read Gagauz Media, which is in Russian (Vita, M, 21).

The first radio broadcast in Gagauz began in 1986 (Türk, 2016: 91). "Gagauz Radio" was founded in 1990 and remains the only radio frequency broadcasting in Gagauz[6]. "Gagauz TV", the only TV channel broadcasting in Gaguz language, was set up in the late 1990s and continues to broadcast under the name Gagauzia Radio Television (GRT). While in the early days of GRT broadcasts, only 25-30 minutes of news was presented in Gagauz, nowadays besides "News", various Gagauz programs are presented about Gagauz language, history, culture and religion. Middle-aged and elderly interviewees said they watch GRT for "News" and "special programs on Gagauz history, culture", young people often said they rarely watched the channel because it has no movies, series and diverse programs and when they watch it, it is for news and special programs appealing to them.

> I usually watch Russian channels because there is more to watch, like films and concerts. I also like Gagauz channels because I keep up with what happened where. They broadcast concerts on holidays, which I also like watching. (Olga, F, 59)
>
> We watch Russian channels and there are all kinds of channels. They inform us of any news from Comrat. I watch them in the Gagauz language (Anjela, F, 30).
>
> I'd rather watch and like Russian programmes (Dima, M, 30).

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6 GRT İstoriyası [History of GRT] (2019, 15 March). *Gagauziya Radio Television*. Retrieved from https://grt.md/grt/

There is a Russian channel I like watching (Petri, M, 18).

I watch Russian channels and films (Marianna, F, 16).

Though some women who have been to Turkey for work and some people, members of whose families are there, say they watch Turkish channels, Gagauzians from all age groups (children-young-middle-aged, elderly) said they mostly watch Russian TV channels. GRT FM, on the other hand, can be said to be the most popular media platform of identity transmission among nearly all age groups, occupying an important place in their daily lives.

We listen to Gagauz radio. Gagauz songs are good and cheerful (Şasa, F, 58)

I always listen to GRT radio while working in the kitchen. I often listen to Gagauz ballads. *The researcher: In which language do they broadcast music?* In Russian, Moldovan and Gagauz. We always listen to Gagauz radio for the news. The news from Comrat, the whole Gagauzia (Maria, F, 41)

We often listen to GRT, which we like a lot. I like listening to Moldovan, Bulgarian and Gagauz music (Dimitri, M, 32)

I tend to listen to Gagauz music. We have a Gagauz radio channel I listen to (Dima, M, 20)

It is noteworthy that this radio station broadcasts Russian, Moldovan, English and Turkish music as well as Gagauz programs and music.

In brief, given the limited number of local media possibilities in Gagauzia, although there have been attempts to introduce, display, produce and circulate the Gagauz language, history, culture, religion and traditions, the current state of individuals in terms of following these media platforms of ethnic identity does not suffice to experience adequate identification through them. Therefore, Gagauz individuals can be said to have a minimum level of reproduction of their identities through local media. In Gagauzia media, it is not the Gagauz language-culture (identity) but the Russian one that is dominant as in the Soviet period.

9. Gagauz Identity in Churches

Christianity plays an important role in the formation of the ethnic union of the Gagauz people. Their religion distinguishes them from other Turks in the Balkans (Turkish-speaking Muslim Turks) (Pokrovskaya, 2017: 421; Menz, 2007: 123). For Gagauz people, Christianity and the church are important areas of identification. However, they have never had any national churches. They were committed to Greek, Bulgarian, Romanian and Russian Churches in various periods and performed their prayers in the languages of the priests of Bulgarian, Romanian and Russian origins even in their regional churches (Aygil, 1995: 75). Actually, the Bible in Gagauz (Evangelie) has been available for about a century (Kvilinkova, 2013: 84).[7] It was first translated into Gagauz by Mihail Çakır in 1909 (Bulgar, 2007: 35). However, because they lacked their own national churches, they could not perform their Bible-based religious practices in Gagauz, and always conducted worships in the languages of the churches they were affiliated with. In the Soviet era, as in other regions, the churches they attended were closed. Churches were used for other purposes - mostly as warehouses (Hatlas & Zyromski, 2011: 539). With the dissolution of the Soviet Union, Gagauz people experienced religious renaissance and churches were re-opened for worship (Hatlas & Zyromski, 2011: 540). Thus, churches closed in the Soviet period, became functional again in the post-soviet period, when Gagauzia became autonomous. All Orthodox churches in Gagauzia have since been affiliated with the Moldovan Orthodox Church, which it-

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7   In addition, Kvilinkova (2013: 79-84) claims religious texts have an important role in the use of the term "Gagauz language" and in the development of the "Gagauz language".

self is affiliated with the Russian Orthodox Church. The language of worship is Gagauz, Moldovan and Russian, in accordance with their religious commitment and the region's official languages. Among our interviewees, the city-dwellers stated that worship in churches is conducted in the three languages mentioned above, and those living in the villages said it is performed in two languages, in Russian and Gagauz.

> Prayers are held in three languages at church so everybody understands them – in Russian, Gagauz and Moldovan (Olga, F, 59)
>
> Russian is used more often, but Gagauz is also used at church. Gagauz is used in villages because everybody understands Gagauz there. In towns and Comrat different languages are used because not all inhabitants are Gagauzi there. So Russian is the language of worship there (Mihail, M, 56)
>
> Prayers are recited in Gagauz, Russian and Moldavan. The Moldovan language is the least used, with Gagauz and Russian being used equally (Marina, F, 20)

In fact, the worship in the cities, towns and villages is mostly conducted in Russian and only some short prayers are recited in Gagauz and Moldovan. Therefore, the general language of rituals in churches is Russian and the ethnic language is produced to a limited extent. Today, some churches are making attempts at performing religious ceremonies in the ethnic language. If Gagauz people can successfully pursue these initiatives, they will be able to create their national churches and perform their religious rituals in their ethnic language.

Religion becomes meaningful as far as individuals and groups give it meaning (Mitchell, 2014: 554). Mihail Çakır said every faithful and good Christian Gagauz must go to the church and pray on Sunday and on Christian feast days (Cited in Bulgar 2007: 87). The Gagauzi accept seven sacraments, recognised by the Orthodox church: baptism, sacred anointment, confession/penance, komka (accepting sacrifice of Christ), popazlık (holy orders); marriage, anointment of the dead (cited in Güngör & Argunşah, 1998: 93). These religious practices are conducted in church, and among individually practiced religious actions are morning-evening prayers and fasting. Gagauz people perform most of their religious worships and rituals in churches. Although they cannot perform religious practices entirely in their ethnic language, they go to church for worship to produce their religious identity of "Orthodox Christianity" effectively. The places of worship are those where the production of religious values and identities are managed and regulated (Guest, 2012: 100,101). All the interviewees in this study stated they were committed to their ethnic religion, Orthodox Christian beliefs and the majority of the interviewers said that though not so often, they go to churches once or twice a month and perform their religious rituals as required by their religion.

> I go to the church more than once a month. My children also go, my son plays music there. So does my husband (Dora, F, 60)
>
> Perhaps not every week, but as long as we can, we go to the church (Elena, F, 46)
>
> Yes, I do, not every week though. Everybody here believes in Allah (God), so they attend the church. They all go on Easter day and at other times they go on Sundays (Vita, M, 21).
>
> I attend the church on big Easters. I think I go once a month (Aleksandr, M, 17).

Most interviewees stated they actively attended major religious ceremonies marking special occasions in their lives, such as post-natal baptism, "steonoz" -church marriage- and religious commemoration days (the birth and resurrection of Christ, etc.). All these religious practices and ceremonies held in churches enable them to meet as congregations, creating a common perception of identity and group belonging and collective memory.

10. Gagauz Identity in National-Cultural Ceremonies

Gagauz people have both cultural ceremonies from the past and national ceremonies invented after Gagauzia's foundation, which help preserve and maintain their identity. The national-cultural ceremonies they celebrate today are the Hıdırellez Festival, Mihail Çakır Memorial Day, the Mother Tongue Festival, the November Festival, and the Wine Festival. The November and Hıdırellez festivals are ceremonies of cultural origin related to their traditional lives and Turkish culture. Though these ceremonies ceased to be celebrated in the Soviet era, they have been revived today. National ceremonies such as Mihail Çakır Remembrance Day, the Mother Tongue festival and Wine festival were invented after the foundation of Gagauzia.

The biggest cultural ceremonies from the Gagauzi's past are Hıdırellez and November Festivals. They did not celebrate these festivals during the Soviet period, but started to celebrate by reviving them after autonomy (Argunşah, 2007: 77). They are festivals created and defined based on their traditional lifestyles of farming and livestock-raising (Çimpoeş, 2016: 278). The November festival used to be thought to mark the start of winter, yields of farming and animal husbandry used to be harvested and animals sacrificed and served to people. Today, this festival is celebrated as a day when only some families sacrifice (slaughter) animals and serve them to their relatives and friends.

> The November festival day is a big day. We sacrifice animals on that day. We set the table to eat together. This festival is our tradition and our culture (Yuliya, F, 13).

Hıdırellez Day is considered as the beginning of summer and is celebrated as marking the revival of nature (Argunşah & Güngör, 1998: 98). Today, Hıdırellez is enjoyed with a rich ceremony attended by most Gagauzians, both as a Turkish tradition and as a meaningful memorial day for their Orthodoxy.

> We are so amused at Hıdırellez, which is a huge festival. Everyone gets together, eats and drinks, there are concerts, games, horse races and we attend the festival every year (Olga, F, 59).

With this ceremony, an atmosphere is created where the Gagauz language, culture and history (identity) are displayed with people eating traditional Gagauz meals, enjoying themselves accompanied with the local folk dances. The Hıdırellez festival plays an important role in introducing and transmitting the Gagauz identity to younger generations.

As for national ceremonies, the Memorial Day of Mihail Çakır, who made huge contributions to the revival of Gagauz national identity, has been commemorated on his birthday since the 1990s. Todur Zanet, summarises Mihail Çakır's role in the maintenance of Gagauz identity as follows: "Intellectual Mihail Çakır occupies a special place in the language, culture, history, science and religion of Gagauz people and also in the heart and soul of each Gagauz. Undoubtedly, the existence and identity of Gagauz people today owes so much to Gagauzia's apostle Mihail Çakır, whose efforts and accomplishments are a God-granted gift."[8] Mihail Çakır was almost forgotten during the Soviet period! After the USSR broke up, Gagauz scholars began investigating his life and works. Today, his books are studied in schools and his prayers have begun to be recited in churches (Karanfil, 2013b: 195). The commemoration day for Mihail Çakır "was first introduced on 26-28 April 1991 to mark the 130th anniversary of his birth and he was commemorated with great ceremonies" (Argunşah, 2007: 77). This ceremony creates an atmosphere in which the Gagauz identity becomes alive, introducing their national leaders to Gagauzi people through prayers, poems, songs, folk songs and conferences in Gagauz, informing Gagauz people

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8   Mihail ÇAKİRin duuma gününden 158 yıl tamamnandı [It has been 158 years since Mihail ÇAKIR's birthday] (2019, 27 April) *Anasözü Newspaper* Retrieved from: http://anasozu.com/mihail-cakirin-duuma-gununden-157-yil-tamamnandi/

of Mihail Çakır's efforts and recommendations for them. However, the ceremony is not completely marked by festivities in the ethnic language either.

With "Mother Tongue Day", invented after Gagauzia's autonomy, the Gagauzi celebrate the introduction of the written language in Gagauz language. People like Mihail Çakır, Dionis Tanasoglu, Nikolay Baboglu, Stepan Kuroglu, who contributed to the development of the Gagauz written language are commemorated on this day, celebrated with poems, theatrical plays, songs, folk songs prepared by students in the Gagauz language and folk dances. With this festival, the importance of the Gagauz language is emphasised, and the mother tongue's revival and use by young generations are encouraged.

Another national ceremony is "Wine Festival" as viticulture is an important source of income in Gagauzya. After grapes are picked, everyone makes wine from them. Hand-made samples of wine are introduced and the best ones are determined in November with a large organisation in Comrat every year which includes Gagauz local dishes and folk dances. The wine festival, at which the Gagauz people come together and renew their collective memories, was invented in 2007 as a national ceremony.[9]

These ceremonies create an atmosphere where the Gagauz identity is exhibited. Most of our interviewees said they usually attend them without fail. Through these ceremonies, both local residents and Gagauz people abroad meet every year. Thus, the group both feels a sense of belonging and differentiates themselves from other groups. However, Russian is still the more common language in these ceremonies.

> In festivals, Russian is often used, but Gagauzian is also used compared to other festivals (Elena, F, 46)
>
> During celebrations Russian is used more often, but Gagauzian is also used (Marianna, F, 16)

While poems, songs, folk dances, folk dances, theatres etc. are performed and displayed in Gagauz during ceremonies, the general presentation language, speeches and explanations are mostly in Russian. Nevertheless, these ceremonies' contributions to the production, transmission and construction of the Gagauz identity are important in that they bring the Gagauz people together and repeatedly create an environment every year where the ethnic group's unique language, religion, history, culture, lifestyle etc. are displayed.

11. Conclusion and Discussion

In each area of socialisation such as family, school, media, church and national-cultural ceremonies, the Gagauzi in Autonomous Territorial Unit of Gagauzia live, transmit and produce their ethnic identities not in a holistic, but limited and problematic way in their daily lives. While Gagauz people lived their identities only in daily life during the Soviet period, since the autonomy was granted, they have had the opportunity to live and produce it effectively in all areas including official and public ones. However, although there are some developments about identity transmission in these areas after autonomy was established, this has not reached sufficient levels. Since the Soviet period, the Russian language and Russian culture, which have been more effective in education, media and official institutions in the region, have continued their efficiency. In the times of progress, they have also affected informal areas such as the family, street, market, working life and cultural events. In short the transmission of the Gagauz identity has decreased in time. Such that for the new generation, Gagauz has become a second language learned after the Russian language, thus losing its status as the mother tongue to be acquired first.

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9   Wine festival can be defined as a national festival due to the place and time to be held and its content.

The interviewees in the study defined themselves as having the Turkish language, of Turkic origin (Oghuzes) and Orthodox Christian. However, considering the daily life practices, there are strong signs that the features "the Turkish language" and "the Turkic lineage" have eroded. As an ethnic language, they stated they generally use Gagauz and Russian in their daily lives, and even use Russian more often; therefore, they now consider both languages as part of their identity, perceiving Russian as their mother tongue, like Gagauz. This situation, expressed by most of the participants, reveals that the defining boundaries of the Gagauz language, a crucial component of the Gagauz identity, have been wearing thinner.[10]

Having lived together with Bulgarian, Moldovan, Ukrainian and Russian nationals, and having believed in the same religion in the past, today they do not find it odd or objectionable to have inter-racial marriages with these groups though they were not so common in the past. Nowadays, they marry Turks and different nationals unreservedly. In extra-group marriages, differences in ethnic lineage are considered to be more normal compared to religious differences. The following statements show that it is not important whether the person to be married is of Gagauz origin and that extra-group, mixed marriages are common:

> What matters for us is that the person to marry is a good person. We prefer good people. Just because you are Gagauz does not necessarily mean you should marry Gagauz people (Şasa, F, 58).
>
> Gagauz people marry Ukrainians, Russians, Bulgarians, and Gypsy girls. Often those of other nationalities marry Gagauz girls. Due to interracial marriages, we increasingly carry mixtures of different blood and ethnicities (Mikhail, M, 56).

These utterances indicate that the socio-biological "common lineage" boundary separating Gagauz people from other groups has become permeable and has begun to erode. The wearing of boundaries of ethnic language and lineage, which constitute important components of the identity in their local geography, is thought-provoking. This also has to do with the actual and intended migrations from the region. While individuals build their own and children's identities, what language they prefer children to speak in the family and what language of education they prefer depends on their objectives about education, employment and access to better living opportunities in transnational countries. Thinking "the language is of no use for me" with the hope of migrating from Gagauzya, some even consider Gagauz to be dysfunctional and unnecessary, avoid using the ethnic language and try to build their language identities according to their expectations about the new global settlements for living. Rather than a fixed, locally-based identity building in their local regions, the Gagauz people are trying to build their identity in line with the expectations of transnational mobility, prioritising global areas.

Ever increasing migrations from Gagauzya pose an important threat to Gagauz identity. Due to these migrations and the socio-economic and cultural situation of Gagauzia, most participants in the research worry about the future of the Gagauz identity. They think Gagauz people will disappear and they will not survive to see the end of this century if the current policies continue and some measures are not taken. They predict the new generation will not stay in the local region; they will migrate abroad and adopt the languages and cultures of the countries where they settle. What will happen remains to be seen. However, it is obvious that there are problems today with the reproduction, circulation and construction of their identities in Gagauz people's local regions. Nevertheless, this does not mean that the identity of the Gagauz will disappear. In other words,

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10　The fact that Gagauz language is on the list of endangered languages is another sign that the defining boundaries of the Gagauz ethnic language have worn out (Wurm, 2001: 54,55).

ethnic identity may not necessarily occur over a certain ethnic language and ethnic religion. As Malesevic points out (2019: 56), groups can be linguistically assimilated; religions can be secularised or transformed; traditions or symbols can be forgotten or meticulously resurrected, but groups can still remain "ethnic."

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Research Article

The Counter-Urbanization Creative Class and the Sprout of the Creative Countryside: Case Studies on China's Coastal Plain Villages

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ABSTRACT

The counter-urbanization creative class has gradually become an important factor in the revitalization of rural China, driving the steady and healthy development of the rural economy and society. This article explores the motivations and creative practices of the counter-urbanization creative class in the coastal plain villages of China to provide a reference for the development of rural society in China and other countries. Data from this study were obtained through qualitative research with participatory observations and semi-structured interviews. The study found that the rural areas around economically developed regions are increasingly favoured by the counter-urbanization creative class and have quickly become a platform for career development and realizing an ideal life; notably, rural creative industries have sprung up in China's coastal plain villages. To date, the linkage between the counter-urbanization creative class and creative countryside is rarely explored in existing literature; thus, this paper produces a valuable exploration and addition to the area of the sprout of the creative countryside.

Keywords: Counter-urbanization; creative class; motivation; creative village; rural revitalization

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1. Introduction

Creative industry is a product of a post-industrial society (Brouillette, 2008; Ozkurt and Suğur, 2018). At the same time, it also refers to the direction of public policy transfer in the deindustrialized era under the influence of competitive pressure and other factors (Evans and Smith, 2006). Most research on creative industry focuses on the development of creative industries in the urban context (Townsend et al., 2016). In recent years, research on the Chinese creative industry has focused on urban knowledge-based and high-skilled contexts (Justin and Xin, 2012), such as the development of creative industries in museums (Zhang, 2020; Zhang et al., 2020), the contemporary creative inheritance of traditional handicrafts (Wang et al., 2020), landscape reconstruction of tangible urban heritage (Wang and Zhao, 2020), the exploration and practice of creative talent training (Shen and Zhou, 2019), the digital creative industry (He and Xiong, 2019), and urban creative space clusters (Justin and Xin, 2012), to name but a few topics.

Existing research rarely discusses the rural cultural industry; however, the topic has nevertheless been gradually attracting attention. In China, the combination of creative industries and rural tourism (Zhang and Li, 2018) has become the main industry support and development path for many villages, such as ethnic minority villages (Zhang, 2014), historical and cultural villages (Sun, 2016), urban-surrounded villages (Ye and Sun, 2017), and landscape villages (including natural landscape villages and artificial landscape villages) (Liu and Zhang, 2020; Song, 2018).

The development practices of China's rural creative industries are mostly top-down (as made evident by the literature of Chinese academic websites [*zhongguo zhiwang*]) and public participation is primarily passive (Sun, 2016). Undeniably, the rural creative industry is an important part of the development of rural tourism; that is, it helps to bring tourists and related vitality to the countryside. Helpful to note for the purpose of this study is that the bottom-up creative class has gradually stepped onto the historical stage as a key player in the development process of China's rural rejuvenation and is today an important fulcrum of new rural construction; indeed, it currently leads the development of rural industries.

Creative studies of rural society have long been set in the context of tourism—notable examples include studies on Japan's 'one village, one product movement;' the ways in which, through creative planning, the countryside has become a place for urban recreation or settlement (Liu, 2009); and plural perspectives of the local history of the ancient town of Zhouzhuang in Suzhou, China's primary water village, and its function as a great place for urbanites to relax and experience the water village life (Xu, 2019). This study mainly examines rural society beyond the tourism context, instead focusing on the motivations driving the counter-urbanization creative class in their work with rural creative industries. To accomplish this goal, we first analyse the concept of counter-urbanization and creative class and their development in China. Second, we focus on the situation of Chinese coastal plain villages in the research area. We point out that with the advent of the creative age, Chinese villages can become an employment option for the counter-urbanization creative class. Third, it takes two sites as examples to analyse the motivations and reasons for the development of the counter-urbanization creative class in the coastal plain. Fourth, this article proposes the 3I model of creative rural development, namely identity, infrastructure, and the Internet. Finally, we note that the counter-urbanization creative class is an important force in the development of the creative village, and the creative village is the development paradigm of sustainable rural development. Notably, little work has thus far been done on the counter-urban creative class.

2. Adapting Counter-urbanization and the Rural Creative Class
2.1. Counter-urbanization

Counter-urbanization, post-industrialization, and globalization are the main driving factors of rural restructuring and transformation in Western countries (Michael, 2018; Hu et al., 2019). 'Counter-urbanization' is a concept first proposed by American geographer Brian J.L. Bailey in 1976 that accompanies de-industrialization and is the inverse of urbanization. The definition of counter-urbanization has always been controversial, and different countries and scholars have different opinions on its connotation and mechanism (Wu, 2020).

Counter-urbanization is also an important part of the urbanization process. Since the middle of the 20th century, many developed countries in the world have transitioned to a stage different from traditional urbanization after their urban population surpassed the rural population: the focus of urbanization development has shifted to the suburbs, and the urban layout has changed from highly concentrated to relatively scattered; the urban spatial structure transitions from a single centre to multiple centres, forming a new regional resource allocation; and the difference between the city and the suburbs is weakened. The two move from separation to unity, forming a new integrated regional entity-metropolitan area (Dear, 2003). This trend marks a shift in the focus of urban development around the world, from a pure population transfer type to a structural transformation type and from centralized urban development to coordinated urban and rural development. This is the advanced development stage of urbanization (Wang, 2014).

China's counter-urbanization development cannot simply be equated to the claims of the Los Angeles School (the model of the edge pulling the centre). The Los Angeles model is a development path that includes local spatial agglomeration in the overall dispersion of the metropolitan area. It advocates a decentralized or diffused urban form and is a typical example of new economy or new urbanization (Dear, 2003).

In Chinese scholarship, 'counter-urbanization' has attracted the attention of professional scholars of economics, sociology, demography, geography, and history and has gradually become a growth centre for multidisciplinary research. To date, discussions mainly focus on the 'presence or absence of counter-urbanization' (Tao and Yang, 2015; Shen, 2019), the 'authenticity of counter-urbanization' (Liu and Li, 2017; Shen, 2018), and 'counter-urbanization similarities and differences' (Shen, 2018; Li, 2017). Notably, scholars of different professional backgrounds agree that the above definition of 'counter-urbanization'—that is, urban-to-rural population migration—holds in the Chinese context' (Shen, 2018; Wang, 2019). Recent research on counter-urbanization in China mainly focuses on migrant workers (Bao, 2018) and members of the middle class seeking a counter-urbanization lifestyle (Zhang, 2018). In China's rural society, the parallel development of urbanization and counter-urbanization is not only feasible but necessary (Wang, 2019) for encouraging the infrastructural developments that improve quality of life and, with it, happiness.

As we have already suggested, counter-urbanization has long been part of the discourse of developed countries and is commonly invoked in references to the highest stage of urban development. A large number of wealthy people have come to small towns with capital and technology and thereby have generated an economic pull in these areas that brings large numbers of rural people together, yielding new modern urban communities and thus urbanization (Meng et al., 2004). Certainly, China's recent reforms and increasing willingness to open up—that is, for China to take on meaningful new ideas and practices and, at once, to share its excellence with the outside world— have been accelerating its urbanization. Despite residents' willingness to stay, social population migration still generally occurs from rural to urban areas, and the outflow rate

of rural populations in counties across the country is showing a deepening trend (Guo et al., 2020). This paper explores China's 'counter-urbanization' in a narrow sense—;that is, it explores the spontaneous movement of the creative class from rural-to-urban-to-rural areas.

2.2. The Rural Creative Class

The creative class has greater flexibility and autonomy than other classes (Florida, 2002). It cannot simply be assumed, of course, that there is no pressure on the creative class and that their work and life are free and easy. Rather, in the case of the creative class, the company gives its employees freer creative space, and the corporate culture is more tolerant.

The flow of the creative class is based on the needs of urbanization. The cultural and creative industries accompanying urbanization have also experienced a process of germination, growth, and rise. As a new economic format, the cultural and creative industry reflects the dominant direction of the urbanization strategy on the one hand while on the other hand, it also changes the social industrial structure and its spatial layout, affecting the path to urbanization and even becoming a new source of power for urbanization. It has important significance that cannot be ignored for the deep promotion of urbanization. China's counter-urbanization development path has several issues. First, whether there is counter-urbanization in China is still controversial. However, in the region studied in this article with the highest degree of economic development, urbanization and counter-urbanization have developed in parallel (Bao and Wang, 2017). Second, the development of counter-urbanization in the region studied is the spontaneous agglomeration of the creative class.

The flow of the creative class is based on amenity migration. Rural communities in the post-industrial world are undergoing a major transformation, sometimes referred to as rural structural adjustment, because traditional land use, economic activities, and social arrangements are transitioning to those related to the 'post-productivity' or'multifunctional' pattern field. Amenity migration is the movement of people attracted by natural and/or cultural convenience facilities (Gosnell and Abrams, 2011), yet the flow of China's counter-urbanization creative class, in the current stage of Chinese social development, has not been pointed out by any research as being due to amenity immigration.

The flow of the creative class is based on the human environment and landscape. The city's human environment and scenes attract the flow and gathering of a creative class. Therefore, the future competitiveness of big cities is reflected in their ability to attract the creative class. Meanwhile, the creative class prefers inclusive, diverse, and open urban community cultures (Wu, 2019).

With the development of creative industries, the creative class has become an emerging professional group. In sociology, the term 'class' comes from the theory of social stratification; however, research on the creative class in China is more oriented toward the field of human resource management, calling it 'creative talent' and emphasizing its economic significance (Zhang, 2017). China's creative class is still in a transition period and is undergoing a transformation in its primary subjectivity from a cultural subject to a creative subject (Zhang and Xi, 2010). Important to note is that uniqueness and creativity can be constrained by factors such as cultural level (i.e. educational background), city openness (i.e. restrictions on immigrant settlements), and policy tolerance (i.e. policies that regulate levels of tolerance, such as, for example, towards same-sex partnerships). The level of creativity varies, creative talents are severely divided, and ideologies are circulating that 'cultural people have no creativity' and 'creative people have no culture.' In 2014, the Chinese government implemented an innovation-driven development strategy that proposed a new goal of 'mass entre-

preneurship, innovation by all people;' attached importance to the flow of talents for innovation and entrepreneurship; and encouraged university students, corporate employees, and employees of public institutions to start their own businesses and smooth investment channels for small enterprises and micro-enterprises. Under the protection of the system, these actors will become the main representatives of China's creative class in the future (Zhang, 2017).

For the purpose of this study, it is crucial to remember that China's creative class plays an important role in rural development—the roles of this class in tourism, rural revitalization, and beautiful rural construction are increasingly affirmed across the board; the creative class is an important discoverer, presenter, communicator, designer, and rebuilder of rural tourist destinations. Along these lines, it is a force that cannot be ignored in rural tourism development and rural revitalization; certainly, the creative class is a formative influence on future rural development trends (Li and Luo, 2019). At the same time, the management and operation of a village depends on the creative class, with the construction of small towns, whether cultural and creative or not, with Chinese characteristics in full swing; creativity is required to make such development sustainable. More specifically, the rural creative class plays an important role in town planning, the creation of cultural activities in towns, the management of cultural industries, inheritance of intangible cultural heritage, the consumption of fashion culture, and the facilitation of foreign cultural exchanges (Yang, 2018). At the core of improving the creative level of such characteristic towns is the collection of a team with culturally rooted creative talents.

On the whole, creative talents prefer residences that are close to city centres and workplaces and that have convenient transportation facilities, comprehensive basic education facilities, high-quality medical facilities, good cultural facilities, and good ecological conditions (Wang et al., 2019). Obviously, rural areas in China do not have sufficient conditions for creative talents to move in and gather. However, with these concepts in mind, we now turn to the motivations of the counter-urbanization creative class in China's rural coastal plain villages, which are mainly located in the northern region of Jiangsu Province. More specifically, we focus on the prefecture-level cities of Lianyungang and Suqian, where the innate endowment to develop tourism is very scarce.

3. The Rural Field: What Characterizes a Good Habitus for the Counter-urbanization Creative Class?

3.1 Characteristics of China's Coastal Plain Villages

The study of rural society involves many disciplines, and it is thus not surprising that the classification of villages is inconsistent. More specifically, based on the proportion of the three industrial structures, China's rural areas are divided into four types of rural development: agricultural-led development, industrial-led development, business travel services development, and balanced development (Zhang and Zhang, 2020). According to the Tourism Resource Endowment, villages can be divided into historical and cultural villages, ethnic minority villages, folk-customs villages, landscape villages, and mixed resource villages (Sun, 2016). Historically, most rural villages in northern Jiangsu have been agricultural-led settlements, which, in the context of China's large-scale rural development, are the least attractive.

Meanwhile, China's other rural areas have market economy development advantages that are not available in northern Jiangsu's rural areas; however, they also have many development disadvantages. Traditional local customs have played an important role in the long-term development of Chinese rural society; in particular, local identity, reciprocity, and ritual characteristics play important roles in maintaining rural social stability, consolidating rural rules and covenants, and

regulating villager behaviour. However, the transformation of rural society has resulted in the transformation of local conditions. Monetization, fame and fortune, and marginalization, to name but a few factors, have given rise to corruption, distorted social values, and weak interpersonal communication (Zhang, 2019). With the advancement of urbanization, a large number of rural young adults have migrated to the city, which has led to empty nesting and vacant houses. Due to these trends, rural governance is now mainly driven by sustainable external forces and lacks self-generated power; put differently, today, autonomy is dead in the countryside (Lu and Chen, 2019). In a sense, the withering of the countryside and rural-to-urban population migration are the characteristics of global rural development.

In addition to the shortcomings of inadequate endowment for development and the common dilemma of rural development in the northern plain villages of Jiangsu, there are many advantages in the region that attract the creative class. For example, Jiangsu is the second-most economically developed province in China and is the province in which all Chinese college students want to settle after graduation. Even the relatively poor areas of northern Jiangsu still attract a large number of graduates from other provinces because youth can gain employment by passing civil servant examinations and public institution recruitment examinations or through corporate recruitment.

Along these lines, the quality of education in Jiangsu is the best in the country, and its college entrance examination is an autonomous proposition (that is, it is organized by the province rather than the country). Because of the high degree of difficulty, the Jiangsu college entrance examination is often called a 'hellish' exam by people. Along these lines, students in the northern Jiangsu plain area are particularly good at learning and tend to cultivate a large number of talents. However, because there are limits on the number of college students in each province, many high-quality students in Jiangsu Province are unable to complete undergraduate courses and can only attend vocational colleges. As a result, for many years, the talents cultivated in northern Jiangsu have remained in big cities, and the region has thus experienced a brain drain.

However, with Jiangsu Province now enjoying increasing development, the northern part of Jiangsu attracts not only an influx of talents from other provinces but also the return of local talent. Relatively speaking, northern Jiangsu is likely to attract more talent as its economy continues to develop.

Similarly, the continuous improvement of the Quality of Life and Happiness Index is also attracting an influx of talents to Jiangsu. The creative class studied in this article is the counter-urbanization group, who have been well-educated and have worked and lived in big cities. After rationally analysing the life development opportunities in the rural environment of northern Jiangsu plain villages, they decided to return to their hometowns and use their wisdom to create economic value, drive local employment, and increase local income.

3.2. The Counter-urbanization Creative Class Empowers the Countryside

With the advent of the creative economy era, China's creative class has begun to complement the development of rural tourism—certainly, rural tourism requires a creative class. During this period, creative classes and creative institutions of different styles and cultural backgrounds settled in rural areas where they contributed technology and fashion; created a multicultural atmosphere; combined historical and cultural blocks and literary and artistic creative activities with experience-based tourism; encouraged inheritors of intangible cultural heritage to settle in, plan, and organize festivals and events; and made tourism more attractive from the perspective of 'creative +' (Lu, 2019).

Accordingly, the creative class has made important contributions to the development of rural tourism, especially in minority areas of China. The growth conditions and environment of the creative class played an important role in the process of mining ethnic cultural resources and grasping market dynamics; in the interactive relationship between the creative class and national tourist destinations, a sense of identity and belonging was established, and the ethnic village became a platform with which the creative class achieved self-worth (Zheng et al., 2019). Today, the counter-urbanization creative class is increasingly gaining attention in inflow regions, which are characterized by improved infrastructure, optimized living environment, policy stability, profitable policy support, diverse spaces, active exchanges, development platforms, and the gathering of creative talents (Lou, 2018).

4. Materials and Methods

The sites studied in this article are located in the Yangtze River Economic Belt, which has the highest degree of economic development in China. The central cities of the Yangtze River Economic Belt have seen the phenomenon of 'counter-urbanization,' in which the population spreads from the central cities to the periphery (Zhang and Mei, 2020). However, the rapid development of the coastal plain also benefited from the impact of counter-urbanization. This study selected two typical cases of the counter-urbanization creative class driving rural development in the northern Jiangsu plain. The two locations have become the regions with the highest concentration of anti-urbanization talents, a significant development of creative industries, and the largest number of incubated small and micro-enterprises. Additionally, both cases are set in sites with the lowest potential for development out of China's coastal plain villages. In the early 21st century, both were agriculturally dominant villages. This section outlines the cases and the survey-based data collection methods.

4.1. The Two Sites

Site 1: Yandong, the 'Underwear Town'

Yandong Village is located in Dongwangji Town, Guanyun County, Lianyungang, Jiangsu (Figure 1). The township has a permanent population of approximately 60,000; is 40 kilometres from the city centre; and is 270 kilometres from Shanghai, Nanjing, Suzhou, and other developed cities. Ten years ago, the county seat of this village was still very poor and its economy had a low rank compared to others in Jiangsu Province. Today, it has grown and become China's 'underwear production centre', manufacturing more than 70% of China's erotic underwear and contracting 80% of China's graduation uniforms.
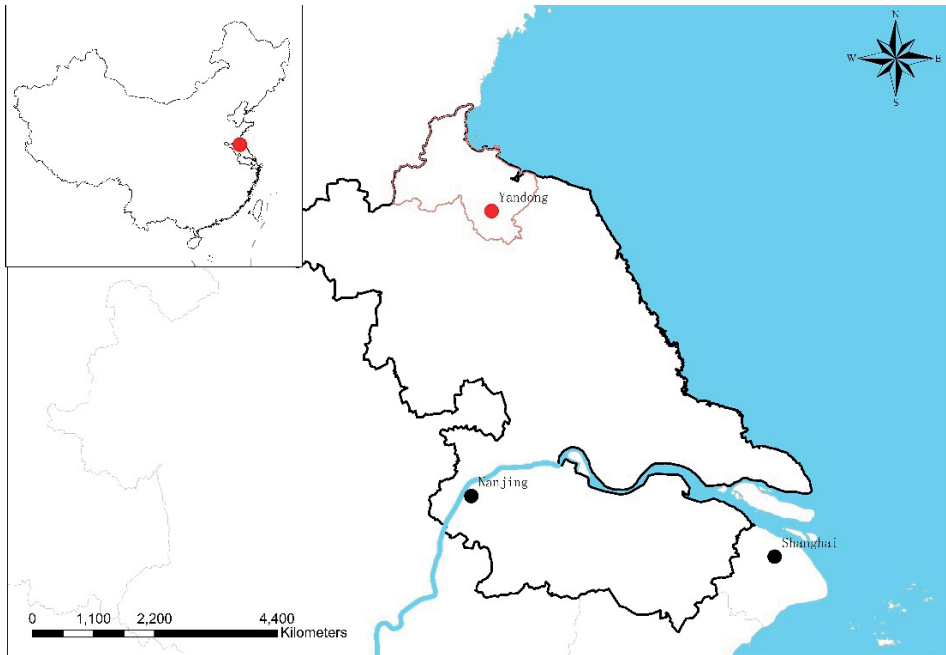
Figure 1. Yandong in Lianyungang, Jiangsu

With the advent of the creative economy era, this village is building a 'Chinese version of Victoria's Secret' through branding. Around 2006, when online shopping in China had just started, the village's youth seized business opportunities and led villagers to engage in underwear production and sales. Gradually, larger regions and villages became involved in the production and processing of underwear. According to a big data app focused on enterprises (Qichacha), as many as 2,164 companies are engaged in apparel production and sales in Guanyun. Among them, there are more than 600 erotic lingerie manufacturers and sales outlets of a certain scale and more than 20 'big' clothing factories with a registered capital above 10 million yuan—and these figures are continuing to grow. Putting aside the 'big' clothing factories, it is helpful to note that there were 59,796 local individual industrial and commercial households in Guanyun with a registration rate of 77.74% as of the end of 2019, ranking first in all of Lianyungang City. Moreover, the distribution of underwear manufacturers has expanded beyond its original location in Dongwangji Town to the adjacent economic development zone of Yishan Town, which together form the 'Chinese underwear kingdom'—indeed, family workshops are even hidden in the countryside of these two towns. According to the planning of the local county government, Dongwangji Town, where Yandong Village is located, will be built into an 'underwear creative town' in China. The project will include the creation of a business incubation centre, and the government will provide loans and financing services for the underwear industry chain to attract more counter-urbanization creatives to start their businesses in Guanyun.

Site 2: Gengche, 'Venture Dreamworks'
Gengche Town is located in the northwest of Suqian City, Jiangsu Province (Figure 2), approximately 10 kilometres from the city centre, and approximately 250 kilometres from Nanjing, the

capital of Jiangsu. Due to zoning adjustments, as of the end of 2018, Gengche Town had jurisdiction over 2 residential communities and 7 administrative villages with a population of more than 20,000 people. Notably, Gengche Town used to be a flood-stricken area of the Yellow River. Grain was often not harvested, and many villagers were forced to go out to 'pick up trash' to support their families, while others became 'beggars.' Perhaps 'poverty inspires change:' since the 1980s, Gengche Town has developed a waste plastics processing industry,with 'four rounds of rotation' among townships, villages, households, and joint households, and has gradually formed the largest waste plastics processing base in East China. At its peak, 70% of the town's population was engaged in this industry, with an annual transaction volume of more than 1.5 million tons and a transaction value of more than 3 billion yuan. However, the costs of pollution controls such as water, gas, and soil in the Gengche area surpassed 1 billion yuan during this period—the environment was being scarified for development, sieged by garbage. In response, at the end of 2015, Suqian City started a 'plastic waste annihilation war' in Gengche Town. In January 2016, the municipal government issued a decision to completely shut down the waste plastic processing enterprises in Gengche Town.
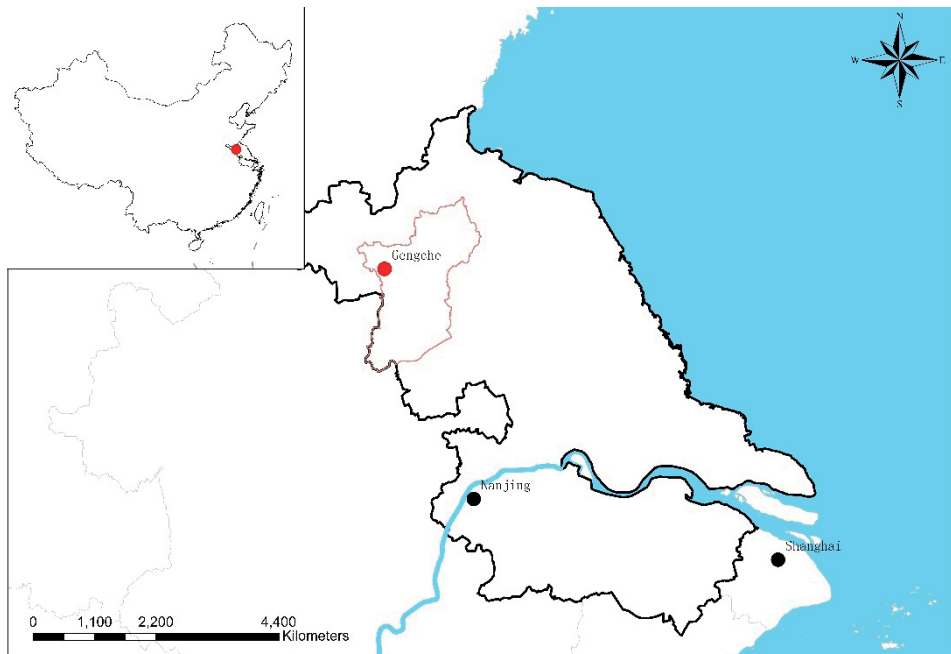
Figure 2. Gengche in Suqian, Jiangsu

The national development concept of 'green water, green mountains are golden mountains and silver mountains,' which signifies that the people cannot seek temporary development at the expense of the environment but must instead adhere to green, low-carbon, and low-pollutant development ideals for the benefit of inheriting generations, affected the Gengche people, who were seeking transformation; ultimately, it set off a craze for entrepreneurship. After three years of development, Gengche Town gradually formed four major industrial clusters: green horticulture,

e-commerce entrepreneurship, logistics and express delivery, and smoothing plastic products. Today, Gengche Town has more than 2,700 online stores, 22,000 people engaged in e-commerce and related work, and a 300,000-square-meter greenhouse that serves as an ecological and agricultural demonstration park, which has cultivated and sold nearly 100 million succulent plants. As a result, Gengche Town has been termed 'China's E-commerce Town' and the 'Provincial Ecological Township'.

4.2. Data Acquisition

The hidden standard for a contextual investigation approach is that it makes conceivable the procedure of 'hypothesis working' through subjective examination (Yin, 2009). A contextual investigation approach provides the opportunity to use blended strategies (Stake, 1994): researchers can observe a phenomenon from different points of view; accordingly, the result of blended strategies can be synergistic, as captured by Mintzberg's (1979) claim that 'while precise information makes the establishment for our speculations, it is the emotional information that empower us to do the structure.' Mintzberg (1979) further proposed that the making of theoretical models requires rich portrayals: 'we reveal a wide range of connections in our hard information; however, it is only by using delicate information that we can clarify them.' Accordingly, contextual analyses are used to pass on a multidimensional delineation of the unique circumstances, members, and truth of the occasion or circumstance (Stake, 1994).

This survey used an account system to ground the assortment and investigation of data. The abstract data collected through the subjective research approach was valuable for understanding the mental inspiration of the counter-urbanization creative class. The method of grouping to verify a hypothesis from contextual investigation-based research is, of course, a common procedure and thus this study's method has experimental legitimacy and appropriateness as story information will likely be predictable with member perception; moreover, it is connected to observational support (Yin, 2009).

The field survey was divided into two stages. The first involved a formal visit to the two villages in the summer of 2018 as well as an oral history survey. The second stage, which took place at the end of 2019, involved structured and semi-structured interviews with informants through WeChat. The majority of respondents were born after 1980 (see interviewee information in Table 1). In total, 15 informants (8 in Yandong and 7 in Gengche) were interviewed in-person using a semi structured, in-depth approach. The interviewees included e-commerce operators, senior photographers, fashion designers, horticultural operators, e-commerce practitioners, planners, and business partners who use creative thinking to seek market opportunities. Notable participants included designers, managers responsible for integrating creativity, and those with aesthetic outlooks and capabilities favoured by the Chinese advertising industry. As Hawkins (2001) puts it, such individuals make money with ideas. Important sources of information included official websites, newsletters, and big data apps.

Table 1: Interviewee information

Informant	Age	Location	Education	Gender	Occupation
Interviewee 1	34	Yandong	undergraduate	female	e-commerce entrepreneur
Interviewee 2	32	Yandong	HVE	female	Fashion designer
Interviewee 3	35	Yandong	HVE	male	e-commerce entrepreneur
Interviewee 4	40	Yandong	undergraduate	male	visual designer
Interviewee 5	37	Yandong	undergraduate	male	designer
Interviewee 6	35	Yandong	undergraduate	male	e-commerce entrepreneur

Interviewee 7	34	Yandong	undergraduate	male	e-commerce entrepreneur
Interviewee 8	33	Yandong	HVE	female	e-commerce entrepreneur
Interviewee 9	35	Gengche	undergraduate	male	horticultural entrepreneur
Interviewee 10	37	Gengche	postgraduate	female	government servant
Interviewee 11	36	Gengche	HVE	male	e-commerce entrepreneur
Interviewee 12	42	Gengche	undergraduate	female	translator; florist
Interviewee 13	34	Gengche	undergraduate	female	advertising
Interviewee 14	36	Gengche	undergraduate	male	e-commerce practitioner
Interviewee 15	30	Gengche	HVE	male	entrepreneur

* HVE=higher vocational education

5. Comprehensive Analysis

The reason the rural areas in northern Jiangsu can attract the anti-urban creative class can be summarized as the '3I Theory' (see Table 2), that is, infrastructure, the Internet, and identity. While the physical and technical levels of the villages are almost the same as those seen in cities, their spiritual level indicates that the countryside is a more comfortable home.

Table 2: 3I Theory Model
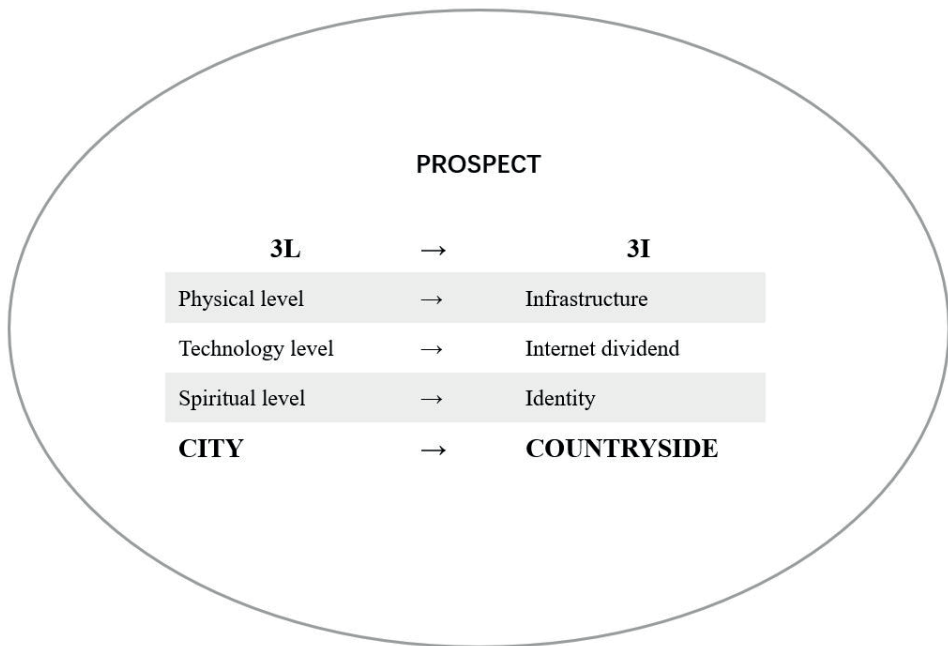
5.1. Reconstruction of Local Identity

In the context of modernization, globalization, and informatization, the core crisis of the various crises facing China is the identity crisis (Li, 2000). More specifically, here, 'identity crisis' refers to a crisis of cultural identity, meaning the cohesion and continuation of a community's spiritual bond. This type of crisis is a huge challenge for individuals who were born in the impoverished north Jiangsu plain region 20 years ago; they largely believe that they can only escape

poverty by leaving their hometown. 'Our village is very poor. When I was young, I followed my parents in the fields to do farm work, and I could see the vast farmland. At that time, I wanted to go out and look at the outside world. I heard people say that going to a big city would help you earn more money than you could from farm work, so I was determined to go to the city to make money. When I study, I work very hard. The carp leaps into the dragon gate to success, and rural children can only go out if they read books' (Interviewee 6).

In the past, poverty was a common memory of every rural child in the northern Jiangsu plain villages. Although cities in China had been affected by globalization, most rural areas in the north Jiangsu plain remained in the traditional stage of agricultural development—children and parents who depended on the land rarely left the village; 'When I went to college, I knew that the countryside and the city were very different. The first time I went to eat hot pot, the first time I went to eat Western food, the first time I went to the zoo...I experienced the richness of urban life' (Interviewee 14). Generally, education seems to be the only way for rural children to reverse their destiny; 'Junior high school teachers often warn children in the countryside that there are people outside the mountain; no pain, no gain; and that the last laugh is the real laugh—these words are rooted in our hearts and fighting to get into the city is like the only dream of rural children. To prepare for the middle school entrance examination—a way to enter the best high school in the county which provides the greatest opportunity to attend college and receive the best quality education—many students get up from the school dormitory to go to the classroom to study throughout junior school. The various infrastructures are not good. In the winter, there are no heating facilities, and you can only learn while shaking your body to warm up' (Interviewee 7). When every household in the local area is equally poor, these memories of bitterness are not so bitter; 'I spent my childhood on the vast plains of cropland. It was pleasant, natural, and smelled of grass. This is also the deepest memory of my hometown' (Interviewee 13).

Education changes the direction an individual may take in life, and values also open up with the broadening of horizons. Various temptations in the city can also cause the collapse of rural college students' values and self-identity; 'When I entered university, computers began to spread, and I was obsessed with all kinds of new things on the Internet. Many of my classmates began to worship money. Regardless of their families' conditions, they would spend their parents' money to experience the brilliance of urban life' (Interviewee 12).

In 2006, the post-80s generation sparked a large societal discussion about whether they were the generation that broke down or whether they were the sunshine generation. It has been said that education has changed the direction of rural students' lives, has changed the imprint rural life makes on youth, and has established a new set of identification concepts related to the new environment; 'Most of us are indoctrinated by parents and educators, have the prospect of having everything, and work hard in the direction they expect. But at the same time, we are living in an era of highly developed information. The impact brought about by network culture, as well as the concept of Western culture's pursuit of freedom and emancipation of thought, entered our lives silently as our generation grew up and affected our ideals and pursuits and the coordinates of our lives. Therefore, while Westerners are calling for a return to tradition and for a return to morality, our generation is desperately advocating freedom and liberation' (Interviewee 1). Certainly, the advantages and disadvantages of urbanization and globalization have not troubled only them but also urban students.

Staying in the city becomes an ideal target for rural college students. Today, rural development remains relatively slow, with comparatively few opportunities—along these lines, rural environments are not always ideal places for college students to find employment; 'In any era, big

cities always represent a newer culture, better services, richer opportunities, and fuller dreams. Such opportunities and dreams make young people active in big cities. They have something to look forward to and deserve a better future' (Interviewee 9); 'Big cities have more space for imagination and, in the future, metropolises will become more and more intelligent, providing residents with more unimaginable conveniences. Living in big cities is the future of most people. To put it simply, cities are places where people come together to gather resources to do big things. The more resources, the bigger the platform, the more things you can do and the more fun it is, and this platform will become more and more versatile, smarter and more human with its development' (Interviewee 4).

'However, not everyone lives in a big city, not everyone lives in a new era, and not everyone likes the hustle and bustle of work. I have never been a hard-working person. Beijing, Shanghai, and Nanjing have never been attractive to me. The prosperity and opportunities of big cities are not what I want. I just want to live quietly in my hometown after my doctorate. Work pressure is not great, the pace of life is not fast, a few stops after work is my parents' house…I do not want to be alone in a big city. If my work pressure is heavy and I feel sad, I can only hold my pillow and cry. Working in my hometown gives me the opportunity to be a little capricious and occasionally unreasonable' (Interviewee 10).

Today, there are equal development opportunities in rural areas of the northern Jiangsu plain and in cities. However, as one respondent notes, 'There is a poisonous chicken soup in the heart: the ideal is to leave home. In order to pursue your ideal, you must leave home. And you have probably heard this sentence: big cities cannot tolerate the body, and the hometown cannot carry the soul. Is there really a choice between ideal and hometown? I want to say that there are many opportunities in my hometown. No need to drift' (Interviewee 2).

Homesickness, the emotional expression of the sense of belonging and identity, is considered an important link in the rural revitalization strategy (Yang and Zhang, 2019). Our study revealed that the hometown complex took root in the minds of the people of northern Jiangsu. When residents who had left to live and work in big cities returned home to see their parents, they consistently found that their hometowns were undergoing drastic changes. 'There is also a green lotus in the water stop. It seems that the hometown that has been well-preserved for years has hidden business opportunities that can stir up the storm' (Interviewee 2). The endogenous value of nostalgia is the recognition of human nature, the remodelling of traditional values, and the measurement of the main social value. Some scholars propose that nostalgia may be used to guide values to achieve the correct order; activate related endogenous economic, political, cultural, social, and ecological values; promote the overall revitalization of a village; and consolidate the foundation of the national governance system (Yang and Zhang, 2019).

5.2. Improvement of Infrastructure

'Waste is scraped by wind and sewage is evaporated'; 'A lot of dirt on sunny days, mud on shoes on rainy days.' Once, these quotes truly portrayed many rural environments. This has also become a limiting factor for the development of rural areas. In the rural areas of western Ireland, for example, quality of life, natural environment, and regional creative legacy have become critical factors for attracting people (White, 2010); however, these elements are not widely available in northern Jiangsu or, indeed, in most of China. Improving the rural living environment is an inevitable requirement for rural revitalization policy. Along these lines, the 2018 Central Document No. 1 called for the 'comprehensive implementation of the improvement of rural human

settlements with a focus on rural garbage and sewage treatment, toilet revolution, and improvement of village appearance'. It is important to note that the housing conditions of rural residents in northern Jiangsu are generally not high. Infrastructure and other public facilities such as water supply and drainage, roads, sewage treatment, and garbage collection and transportation lag behind those of developed cities (Chu, 2020).

Poor living conditions are also a major reason why former residents moved to cities and were reluctant to return home. 'Dazhong Village is the most polluted area in Gengche Town. Rural cadres have a plastic smell when they go to meetings. Even passing cars are reluctant to open windows—people cannot stand the Gengche taste. Five years ago, Gengche banned the closure of nearly 5,000 waste plastic processing enterprises' processing points and freight yards; cleared and transported more than 500,000 tons of waste; and dredged rivers, reclaimed land, planted seedlings, and restored ecology. The environmental pollution problems that have plagued the masses for more than 20 years have been gradually resolved. The original garbage dump was transformed into a fishpond, park, and fitness square' (Interviewee 11). 'When it was raining, the road was muddy and not in decent condition. The village lacked a unified plan, and the village looked shabby. In recent years, the villagers have become richer and richer. Everyone lives in small villas. Many people also built villas as family workshops' (Interviewee 3).

The improvement of transportation facilities has enabled transportation from the farthest city in Jiangsu plain to developed cities such as Shanghai and Nanjing in approximately 2 hours, connecting the life of the plain villages to metropolises and further enhancing the happiness of the counter-urbanization creative class; 'Every time I go to school in Nanjing, I have trouble with transportation. The bus takes four to five hours to Nanjing and the train takes seven hours. Because the bumps on the bus will make me vomit, I can only take the train, but there are a lot of people on the train and it is not convenient to move. I always feel that there are so many Chinese people. I cannot elegantly and comfortably go home or to school. During the Spring Festival, it is especially difficult to get onto the train. Sometimes people have to stand and wait for four to five hours. When high-speed trains are put in place, it will take less than two hours to go to Nanjing. This will make it more and more convenient to go shopping on weekends in big cities' (Interviewee 5); 'I came from a foreign province and was engaged in the visual design of local underwear products. I came to Guanyun nine years ago and was attracted by the honest folk customs here. At that time, it was still relatively undeveloped and I could only get around by car. Over the years, the development has changed rapidly. After the high-speed train is installed, I will go to Qingdao to eat seafood, drink beer, and see the city light show when I am not busy' (Interviewee 4).

Rural landscapes are important mediums for comprehensive reflection about natural and human resources and are deeply linked to rural styles, and rural development is increasingly valuing architectural style, green streets, and the excavation of fine cultural traditions. 'While rural urbanization does not occur on as large a scale as in a city, everything here is no worse than in a big city; the environment is getting better and better and the village is clean, tidy, and orderly' (Interviewee 8).

5.3. Internet Dividend

'The Internet has become a necessity in our lives and our infrastructure. Internet thinking has become the most fundamental form of business thinking, and the starting point of all business behaviour. There will be no more Internet companies in the future because all companies will become Internet companies. Every household in our village is doing e-commerce or engaging in the e-commerce industry chain' (Interviewee 1). Yandong can be said to be the earliest beneficia-

ry of China's Internet e-commerce dividend.

As early as 1962, there was some sense that technology would bring people and economies closer together in the form of a 'global village' (McLuhan, 1962); 'The biggest problems in rural areas are information occlusion, scattered resources, and poor communication. The biggest feature of the Internet is the connection, which can easily break through various information gaps using information technology, integrate various types of decentralized resources, and achieve unhindered communication between the countryside and the outside world. Just like the three major items of the color TV, the refrigerator, and the washing machine of the historical well-off peasant family, today there are three major pieces of the main application of the rural Internet: short video, mobile games, and online shopping. Here, we are also transforming from a waste plastic processing plant into an e-commerce entrepreneurial town via the Internet' (Interviewee 15).

With the rise of short video platforms, the 'information gap' between urban and rural areas has been further bridged, and new opportunities for rural e-commerce entrepreneurship are being ushered in; 'Our products are sold through some Internet platforms, especially short video platforms such as Tiktok and Kuaishou. Using creative thinking, information is converted into real economic income through live broadcasting or making product-related short videos and publishing on the platform' (Interviewee 9); 'In rural fields, under warm quilts, and even in cave dwellings on the Loess Plateau, countless people are recording their lives or watching others recording their lives through short videos. From my observations, on the rural market alone, Tiktok and Kuaishou have become welcome parts of new lifestyles for many farmers. Increasingly, I feel that there is not much difference between rural and urban' (Interviewee 14); 'Suning and even JD, Alibaba, and other mainstream e-commerce platforms are vigorously deploying rural e-commerce. Village consumers can enjoy the changes that technology has brought to life on an equal and synchronized basis with urban consumers. They can now equally and simultaneously purchase goods from all over the country and even from all over the world; moreover, they can enjoy a comprehensive service system on an equal and synchronized basis with urban consumers' (Interviewee 10).

In short, with the development of science and technology, the 'Internet +' has entered the vast Chinese countryside and gradually penetrated all aspects of rural agricultural production and life. Featured industries such as rural e-commerce, agricultural product processing, rural tourism, leisure agriculture, and rural sports health have steadily emerged. These changes suggest that a new information and industrial revolution is sweeping through the Chinese countryside. Notably, this information flow drives technological, capital, and talent flows into rural areas and encourages the construction of rural Internet towns characterized by elements that emerge in response to the demands of this new era.

6. Conclusion

This article provides an in-depth study and reveals a feasible paradigm for the sustainable development of rural society in the process of urbanization. Urbanization is the general trend of rapid economic, social, and spatial transformation in China. However, relying on the coastal plain of the Yangtze River Delta, the most economically developed region of China, also means the development of counter-urbanization. This study reviews the development of counter-urbanization in China, and its similarities and differences in relation to other countries around the world suggests the concept of Chinese localization of the creative countryside, that is, a group comprising the anti-urbanized creative class, spontaneously from the city to the countryside, using creative thinking for career development. The germination of the creative countryside can be traced

back to the beginning of the 21st century; it was born alongside the widespread use of the Internet in China. The logic for the emergence of creative villages is not complicated and can be summarized as the 3I model (identification, infrastructure, and the Internet). It is reproducible and is not affected by the rural natural environment, cultural environment, lifestyle, landscape, or other factors. It can even become a path for rural poverty alleviation, poverty reduction, and sustainable development. This study selected villages in agricultural, restricted-development areas with the scarcest resource endowments for its analysis model, and this development paradigm is reflected in many villages in the Yangtze River Delta.

Admittedly, the counter-urbanization creative class is merely a weak fish upstream in the rapid urbanization process. The creative class has a clear preference for urban 'diversity.' Creative talents tend to choose open, diverse, and tolerant cities. A diverse city can tolerate different thinking, accept new ideas, absorb different cultures, and tolerate different lifestyles; such a place has a clear competitive advantage for attracting talent or human capital. Today, the creative class in China frequently migrates from traditional communities, working class centres, and even many sunny areas to 'creative centre' cities to pursue rich local high-tech foundations, a highly open urban atmosphere, and the many employment opportunities that highlight creative class identities (Sheng and Ma, 2008).

However, such a small fish with weak strength can become an important force for the development of a rural society facing empty nesting and general decline. In contrast to Florida's (2002) claims that the creative class is flexible and autonomous, China's counter-urbanized creative class presents local characteristics with Chinese thinking and Chinese characteristics. Most of them are locals who seek education with the intention of returning to their hometown for professional development and do not consider the economic status, living environment, ecological environment, cultural and educational environment, technological environment, or other conditions of that hometown; their return is, in fact, voluntary and spontaneous. According to the current development of Chinese rural society, comparatively, rural areas are often perceived as having few elements that are attractive to creative talents. This article focused on what kind of motivations drive the counter-urbanization creative class to work in and cultivate rural creative industries and return home from the city. The two sites studied in this article are located in economically developed province. We found that the improvement of local economic conditions, the improvement of infrastructure, the effective use of opportunities in the Internet creative era, and the reconstruction of local identity enable rural areas to attract the counter-urbanization creative class to serve local industrial development. This paper alone cannot explain China's overall rural development and the general trend of creative class mobility; nevertheless, this research illuminates the localization of the rural creative economy in China and the contribution of the creative industry's rural shift and provides a model for other global rural development. Meanwhile, it will take time to verify whether the budding creative countryside will be integrated into the development of urbanization and become the normal state of urbanization.

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Aile-İş Kolaylaştırması, Cinsiyet ve Toplumsal Cinsiyet: Üniversite Çalışanları Örneği

Family-to-Work Facilitation, Sex and Gender: A Sample of University Employees

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ÖZ

İş ve aile ilişkisini inceleyen çalışmalarda bu iki alanın birbirine müdahalesini kabul eden çalışmalar ağırlık taşımasına rağmen, iş ve ailenin birbirine olumlu etkilerinin incelendiği çalışmalar da literatürde yer edinmeyi başarmıştır. Bu çalışma, çalışan ebeveynlerin, çocukların bakımı ve çocuklarla ilgili konular ile ev içi faaliyetlerde sorumluluk alma durumlarının aile-iş kolaylaştırması üzerindeki etkisinin cinsiyet ve toplumsal cinsiyet bağlamında incelenmesi amacını taşımaktadır. Ankara'da iki büyük devlet üniversitesinde çalışan, evli ve çocuk sahibi olan personel (n=447) ile yürütülen çalışmada tüm değişkenler açısından kadınların aile-iş kolaylaştırmasını erkeklerden daha fazla yaşadıklarını göstermiştir. Çalışmanın sonuçlarına göre kadınların aile-iş kolaylaştırması ile zaman esaslı ve psikolojik esaslı aile-iş kolaylaştırması, erkeklerden daha yüksektir. Bireylerin çocuk bakımı ve çocuklarla ilgili konularda ve ev içi faaliyetlerde sorumluluk alma durumu ile aile-iş kolaylaştırması arasındaki ilişki cinsiyete göre farklılaşmaktadır. Çocuk bakımı ve çocuklarla ilgili konularda büyük ölçüde eşinin sorumlu olduğunu belirten kadınların zaman esaslı aile-iş kolaylaştırması ile eşiyle hemen hemen eşit olarak sorumlu olduğunu belirten kadınların psikolojik esaslı aile-iş kolaylaştırması, erkeklerden daha yüksektir. Ev içi faaliyetlerden büyük ölçüde yardımcının sorumlu olduğunu belirten kadınların aile-iş kolaylaştırması ile psikolojik esaslı aile-iş kolaylaştırması, erkeklere göre daha yüksek bulunmuştur. Elde edilen bulgular cinsiyet, toplumsal cinsiyet ve sınırlı literatür çerçevesinde tartışılmış ve önerilerde bulunulmuştur.
Anahtar Kelimeler: Aile-iş kolaylaştırması, cinsiyet, toplumsal cinsiyet

ABSTRACT

Challenging the assumption that work and family are incompatible, a growing number of studies have focused on the positive relationships between these two roles. The exploratory study described in this paper aimed to examine whether family characteristics (i.e., taking responsibility for childcare, child-related issues, and household chores) are associated

with family-to-work facilitation (FWF). Using data from two major state universities in Ankara (n = 447), we examined the family-to-work-facilitation of full-time employees (both male and female) with children. The findings of the study indicate that women experience FWF more than men, considering all the independent variables. Moreover, FWF (including time and psychology-based FWF) was higher for women than that of men. The relationship between FWF and taking responsibility for childcare, children, and household chores was found to be statistically significant by sex. The time and psychology-based FWF of women who stated that "their husbands were largely responsible" for childcare and child-related matters were higher than those of men. Furthermore, the psychology-based FWF of women who stated that "they and their husbands were equally responsible" for childcare and child-related matters were higher than that of males who gave the same answer. The women who hired help for household tasks had more FWF and psychological-based FWF than men. The findings are discussed within the framework of sex, gender, and the limited related literature, and directions for future research are suggested.

Keywords: Family-to-work facilitation, sex, gender

EXTENDED ABSTRACT

Although the notion of conflict between work and family pervades the literature, researchers have recently begun to accept the positive or beneficial aspects of combining work and family roles (Beutell & Schneer, 2014). In other words, although conflicts are likely when employees try to strike a balance between family and work commitments, it is also possible that their involvement in their families and work roles will bring positive results to their lives (Grzywacz & Bass, 2003). Facilitation occurs when engaging with one area of life brings benefits that improve the functioning of another (Wayne, Musisca, & Fleeson, 2004, p. 109). Participation in the home (or work) becomes easy thanks to the experiences, skills, and opportunities gained and developed at work (or at home) through work and family facilitation (Frone, 2003). Individuals may experience different types of facilitation in parallel with different types of conflict: time, energy, and psychological-based facilitation. Time-based facilitation occurs when the time devoted to one role encourages or facilitates the effective management and use of the time devoted to another role. Energy-based facilitation occurs when the energy obtained in one role makes it easier to meet the needs of another role. Finally, psychological facilitation refers to the ability to place issues related to one role in perspective through another role, making it easier to fulfill the requirements of the first role (van Steenbergen, Ellemers, & Moojaart, 2007).

In this study, the idea that the family facilitates one's work life is examined. The antecedents of family-to-work facilitation (FWF) include taking responsibility for childcare, child-related issues, and household chores. In this context, this study differs from previous ones because the antecedents related to the effect of FWF have been examined within the framework of "sharing of responsibilities" at home.

The simple random sampling method was used in this study, in which the effects of taking responsibility for childcare, child-related issues, and household chores on FWF were evaluated in terms of both sex and gender. The sample consists of a total of 447 university staff who were both married and had children. The data were collected through a questionnaire consisting of two sections. The first section contains questions regarding demographic information (sex, age, educational status, spouse's employment status, and the number and age of children), childcare, child-related issues, and household chores. In the second section, the work and family relationship scale developed by van Stenbergen et al. (2007) was employed, particularly the FWF items. These items consist of nine statements with three dimensions (time, energy, and psychology-based FWF).

The data for this research were evaluated using the SPSS 21 program. Demographic and descriptive information about the participants is presented via descriptive statistics such as frequency, percent-

age, average, and standard deviation. To test the hypotheses, two-sample t-test were conducted. The results obtained from the analyses were evaluated at a 95% confidence interval and $\alpha = 0.05$ significance level.

In the study, most of the participants were male with a master's/doctorate degree, and they predominantly worked as full-time administrative employees. In addition, the average age of the participants was determined as $\overline{X} = 40.2 \pm 7.2$, the number of children was $\overline{X} = 1.8 \pm 0.5$, and the average age of the youngest child was $\overline{X} = 7.5 \pm 5.2$.

According to the results of the study, women's FWF, as well as their time- and psychology-based FWF, was higher than that of men. The relationship between taking responsibility for childcare and child-related issues and FWF, as well as the relationship between taking responsibility for household chores and FWF, differed by gender. The time-based FWF of people whose spouses were largely responsible for childcare and child-related issues was higher for women than men. Furthermore, the psychology-based FWF of those who felt almost equal to their spouses in childcare and child-related issues was higher for women than men. Finally, the FWF and psychology-based FWF with hired help at home were higher for women than men. In the paper, the findings are discussed within the framework of sex, gender, and the limited related literature, and directions for future research are suggested.

1. Giriş

Toplumsal roller tüm bireylerin yaşamlarında önemli işlevler görür (Clark, 2000). İnsan yaşamı içerisinde büyük rol oynayan iş ve aile rollerinin, bireye yüklediği rol ve bu rollere bağlı talep ve kaynaklar, bu iki alanın karşılıklı olarak birbirinden etkilenmesini kaçınılmaz kılmıştır. Aile yaşamının iş yaşamından, iş yaşamının da aile yaşamından etkilenmemesi bu nedenle mümkün değildir. İşi ve aile arasındaki ilişkiyi inceleyen çalışmaların kuramsal çerçevesi çoklu roller üzerine inşa edilmiştir ve iş ve aile alanının birbirine müdahalesini inceleyen çalışmalar ağırlık taşımaktadır (Coşkuner, 2016). Bu çalışmalarda iş ve aile alanlarının birbiri üzerindeki olumsuz etkileri genellikle *Rol Baskısı Teorisi (Role Strain Theory)* (Goode, 1960) ve *Rol Çatışması (Role Conflict)* (Kahn, Wolfe, Quinn, Snoek ve Rosenthal, 1964) ile desteklenmiştir.

Rol baskısı (Role Strain), rol sorumluluklarını yerine getirmede yaşanan güçlüktür. Bu güçlük, rollere ilişkin taleplerinin karşılanması için gereken kaynakların yetersizliği, rol sorumluluklarını yerine getirmede zaman ve mekan esnekliği olmaması ve bir roldeki sorumlulukların tamamen yerine getirilmesinin diğer rolün sorumluluklarının tamamen yerine getirilmesini zorlaştırması gibi nedenlerden kaynaklanmaktadır (Goode, 1960, s.483–485). Rol Çatışması (Rol conflict) ise, birden fazla rol beklentisinin aynı anda ortaya çıkması nedeniyle birine uymanın, diğer role uymayı zorlaştırmasıdır (Kahn ve ark., 1964, s.19 – 20). İş ve aile çatışması ise "iş ve aile alanları ile ilgili rol beklentilerinin bazı yönleriyle karşılıklı olarak birbirleriyle uyumsuz olduğu bir roller arası çatışma türü"dür (Greenhaus ve Beutell, 1985, s.83).

İş ve aile arasında ağırlıklı olarak birbirine müdahalenin kabul edildiği ana akım çalışmalara alternatif çalışmalar ise çoklu rollerin olumlu etkilerini alanyazına taşımışlardır. Bu çalışmaların kuramsal argümanlarının temelinde *Rol Birikimi Teorisi (Role Accumulation Theory)* (Sieber, 1974) ve *Rol Genişlemesi Yaklaşımı* (*Role Expansion Approach)* (Marks, 1977) yer almıştır. Rol Birikimi Teorisi'nde, çoklu rollerin sadece rol baskısı yaratabileceği yönüyle ele alınması eleştirilmiş; söz konusu roller arasındaki ilişkinin kazanımlarının da olduğu belirtilmiştir (Sieber, 1974). Sieber'e (1974) göre birden fazla role sahip olmanın rol ayrıcalıkları, genel statü güvenliği, rol gelişimi ve performansı için kaynak yaratması, kişisel gelişim ve ego tatmini olmak üzere dört farklı kazanımı bulunmaktadır. Bireyler, çoklu rollerin kendilerinde kaçınılmaz bir şekilde rol baskısı yaratacağı kabulü yerine; rol sistemlerini çeşitlendirmeye ve genişletmeye motive edilmelidirler. Bu şekilde araştırmalar da rol birikiminin artmasını kolaylaştıran mekanizmalara ve rol birikiminin zihinsel sağlık, sosyal denge ve düzenli sosyal değişim üzerindeki etkilerinin incelenmesine doğrudan yönelebilecektir (Sieber, 1974, s.569).

Rol Genişlemesi Yaklaşımı'nda (Marks, 1977), Rol Baskısı Teorisi'nde belirtilen çoklu rol taleplerinin karşılanması için gereken zaman ve enerjinin yeterli olmaması nedeniyle rol baskısı yaşandığı görüşü, eleştirel bir yaklaşımla ele alınmış ve çoklu rol taleplerinin karşılanması için gereken zaman ve enerjinin, her birey için yetersiz olduğunun her zaman geçerli olmayabileceği; bireyin öncelikle çoklu rollerini deneyimlemesi gerektiği belirtilmiştir Marks'a (1977) göre, çoklu rol taleplerinin karşılanması için gereken zaman ve enerjinin, her birey için yetersiz olduğu baştan kabul edilemez. Bunun için, bireyin öncelikle çoklu rollerini deneyimlemesi gerekir. Birey, rolüne karşı olumlu bir tutum geliştirmişse, rollerinin sorumluluklarını yerine getirmek bireyde yorgunluk yerine, enerji artışı meydana getirebilecektir. Rollerine pozitif katılan birey için enerji ve zaman kaynağı yetersiz değildir (Marks, 1977).

Rol Birikimi Teorisi ve Rol Genişlemesi Yaklaşımı'ndan temel alınarak iş ve aile rollerinin birbirleri üzerindeki olumlu etkileri literatürde *rol zenginleştirme (role enrichment)* (Rothbard, 2001), *pozitif sıçrama (positive spillover)* (Kirchmeyer, 1992), *rol pekiştirme (role reinforcement)*

(Tiedje ve ark., 1990) ve *iş ve aile kolaylaştırması (work-family facilitation)* (Tompson ve Werner, 1997) gibi kavramlarla ifade edilmiştir (Akt. Greenhaus ve Powell, 2006, s.72). İş ve aile kolaylaştırması yakın zamanda ortaya çıkan (Frone, 2003) ve literatürde daha az incelenen kavram olduğundan; bu çalışmada iş ve aile kolaylaştırması kavramı temel alınacaktır.

1.1. İş ve Aile Kolaylaştırması

Çatışma perspektifinin iş ve aile literatürü üzerinde yaygın bir etkisi olmasına rağmen, son çalışmalar iş ve aile rollerini birleştirmenin olumlu ya da yararlı yönünü kabul etmiştir (Beutell ve Schneer, 2014). Kolaylaştırma, bir yaşam alanı ile meşgul olmanın, başka bir yaşam alanının işleyişini geliştiren kazançlar getirmesi olarak tanımlanmaktadır (Wayne ve ark., 2004, s.109). İş ve aile kolaylaştırması ile işte (veya evde) kazanılan ve geliştirilen deneyimler, beceriler ve fırsatlar sayesinde eve (veya işe) katılım kolay hale gelmektedir (Frone, 2003). Diğer bir deyişle, çalışanlar için aile ve iş taahhütleri arasında bir denge kurmaya çalıştıklarında çatışmalar muhtemel olsa da, ailelerine ve iş rollerine katılımlarının hayatlarına olumlu sonuçlar getirmesi de olasıdır (Grzywacz ve Bass, 2003).

Bireyler zaman esaslı, enerji esaslı ve psikolojik esaslı kolaylaştırma olmak üzere farklı çatışma türlerine paralel olarak farklı kolaylaştırma türleri yaşayabilirler. Bir role ayrılan zaman, başka bir role ayrılan zamanı etkili bir şekilde yönetmeyi ve kullanmayı teşvik ettiğinde veya kolaylaştırdığında, zamana dayalı kolaylaştırma yaşanır. Enerji esaslı kolaylaştırma, bir rolde elde edilen enerjinin başka bir rolün gereksinimlerini karşılamayı kolaylaştırdığında gerçekleşir. Son olarak psikolojik kolaylaştırma, bir rolle ilişkili konuları, başka bir rol sayesinde perspektife yerleştirme yeteneğini ifade eder. Bu da ilk rolün gereksinimlerini yerine getirmeyi kolaylaştırır (Van Steenbergen, Ellemers ve Moojaart, 2007).

İş ve aile çatışmasında olduğu gibi iş ve aile kolaylaştırması da, işin aile hayatını kolaylaştırması (iş-aile kolaylaştırması) ve ailenin iş hayatını kolaylaştırması (aile-iş kolaylaştırması) şeklinde çift yönlü bir boyuta sahiptir (Frone, 2003). Alanyazında aileden işe doğru olan kolaylaştırmanın ve işten aileye doğru olan kolaylaştırmanın birbirinden farklı ve kendine özgü öncüllere sahip olduğu belirtilmektedir. Buna göre, aile ile ilgili faktörler, aile-iş kolaylaştırmasının öncüllerini oluştururken; iş ile ilgili faktörler de iş-aile kolaylaştırmasının öncüllerini oluşturmaktadır (Frone, 2003; Grzywacz ve Marks, 2000).

Bu çalışmada ailenin, iş hayatını kolaylaştırdığı aile-kolaylaştırması boyutu incelenmiştir. Literatürde aile ile ilgili öncüllerin aile-iş kolaylaştırması üzerindeki etkilerine odaklanan çalışma sayısı oldukça sınırlıdır (Aryee, Srinivas ve Tan, 2005; Demerouti, Geurts ve Kompier, 2004; Karatepe ve Bektesi, 2008; Kirchmeyer, 1982). Örneğin Kirchmeyer (1982) çalışmasında, çocuk sahibi çalışanların, çocuk yetiştirme yoluyla nasıl sabırlı olunacağını öğrendikleri için meslektaşlarına daha fazla sabır gösterebildiklerini belirlemiştir. Karatepe ve Bektesi'nin (2008) çalışmasında, aile alanından kaynaklanan desteğin, çalışanların aile-iş kolaylaştırmasını artırdığı rapor edilmiştir. Aryee ve ark. (2005) çalışmasının sonuçları, aile alanından alınan desteğin kullanılabilirliğinin çalışanlarının aile-iş kolaylaştırmasını artırdığını göstermiştir. Bununla birlikte Demerouti ve ark. (2004), aile-iş kolaylaştırmasının öncüllerinden aileden alınan desteğin, aile-iş kolaylaştırması üzerinde dikkate değer bir etkisinin bulunmadığını belirtmişlerdir.

Aile ile ilgili öncüllerin aile-iş kolaylaştırması üzerindeki etkilerinin incelendiği çalışmaların oldukça sınırlı olmasından dolayı bu çalışmanın literatüre katkı sağlayacağı düşünülmektedir. Buna ek olarak çalışmada aile-iş kolaylaştırmasının öncülleri; bireylerin aile içerisinde en çok zaman ve enerji harcadıkları dolayısıyla iş yaşamının bu faaliyetlerde sorumluluk alma duru-

mundan daha fazla etkilenmesi öngörülen çocukların bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu ile ev içi faaliyetlerde sorumluluk alma durumu olarak belirlenmiştir. Bu bağlamda çalışmanın daha önce yapılan araştırmalardan sınırlı çalışmalardan farkı ve önemi, aile-iş kolaylaştırmasına etkisi araştırılan aile ile ilgili öncüllerin "sorumluluk paylaşımı" çerçevesinde incelenmiş olmasıdır.

1.2. Aile-iş Kolaylaştırması ve Cinsiyet İlişkisi

Cinsiyet, iş ve aile ilişkilerine "derinden kazınmış" bir etkendir (Eby, Casper, Lockwood, Bordeaux ve Brinley, 2005). Bunun nedeni toplumsal cinsiyet rolü anlayışıdır. Toplumsal cinsiyet, toplumsal pratiği düzenlemek için kullanılan yollardan biri olarak (Connell, 2019, s.142), kişinin kendi cinsiyet kategorisine uygun tutum ve pratiklerin normatif kavramları ışığında yerleşik davranışı yönetme faaliyetidir (West ve Zimmerman, 1987, s.127). Toplumsal cinsiyet rolü, biyolojik cinsiyete dayalı özelliklerin, kadın ve erkeğin toplum içerisinde kendilerinden beklenen rollerine yansımasıdır. Bu şekilde kültürel ve sosyal olarak yapılandırılmış toplumsal cinsiyet rolleri ortaya çıkmaktadır (Parsons ve Bales, 1955). Kadın ve erkek arasındaki iş bölümünün derecesi, her toplumun kendine özgü tarihsel ve kültürel ögelerine göre farklılıklar göstermekle birlikte; her toplumda cinsiyetler arasında, erkeği kamusal alanda etkili kılan; kadını da özel alana hapseden bir görev bölüşümü olduğu yaygın bir kabul görmektedir (Dedeoğlu, 2000). Buna göre erkekten beklenen birincil sorumluluk, evin dışında ücretli bir işte çalışarak maddi ihtiyaçları karşılamak ve evin geçimini sağlamak iken; kadından beklenen birincil sorumluluk, annelik ve ev içi temel faaliyetleri yürütmektir (Parsons ve Bales, 1955).

Beuavoir (2019, s.406), çalışan kadınların çoğunluğunun geleneksel kadın dünyasının dışına çıkamayacağını ve erkeklerle eşit olmaları için ihtiyaçları olan yardımı eşlerinden de toplumdan da alamadıklarını belirtmiştir. Ev dışında ücretli bir işte çalışan kadınların, sözü edilen birincil sorumluluklarını eşi ile paylaşamaması ya da ücretli bir yardım alamaması, kadının üzerindeki yükü ikiye katlamakta ve işgücüne katılımı olumsuz yönde etkilemektedir. Nitekim Türkiye'de yapılan en kapsamlı çalışmalardan biri olan Aile Yapısı Araştırması'nın hem 2011 hem de 2016 sonuçlarına göre evlilik, işgücüne katılma ihtimalini düşüren bir hayat döngüsü olarak ifade edilmiştir. Buna göre 25-44 yaş grubundaki kadınlar arasında evli olmayan kadınların işgücüne katılma ihtimali %10 kadar daha yüksektir. Yine 25-44 yaş grubundaki kadınların bulunduğu ailelerde 0-3 yaş aralığındaki her bir çocuk, kadının işgücüne katılma ihtimalini 2011 yılında %5,19, 2016 yılında ise %9,46 oranında azaltmıştır. Son olarak hem 2011 hem de 2016 yıllarının verileri istihdamda olsa da olmasa da yemek, ütü, çamaşır, bulaşık ve ev temizliği gibi temel ev içi faaliyetlerden ağırlıklı olarak kadınların sorumlu olduğunu göstermiştir (Türkiye Aile Yapısı Araştırması İleri İstatistik Analizi, 2018).

Kadın ve erkeklerin tarihsel olarak iş ve aile yaşamları arasındaki bağlantılar birbirinden oldukça farklı olduğundan, iş ve aile kolaylaştırma sürecini farklı şekilde deneyimlemeleri kaçınılmazdır (Greenhaus ve Parasuraman, 1999). Wayne, Grzywacz, Carlson ve Kacmar'a (2007) göre, aile destek kaynaklarını kullanmaya daha hazır olmaları nedeniyle kadınların erkeklere kıyasla daha fazla kolaylaştırma yaşamaları muhtemeldir. Literatürde iş ve aile kolaylaştırmasının işten aileye doğru yönü olan iş-aile kolaylaştırması daha çok çalışılmış; aileden işe doğru olan kolaylaştırmaya, diğer bir deyişle aile-iş kolaylaştırmasına odaklanan çalışma sayısı oldukça sınırlı düzeyde kalmıştır. Bu çalışmalardan elde edilen bulgular da birbiriyle tutarlık göstermemektedir (Grzywacz ve Marks 2000; Nasurdin, Ahmad ve Zainal, 2013; Van Steenbergen, 2007). Örneğin Van Steenbergen (2007) çalışmasında, kadınların erkeklere göre daha yüksek düzeyde aile-iş

kolaylaştırması yaşadığını belirtmiştir. Çalışmaya göre iş ve aile rollerinin birbirlerine fayda sağlayabileceği veya tamamlayabileceğini hissetme durumunun kadınlarda erkeklerden daha fazla olduğunun ortaya çıkması, bu rollerin kadınlar için belirli faydalar sağladığını göstermektedir. Nitekim Bekker'in (1999) çalışmasında çalışan kadınların genel olarak refah ve sağlık göstergelerinin çalışmayan kadınlardan daha yüksek bulunması, kadınların iş rollerini yaşamlarındaki diğer rollerle birleştirmeyi olumlu ve faydalı olarak deneyimlediklerini ve değerlendirdiklerini göstermektedir (Akt. Van Steenbergen, 2007, s.30). Grzywacz ve Marks (2000) tarafından yapılan araştırmada ise, cinsiyetler arasında kolaylaştırma düzeyleri arasında anlamlı bir fark bulunmadığı belirtilmiştir Benzer şekilde Nasurdin ve ark. (2013) da çalışmalarında, iş ve aile alanlarından kaynaklanan kolaylaştırma düzeyinin kadın ve erkekler açısından farklı olmadığına ilişkin bulgular rapor etmişlerdir. Özetle, cinsiyet farklılıklarının aile-iş kolaylaştırması süreci üzerindeki etkisi yeterince ortaya konulamamıştır. Bununla birlikte iş ve aile arasındaki pozitif ilişkiler bağlamında cinsiyet farklılıklarının varlığını veya yokluğunu açıklamaya yardımcı olabilecek özellikle toplumsal cinsiyete ilişkin beklenti ve rollerle ilgili yapıların da dahil edildiği çalışmalar oldukça sınırlıdır (Livingston ve Judge, 2008).

Bu nedenle literatüre katkıları olacağı öngörülen bu çalışmada çalışan anne ve babaların, çocukların bakımı ve çocuklarla ilgili konularda sorumluluk alma durumları ile ev içi faaliyetlerde sorumluluk alma durumlarının aile-iş kolaylaştırması üzerindeki etkisi hem biyolojik cinsiyet hem de toplumsal cinsiyet bağlamında incelenmiş ve bireylerin çocukların bakımı ve çocuklarla ilgili konularda sorumluluk alma durumları ile ev içi faaliyetlerde sorumluluk alma durumlarının aile-iş kolaylaştırması ve tüm alt boyutlarında cinsiyete göre farklılık gösterip göstermediği sınanmıştır.

2. Yöntem

Evli ve çocuk sahibi üniversite personelinin çocukların bakımı ve çocuklarla ilgili konularda sorumluluk alma durumları ile ev içi faaliyetlerde sorumluluk alma durumlarının aile-iş kolaylaştırması üzerindeki etkisinin hem biyolojik cinsiyet hem de toplumsal cinsiyet bağlamında incelendiği bu çalışmada, *Basit Rasgele Örnekleme Yöntemi* kullanılmış ve toplam 447 katılımcıya ulaşılmıştır. Araştırmanın evrenini, Ankara'da iki büyük devlet üniversitesinde çalışan evli ve çocuk sahibi olan akademik ve idari personel oluşturmaktadır.

2.1. Veri Toplama Yöntem ve Araçları

Araştırmanın verileri, hazırlanan anket formu aracılığıyla araştırmaya katılımı gönüllü olarak kabul eden katılımcılarla yapılan yüz yüze görüşmeler yöntemiyle toplanmıştır. Anket formu, iki bölümden oluşmuştur. Birinci bölümde, araştırmaya katılan bireylere ilişkin demografik bilgiler (cinsiyet, yaş, eğitim durumu, kadro türü, eşin çalışma durumu, çocuk sayısı ve yaşı), çocuk bakımı ve çocuklarla ilgili konular ile ev içi faaliyetlerde sorumluluk alma durumunu belirlemeye yönelik sorular bulunmaktadır.

İkinci bölümde, Van Stenbergen, vd. (2007) tarafından geliştirilen "İş ve Aile İlişkisi Ölçeği"nin aile-iş kolaylaştırmasına yönelik (aileden işe doğru olan kolaylaştırma) maddeleri yer almıştır. Ölçek, 9 madde ve 3 boyuttan (zaman esaslı aile-iş kolaylaştırma, enerji esaslı aile-iş kolaylaştırma ve psikolojik esaslı aile-iş kolaylaştırma) oluşmaktadır. Boyutların iç güvenirlik katsayıları, zaman esaslı aile-iş kolaylaştırma için .83, enerji esaslı aile-iş kolaylaştırma için .76 ve psikolojik esaslı aile-iş kolaylaştırma için .86 olarak rapor edilmiştir (Van Stenbergen vd, 2007). Bu çalışmada ise iç güvenirlik katsayıları aile-iş kolaylaştırma ölçeği için .89; alt boyutlardan zaman esaslı aile-iş kolaylaştırma için .74, enerji esaslı ve psikolojik esaslı aile-iş kolaylaştırma

için .92 olarak bulunmuştur. Alpar (2011,s.815) iç güvenirlik katsayısının .80 ile 1.00 arasında olmasını "yüksek derecede güvenilir", .60 ile .79 arasında olmasını ise "oldukça güvenilir" şeklinde açıklamaktadır. Buna göre; aile-iş kolaylaştırma ölçeği ile enerji esaslı ve psikolojik esaslı aile-iş kolaylaştırması alt boyutları "yüksek derecede güvenilir", zaman esaslı aile-iş kolaylaştırma alt boyutunun ise "oldukça güvenilir" olduğu belirlenmiştir.

2.2. Verilerin Değerlendirilmesi ve Analizi

Araştırmanın verileri SPSS.21 programında değerlendirilmiştir. Katılımcılara ilişkin demografik ve açıklayıcı bilgiler frekans, yüzde, ortalama ve standart sapma gibi tanımlayıcı istatistiklerle ifade edilmiştir. Araştırma hipotezlerinin testinde İki Grup Arasındaki Farkın Anlamlılık Testi yapılmıştır. Analizlerden elde edilen sonuçlar %95 güven aralığında ve α=0.05 anlamlılık düzeyinde değerlendirilmiştir.

2.3. Araştırmanın Soruları

Araştırmada şu sorulara cevap aranacaktır:
1. Bireylerin aile-iş kolaylaştırması ve alt boyutlarının (zaman, enerji ve psikolojik esaslı aile-iş kolaylaştırması) düzeyleri, cinsiyete göre farklılık göstermekte midir?
2. Bireylerin çocuk bakımı ve çocuklarla ilgili sorumluluk alma durumları ve aile-iş kolaylaştırması ve alt boyutları (zaman, enerji ve psikolojik esaslı aile-iş kolaylaştırması) arasındaki ilişki cinsiyete göre farklılık göstermekte midir?
3. Bireylerin ev içi faaliyetlerde sorumluluk alma durumları ve aile-iş kolaylaştırması ve alt boyutları (zaman, enerji ve psikolojik esaslı aile-iş kolaylaştırması) arasındaki ilişki cinsiyete göre farklılık göstermekte midir?

3. Bulgular
3.1. Katılımcılara İlişkin Demografik Bilgiler

Çalışmaya katılan 447 bireyin %47.0'si kadın, %53.0'ü erkektir. Katılımcıların yaş ortalaması $\overline{X}$ =40.2 ±7.2 olarak bulunmuştur. Katılımcılar arasında %38.8 ile yüksek lisans/doktora derecesine sahip olanlar önde gelirken; bunu %29.5 ile lisans, %18.3 ile lise ve daha az, %13.4 ile de önlisans mezunu olduğunu belirtenler izlemiştir. İdari personel, katılımcıların %64.0'ünü, akademik personel %36.0'sını oluşturmaktadır. Katılımcıların eşlerinin %70.5'inin tam zamanlı çalıştığı, %25.2'sinin çalışmadığı, %4.3'ünün ise yarı zamanlı çalıştığı belirlenmiştir. Bireylerin sahip olduğu çocuk sayısı ortalaması $\overline{X}$=1,8 ±0.5 iken, sahip oldukları en küçük çocuğun yaş ortalaması $\overline{X}$ =7.5 ±5.2 olarak bulunmuştur (Tablo 1).

Tablo 1: Katılımcıların demografik özelliklerine göre dağılımları

Değişkenler	Gruplar	n	%	$\overline{X}$	S.s*
Cinsiyet	Kadın	210	47.0		
	Erkek	237	53.0		
Öğrenim Durumu	Lise ve daha az	82	18.3		
	Ön lisans	60	13.4		
	Lisans	132	29.5		
	Yüksek lisans/doktora	173	38.8		
Kadro Türü	Akademik	161	36.0		
	İdari	286	64.0		

	Çalışmıyor	113	25.2		
Eşin çalışma durumu	Tam gün çalışıyor	315	70.5		
	Yarım gün çalışıyor	19	4.3		
Çocuk Sayısı				1.8	0.7
En Küçük Çocuğun Yaşı				7.5	5.2
Yaş				40.2	7.2
Toplam		**447**	**100**		

*Standart sapma

3.2. Katılımcıların Cinsiyete Göre Çocuk Bakımı ve Çocuklarla İlgili Konularda Sorumluluk Alma Durumu

Çalışmaya katılan bireylerin çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu cinsiyete göre incelendiğinde; kadınların (%48.8) ve erkeklerin (%51.2) yarıya yakınının eşiyle birlikte "hemen hemen eşit şekilde" sorumluluk aldığı belirlenmiştir. Bununla birlikte, "büyük ölçüde kendim sorumluyum" diyenlerin %83.3'ünü kadınlar, "büyük ölçüde eşim sorumlu" diyenlerin %95.2'sini ise erkekler oluşturmuştur (Tablo 2).

Tablo 2: Katılımcıların çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumunun cinsiyete göre dağılımı

Çocuk Bakımı ve Çocuklarla İlgili Konularda Sorumluluk Alma Durumu	Cinsiyet				Toplam	
	Kadın		Erkek			
	n	%	n	%	n	%
Büyük ölçüde kendim sorumluyum	81	83.5	16	16.5	97	100
Büyük ölçüde eşim sorumlu	5	4.8	100	95.2	105	100
Eşim ve ben hemen hemen eşit olarak sorumluyuz	106	48.8	111	51.2	217	100
Büyük ölçüde bakıcımız sorumlu	18	64.3	10	35.7	28	100

3.3. Katılımcıların Cinsiyete Göre Ev İçi Faaliyetlerde Sorumluluk Alma Durumu

Çalışmaya katılan bireylerin ev içi faaliyetlerde sorumluluk alma durumu cinsiyete göre incelendiğinde; kadınların (%49.3) ve erkeklerin (%50.7) yarıya yakınının eşiyle birlikte hemen hemen eşit şekilde sorumluluk aldığı belirlenmiştir. "Büyük ölçüde kendim sorumluyum" diyenlerin %91.7'sini kadınlar, "büyük ölçüde eşim sorumlu" diyenlerin %97.4'ünü ise erkekler oluşturmaktadır (Tablo 3).

Tablo 3: Katılımcıların ev içi faaliyetlerde sorumluluk alma durumunun cinsiyete göre dağılımı

Ev İçi Faaliyetlerde Sorumluluk Alma Durumu	Cinsiyet				Toplam	
	Kadın		Erkek			
	n	%	n	%	n	%
Büyük ölçüde kendim sorumluyum	111	91.7	10	8.3	121	100
Büyük ölçüde eşim sorumlu	4	1.9	151	97.4	155	100
Eşim ve ben hemen hemen eşit olarak sorumluyuz	66	49.3	68	50.7	134	100
Büyük ölçüde yardımcımız sorumlu	29	78.4	8	21.6	37	100

3.4. Aile-İş Kolaylaştırması ve Alt Boyutlarının Cinsiyet ile İlişkisi

Çalışmaya katılan bireylerin aile-iş kolaylaştırmasının ve alt boyutlarının cinsiyete göre farklılık gösterip göstermediğinin belirlenmesinde, İki Ortalama Arasındaki Farkın Anlamlılık Testi (T-testi) uygulanmıştır.

Aile-iş kolaylaştırması cinsiyet açısından incelendiğinde; kadınlar ($\overline{x}$=31.89) ve erkekler ($\overline{x}$=30.23) arasında istatistiksel olarak anlamlı bir fark bulunmuştur (p<0.05). Buna göre kadınların aile-iş kolaylaştırması, erkeklerden daha yüksektir. Benzer durum aile-iş kolaylaştırmasının alt boyutları için de söz konusudur. Kadın katılımcıların hem zaman esaslı (kadın: $\overline{x}$=10.64; erkek: $\overline{x}$=10.01) hem de psikolojik esaslı aile-iş kolaylaştırması (kadın: $\overline{x}$=10.49; erkek: $\overline{x}$=9.71), erkek katılımcılardan yüksektir (Tablo 4).

Tablo 4: Katılımcıların cinsiyete göre aile-iş kolaylaştırması ve alt boyutlarına ilişkin t- testi sonuçları

Aile-iş Kolaylaştırması ve Alt Boyutlar	Cinsiyet	N	$\overline{X}$	S.s	t	p
Zaman Esaslı Aile-iş Kolaylaştırma	Kadın	210	10.6476	2.98795	2.361	**.019***
	Erkek	237	10.0127	2.69727		
Enerji Esaslı Aile-iş Kolaylaştırma	Kadın	210	10.7524	2.87800	.887	.376
	Erkek	237	10.5105	2.87834		
Psikolojik Esaslı Aile-iş Kolaylaştırma	Kadın	210	10.4905	2.83221	2.871	**.004***
	Erkek	237	9.7131	2.87927		
Aile-iş Kolaylaştırma	Kadın	210	31.8905	6.94355	2.504	**.013***
	Erkek	237	30.2363	6.99539		

3.5. Aile-iş Kolaylaştırmasının Çocuk Bakımı ve Çocuklarla İlgili Konularda Sorumluluk Alma Durumu ile Cinsiyet İlişkisi

Çalışma kapsamındaki bireylerin çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu ile aile-iş kolaylaştırması ve alt boyutları arasındaki ilişkinin cinsiyete göre farklılık gösterip göstermediğini belirlemek için İki Grup Arasındaki Farkın Anlamlılık Testi (T- testi) yapılmıştır. Analiz sonucunda bireylerin çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu ile zaman esaslı aile-iş kolaylaştırmasının cinsiyete göre farklılaştığı bulunmuştur (p<0.05). Buna göre "büyük ölçüde eşim sorumlu" diyen kadın ve erkeklerin ortalamaları arasındaki fark anlamlı bulunmuştur. "Büyük ölçüde eşim sorumlu" diyen kadınların zaman esaslı aile-iş kolaylaştırması ($\overline{x}$=14.40), erkeklerden ($\overline{x}$=9.83) daha yüksektir (Tablo 5).

Tablo 5: Katılımcıların cinsiyeti ile çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumuna göre zaman esaslı aile-iş kolaylaştırmasına ilişkin t-testi sonuçları

Çocuk Bakımı ve Çocuklarla İlgili Konularda Sorumluluk Alma Durumu	Cinsiyet				Zaman Esaslı Aile-iş Kolaylaştırması	
	Kadın		Erkek			
	n	$\overline{X}$	S.s	$\overline{X}$	S.s	t	p
Büyük ölçüde kendim sorumluyum	97	10.48	2.72	10.62	2.30	-.197	.844
Büyük ölçüde eşim sorumlu	105	14.40	8.61	9.83	2.66	3.198	**.002***
Eşim ve ben hemen hemen eşit olarak sorumluyuz	217	10.55	2.71	9.96	2.75	1.595	.112
Büyük ölçüde bakıcımız sorumlu	28	10.88	2.74	11.40	2.75	-.472	.641

Çalışmaya katılan bireylerin çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu ile enerji esaslı aile-iş kolaylaştırması arasındaki ilişki cinsiyete göre anlamlı bulunmamıştır (p>0.05). Ancak tabloda "büyük ölçüde eşim sorumlu" diyen erkeklerin enerji esaslı aile-iş kolaylaştırmalarının ($\overline{X}$=10.38), "büyük ölçüde eşim sorumlu" diyen kadınlardan ($\overline{X}$=9.00) yüksek olması, kadının çocuk bakımından "büyük ölçüde sorumlu olduğu" durumların erkek katılımcıların iş yaşamına olumlu enerji olarak yansıdığını göstermektedir (Tablo 6).

Tablo 6: Katılımcıların cinsiyeti ile çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumuna göre enerji esaslı aile-iş kolaylaştırmasına ilişkin t-testi sonuçları

Çocuk Bakımı ve Çocuklarla İlgili Konularda Sorumluluk Alma Durumu		Cinsiyet				Enerji Esaslı Aile-iş Kolaylaştırması	
		Kadın		Erkek			
	n	$\overline{X}$	S.s	$\overline{X}$	S.s	t	p
Büyük ölçüde kendim sorumluyum	97	10.91	2.75	10.75	2.88	.215	.830
Büyük ölçüde eşim sorumlu	105	9.00	2.82	10.38	2.89	-1.041	.300
Eşim ve ben hemen hemen eşit olarak sorumluyuz	217	10.84	3.01	10.60	2.83	.618	.537
Büyük ölçüde bakıcımız sorumlu	28	9.94	2.55	10.40	3.50	-.396	.695

Aile- iş kolaylaştırmasının alt boyutlarından psikolojik esaslı aile-iş kolaylaştırması ile çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu incelendiğinde, "eşim ve ben hemen hemen eşit olarak sorumluyuz" diyen kadın ve erkeklerin ortalamaları arasındaki fark anlamlı bulunmuştur (p<0.05). Buna göre "eşim ve ben hemen hemen eşit olarak sorumluyuz" diyen kadınların psikolojik esaslı aile-iş kolaylaştırması ($\overline{X}$=10.92), erkeklerden ($\overline{X}$=9.90) daha yüksektir (Tablo 7).

Tablo 7: Katılımcıların cinsiyeti ile çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumuna göre psikolojik esaslı aile-iş kolaylaştırmasına ilişkin t-testi sonuçları

Çocuk Bakımı ve Çocuklarla İlgili Konularda Sorumluluk Alma Durumu		Cinsiyet				Psikolojik Esaslı Aile-iş Kolaylaştırması	
		Kadın		Erkek			
	n	$\overline{X}$	S.s	$\overline{X}$	S.s	t	p
Büyük ölçüde kendim sorumluyum	97	10.18	3.08	10.25	2.56	-.079	.937
Büyük ölçüde eşim sorumlu	105	9.00	2.82	9.43	2.76	-.339	.736
Eşim ve ben hemen hemen eşit olarak sorumluyuz	217	10.92	2.55	9.90	3.00	2.699	**.008***
Büyük ölçüde bakıcımız sorumlu	28	9.72	2.96	9.60	3.16	.102	.920

Aile-iş kolaylaştırması ile bireylerin çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu cinsiyete göre incelendiğinde, kendisinin ve eşinin "hemen hemen eşit olarak sorumlu" olduğunu belirten kadın ve erkeklerin ortalamaları arasındaki fark anlamlı bulunmuştur (p<0.05). "Eşim ve ben hemen hemen eşit olarak sorumluyuz" diyen kadınların aile-iş kolaylaştırması ($\overline{X}$=32.33), erkeklerden ($\overline{X}$=30.46) daha yüksektir (Tablo 8). Bu durum, çocuk bakımı ve çocuklarla ilgili konularda eşiyle birlikte eşit olarak sorumluluk alan kadınların aile-iş kolaylaştırması yaşadığını, eşler arası eşitlikçi yaklaşım benimsendiği için aile yaşantısından işine doğru olumlu katkıların olduğunu göstermektedir.

Tablo 8: Katılımcıların cinsiyeti ile çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumuna göre aile-iş kolaylaştırmasına ilişkin t-testi sonuçları

Çocuk Bakımı ve Çocuklarla İlgili Konularda Sorumluluk Alma Durumu		Cinsiyet				Aile-iş Kolaylaştırması	
		Kadın		Erkek			
	n	$\overline{X}$	S.s	$\overline{X}$	S.s	t	p
Büyük ölçüde kendim sorumluyum	97	31.58	6.78	31.62	6.11	-.024	.981
Büyük ölçüde eşim sorumlu	105	32.40	13.52	29.64	6.86	.832	.407
Eşim ve ben hemen hemen eşit olarak sorumluyuz	217	32.33	6.76	30.46	7.07	.1981	**.049***
Büyük ölçüde bakıcımız sorumlu	28	30.55	6.88	31.40	9.07	-.278	.784

3.6. Aile-iş Kolaylaştırmasının Ev İçi Faaliyetlerde Sorumluluk Alma Durumu ile İlişkisi

Çalışma kapsamındaki bireylerin ev içi faaliyetlerde sorumluluk alma durumu ile aile-iş kolaylaştırması ve alt boyutları arasındaki ilişkinin cinsiyete göre farklılık gösterip göstermediğini belirlemek için İki Grup Arasındaki Farkın Anlamlılık Testi (T testi) yapılmıştır.

Çalışmaya katılan bireylerin ev içi faaliyetlerde sorumluluk alma durumu ile zaman esaslı aile-iş kolaylaştırması arasındaki ilişki cinsiyete göre anlamlı bulunmamıştır (p>0.05). Ancak, ev içi faaliyetlerden "büyük ölçüde yardımcımız sorumlu" diyen kadınların zaman esaslı aile-iş kolaylaştırması ($\overline{X}$=11.55), erkeklere göre ($\overline{X}$=9.25) yüksektir (Tablo 9). Bu sonuç, ev içi faaliyetlerin yerine getirilmesinde kadınların destek alması, zaman açısından iş yaşamını olumlu yönde etkilediğini göstermektedir.

Tablo 9: Katılımcıların cinsiyeti ile ev içi faaliyetlerde sorumluluk alma durumuna göre zaman esaslı aile-iş kolaylaştırmasına ilişkin t-testi sonuçları

Ev İçi Faaliyetlerde Sorumluluk Alma Durumu		Cinsiyet				Zaman Esaslı Aile-iş Kolaylaştırması	
		Kadın		Erkek			
	n	$\overline{X}$	S.s	$\overline{X}$	S.s	t	p
Büyük ölçüde kendim sorumluyum	121	10.41	3.12	10.00	3.36	.399	.691
Büyük ölçüde eşim sorumlu	155	9.00	2.58	9.80	2.59	-.615	.540
Eşim ve ben hemen hemen eşit olarak sorumluyuz	134	10.74	2.70	10.55	2.74	.390	.697
Büyük ölçüde yardımcımız sorumlu	37	11.55	3.00	9.25	3.15	1.898	.066

Aile-iş kolaylaştırması ölçeğinin alt boyutlarından enerji esaslı aile-iş kolaylaştırması ile ev içi faaliyetlerde sorumluluk alma durumu arasındaki ilişki cinsiyete göre anlamlı bulunmamıştır (p>0.05). Cinsiyete göre ev içi faaliyetlerde sorumluluk alma durumuna ilişkin ortalamalar incelendiğinde ise ev içi faaliyetlerden büyük ölçüde kendinin ($\overline{X}$=10.51) ve yardımcılarının ($\overline{X}$=10.72) sorumlu olduğunu belirten kadınların enerji esaslı aile-iş kolaylaştırması erkeklere göre ($\overline{X}$=9.60 ve $\overline{X}$=9.25) yüksek bulunmuştur (Tablo 10).

Tablo 10: Katılımcıların cinsiyeti ile ev içi faaliyetlerde sorumluluk alma durumuna göre enerji esaslı aile-iş kolaylaştırmasına ilişkin t-testi sonuçları

Ev İçi Faaliyetlerde Sorumluluk Alma Durumu		Cinsiyet				Enerji Esaslı Aile-iş Kolaylaştırması	
		Kadın		Erkek			
	n	$\overline{X}$	S.s	$\overline{X}$	S.s	t	p
Büyük ölçüde kendim sorumluyum	121	10.51	2.84	9.60	3.13	.966	.336
Büyük ölçüde eşim sorumlu	155	10.25	2.87	10.34	2.82	-.066	.948
Eşim ve ben hemen hemen eşit olarak sorumluyuz	134	11.19	2.70	11.16	2.82	.074	.941
Büyük ölçüde yardımcımız sorumlu	37	10.72	3.39	9.25	3.37	1.090	.283

Bireylerin ev içi faaliyetlerde sorumluluk alma durumu ile psikolojik esaslı aile-iş kolaylaştırmasının cinsiyete göre farklılaştığı, "büyük ölçüde bakıcımız sorumlu" diyen kadın ve erkeklerin ortalamaları arasındaki farkın anlamlı olduğu bulunmuştur (p<0.05). "Büyük ölçüde yardımcımız sorumlu" diyen kadınların psikolojik esaslı aile-iş kolaylaştırması ($\overline{X}$=10.62), erkeklere göre ($\overline{X}$=8.25) daha yüksektir (Tablo 11).

Tablo 11: Katılımcıların cinsiyeti ile ev içi faaliyetlerde sorumluluk alma durumuna göre psikolojik esaslı aile-iş kolaylaştırmasına ilişkin t-testi sonuçları

Ev İçi Faaliyetlerde Sorumluluk Alma Durumu		Cinsiyet				Psikolojik Esaslı Aile-iş Kolaylaştırması	
		Kadın		Erkek			
	n	$\overline{X}$	S.s	$\overline{X}$	S.s	t	p
Büyük ölçüde kendim sorumluyum	121	10.35	2.81	10.00	3.55	.369	.712
Büyük ölçüde eşim sorumlu	155	9.00	2.16	9.53	2.75	-.385	.701
Eşim ve ben hemen hemen eşit olarak sorumluyuz	134	10.75	2.91	10.23	2.94	1.032	.304
Büyük ölçüde yardımcımız sorumlu	37	10.62	2.80	8.25	3.37	2.027	**.050***

Çalışmaya katılan bireylerin aile-iş kolaylaştırması ile ev içi faaliyetlerde sorumluluk alma durumu cinsiyete göre incelendiğinde, "büyük ölçüde yardımcımız sorumlu" diyen kadın ve erkeklerin ortalamaları arasındaki fark anlamlı bulunmuştur (p<0.05). "Büyük ölçüde yardımcımız sorumlu" diyen kadınların aile-iş kolaylaştırması ($\overline{X}$=32.89), erkeklere göre ($\overline{X}$=26.75) daha yüksektir. Kadın ve erkeklerin ortalamaları arasında istatistiksel olarak anlamlı fark bulunmamasına rağmen; ev içi faaliyetlerden büyük ölçüde "kendisinin" sorumlu olduğunu ($\overline{X}$=31.27) ve "eşiyle birlikte hemen hemen eşit olarak" sorumlu olduğunu ($\overline{X}$=32.69) belirten kadınların aile-iş kolaylaştırması, erkeklere göre ($\overline{X}$=29.60 ve $\overline{X}$=31.95) yüksekken; "büyük ölçüde eşim sorumlu" diyen erkeklerin aile-iş kolaylaştırması ($\overline{X}$=29.68), kadınlara göre ($\overline{X}$=28.25) yüksek olarak bulunmuştur (Tablo 12).

Tablo 12: Katılımcıların cinsiyeti ile ev içi faaliyetlerde sorumluluk alma durumuna göre aile-iş kolaylaştırmasına ilişkin t-testi sonuçları

Ev İçi Faaliyetlerde Sorumluluk Alma Durumu	Cinsiyet				Aile-iş Kolaylaştırması	
	Kadın		Erkek			
	n	$\overline{X}$	S.s	$\overline{X}$	S.s.	t	p
Büyük ölçüde kendim sorumluyum	121	31.27	6.81	29.60	9.02	.725	.470
Büyük ölçüde eşim sorumlu	155	28.25	7.27	29.68	6.36	-.445	.657
Eşim ve ben hemen hemen eşit olarak sorumluyuz	134	32.69	7.19	31.95	7.54	.582	.562
Büyük ölçüde yardımcımız sorumlu	37	32.89	6.72	26.75	9.17	2.113	**.042***

4. Tartışma

Evli ve çocuk sahibi üniversite personelinin aile-iş kolaylaştırmasının cinsiyet ve toplumsal cinsiyet rolleri açısından belirlenmesi amacıyla planlanan ve Ankara'da iki büyük devlet üniversitesinde çalışan 447 üniversite personeli ile yürütülen çalışmanın sonuçlarına göre; katılımcılar arasında erkek katılımcılar, yüksek lisans/doktora derecesine sahip olanlar, idari personel olarak çalışanlar, tam zamanlı çalışanlar önde gelmektedir. Çalışmaya katılan bireylerin yaş ortalaması $\overline{X}$=40.2 ± 7.2, sahip olunan çocuk sayısı $\overline{X}$=1,8 ± 0.5, sahip olunan en küçük çocuğun yaş ortalaması ise $\overline{X}$=7.5 ± 5.2 olarak bulunmuştur.

Çalışmaya katılan bireylerin çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu cinsiyete göre incelendiğinde; kadınların (%48.8) ve erkeklerin (%51.2) yarıya yakınının eşiyle birlikte "hemen hemen eşit şekilde" sorumluluk aldığı belirlenmiştir. Bununla birlikte, "büyük ölçüde kendim sorumluyum" diyenlerin %83.3'ünü kadınlar, "büyük ölçüde eşim sorumlu" diyenlerin %95.2'sini ise erkekler oluşturmuştur. Bu sonuçlar, çocuk bakımından ve çocuklarla ilgili konulardan birincil sorumlu kişinin kadın- anne olacağı hatta "iyi bir anne" olmanın bir gerekliliği olarak annenin çocuğu yaşamının merkezine koyması düşüncesinin diğer bir deyişle kadına atfedilen geleneksel toplumsal cinsiyet rollerine ilişkin tutum ve davranışın günümüzde halen geçerliliğini koruduğuyla açıklanabilir. Nitekim Boeckmann, Misra ve Budig (2015) de çalışmasında, bireylerin çocuk sahibi yani anne-baba olmalarıyla toplumsal cinsiyet rollerini daha çok benimsediklerini ifade etmiştir. Halbuki doğurma ve emzirme haricinde çocuk bakımına ilişkin tüm sorumluluklar ebeveynler arasında eşit olarak paylaşılabilir (Uzel, 2019, s.62). Çalışmanın bulgularına benzer şekilde babalığın çocuk bakımıyla başladığını belirten Bozok (2017) 10 yaş altı çocuğu olan babalarla yürüttüğü çalışmasında; katılımcıların tamamına yakınının (%91.0), çocukların bakımından birincil sorumlu kişinin "eşleri" olduğunu ifade ettiğini belirtmiştir. Bu sonuçlar; anne çalışıyor olsa dahi, iş yaşamıyla birlikte ev ve çocuk bakımı işlerini de ücretli bir işte çalışmayan anneler gibi yapmaları yönünde beklenti içerisinde olunduğunu göstermektedir (Bingöl, 2014).

Çocuk bakımı ve çocuklarla ilgili konularda "eşim ve ben hemen hemen eşit olarak sorumluyuz" diyen kadın ve erkekler, katılımcıların yaklaşık yarısını (%48.5) oluşturmaktadır. Bu ailelerde, çocuk bakımı ve çocuklarla ilgili konularda eşitlikçi rol paylaşımının olduğu görülmektedir. Türkiye'de ve farklı kültürlerde babalar çocuk bakımında annelere göre ikincil bir konumda yer almış gibi görünseler de son yıllarda çocuklarının bakım ve gelişimini desteklemeye yönelik katılım gösteren babaların sayısının arttığı bilinmektedir (Bozok, 2018). Nitekim Tol ve Taşkan (2018) çalışmasında çocuk bakım ve yetiştirme konularında sayıları az da olsa babaların, belli ölçülerde geçmişe göre daha fazla katılım gösterdiğini belirtmiştir. Yine aynı çalışmada çocuk

bakımı ile ilgili olarak alt değiştirme, mama hazırlama ya da yedirme erkekliğe yakıştırılmayan işler olarak katılımcılar tarafından bildirilmiştir. Gültekin ve Bener'in (2006) çalışmasında, çocuk bakımı ve eğitimi ile ilgili faaliyetlerin çoğunun (çocukla oyun oynanması, sağlığıyla ilgilenilmesi, aşılarının yaptırılması, kreş ya da anaokuluna götürülmesi, kreş veya anaokulundan alınması) genellikle kadın ve erkek tarafından "birlikte", çocuğun beslenmesi, giydirilmesi faaliyetlerinin "kadın", çocuğun ilaçlarının alınması faaliyetinin ise "erkek" tarafından yapıldığı belirlenmiştir. Güneş ve Demircioğlu'nun (2018) çalışmasında, annelerin yarısı (%50,2) babaların "çok iyi" şekilde çocukları ile ilgilendikleri görüşündedir. Marsiglio (1993), çocuk bakımı ve çocuklarla ilgili konularda baba katılımının babanın yaşından etkilendiğini; mesleklerinde kariyer yapmış babaların genç babalara göre daha fazla katılım gösterdiğini belirtmektedir. Türkoğlu, Çeliköz ve Uslu (2013) babaların iş yoğunluğu, beden ve zihin yorgunluğu gibi engeller nedeniyle çocuklarıyla nitelikli zaman geçiremedikleri sonucuna ulaşmıştır. Bozok (2018) ise babaların çocuklar konusunda daha fazla sorumluluk üstlenmesi ve çocuklarının bakımıyla ilgilenmesinin eşlerinin çalışmasıyla da bağlantılı olduğunu belirtmiştir. Çocuk bakımı ve çocuklarla ilgili konularda harcanan zamanı cinsiyet açısından belirleyen çalışmalar incelendiğinde Eker'in (2018) çalışmasında bireylerin çocuklarının bakım ve eğitimi için hafta içi ve hafta sonu ayırdıkları zamanın cinsiyete göre değişmediği belirlenirken; Türkiye İstatistik Kurumu'nun (TÜİK) (2015) Zaman Kullanımı Araştırması'nda hanehalkı ve aile bakımına ayrılan zaman, çalışma durumu ve cinsiyete göre incelenmiş; kadınların günde ortalama 3 saat 31 dakika, erkeklerin ise 46 dakika hanehalkı ve aile bakımına zaman ayırdığı sonucuna varılmıştır.

Çalışmaya katılan bireylerin ev içi faaliyetlerde sorumluluk alma durumu cinsiyete göre incelendiğinde; kadınların (%49.3) ve erkeklerin (%50.7) yarıya yakınının eşiyle birlikte hemen hemen eşit şekilde sorumluluk aldığı belirlenmiştir. Başak, Kıngır ve Yaşar'ın (2013) çalışmasında da kadın ve erkeğin birlikte iş yapma oranları yüksek bulunmuştur. Bu sonuçlar Türk toplumunda ev içi faaliyetlerde birincil sorumluluğun halen kadınlarda olduğu görüşü hüküm sürse de; bazı ailelerde eşitliğe doğru giden paylaşımın görülmesi, geleneksel düşüncenin kırılmaya başladığının bir göstergesi sayılabilir. Bu durum da toplumda demokratikleşme sürecinin mikro bir görüntüsü olarak adlandırabilir. Buna karşın çalışmada kadınların büyük bir çoğunluğu (%91.7) ev içi faaliyetlerden büyük ölçüde kendisinin sorumlu olduğunu belirtirken; erkeklerin neredeyse tamamı (%97.4) büyük ölçüde eşinin yani karısının sorumlu olduğunu belirtmiştir. Çalışmanın sonuçlara göre ev içi faaliyetlerden büyük ölçüde kadınların sorumlu olduğu görülmektedir. Oysaki ev içi faaliyetler yalnızca kadınların değil, o ailede yaşayan herkesin sorumluluğunda olmalıdır. Özellikle çocuklar da ev içi faaliyetlere katılmalı, yetenekleri, kapasiteleri ve yaşları oranında sorumluluk almalıdır. Tol ve Taşkan (2018) babaların geleneksel toplumsal cinsiyet rolleri açısından hâli hazırda erkeklere uygun görülen tamir işleri, market alışverişi ve boya badana işlerini yaptığını, bunların yanı sıra en çok çay demleme ve kahvaltı hazırlama faaliyetlerini de yürüttüğü; "sofra toplama", "yemek pişirme" "balkona çamaşır asma", "yerleri silme", "düğme dikme" gibi işlerin ise erkekliğin aşındığı hissini veren faaliyetler olarak düşünüldüğü sonucuna ulaşmıştır. Eker'in (2018) çalışmasında ev içi faaliyetlerden kahvaltı/yemek hazırlama, temizlik, çamaşır yıkama, lavabo/banyo temizliği gibi işlerin çoğunlukla kadınların; tamirat ve onarım işleri ile faturaların ödenmesi işlerin çoğunlukla erkeklerin sorumluluğunda olduğu; alışveriş, dayanıklı tüketim mallarının alımı ve bütçe yapılması gibi faaliyetlerin ise birlikte yürütüldüğü belirlenmiştir. Başak ve arkadaşlarının (2013) çalışmasında ev içine yönelik işlerin kadınlar, ev dışına yönelik işlerin ise erkekler tarafından yapıldığı, bununla birlikte; toplumsal cinsiyet rollerine ilişkin daha eşitlikçi tutuma sahip erkeklerin çalışan eşlerinin ev içi iş yüklerinin daha

az olduğu belirlenmiştir. Ayrıca çalışan kadınların eşitlikçi toplumsal cinsiyet rol tutumu ile ev içi faaliyet paylaşımı arasında negatif yönlü bir ilişkinin olduğu; kadınlar daha eşitlikçi rol ve tutuma sahipse, daha az ev içi iş yaptığı bilinmektedir. Erkeklerin ev işlerini eşit şekilde paylaşımla sürekli olarak değil, daha çok eşlere "yardım etme" amacıyla, eşleri hastayken ya da meşgulken yaptığı Bozok (2018) tarafından belirtilmiştir. Model (1981) çalışmasında, ev işlerine eğitimi yüksek erkeklerin daha fazla; geliri yüksek erkeklerin ise daha az katıldığı sonucuna varmıştır. Atalay (1992) çalışmasında bireylerin eğitim durumu ile kadından beklenen ev içi roller arasında yüksek korelasyon bularak; ev işlerini kadının birinci görevi olarak düşünenlerin çoğunlukla ilkokul mezunu olduğunu; eğitim düzeyi yükseldikçe bu görüşü benimseyenlerin oranının azaldığını belirtmektedir. Bireylerin toplumsal cinsiyet rollerine ilişkin tutumlarının sosyalleşme sürecinde, sonradan edinildiği (Ersoy, 2009) yönünde düşüncelere karşın; Butler (1999) cinsiyetin biyolojik, toplumsal cinsiyetin ise kültürel olduğu şeklindeki ayrımı reddetmektedir.

Çalışmanın sonuçlarına göre erkeklerin, çocuk bakımı ve çocuklarla ilgili konularda ev içi faaliyetlere göre daha fazla sorumluluk aldığı belirlenmiştir. Alanyazında çalışmanın bulgularını destekleyen benzer çalışmalara da rastlanılmıştır. Connell (1998) konuyla ilgili olarak; çocuk yetiştirmenin, kendisinin bir iş olduğundan ve tüm yönleriyle cinsiyete dayalı iş bölümünde önemli yer edindiğinden bahsetmektedir. Tol ve Taşkan (2018) ile Başak ve arkadaşlarının (2013) çalışmalarında da babaların çocuk bakımı ve yetiştirmeye, ev işlerine göre daha fazla katılım gösterdiği bulunmuştur. Tol ve Taşkan (2018) bu durumu "baba olmanın –en azından pratikte- erkekleri değiştirme/dönüştürme potansiyeli" taşıdığı şeklinde açıklamaktadır. Bozok (2017) ise babaların ev içi faaliyetlerde iş bölümüne ilişkin tutumlarının babalık davranışlarını etkilediğini belirtmektedir.

Çalışmaya katılan bireylerin aile-iş kolaylaştırması ve alt boyutlarından zaman esaslı ve psikolojik esaslı aile iş kolaylaştırması cinsiyete göre farklılaşmaktadır. Kadınların aile-iş kolaylaştırması, zaman esaslı ve psikolojik esaslı aile-iş kolaylaştırması ortalamaları, erkeklerden daha yüksektir. Nasurdin ve ark. (2013) da kadınların erkeklere göre ev içi faaliyetlere daha fazla zaman harcadığı halde zaman esaslı aile-iş kolaylaştırması yaşadıklarını belirterek, bu durumu ailesiyle vakit geçirmenin kazandıracağı olumlu deneyimlerin kadınların işteki faaliyetlerini desteklediği şeklinde açıklamıştır.

Kadınların geleneksel cinsiyet rollerinin kendisine verilen aile içindeki sorumlulukların paylaşılması ve bu sayede ailedeki iş yüklerinin azalması ile aileden işe doğru kolaylaştırmayı erkeklerden daha fazla yaşaması; işten daha fazla keyif almalarını, zamanlarını verimli kullanmalarını, işle ilgili problemlerin daha kolay üstesinden gelmelerini ve işteki sorumluluklarını daha iyi yerine getirmelerini sağlamaktadır. Bu sonuç, Türk toplumunda kadına atfedilen geleneksel roller nedeniyle kadın çalışsa bile iş yaşamındaki sorumluluklarının yanı sıra çocuk bakımı ve ev ile ilgili faaliyetlere ilişkin ana sorumlu olmaya devam etmesi ve bu durumun kadın üzerinde zaman, enerji ve psikolojik açıdan bir baskı oluşturacağı ve çatışmaya neden olacağı beklentisi, kadın ancak ve ancak aile yaşamında destek almadığında ve aile içindeki yüklerinin paylaşılmadığı durumlarda mümkün olabileceğini gösterir niteliktedir. Diğer taraftan bu sonuç, daha önce sözü edilen hem çocuk bakımı hem de ev içi faaliyetlerin yürütülmesinde ailesinde eşitlikçi tutum ve rolleri benimseyen bireylerin yarıya yakın olmasının, aile içinde eşitlikçi rollerin benimsenmesinin ya da ev içi faaliyetlerin tamamının veya bir kısmının ücretli olarak yaptırılmasının kadınların geleneksel cinsiyet rolleri nedeniyle kendilerine atfedilen ev içi yüklerini azaltması, erkeklerden neden daha fazla hem zaman hem de psikolojik esaslı aile-iş kolaylaştırması yaşadıklarını açık bir şekilde ortaya koymaktadır. Bu nedenle destek alamayan, ücret karşılığında ev içi faaliyetler ya da çocuk bakımına ilişkin hizmet alamayan ve eşitlikçi tutum ve rolleri benimsemeyen ailelerde kadınların

aileden işe doğru daha fazla kolaylaştırmanın yaşanabilmesi için eşlerin ev içi faaliyetlerde ve çocuk bakımı, çocuklarla ilgili konulardaki sorumluluklara katılımının eşit şekilde olması, erkeklerin bu sorumluluklara daha fazla katılımının sağlanması gerekmektedir. Bununda ancak eğitim yoluyla bireylerin bilgi, bilinç düzeylerinin artması ve farkındalık kazanmalarıyla mümkün olabileceği düşünülmektedir. Alanyazındaki aile-iş kolaylaştırmasını inceleyen sınırlı çalışmalar da birbirinden farklı sonuçlar ortaya koymuştur. Örneğin Beutell'in (2010) Amerika'da 2002 Ulusal Değişen İşgücü Araştırması'na katılan, 18 yaş altı çocuğu olan ve çalışan 1193 katılımcıyla yürüttüğü çalışmasında, erkeklerin kadınlara göre daha yüksek düzeyde aile-iş kolaylaştırması yaşadığı belirtilirken; Grzywacz ve Marks'ın (2000) Amerika'da yürütülen Ulusal Orta Yaşam Gelişimi Araştırması'na katılanlar arasındaki bir işte çalışan 1986 bireyin verilerini kullanarak yaptığı çalışması ile Nasurdin ve ark. (2013) tarafından evli Malezyalı girişimcilerin (n=228) cinsiyet açısından iş ve aile dengesini inceleyen çalışmada, cinsiyetin aile-iş kolaylaştırması üzerinde belirleyici bir faktör olmadığı sonucuna varılmıştır. Çalışmalar arasındaki bu farklılıkların; geleneksel cinsiyet rollerine ilişkin kültürel farklılıklar ile örneklem farklılıklarından kaynaklandığı söylenebilir. Çalışmanın sonuçlarına göre, bireylerin çocuk bakımı ve çocuklarla ilgili konularda sorumluluk alma durumu ile aile-iş kolaylaştırması ile alt boyutlardan zaman esaslı ve psikolojik esaslı aile-iş kolaylaştırması arasındaki ilişki cinsiyete göre farklılaşırken; enerji esaslı aile-iş kolaylaştırması ile arasındaki ilişki cinsiyete göre anlamlı bulunmamıştır.

Çocuk bakımı ve çocuklarla ilgili konularda büyük ölçüde "eşinin" sorumlu olduğunu belirten kadınların zaman esaslı aile-iş kolaylaştırması; eşiyle birlikte "hemen hemen eşit olarak sorumluyuz" diyen kadınların aile iş kolaylaştırması ve alt boyutlarından psikolojik esaslı aile-iş kolaylaştırması, erkeklerden daha yüksek olarak bulunmuştur. Bu sonuçlara göre, çocuk bakımı ve çocuklar ile ilgili konularda erkeklerin/babaların sorumluluk alması, kadınların/annelerin zaman açısından aile-iş kolaylaştırması yaşamasını sağlamaktadır. Benzer şekilde çocuk bakımı ve çocuklar ile ilgili konularda eşiyle birlikte eşit sorumluluk alan kadınlar da aile-iş kolaylaştırmasını daha fazla yaşamaktadır. Bu sonucun, anne ve babaların çocuk yetiştirmeyle ilgili sorumlulukları paylaşmaları, birbirlerini desteklemeleri ve aile içindeki dinamikleri birlikte yönetmeleri olarak tanımlanan "ortak ebeveynliğin" etkisinin (Mc Hale ve Irace, 2001, s.15) ve anne babaların ebeveynlik rol ve sorumluluklarını yerine getirmiş olmanın özellikle kadınlara vermiş olduğu iç huzur ve mutluluğun iş yaşamına bir yansıması olduğu söylenebilir.

Çocuk bakımı ve çocuklarla ilgili konularda "büyük ölçüde eşim sorumlu" ve "büyük ölçüde bakıcımız sorumlu" diyen erkeklerin enerji esaslı aile-iş kolaylaştırması ise kadınlardan yüksek fakat istatistiksel olarak anlamlı bulunmamıştır. Van Steenbergen ve ark. (2007) bir rolde elde edilen enerjinin başka bir rolün gereksinimlerini karşılamasını kolaylaştırmasıyla enerji esaslı kolaylaştırmanın gerçekleşeceğini belirtmiştir. Bu durum, eşinin ya da bakıcının çocuk bakımından birincil olarak sorumlu olmasının, erkek katılımcıların iş yaşamına olumlu enerji olarak etki etmesi şeklinde açıklanabilir. "Büyük ölçüde kendim sorumluyum." diyen erkeklerin aile-iş kolaylaştırması ve alt boyut ortalamaları ile büyük ölçüde kendisinin sorumlu olduğunu belirten kadınların ortalamaları arasında istatistiksel açıdan fark bulunmamıştır. Bu nedenle çocuk bakımı ve çocuklarla ilgili konularda büyük ölçüde kendisinin sorumlu olduğunu belirten kadın ve erkeklerin benzer şekilde aile-iş kolaylaştırması yaşadığı söylenebilir.

Çalışma kapsamındaki bireylerin ev içi faaliyetlerde sorumluluk alma durumu ile aile-iş kolaylaştırması ve alt boyutlarından psikolojik esaslı aile-iş kolaylaştırması arasındaki ilişki cinsiyete göre farklılaşırken; zaman esaslı ve enerji esaslı aile-iş kolaylaştırması arasındaki ilişki cinsiyete göre anlamlı bulunmamıştır. Ev içi faaliyetlerden "büyük ölçüde yardımcımız sorumlu"

diyen kadınların psikolojik esaslı aile-iş kolaylaştırması ve aile-iş kolaylaştırması erkeklere göre daha yüksek olarak bulunmuştur. Bununla birlikte ev içi faaliyetlerden "büyük ölçüde kendim sorumluyum." diyen erkekler ile "büyük ölçüde kendim sorumluyum." diyen kadınlar arasında aile-iş kolaylaştırması ve alt boyut ortalamalarına ilişkin istatistiksel açıdan bir fark bulunmamıştır. Ev içi faaliyetlerdeki sorumluluğu büyük ölçüde üstlenen kadın veya erkeklerin aile-iş kolaylaştırması yaşamıyor olması da beklenen bir sonuçtur. Bu nedenle ev içi faaliyetlerden büyük ölçüde kendisinin sorumlu olduğunu belirten kadın ve erkeklerin benzer şekilde aile-iş kolaylaştırması yaşadığı, özellikle geleneksel tutumun rollere yansımasıyla ücretli bir işte çalışarak evin geçimini sağlamakla sorumlu olduğu düşünülen ve bu beklentiyi yerine getiren erkeklerin bu sorumluluklarının, aile-iş kolaylaştırmasına zaman, enerji ve psikolojik açılardan etkisinin olmadığı söylenebilir.

Aile bireylerinin ev işlerine ayırdığı zaman; çalışma durumuna, medeni duruma, ailenin kompozisyonuna ve ev işlerindeki yoğunluk gibi faktörlere bağlı olarak değişmektedir (Shelton, 1992). Karatepe ve Bekteshi (2008) aile-iş ve iş-aile kolaylaştırmasının öncüllerini ve sonuçlarını belirlemek üzere 107 otel çalışanıyla yürüttüğü çalışmasında; çalışanların aile tarafından desteklenmesinin, aile-iş kolaylaştırmasını artırdığı sonucuna ulaşmıştır. Benzer şekilde Aryee ve ark. (2005) tarafından Hindistan'da tam zamanlı çalışan ebeveynlerle yürütülen çalışmada ve Grzywacz ve Marks'ın (2000) çalışmasında, aile alanından (eşten, aile bireylerinden) alınan desteğin kullanılabilirliğinin çalışanların aile-iş kolaylaştırmasını artırdığı belirtilmiştir. Ancak Demerouti ve arkadaşlarının (2004) Hollanda'da posta hizmeti veren bireyler (n=751) ile yürüttüğü çalışmasının bulguları, aileden alınan desteğin, aile-iş kolaylaştırması üzerinde dikkate değer bir etkisinin bulunmadığını göstermiştir.

Aile bireylerinden alınan destek dışında "ikinci vardiya" olarak nitelendirilen ev içi sorumluluklar için ücretli bir yardımcıdan destek alınması günümüzde yaygın bir durum olduğundan; bireylerin bu sayede daha fazla zaman, enerji ve psikolojik esaslı aile-iş kolaylaştırması yaşamalarını mümkün kılmaktadır. Bu çalışmada da ev içi faaliyetlerden sorumlu olma durumu ile aile-iş kolaylaştırması arasındaki ilişki cinsiyet ekseninde incelenmiştir. Bu çerçevede büyük ölçüde yardımcının sorumlu olduğunu belirten kadınların zaman esaslı ve enerji esaslı aile-iş kolaylaştırması erkeklere göre yüksektir; ancak, bu farklılığın etkisinin istatistiksel olarak anlamlı olmadığı gözlenmiştir. Bununla birlikte Van Steenbergen ve ark. (2007), kadınların hem iş hem de aile alanından desteklenmesi ile yüksek düzeyde aile-iş kolaylaştırması yaşaması arasında ilişki olduğunu belirterek; çalışmasında kadınların erkeklere göre daha yüksek düzeyde zaman ve enerji esaslı aile-iş kolaylaştırması yaşadığı sonucuna varmıştır. Buna paralel olarak Wayne ve ark. (2007), kadınların aile destek kaynaklarını kullanmaya daha hazır olmaları nedeniyle erkeklere göre daha fazla kolaylaştırma yaşamalarının beklenen bir durum olduğunu vurgulamıştır.

5. Sonuç ve Öneriler

Bu çalışmada iş ve aile ilişkisinin literatürde hakim görüş olan birbiri ile çatışan yönleri yerine bu iki alanın birbiri üzerindeki olumlu etkileri incelenmiş ve aileden işe yönelik olumlu etkisi olan aile-iş kolaylaştırması yönüne odaklanılmıştır. İş ve aile ilişkisi çalışmalarında cinsiyet önemli bir yer tutmuştur. Bu çalışmada hem çocuk bakımı ve çocuklar ile ilgili konularda hem de ev içi faaliyetlerin yürütülmesinde sorumluluk alma durumunun aile-iş kolaylaştırması ile ilişkisi cinsiyete göre incelenmiştir. Çalışmadan elde edilen sonuçlar, Türk toplumu gibi geleneksel cinsiyet rollerinin halen hakim olduğu toplumlara özgü nitelikler taşımaktadır. Bu bağlamda çalışma sonuçları, iş-aile kolaylaştırması ve cinsiyet arasında istatistiksel fark bulunan tüm konu-

larda, kadınların her zaman bu deneyimi erkeklerden daha fazla yaşadığını göstermiştir. Başka bir deyişle hem aile-iş kolaylaştırması hem de alt boyutlarında cinsiyet farkının görüldüğü tüm sonuçlarda kadınların ortalamaları erkeklerden her zaman daha yüksek bulunmuştur. Çalışmada kadınların aile-iş kolaylaştırmasını erkeklerden daha fazla yaşamaları, çalışma yaşamına katılsa dahi halen *özel alana* yönelik sorumlulukların (çocuk bakımı, ev içi faaliyetlerin yürütülmesi) toplumun kendisinden beklediğinin bilincinde olması ve aile alanından gelecek her türlü desteğe açık ve kullanmaya hazır olmaları nedeniyle bunu bir kolaylaştırma olarak deneyimlemeleri ile ilişkilendirilmiştir. Bu sayede geleneksel cinsiyet rolleri nedeniyle toplum tarafından kendilerine *atfedilen* rollere ilişkin sorumluluklarda eşlerinden ya da yardımcı aracılığıyla ücretli destek almaları hem zamana dayalı hem de aile yükü algısına dayalı psikolojik baskıyı azaltmış; bu da iş yaşamlarına zaman, enerji ve psikolojik esaslı aile-iş kolaylaştırması şeklinde yansımıştır. Ailedeki faaliyetlerin yürütülmesinde ana sorumluluğun toplum tarafından kendisine verildiğinin bilincinde olan kadınların, aile alanından aldıkları destek sayesinde işlerinden daha fazla keyif almaları ve işlerini daha mutlu ve huzurlu yapmaları, kaçınılmaz bir durum olarak karşımıza çıkmaktadır. Çalışmada erkeklerin aile-iş kolaylaştırmasını kadınlar kadar hissetmemelerinin nedeni ise, toplum tarafından kendilerine *atfedilmeyen* sorumluluklar konusunda eşinden ya da yardımcı aracılığıyla ücretli destek alma durumunu bir kolaylaştırma aracı olarak görmemesi ile ilişkilendirilmiştir. Bu çalışma, aile-iş kolaylaştırması, cinsiyet ve toplumsal cinsiyet ilişkisine odaklanan öncü bir çalışma niteliğindedir. Aile-iş kolaylaştırmasında toplumsal cinsiyet temelinde cinsiyet farklılıklarına odaklanan ve farklı örneklem gruplarını içeren daha fazla çalışmaya ihtiyaç vardır. Bu çalışmadan elde edilen sonuçların nedenlerinin odak grup görüşmeleri ya da derinlemesine görüşmeler aracılığıyla açıklığa kavuşturulmasını amaçlayan özellikle nitel çalışmalar, bu bağlamda büyük önem taşımaktadır. Toplumda eşitlikçi cinsiyet rolü anlayışının yerleşmesini devlet de, politika ve uygulamaları ile desteklemelidir. Bu kapsamda toplumsal cinsiyet, geleneksel cinsiyet rolü, eşitlikçi cinsiyet rolü, ailede sorumlulukların paylaşılmasının önemi vb. konuların yerel yönetimler, halk eğitim merkezleri, üniversiteler ve sivil toplum kuruluşlarınca yürütülen yaygın eğitim programları içerisinde yer alması, ayrıca örgün eğitimde küçük yaşlardan itibaren çocuklara eşitlikçi cinsiyet rolü anlayışının kazandırılması için okul müfredatlarında gerekli düzenlemelerin yapılması, cinsiyetler arası eşitlik bilincinin toplumda yerleşmesine önemli ölçüde katkı sağlayacaktır.

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Araştırma Makalesi / Research Article

Sosyal Uyumun Başarılmasının Önündeki Engeller: Niteliksel Bir Çalışma

Barriers in Achieving Social Cohesion: A Qualitative Study

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ÖZ

Türkiye, çok sayıda sığınmacının uluslararası koruma başvurusu yaptığı ve üçüncü ülkelere gitmek için beklediği bir ülke konumundadır. 2011 yılında Suriye'den Türkiye'ye doğru gerçekleşen kitlesel göç hareketinden sonra ülkedeki sığınmacı sayısı iyice artmıştır. Bu durum yerel toplum mensupları ile sığınmacılar arasında birtakım çatışmaların çıkmasına sebep olmuş ve uluslararası koruma statüsü altındaki Suriyeli olmayan sığınmacılar başta olmak üzere tüm yabancıların yerel toplum üyeleriyle eşit düzlemde bir sosyal uyum ilişkisi geliştirmesi gerekliliği ortaya çıkmıştır. Bu noktada başarılı bir sosyal uyumun nasıl olabileceğini anlamak ve sosyal uyum amacıyla yapılan mevcut çalışmalardaki eksiklikleri ortaya koymak adına, Ankara'da sığınmacılara hizmet sunan çeşitli sivil toplum kuruluşlarında çalışan 17 meslek elemanı ve bu kurumların ikisinden hizmet alan 15 Suriyeli olmayan sığınmacı ile yarı yapılandırılmış derinlemesine görüşmeler gerçekleştirilmiştir. Bu görüşmeler MAXQDA 12 programı aracılığıyla fenomonolojik yaklaşımla analiz edilmiş ve dört tema ortaya koyulmuştur. İlk temada öznelerin sosyal uyumu nasıl tanımladığı, ikincisinde mevcut sosyal uyum faaliyetlerinin yetersizliğinin/ eksikliğinin sosyal uyumu nasıl etkilediği, üçüncüsünde yerel toplum üyelerinden kaynaklanan sosyal uyumu zorlaştıran durumlara ve sonuncusunda sığınmacılardan kaynaklanan uyumu zorlaştıran etmenlere yer verilmiştir. Çalışma sonucunda sosyal uyum çalışmalarının başarılı olabilmesi için kamu tarafından kapsamlı uyum politikalarının geliştirilmesi ile paydaşlar arasında iş birliğinin arttırılmasının gerekli olduğu tespit edilmiştir. Sosyal uyum çalışmalarının tarafların eşit katılımıyla gerçekleştirilmesinin, benzerlikler üzerinden kurgulanmasının, ön yargıları azaltacak şekilde planlanmasının ve bir arada yaşanılan muhitlerde gerçekleştirilmesinin önemli olduğu görülmüştür.

Anahtar Kelimeler: Sosyal uyum, Entegrasyon, Sığınmacılar, Suriyeli olmayan sığınmacılar

ABSTRACT

Turkey currently has a large number of asylum applications from asylum seekers demanding international protection and expecting to move on to

third countries. The number of asylum seekers in Turkey increased dramatically following the mass immigration of refugees from Syria in 2011. This situation has led to some conflicts between the local community members and asylum seekers. It has become evident that all asylum seekers under international protection status and local community members should develop a mutual social cohesion process. To understand how to make social cohesion more successful and to reveal the deficiencies in existing social cohesion activities, semi-structured, in-depth interviews were conducted with 17 NGO professionals and 15 non-Syrian asylum seekers. Taking a phenomenological approach, the resulting interview data were analyzed using the MAXQDA 12 program. Four themes emerged: (1) how participants define social cohesion; (2) how the insufficiency/deficiency of existing social cohesion activities affect social cohesion; (3) local community member factors that hinder social cohesion; and (4) asylum seeker factors that hinder social cohesion. The results suggest that, in order for social cohesion efforts to succeed, comprehensive cohesion policies must be developed and cooperation among stakeholders must be increased. It was observed that it is important that social cohesion activities are conducted with the equal participation of all parties, they are constructed on similarities across the groups, and planned in such a way that prejudices are reduced and cohesive neighborhood living is realized.

Keywords: Social cohesion, integration, asylum seekers, non-Syrian asylum seekers

EXTENDED ABSTRACT

The Republic of Turkey is geographically situated as a bridge between Asia and Europe. Because of this, the country is host to many asylum seekers with international protection status. Over the past ten years, there has been a dramatic increase in the number of asylum seekers, making the establishment of social cohesion between local communities and asylum seekers a necessity.

This study was carried out with professionals from non-governmental organizations that work with asylum seekers. The aim of the research was to define the concept of social cohesion and, by addressing current practices and challenges, to determine how successful social cohesion can best be carried out. Semi-structured in-depth interviews were held with 17 Ankara-based professional staff from a number of non-governmental organizations and 15 non-Syrian asylum seekers from two of these organizations. Taking a phenomenological approach, analysis was conducted using the MAXQDA 12 package qualitative research program. Four themes emerged as a result of this analysis.

Theme one, defining social cohesion, explores how professionals define and understand the concept of social cohesion. Theme two, the nature of existing adaptation activities, reveals the impact on social cohesion of a lack of or insufficient adaptation activities. Such activities are organized and run by institutions and organizations and this theme also explores the attitudes of those working in the field. Social cohesion is not a unilateral process. Therefore, theme three, situations originating in the local community, reveals how factors relating to local community members can hinder social cohesion, and theme four, situations arising from asylum seekers, reveals the characteristics and backgrounds of asylum seekers that directly or indirectly hinder social cohesion.

The study concludes that there is insufficient cooperation between the public, civil society organizations, and local government. Local government services, projects, and budgets are inadequate to meet asylum seeker needs. In addition, social cohesion activities have been slow to start, are project-based, and are not sustainable due to the changing demands of funders. The research found that asylum seekers and local community members are not able to adequately participate in social cohesion activities.

Research participants discussed the role of marginalizing and discriminatory language in the media leading to inaccurate impressions of asylum seekers. They also noted that local community members do not have sufficient knowledge about asylum seekers and do not attempt to contact or befriend them, and that Turkey's economic recession and the ambivalent attitude of the local community toward asylum seekers has made it difficult to establish social relations.

Despite the fact that many asylum seekers remain in Turkey for the long term, many exhibit poor motivation to learn Turkish. This is due to perceptions of Turkey as a temporary, interim, destination. Concerns about repatriation, and socio-demographic characteristics, such as gender, age, and education can also negatively impact social cohesion.

The Turkish government currently does not have an asylum seeker social cohesion strategy. To increase social cohesion between local community members and asylum seekers, comprehensive social policies must be implemented, coordinating the work of public, local, and non-governmental organizations toward the goal of social cohesion.

NGO activities that reduce prejudice and increase harmony are critical for social cohesion to persist and succeed. Therefore, NGOs should receive more support to undertake such work.

When engaging in social cohesion activities, prejudices can be reduced by highlighting the similarities between asylum seekers and the local community. For increasing to communication between two communities funding organizations and holding events in neighborhoods where both parties live allows participants to interact with each other. Such activities should be beneficial to participants and reduce negative emotions. Organizers of social cohesion activities should bear in mind that greater understanding can be achieved when individuals engaging with peers from the other side and meeting people facing similar challenges in life.

1. Türkiye'ye Yönelik Sığınma Hareketleri

Türkiye, Asya ve Avrupa kıtaları arasında köprü niteliğinde bir konuma sahiptir. Ayrıca siyasi çekişmelerin ve silahlı çatışmaların olduğu Ortadoğu ülkelerine komşudur. Bu durumlar Türkiye'yi farklı bölgelerden gelen sığınmacılar için göç sürecinde geçilen ve varılması hedeflenen bir ülke yapmaktadır (Çelik, 2018). Bu nedenle Türkiye, Afganistan, İran, Irak gibi sınır bağlantısının olduğu Ortadoğu ülkeleri ve yaşam standartlarının düşük ve işsizliğin yüksek olduğu Kafkas Cumhuriyetleri ve Afrika kıtasında yer alan çeşitli ülkelerden yoğun göç almaktadır (İçduygu, 2004). Bu durumu kontrol altına almak için Türkiye Cumhuriyeti, Mültecilerin Hukuki Statüsüne İlişkin Sözleşmeyi (Cenevre Sözleşmesi) 1951 tarihinde coğrafi çekince ile imzalamış, yalnızca Avrupa ülkelerinden gelecek olan kişileri hukuki açıdan mülteci olarak kabul edeceğini belirtmiştir. Bu nedenle Avrupa kıtası dışından Türkiye'ye gelen kişilere "şartlı mülteci" statüsü verilmektedir. Bu kişiler üçüncü bir ülkeye yerleştirilene kadar uluslararası koruma statü sahibi olarak Türkiye'de geçici olarak kalmaktadırlar.

Birleşmiş Milletler Mülteciler Yüksek Komiserliğinin (UNHCR) 2019 yılı Kasım ayı verilerine göre, Türkiye'de çoğunluğu Afganistan ve Irak'tan olmak üzere toplam 368 bin kayıtlı uluslararası koruma statü sahibi Suriyeli olmayan sığınmacı bulunmaktadır (UNHCR, 2020). Göç İdaresi Genel Müdürlüğü'nün (GİGM) 2020 yılı Eylül ayı verilerine göre ise Irak, Türkmenistan, Azerbaycan, İran ve Afganistan kökenliler başta olmak üzere yaklaşık bir milyon kişinin ikamet izni ile Türkiye'de bulunduğu görülmektedir (GİGM, 2020). Bu sayılara ek olarak, yasal olmayan yollarla Türkiye'ye gelen ve resmî kurumlara kayıt yaptırmadığı için istatistiklere yansımayan çok sayıda sığınmacı da bulunmaktadır. Ayrıca, Suriye'de meydana gelen olaylar sonucunda Türkiye'deki sığınmacı sayısı daha da artmıştır. Suriyeliler başta olmak üzere diğer ülkelerden gelen sığınmacıların ülkelerindeki koşulların düzelmemesi nedeni ile kalış süreleri uzamış ve bu durum geçici bir süre kalacakları düşünülen sığınmacıların varlığının sorgulanmasına neden olmuştur (İçduygu, 2017).

Türkiye'nin komşu ülkelerindeki siyasi ve silahlı çatışmaların yakın zamanda biteceğine ve sığınmacıların ülkelerine döneceğine dair somut bir dayanak bulunmamaktadır. Bu nedenle kısa sürede artan sığınmacı sayısı nedeni ile yerel toplum üyeleri sığınmacılara karşı olumsuz tutum geliştirmeye başlamış ve bu durum davranışlara da yansımıştır (Erdoğan, 2014). Yerel toplum üyeleri, sığınmacıların dil, kültür ve yaşam tarzlarından dolayı farklı olduklarını, sayılarının fazla olmasının güvenlik açısından riskli olduğunu ve sığınmacıların Türkiye'den kendi ülkelerine gitmeleri gerektiğini dillendirmeye başlamıştır (Erdoğan, 2017). Bu nedenle Türkiye'nin sığınmacılara yönelik uyum politikaları oluşturması ve hedef ülkesi Türkiye olanlar başta olmak üzere, yıllar süren bekleme süreleri dikkate alındığında, uluslararası koruma statüsü altındaki sığınmacıların sosyal uyumu, tarafların barış içinde yaşaması için oldukça büyük önem taşımaktadır.

2. Sosyal Uyum Süreci

Tarihsel süreç içerisinde sığınmacı ya da göçmenlerin uyumu noktasında ilk olarak asimilasyona dayalı politikalar ön plana çıkmıştır (Alba, 2005). Günümüzde her ne kadar akademik, politik ve siyasi alanlarda geçerli olmasa da geçmişte birçok ülke tarafından sığınmacıların uyumuna yönelik asimilasyon politikaları uygulanmıştır. Asimilasyon, sığınmacılardan gittikleri ülkelerin kültürlerine uymaları, gidilen yerde baskın olan değerleri benimsemeleri ve geçmiş yaşamlarında öğrendikleri kültürel pratiklerden ve belki en önemlisi olan kimliklerinden vazgeçmeleri anlamına gelmektedir (Bloemraad, Korteweg ve Yurdakul, 2008). Asimilasyon tek taraflıdır. Sığınmacılara ekonomik açıdan sınırlı olanaklar sunmakta ve ikinci sınıf vatandaş olarak ele

alınmalarına zemin hazırlamaktadır. Sığınmacıların geçmişlerine ait unsurları geride bırakmalarını istemektedir (Back, Keith, Khan, Shukra ve Solomos, 2002).

Küreselleşmenin de etkisiyle ulus devletin öneminin azalması, sermayeye ve iş olanaklarının olduğu bölgelere doğru göç hareketlerinin başlaması çokkültürlülük yaklaşımını ön plana çıkarmıştır. Uluslararası şirketlerin çalışan seçiminde etnik kökenden çok sahip olunan eğitime ve niteliğine bakmaları bu noktada önemli bir etken olmuştur (Banerjee ve Linstead, 2001; Tekinalp, 2005). İlk olarak 1970'lerde Avusturya ve Kanada'da ortaya çıkan bu yaklaşım farklı etnik kökenlerin ve dini mensubiyetlerin birlikteliğini kabul etmekte, sığınmacıların bulundukları toplumda kabul görmeleri gerektiğini savunmakta ve grupların çatışmasız bir şekilde bir arada yaşamalarını teşvik etmektedir (Doytcheva, 2009; akt: Sirkeci, 2016).

Tarihsel süreç içerisinde çokkültürlülük kavramı sığınmacıların uyumlanmasına yönelik paradigma değişiminden dolayı daha az kullanılır olmuş ve bu durumun sebep olduğu boşluğu entegrasyon kavramı doldurmuştur. Entegrasyon genellikle sosyal, ekonomik ve kültürel alanlarda ulaşılması hedeflenen başarılı bir süreci ifade eder. Entegrasyon sığınmacıların dezavantajlı durumlarını, onları dezavantajlı duruma düşüren koşulları ve toplum içinde deneyimledikleri eşitsizlikleri dikkate alır (Çetin, 2016). Bir diğer ifade ile entegrasyon aslında göçmenlerin geldikleri toplumun bir parçası olmalarıyla başlayan ve sonunda bütünleşme ve uyum ile tamamlanan bir süreçtir (Geddes, 2007).

Her ne kadar üzerinde uzlaşılan bir sosyal uyum tanımı bulunmasa da sosyal uyum en genel anlamıyla sığınmacıların kendi geçmişlerine ait ve kimliklerini oluşturan özelliklerini kaybetmeden içerisinde bulundukları topluma katılmalarını ifade eden bir kavramdır (Akıncı, Nergiz ve Gedik, 2015). Sosyal bütünleşme ancak sığınmacıların geldikleri ülkedeki topluma ve sistemlere, tarafların eşit olduğu, karşılıklı rıza gösterdiği bir süreçle içerilmesi sonucunda oluşturulabilir.

Başarılı bir sosyal uyum için hem hükümetlerin hem de sığınmacıların birtakım ödevleri bulunmaktadır. Hükümetler yasal düzenlemeler yaparak ve politika uygulamaları geliştirerek sınırları içerisinde yer alan sığınmacıların sosyal sistemlere, (eğitim, sağlık, barınma vb.) ekonomik sistemlere (istihdama girebilme, kendi işini kurabilme vb.) ve politik sistemlere (seçme-seçilme hakkı, vatandaşlık vb.) erişmeleri için çaba harcamakla yükümlüdürler. Ayıca, bu esnada eş zamanlı olarak yerel toplum üyelerini de sığınmacıları kabul etmeleri için hazırlamalıdır. Sığınmacıların sorumluluğu ise bulundukları ülkenin dilini, hukuk kurallarını ve resmi prosedürlerini öğrenmek, içinde bulundukları toplumun kültürel özellikleri hakkında farkındalık kazanmak ve topluma katılmak için çaba harcamaktır (Jenson ve Saint-Martin, 2003). Ager ve Strang da benzer şekilde sığınmacıların iş piyasası, eğitim, barınma ve sağlık alanlarına erişebilmelerinin sosyal uyum için gerekli olduğunu belirtmektedir (Ager ve Strang, 2008; akt: Şimşek, 2018).

Türkiye'de GİGM tarafından uyum buluşmaları düzenlense de sığınmacıların sosyal uyumu için kamu tarafından geliştirilen politikalar ve yürütülen çalışmalar yeterli değildir. Sivil toplum kuruluşları (STK) tarafından sınırlı kaynakla yürütülen çalışmalar da yeterli olmamaktadır. Bu gereksinimler dikkate alınarak bu çalışmada, Türkiye'de sığınmacılara yönelik hizmet sunan ve sosyal uyuma yönelik çok sayıda etkinlik yürüten STK'larda çalışan meslek elemanları ve bu kuruluşlardan hizmet alan sığınmacılarla yapılan görüşmelerden hareketle sosyal uyum konusundaki mevcut durum irdelenmektedir.

3. Yöntem
3.1. Araştırma Deseni
Bu araştırmada niteliksel araştırma yöntemi kullanılmış ve fenomonolojik yaklaşımdan yararlanılmıştır. Niteliksel araştırma, öznelerin geçmiş ve şimdiki yaşamlarını, deneyimlerini,

olaylar hakkındaki algılarını, davranışlarını, değişimlerini ve düşüncelerini anlamaya yönelik bilgi oluşturma sürecidir (Corbin ve Strauss, 1990). Niteliksel araştırma sayesinde araştırmada yer verilen bireyler özneleştirilmekte ve bu sayede daha derinlemesine bilgi edilerek çalışılan konu çok boyutlu ele alınabilmektedir (Mason, 2002).

Farklı etnik kökenlere, göç süreçlerine, yaşam pratiklerine ve gelecek planlarına sahip olan sığınmacı öznelerin deneyimlerinin kendi özgünlükleri içerisinde ele alınması önemlidir. Sosyal uyum alanında özellikle de uluslararası koruma statüsündeki sığınmacıların sosyal uyumu konusunda yeterli çalışma olmadığı dikkate alınarak niteliksel araştırmanın sağlayacağı derin, detaylı ve keşfedici bilgiyi elde etmek ve bundan sonraki çalışmalara yol göstermek hedeflenmiş ve özneleri bir soru formu ile sınırlandırmaktan kaçınılmıştır. Ayrıca STK'larda çalışan profesyonel meslek elemanlarının çalışma süreçlerinde çok farklı koşullara sahip sığınmacı bireylerle karşılaşmaları ile alandan elde ettikleri bilgi ve deneyimlerinin de değerli olduğu bilinmektedir. Bu nedenle sosyal uyum konusunun ele alındığı bu çalışmada öznelerin kendi düşüncelerini, algılarını ve ifadelerini aktarabilmek ile derinlemesine dönütler elde etmek için niteliksel araştırma yöntemlerinden fenomonolojik yaklaşım kullanılmıştır. Fenomenolojik yaklaşım sayesinde öznelerin duygu, deneyim ve düşünceleri keşfedilmiş, deneyimleri doğrudan alıntılama yoluyla aktarıldığı için kendi ifadeleriyle okuyucuya aktarılabilmiştir (Patton, 2014).

3.2. Özneler

Araştırmada amaçlı örnekleme yöntemi kullanılmış ve öznelere bu çerçevede ulaşılmıştır. Neuman'ın (2012) da ifade ettiği gibi amaçlı örnekleme, keşfedici saha çalışmalarında yaygın olarak kullanılmaktadır. Veri toplama sürecinde, sığınmacılara araştırma hakkında bilgi verilmiş, araştırmaya katılmaya gönüllü olan kişilerle görüşülmüştür. Araştırma kapsamında 15 sığınmacı ve 17 profesyonel meslek elemanı olmak üzere toplam 32 kişi ile görüşme gerçekleştirildikten sonra veri saturasyonu sağlanmış ve görüşmeler sonlandırılmıştır.

Sığınmacı öznelerin en az üç yıldır Türkiye'de yaşıyor olmaları ve uluslararası koruma statü sahibi olmaları çalışmaya dahil olma koşulu olarak belirlenmiştir. Sığınmacı özneler etnik kökenlerine göre gruplandırıldığında, 9'u Irak'lı, 6'sı Afganistan'lıdır; cinsiyetlerine göre ele alındığında ise, 7'si erkek, 8'i kadındır. Sığınmacı öznelerin yaşları 19-56 arasında değişmekte ve tamamı Ankara sınırları içerisinde faaliyet gösteren iki STK'ya ait toplum merkezinden hizmet almaktadır.

Profesyonellerin ise, en az üç yıldır göç alanında aktif olarak çalışan ve görüşmelerin yapıldığı dönemde Ankara sınırları içerisinde sığınmacılara hizmet sunan herhangi bir STK'da çalışıyor olmasına dikkat edilmiştir. STK'larda çalışan meslek elemanlarının çoğunluğunun kadın olması nedeni ile görüşülen profesyonellerin 13'ü kadın ve 4'ü erkek olmuştur. Profesyonellerin tamamına yakını yüksek lisans mezunudur ve büyük çoğunluğu sosyal hizmet mezunu olmakla birlikte; psikoloji, hukuk, siyaset bilimi ve kamu yönetimi, hemşirelik ve okul öncesi öğretmenliği bölüm mezunları da bulunmaktadır.

3.3. Veri Oluşturma Süreci

Bu araştırmada araştırmacılar tarafından hazırlanmış yarı yapılandırılmış görüşme formu aracılığıyla veri oluşturulmuştur. Görüşme formunun oluşturulması için literatür incelenmiş ve alanda çalışan profesyonellerin ve akademisyenlerin görüşleri alınmıştır. Yarı yapılandırılmış görüşme formu ile önce pilot görüşmeler gerçekleştirilmiş, bu görüşmelerden elde edilen geri bildirimlerle form üzerinde değişiklikler yapılmıştır.

Sığınmacı ve profesyonellerden oluşan öznelere kendini tanıtma, giriş ve ısınma soruları haricinde aşağıdaki sorular yöneltilmiştir:

Sığınmacı öznelere;

- Sizce toplumdaki mülteci algısı nasıldır?
- Türkiye'de mültecilere yönelik sosyal uyum faaliyetleri nelerdir? Deneyimlerinizi paylaşır mısınız?
- Sizce mültecilerin sosyal uyumunu zorlaştıran ve kolaylaştıran durumlar nelerdir?
- Türkiye'de başarılı bir sosyal uyum süreci oluşturmak için nelere ihtiyaç olduğunu düşünmektesiniz?
- Sizce sosyal uyum sürecine katkıda bulunmak için sorumluların ne tür çalışmalar yürütmesi gerekmektedir?
- Profesyonel öznelere;
- Sosyal uyum kavramını nasıl tanımlarsınız? Sizce iyi bir sosyal uyum için gerekenler nelerdir?
- Toplumda mültecilere yönelik toplumsal kabul nasıldır?
- Mültecilerin sosyal uyumunu zorlaştıran ve kolaylaştıran mekanizmalar nelerdir?
- Kurumunuzda mültecilere yönelik gerçekleştirilen sosyal uyum faaliyetleri nelerdir?
- Türkiye'de ev sahibi toplum üyelerine yönelik gerçekleştirilen sosyal uyum faaliyetleri nelerdir?
- Mültecilerin sosyodemografik özellikleri sosyal uyum çalışmalarını farklılaştırıyor mu? Farklılaştırıyorsa nasıl farklılaştırıyor?
- •Sosyal uyum ve sosyal yardım faaliyetleri aynı merkezler/kişiler tarafından mı yapılıyor? Cevabınız evet ise bu durum sizce sosyal uyumu nasıl etkiliyor?
- Türkiye'de kamu kurumları, yerel yönetimler ve STK'ların sosyal uyum konusundaki yaklaşımları nasıldır?

Görüşmeler 18 Nisan – 16 Eylül 2019 tarihleri arasında gerçekleştirilmiştir. Sığınmacılar ile yapılan görüşmeler, kendilerine ulaşılmasına aracı olan STK'lar tarafından sağlanan odada, tercüman eşliğinde gerçekleştirilmiştir. Tercüman, görüşme atmosferini bozmayacak şekilde konumlandırılmıştır. Profesyoneller ile çalıştıkları kurumlarda yer alan çalışma odalarında görüşülmüştür. Görüşmelerin uzunluğu 50-90 dakika arasında değişmektedir.

Görüşmeler sorumlu yazar tarafından gerçekleştirilmiş, diğer yazarlar da yardımcı görüşmeci olarak görüşmelere katılmış ve görüşme ile ilgili notlar alarak gerekli durumlarda görüşmeciye destek olmuştur. Görüşme esnasında, görüşülen öznenin bilgi ve onayı dahilinde ses kaydı alınmıştır. Görüşmelere ait ses kayıtları araştırmacılar tarafından dinlenerek, deşifre edilmiş ve yazılı metine dönüştürülmüştür.

3.4. Veri Analizi

Bu çalışmada Strauss ve Corbin (1990) tarafından geliştirilen tümevarımcı analiz tekniği kullanılmıştır. Analiz aşamasında ilk olarak çalışma kapsamında öznelerle yapılan görüşmeler metin haline getirilmiş, birkaç defa okunmuştur. Ardından öznelerin ifadeleri kavramsallaştırılarak kodlar oluşturulmuş ve benzer kodlar bir araya getirilerek temalar ortaya konulmuştur. Analiz sürecini kolaylaştırmak için niteliksel analiz programlarından biri olan Maxqda 12 programı kullanılmıştır. Yazarlar Maxqda 12 programına yükledikleri görüşme dökümlerini uzlaşıya dayalı bir şekilde kodlamışlar bundan ötürü, bağımsız kodlayıcılar olarak değerlendirilmemiş ve kodlayıcılar arasındaki benzerliği ortaya koymaya yönelik bir test yapılmamıştır.

3.5. Etik Hassasiyetler

Bu araştırmaya katılan öznelerin gizliliğini korumak adına, sığınmacılar için gerçek isimleri yerine renklerden oluşan rumuzlar kullanılmış ve profesyoneller de Profesyonel1, 2, 3 vb. şeklinde anonimleştirilmiştir. Öznelerin tanınmasına sebep olacak herhangi bir kişisel özelliklerine yer verilmemiştir. Öznelere bu araştırmaya katılmaları sonucunda bir yarar veya katılmama durumunda bir zarar görmeyecekleri ifade edilmiş ve görüşme esnasında istedikleri zaman hiçbir sebep göstermeden görüşmeyi bitirebilecekleri ve araştırmaya katılmaktan vazgeçebilecekleri anlatılmıştır. Görüşme gerçekleştirilmeden önce öznelere araştırma hakkında bilgi verilmiş, görüşme sırasında ses kaydı alınacağı söylenmiş ve bilgilendirilmiş onam formu imzalatılmıştır. Ses kayıtları kilitli bir odada bulunan şifreli bir bilgisayarda tutulmuş ve bizzat araştırmacılar tarafından deşifre edilmiştir. Söz konusu araştırma için Recep Tayyip Erdoğan Üniversitesi Bilimsel Araştırma ve Yayın Etik Kurulu'ndan gerekli izin alınmıştır.

4. Bulgular ve Tartışma

Bu çalışma sonucunda dört tema ortaya konulmuştur. "Sosyal uyumu tanımlamak" isimli temada profesyonellerin sosyal uyumdan ne anladıkları ve kendilerince nasıl tanımladıkları ele alınmıştır. İkinci tema olan "mevcut uyum faaliyetlerinin niteliğinde" mevcut uyum faaliyetlerinin yetersizliği/eksikliği ve çalışanların tutumlarının sosyal uyumu nasıl etkilediği ortaya konulmuştur. Sosyal uyum tek taraflı bir süreç olmadığından, üçüncü tema olan "yerel toplumdan kaynaklanan unsurlarda" yerel toplum üyelerinden kaynaklanan ve sosyal uyumu zorlaştıran durumlara ve son tema olan "sığınmacılardan kaynaklanan durumlarda" da sığınmacıların doğrudan ya da dolaylı olarak sosyal uyumun başarılmasını engelleyen niteliklerine yer verilmiştir.

4.1. Sosyal Uyumu Tanımlamak: Eski ve Yeni Arasında Bir Sentez

Sosyal uyum alanında deneyimlenen sorunları ortaya koymadan önce bu alanda çalışan profesyonellerin sosyal uyum kavramını nasıl algıladıkları ve tanımladıklarını öğrenmenin gerekli olduğu düşünülmüş ve bunun için profesyonel öznelerden sosyal uyum kavramını kendi ifadeleriyle ortaya koymaları istenmiştir. Profesyonellerin tanımları irdelendiğinde, sosyal uyum kavramını, grupların karşılıklı olarak birbirlerini anlamaları, birlikte yaşamlarını düzenleyecek yeni bir kültür oluşturmaları, karşılıklı güvene dayalı ilişkinin oluşumu, sığınmacıların güçlenmesi ile ekonomik açıdan yerel halkla benzer koşullara sahip olmaları gibi durumlarla ilişkilendirdikleri görülmüştür.

4.1.1. Karşılıklı Anlayış, Birlikte Yaşayabilme ve Kültürel Kaynaşma (n=15)

Profesyonel özneler, sosyal uyum kavramını farklı iki toplumun (sığınmacılar ve yerel toplum) birbirlerini tanımaları, anlamaları, birlikte yaşayabilmeleri ve birbirlerinin kültürel özelliklerini öğrenerek bu kültürlere ait pratiklerin birbirlerine kaynaşması hali olarak tanımlamaktadır. Bir profesyonelin bu konudaki ifadeleri aşağıda yer almaktadır.

> Sosyal uyum bence sığınmacıların kendi kültürünü devam ettirerek bu kültüre eklemlenme hali. Birlikte yaşamın barış içinde ilerlediği ve kimsenin de aslında kendi öz değerini yitirmediği bir hal gibi yorumluyorum (Profesyonel 3, Kadın).

4.1.2. Karşılıklı Güven (n=10)

Sığınmacılar ve yerel toplum üyeleri arasında sosyal uyuma dayalı ilişkinin oluşturulabilmesi için güven kritik bir öneme sahiptir. Sosyal uyumu, yerel toplum mensupları ve sığınmacılar

arasındaki güven olarak tanımlayan ve bu güvenin sığınmacıların içinde bulundukları topluma mensup olduklarını hissettiklerinde oluşacağını savunan bir profesyonelin ifadeleri aşağıdadır:

> Öncelikle sosyal uyum kavramı çok tartışmalı. Sosyal uyum için karşılıklı güvenden bahsede-
> biliriz, her iki tarafın da aslında birbirine güveniyor olması (Profesyonel 4, Kadın).

4.1.3. Sığınmacıların Güçlenmeleri (n=5)

Sosyal uyum kavramını sığınmacıların sosyal devlet mekanizmalarından yararlanmaları ile kendi sorunlarını çözebilmeleri için güçlenmeleri olarak tanımlayan profesyonelin ifadeleri şu şekildedir.

> Benim şahsi fikrim sığınmacıların güçlenmesi, kişilerin eğitim alanında, sağlık alanında, ba-
> rınma ve istihdam alanlarında kendi problemlerini çözebilecek hale gelmeleri demek (Profes-
> yonel 6, Kadın).

Sosyal uyum tartışmalı ve tanımlanması zor bir kavram olsa da profesyonellerin sosyal uyum tanımları ile literatürdeki tanımlar arasında benzerlikler bulunmaktadır. Profesyoneller, sosyal uyum tanımlamalarında sığınmacılar ile yerel toplum üyelerinin birbirlerine saygı duymaları ve güvenmeleri gerekliliğini ön plana çıkartmışlardır. Ayrıca, yerel toplumun sığınmacıları olduğu gibi kabul etmesi ve sığınmacıların sahip oldukları kültürel farklılıkları zenginlik olarak ele al-masının önemli olduğunu belirtmişlerdir. Bu vurgular alan yazındaki çeşitli çalışmalarda da yer almaktadır (Dandy ve Pe-Pua, 2015; Fozdar, 2012).

Profesyonellerin başarılı sosyal uyum için olmazsa olmaz olarak değerlendirdikleri sığınmacı-ların sosyal ve ekonomik açıdan içerilmesi, güçlenmesi ve yerel topluma dahil olma yönünde moti-vasyon geliştirmeleri gerekliliği bir çalışmada ortaya konulmuştur (Phillimore ve Goodson, 2006). İngiltere'de gerçekleştirilen diğer bir çalışmada da sığınmacıları İngilizce konuşabilme ve eğitim ve mesleki/teknik bilgi seviyelerine göre kategorilere ayırmanın ve kategorilere göre bazı sığınmacıla-rı "yetersiz" olarak nitelendirmenin İngiltere'ye aidiyet oluşturma süreçlerine zarar verdiği, ülkeye ve kurumlara duydukları güveni azalttığı ve sığınmacıların sosyal sermaye oluşturma süreçlerini yavaşlattığı ortaya konulmuştur (Cheong, Edwards, Goulborne ve Solomos, 2007).

Farklı etnisitelere ve kültürel özelliklere sahip bireylerin bir arada sorunsuz bir şekilde yaşa-yabilmeleri kuşkusuz her iki tarafın da bunu istemesi ve buna hazır olması ile mümkündür (Er-doğan, 2019). Taraflar hazır olmadığında ya da sosyal uyumu istemediğinde bu alanda yapılan çalışmalardan sonuç alınamamaktadır. Bu noktada devletin tarafları sosyal uyuma hazırlamak için eğitim, sağlık, istihdam alanları başta olmak üzere birtakım politikalar oluşturması önemli-dir (Yılmaz ve Ünal, 2018). Sonuç olarak profesyonellerin uygulama deneyimlerinden elde ettik-leri bilgiyle oluşturdukları sosyal uyum tanımı ile teorik tanımların örtüştüğü görülmektedir.

4.2. Mevcut Uyum Faaliyetlerinin Niteliği

Türkiye'de kamu, sivil toplum ve yerel yönetimler başta olmak üzere çeşitli kurumlar tarafın-dan sosyal uyum bağlamında gerçekleştirilen çalışmalar değerlendirildiğinde sığınmacılar ve yerel toplum arasında uyumun tam olarak başarıldığını söylemek güçtür. Bundan ötürü bu tema altında uyum amacıyla gerçekleştirilen faaliyetlerin sosyal uyumu arttırma konusunda nelere odaklanması gerektiği ele alınacaktır.

4.2.1. Kamu Desteğinin ve Aktörler Arasında İş Birliğinin Olmayışı (n=11)

Başarılı bir sosyal uyum süreci için kamu, yerel yönetimler ve STK'lar arasında kurulacak etkili bir iş birliği büyük öneme sahiptir (Akman, 2018). Sosyal uyum faaliyetlerinin koordineli

bir şekilde yürütülmesi, daha fazla kişiye ulaşılmasına, etkinliklere daha çok kişinin katılmasına ve sunulan hizmetlerin daha fazla hak temelli olmasına katkı sunacaktır. STK'ların yerel toplum üyeleri ve sığınmacılar arasındaki ön yargıları azaltan ve grupları kaynaştıran faaliyetleri sağlıklı bir sosyal uyumun gerçekleşmesi için kritik öneme sahiptir (Mackreath ve Sağnıç, 2017). Sosyal uyum çalışmalarının özellikle göç alanındaki kamu kurumlarının yeterli desteği olmadan yapılması uyuma yönelik çalışmaların daha geniş alanlara yayılmasını ve uygulanabilir olmasını engellemekte ve bu durum da faaliyetlerin başarısını düşürmektedir (Erdoğan, 2017). Nitekim profesyoneller de literatürle uyumlu şekilde kurumlar arasında sosyal uyumu kolaylaştıracak bir iş birliği ve iletişim mekanizmasının olmadığını ve kamunun yeterli desteği sunmadığını belirtmektedir. Bir profesyonelin konu hakkındaki düşünceleri şöyledir.

> Bir defa Göç İdaresi Genel Müdürlüğü'nde bir personel olsam STK'ları ve belediyeleri toplarım kim ne yapıyor, ben ne yapabilirim, ben sizi nasıl desteklerim bunu irdelerim. Sosyal uyum şu şekilde yapılmalı derim ama bir iletişimsizlik söz konusu (Profesyonel 3, Kadın).

4.2.2. Yerel Yönetimlerin Sosyal Uyuma İlişkin Bütçe, Hizmet ve Politikalarının Yetersizliği (n=8)

Sığınmacılar, her ne kadar ciddi dezavantajlara sahip olsalar da vatandaş olmamalarından ötürü oy kullanmadıklarından yerel yönetimler tarafından hizmet götürülmesi gereken öncelikli gruplar arasında yer edinememektedir (Çakırer Özservet, 2016). Bundan dolayı kendilerine yönelik sınırlı hizmet sunumu söz konusudur. Ayrıca yerel yönetimlerin, hizmet bölgelerinde yaşayan vatandaş sayısına göre bütçe almaları da sığınmacılara ve özellikle de sığınmacıların uyumuna yönelik faaliyetlerinin sınırlı kalmasına sebep olmaktadır (Akman, 2018). Bu noktada yerel yönetimlerin sınırları içerisindeki sığınmacı nüfusu dikkate alınarak bütçelerinin oluşturulması ve sosyal uyum konusunda daha fazla sorumluluk almaları gerekmektedir. Nitekim 5393 Sayılı Belediyeler Kanunu'na göre, herkes ikamet ettiği beldenin hemşerisidir (Belediye Kanunu, 2005). Yerel yönetimlerin içinde bulundukları durumun sığınmacılara yönelik hizmetlere ve nihayetinde sosyal uyuma zarar verdiği literatürle uyumlu şekilde bir profesyonel tarafından aşağıdaki sözcüklerle ifade edilmiştir:

> Şu anda sadece belediye sınırları içinde yaşayan Türkiye vatandaşlarının sayısı üzerinden bütçe alıyor belediyeler. Mülteci sayısı yüksek belediyelerin bütçeden daha fazla pay alması gerekli. Böylelikle belediyelerde biz mülteciler için bir şey yaparsak kendi seçmen kitlemizden tepki alırız tedirginliği de biraz azalır. Görmezden geldikleri mülteciler için bir şeyler yapılır (Profesyonel 16, Kadın).

4.2.3. Mevcut Çalışmaların Proje Bazlılığı ve Sürekliliğinin Olmaması (n=10)

Sosyal uyum kapsamında gerçekleştirilen çalışmalar genellikle giderleri yabancı fonlayıcılar tarafından karşılanan projelere dayalıdır (Çebi, 2017). Sosyal uyum çalışmalarının fona dayalı projelerle gerçekleştirilmesi hem çalışmaların sürdürebilirliği açısından ciddi sorun teşkil etmekte hem de hesap verebilme kaygısından ötürü uygulayıcı kurumların çalışmalarını sadece projelerinde yer alan iş ve işlemlerle sınırlandırarak esnek olmalarını engellemektedir. Uygulayıcı kurumlar fonlayıcıları memnun etmek adına proje hedeflerin tutturulmasına, daha çok kişiye ulaşılmasına bir nevi nitelikten ziyade niceliğe odaklanmak durumunda kalmaktadırlar. Ayrıca sosyal uyum kapsamında yapılacak etkinlikler, sığınmacılarla eşitlikçi bir ilişki kurularak birlikte belirlenememekte, hiyerarşik ilişki kurularak fonlayıcıların talepleri dikkate alınarak planlanmaktadır. Tüm bunlar sosyal uyum faaliyetlerinin başarı şansını azaltmaktadır. Profesyonellerin konu hakkındaki fikirleri aşağıdadır:

Sosyal uyum çalışmaları sadece projeler üzerinden gidiyor ve bu da aslında sosyal uyumu çok kısıtlıyor. Toplumun tümüne yayılmıyor çünkü. Ama proje kapsamında şu kadar kişiye ulaşılması, şu kadar kişiyle görüşme yapılması gerekiyor, şu kadar kişinin etkinliklere katılması lazım deniyor (Profesyonel 9, Erkek).

4.2.4. STK'ların Sığınmacılara Yönelik Hizmetlerinin Yerel Toplumda Yol Açtığı Hoşnutsuzluk (n=14)

STK'ların önemli bir kısmının yalnızca sığınmacılara hizmet sunumunda bulunması ve yerel toplum üyelerinin sığınmacılara yönelik kabul düzeylerini arttırmaya yönelik çalışmalar gerçekleştirmemesi yerel toplum üyelerinin bu kurumlara ve sığınmacılara karşı olumsuz yargı oluşturmalarına neden olmaktadır (Türk, 2016). Yerel toplum üyelerinin sosyal uyum çalışmalarına dahil edilmeyişi yerel toplum üyelerinin sığınmacıları anlama ve kabul etme noktasında ilerlemelerini engellemektedir. Yerel toplum üyesi Avustralyalı gençlerin, sığınmacıların kabulüne yönelik tutumlarının ele alındığı bir çalışmada vurgulandığı üzere, yerel toplum üyeleri ile sığınmacıların birbirlerini anlamalarını sağlayacak ve birlikte faaliyette bulunmalarını gerektirecek etkinliklerin yapılması sosyal uyum için çok önemlidir (Laughland-Booÿ, Skrbiš ve Tranter, 2016). İki profesyonelin bu konu hakkındaki literatürle örtüşen ifadeleri şöyledir.

> Bazen çalıştığım kuruma Türk vatandaşı da geliyor ve "ben Türkiye Devleti vatandaşı olarak buradan avukat desteği alabilir miyim, psikolojik destek alabilir miyim ya da işte oğlumun okul durumu ile ilgili sizden destek alabilir miyim" diye soruyor. Bizim de böyle bir hizmet sunumumuz yok ve alamıyorlar. Onlar da "bunu Suriyelilere Afganlara, Iraklara yapıyorsunuz. Benim gidebileceğim bir yer yokken onların var ve siz onlara destek oluyorsunuz" diye kızıyorlar (Profesyonel 11, Kadın).

> Şimdi sosyal uyum sığınmacılardan daha ziyade ev sahibi toplulukla ilgili bir şey. Biz genelde sadece sığınmacılarla çalışarak sosyal uyumu sağlamaya çalışıyoruz. Fakat minimum olarak yüzde altmış yerel halkla, yüzde kırk mülteci ile çalışılması gerekiyor. Çünkü yerel halkın sığınmacıyı kabul etmesi, onun durumunun ciddiliğini hissetmesi gerekiyor (Profesyonel 16, Kadın).

4.2.5. Sosyal Uyum Çalışmalarının Geç Başlamış Olması (n=12)

Sığınmacıların misafir olarak görülmeleri ve kalıcı olduklarının düşünülmemesi sığınmacıların sosyal uyumuna yönelik plan, hizmet ve programların oluşturulmamasına sebep olmuştur (Erdoğan, 2017). Sığınmacıları kalıcı olarak gören ve hak temelli ele alan politikaların mevcut dönemde de tam olarak oluşturulmamış olması sosyal uyumu zorlaştıran önemli bir etmendir. Bir profesyonelin konu hakkındaki ifadeleri aşağıdaki gibidir:

> Sosyal uyum ile ilgili problemleri ilk başlarda sahada görmüyorduk çünkü sanırım bir misafir algısı vardı, genel bir söylem vardı. Onların geleceği üzerinden aslında bütün insanlar tepki oluşturmadı ama kalıcılık ile ilgili bir şeyler netleşmeye başlayınca aslında bir uyumsuzluk ve bir problem sahada görülmeye başladı (Profesyonel 12, Erkek).

4.3. Yerel Toplumdan Kaynaklanan Unsurlar

Sosyal uyum karşılıklı bir süreç olduğu için hem yerel toplumun hem de sığınmacıların sosyal uyuma hazır olması ve bunu istemesi gerekmektedir (Phillimore ve Goodson, 2006). Türkiye'deki yerel toplum mensuplarının bazıları sığınmacıların varlığını kabul etmemekte (Erdoğan, 2017) bazıları ise sığınmacıları daha çok misafir olarak görmekte ve ileride ülkelerine dönecek-

lerini düşünmektedir (Özdemir, 2017). Bundan ötürü yerel toplum mensuplarının sosyal uyum için hazır olmadığı düşünülmektedir. Medya, yerel toplumun sığınmacılarla temasının azlığı, yerel toplumun sığınmacılara yönelik kabulünün düşüklüğü ve ekonomik durgunluğun sosyal uyuma zarar veren yerel toplumdan kaynaklı unsurlar olduğu söylenebilir.

4.3.1. Medya (n=13)

Medya, sosyal uyum için gerekli olan, tarafların birbirlerini olduğu gibi kabul ettiği ve eşit olarak gördüğü ortamın oluşmasını engelleyen en önemli unsurlardan biridir (Erdoğan, Kavukçuer ve Çetinkaya, 2017). Medyada sığınmacılara karşı kullanılan suçlayıcı, damgalayıcı, ayrıştırıcı ve ayrımcı dil yerel toplumda sığınmacılara karşı olumsuz tutumların oluşmasına sebep olmakta, medyanın sığınmacılar hakkında yanlış haberler yapması doğru bilinen yanlışların oluşmasına zemin hazırlamaktadır (Şen, 2017). Bu durum literatürle paralel bir şekilde profesyoneller tarafından da ifade edilmektedir. Bir profesyonelin medya hakkındaki görüşleri aşağıdadır:

> Medyanın dili Türkiyelilerin sığınmacılara karşı cephe almasına onlarla kaynaşmamasına, konuşmamasına sebep oluyor. Mülteciler hakkında doğru bilinen yanlışlar ilk aklıma gelen örnek (Profesyonel 1, Kadın).

4.3.2. Yerel Toplumun Sığınmacılarla Temas Kurmamasından Kaynaklı Engeller (n=11)

Başarılı bir sosyal uyuma ulaşmada farklı topluma mensup bireylerin birbirlerinin tanımaları, temas kurmaları, aralarında bir etkileşimin olması, iki tarafın da sosyal uyum için hazır ve istekli olması gerekmektedir. İki taraf arasında sosyal temasın olmadığı ve grupların ötekileştirildiği ortamlarda ise sosyal uyuma karşı direnç veya yerel toplum mensupları arasında sığınmacılara karşı ön yargılar oluşabilmektedir (Erdoğan, 2017). Özellikle komşuluk ilişkilerinde gruplar birbirlerine ön yargı ile yaklaşmakta ve süreç içerisinde birbirlerini anlayarak, olumlu yönde değişim meydana gelmekte ve buradan uyuma doğru yol alınmaktadır (Çelik, 2018). Ne var ki sığınmacıların yerel toplum üyesi komşu ve arkadaşlarla etkileşimlerine dair deneyimleri genellikle iki tarafın görüşmediği ya da görüşemediğini ve bundan ötürü ilişki kurulamadığını göstermektedir (KONDA, 2016). Sığınmacıların yerel topluma mensup komşu ya da arkadaşları, yerel toplum üyelerinin istememelerinden dolayı oldukça azdır (Duğan ve Gürbüz, 2018) ve bu durum sosyal uyumu zorlaştırmaktadır. Bir sığınmacının bu duruma ilişkin anlatısı aşağıda yer almaktadır:

> Tabii gelmek gitmek istiyorduk ama hiç zaman yani dokuz sene ben buradayım öyle bir gelme gitmemiz olmadı. Şimdiye kadar evime hiçbir Türk komşu gelmedi. Bayram oluyor, onda bile kimse kapımızı çalmıyor. Biz bir defa komşulara gitmek istedik, bizi içeri almadılar. Türkiye'de o kadar sene yaşadık hiç kimse bize gelmedi Türkler ile hiç ilişkimiz yok (Yeşil, Afgan, Kadın, 37 yaşında).

Yerel toplumun sığınmacılarla ilişki kurmasının sosyal uyum üzerinde kritik bir öneme sahip olduğu, yerel toplum üyelerinin sığınmacılarla ilişki kurdukça onlara karşı kabul düzeylerinin arttığı ve sosyal uyumun kolaylaştığı bilinmektedir. Bundan ötürü yerel toplum ve sığınmacılar arasında kabulü arttıracak, birlikte yaşamı kolaylaştıracak sosyal uyum mekanizmalarının geliştirilmesi elzemdir (Özüdoğru, Kan, Uslu ve Yaman, 2018). Aşağıda başta komşularının temas kurmaması sonucunda onlarla ilişki kuramayan ama taraflar birbirlerini tanıdıkça da iyi ilişkiler kurabilen ve yerel topluma uyum sağlamaya başlayan sığınmacı bir öznenin ifadeleri yer almaktadır.

> Şu Mamak'a geldim geldim geleli üç sene oldu ben. Burada bir yıl falan sıkıntı çektik komşular tanımıyordu bizi. Elhamdülillah şimdi tanıdılar. Hepsi bildiler biz terbiyeliyiz, akıllıyız. Sonrasında bizim selamımızı almaya başladılar. Birkaç defa beni evlerine davet ettiler. Şimdi komşu-

larımız bizi tanıdığı için sorun çekmiyoruz. Komşularımın yardımları olmasa yaşayamazdık, çok yardımcı oldular. Okulda, hastanede her yerde. Allah razı olsun yani. İnşallah cennette olsunlar (Sarı, Iraklı, Kadın, 48 yaşında)

Yerel toplum mensupları, sığınmacılarla temas kurmamalarından ötürü gündelik yaşamlarında maruz kaldıkları zorlukları bilmemekte ve onlar hakkında yanlış düşünceler geliştirebilmektedir. Somutlaştırmak gerekirse yerel toplum üyeleri sığınmacıların önemli bir kısmının işsiz olduklarını, ucuz iş gücü olarak çalışanların zor koşullarda ve yerel toplum mensuplarınca tercih edilmeyen işlerde (Lordoğlu ve Aslan, 2016), tehlikeli koşullar altında çalışmak zorunda kaldıklarını (ORSAM, 2015), ücretlerini alamadıklarını ve istihdama erişimlerinde hem yasal hem de bireysel çok fazla engelle karşılaştıklarını (Hussein, Manthorpe ve Stevens, 2011) dikkate almamaktadır. Ülkedeki ekonomik durgunluktan ötürü iş olanaklarının azalması ve artan hayat pahalılığı gibi olguların sebebinin sığınmacılar olduğunu düşünmekte ve istihdamdaki daralma ekonomik sebeplerden ziyade sığınmacılarla ilişkilendirilmektedir (Duruel, 2007). Bu yanlış inançlar da sosyal uyum sürecine zarar vermektedir. Bir profesyonelin bu durumla ilgili ifadeleri aşağıdadır:

Özellikle Türkiye'nin ekonomik bir krizle yüz yüze kaldığı bu dönemde yabancılara yönelik düşmanca söylemlerin arttığını gözlemlemeye başladık. Sosyal medya üzerinden "ekmeğimizi aldılar, işimizi aldılar. Kendimizi doyuramıyorken şimdi bunları neden doyuruyoruz? Bizim işimizi aldılar işte" (Profesyonel 17, Erkek).

4.4. Sığınmacılardan Kaynaklanan Durumlar

Sosyal uyum tek taraflı bir süreç değildir ve Türkiye'de başarılı bir sosyal uyum ilişkisinin kurulamamış olmasında sığınmacılardan da kaynaklı birtakım etmenler bulunmaktadır. Sığınmacıların yeterli Türkçe konuşma becerilerinin olmayışı, ülkede geçici olduklarını düşünmeleri, geri gönderilme kaygıları ve cinsiyet, yaş, eğitim durumu başta olmak üzere çeşitli sosyodemografik özellikleri uyumlarını etkilemektedir.

4.4.1. Türkçe Konuşabilme Becerisi (n=15)

Dil bilmemenin sosyal uyumu zorlaştırdığı, sığınmacıların topluma entegre olmalarını engellediği ve bunun iki tarafın birbirini tanımasını önlediği bilinmektedir (Aslan ve Güngör, 2019). Sığınmacıların Türkçe bilmeleri yerel toplum üyeleriyle iletişim ve etkileşim kurmalarını sağlamakta ve toplumsal süreçlere katılmalarını mümkün kılmaktadır. Bu durum da sosyal uyumu olumlu yönde etkilemektedir. Aşağıda Türkçe öğrendikten sonra yerel toplum mensuplarından arkadaş edinmiş sığınmacı bir öznenin ifadeleri yer almaktadır.

Mesela ben geldiğimde dil bilmiyordum. İstanbul'da yanlarında kaldığım Afgan arkadaşlarım vardı, onlardan yavaş yavaş öğrendim. Türkçe öğrendikten sonra bir iki tane Türk arkadaşım da oldu, günler geçtikçe de arkadaş sayım arttı (Mor, Afgan, Erkek, 18 yaşında).

4.4.2. Sığınmacıların Türkiye'yi Geçiş Ülkesi Olarak Görmesi (n=8)

Türkiye, 1951 tarihli Cenevre Sözleşmesi'ndeki coğrafi çekince şerhinden ötürü Avrupa kıtası dışından gelenlere mülteci statüsü vermemektedir. Bu durum ve ayrıca Avrupa ülkelerinin Türkiye'ye göre daha iyi sosyal devlet mekanizmaları ile refah düzeylerinin olması (Buğra, 2016) Türkiye'yi çok sayıda sığınmacı için geçiş ülkesi yapmaktadır. Sığınmacıların kendilerini Türkiye'de geçici olarak görmeleri yerel toplumu tanıma ve dil öğrenme motivasyonlarını azaltmaktadır. Bu durum da sosyal uyumu zorlaştırmaktadır. Türkiye'yi geçiş ülkesi olarak gören ve üçüncü bir ülkeye yerleşmek isteyen bir sığınmacı öznenin bu konu hakkındaki ifadeleri aşağıdadır:

> Burada yabancıya hiç iyi davranmıyorlar. Yani ben İran'da kötülük yaşadığımdan ayrıldım ama burada da maalesef hiçbir şey değişmedi. Örneğin bir otobüs bileti almak istediğimde seyahat iznimi 10 kere kontrol ediyorlar ve bana en arka koltuğu veriyorlar. Ben Kanada'ya gitmek istiyorum. Başvurumu çok zaman önce UN'e yaptım. Sonuçlanmasını bekliyorum. Orada akrabalarım da var. Bana yardımcı olacaklarını söylüyorlar. Orada eğitim, hastaneler her şey daha iyi. Tamamen burada kalmayı düşünmüyorum (Beyaz, Afgan, Erkek, 33 yaşında).

4.4.3. Sığınmacıların Geri Gönderilme Kaygısı (n=7)

Türkiye Cumhuriyeti'nin uluslararası koruma statü sahiplerine mülteci statüsü vermemesinden ötürü, sığınmacılar geri gönderilme kaygısı yaşamakta, yaşamlarının ileriki dönemleri hakkında belirsizliklerle karşılaşmakta (Mixed Migration Center, 2020) ve bu durum yerel toplum üyeleriyle olan deneyimlerini olumsuzlaştırmakta ve sosyal uyuma zarar vermektedir. Nitekim bir öznenin konu hakkındaki literatürle de örtüşen ifadeleri aşağıda yer almaktadır.

> Hukuki olarak bir statü vermediğimiz sığınmacı ve mülteci kitlesine uyumla ilgili neler anlatabiliriz yani onlar geri gönderilme kaygısı yaşarken nasıl uyum ortamı oluşturmaya çalışacağız? Mantıklı bir uyum politikası olduğunu düşünmüyorum çünkü uyumu konuşmamız için öncelikle diğer adımların atılması gerekiyor (Profesyonel 9, Erkek).

4.4.4. Sığınmacıların Sosyodemografik Özellikleri

Sığınmacıların sosyodemografik özelliklerinin uyum çalışmaları üzerinde önemli bir etkisinin olduğu bilinmektedir (Mulvaney-Day, Alegria ve Sribney, 2007). Benzer şekilde profesyoneller sığınmacıların kimi sosyodemografik özelliklerinin sosyal uyumu etkilediğini düşünmektedir.

4.4.4.1. Cinsiyet (n=16)

Sığınmacı erkeklerin uzun süreli ve ağır çalışma koşulları; çocukların okulla ilgili işlemleri, faturaların ödenmesi, alışveriş vb. diğer hane işlerini kadınların yapmasını gerektirmektedir. Bu durum her ne kadar ilk bakışta ücretsiz hane işçiliği olarak görülüp olumsuz algılansa da aslında sığınmacı kadınların ev dışı alana çıkmalarına, köken ülkelerindeki katı toplumsal cinsiyet anlayışından sıyrılmalarına yardımcı olmaktadır (Cankurtaran ve Albayrak, 2019). Kamusal alana çıkabilen kadınlar erkeklere göre daha kolay dil öğrenebilmekte ve yerel toplum mensuplarıyla kaynaşma imkânı bulmaktadır. Aşağıda bir öznenin bu duruma ilişkin aktardıkları yer almaktadır:

> Mesela orada kadınlar tek başlarına hiçbir yere çıkamazdı. Eşimin uzak yerlere ıssız tek başına gitme dünya hali karşına biri çıkar ne yapacaksın falan diye endişesi oluyor bazen ama arkadaşlarımla gidiyorum. Burada mesela tek başımıza her yere gidiyoruz. Burada mesela anlatıyorlar bilmediğimiz şeyleri bildiriyorlar, öğretiyorlar bize (Mavi, Kadın, Iraklı, 34 yaşında).

Çalışma kapsamında görüşülen başka bir sığınmacı özne de sığınmacı kadınların burada söz haklarının olduğunu, tek başlarına dışarı çıkabildiklerini ve kıymet gördüklerini belirtmiş ve burada kalmak istediğini belirtmiştir. Kadınların Türkiye'de daha özgür, değerli ve güçlü hissetmesi de kadınların sosyal uyumunu erkeklere göre kolaylaştırmaktadır (UN WOMEN, 2018). Sığınmacı bir öznenin ifadeleri aşağıdadır:

> Kadınların hukuku yok orada, söz hakkı yok. Her zaman arkadalar. Sadece evde çalış, doğum yap bunlar yani. Burada kıymet var. Erkeklerle eşit gibiler. Dışarı çıkabiliyorlar tek başına. Sırf bundan dolayı burada kalınır. Ben de kızım da burada kalmak istiyoruz ve dönmeyi düşünmüyoruz (Kahverengi, Kadın, Iraklı, 55 yaşında).

4.4.4.2. Yaş (n=20)

Yaşın, sosyal uyum bağlamında önemli bir etkisinin olduğunu, gençlerin dil öğrenme ve içinde bulunulan topluma yetişkinlere göre daha rahat uyum sağladığını ortaya koyan çalışmalar bulunmaktadır (Mulvaney-Day, Alegria ve Sribney, 2007). Literatürle örtüşen şekilde, 16 yaşında refakatsiz bir şekilde Türkiye'ye gelen, köken ülkesinde kalan ailesinin ve kendisinin geçimine katkıda bulunmak için dil öğrenerek istihdama katılan ve sonrasında yerel toplum üyesi arkadaş edinebilen sığınmacı bir gencin ifadeleri aşağıda yer almaktadır.

> İlkin altı Afgan birlikte kalıyorduk. Türkçe öğrenmem için çok yardımcı oldular. Dediler ki eğer Türkçe öğrenirsen iyi iş bulursun, rahat edersin. Yavaş yavaş öğrendim. Çok uğraşıyordum. Mesela bir kelime senden öğreniyorum bir kelime diğerinden. Dil öğrendikten sonra daha rahat iş buldum, daha çok kazandım. Daha çok arkadaşım oldu. İşyerindekiler benle arkadaş oldu (Siyah, Erkek, Afgan, 18 yaşında).

4.4.4.3. Gelir Durumu (n=13)

Başarılı bir sosyal uyum için sığınmacıların belirli bir ekonomik gelire sahip olmaları gereklidir. Temel insani ihtiyaçları karşılayabilecek miktarda gelire sahip olmayan sığınmacıların yaşam kaygısından ötürü sosyal uyuma katkı sunacak aktivitelere katılma motivasyonu azalmaktadır. Bu durum literatürle de desteklenmektedir (Mulvaney-Day, Alegria ve Sribney, 2007). Alan yazınla örtüşen şekilde bir profesyonel konu hakkındaki düşüncelerini aşağıdaki sözcüklerle ifade etmiştir:

> Daha iyi durum ve şartlarda olan mülteciler daha kolay sosyal uyum içerisinde olabiliyor ama diğer taraftan barınma kaygısı varsa, yiyecek zor buluyorsa, zor iş buluyorsa onlar biraz daha kapalı oluyorlar. Yani gelir düzeyi düşük farklı kaygıları olanlar sosyal uyuma daha kapalı bir grupken geliri daha orta durumda olanlar bence sosyal uyuma daha iyi adapte olabiliyorlar (Profesyonel 8, Kadın).

4.4.4.4. Eğitim Düzeyi (n=11)

Eğitim, uyum çalışmalarında ön plana çıkan alanların başında gelmektedir. Sığınmacıların bulundukları ülkedeki eğitim süreçlerine dâhil edilmeleri toplumsal uyuma olumlu katkı sağlamaktadır. Sığınmacılar, eğitim aracılığıyla yerel toplumla etkileşime geçmekte; eşitlik, adalet, bağlılık, aidiyet, güven ve dayanışma gibi farklı duyguları deneyimlemektedirler (Heyneman, 2000; Kantzara, 2011). İngiltere, Almanya ve Polonya gibi Avrupa Birliği üyesi ülkelerde yapılmış araştırmalarda eğitim düzeyi arttıkça gruplar arasındaki sosyal mesafenin azaldığı tespit edilmiştir (Markaki ve Longhi, 2012; Nowicka ve Krzyzowski, 2016). Sosyal uyumun başarılmasında sadece sığınmacıların eğitim süreçlerine dâhil edilmeleri ya da edilmemeleri değil; sahip oldukları eğitim düzeyleri de etkili olmaktadır. Sığınmacıların eğitim düzeyi yükseldikçe sosyal uyum konusunda daha başarılı oldukları bilinmektedir (Mulvaney-Day, Alegria ve Sribney, 2007). Bir profesyonel de bu durumu aşağıdaki sözcüklerle ifade etmiştir.

> Tabii mesela eğitim durumu çok önemli burada. Eğitim seviyesi yüksek olanlarla daha rahat çalışıyoruz. Sosyal uyuma daha açık oluyorlar. En basitinden Arapça okuyup yazabildiklerinden kuruma gelmeleri daha kolay. Bir de Arapça okuma yazma bilenler Türkçe okuma yazmayı daha kolay öğreniyor, bir süre sonra daha fazla çevre ediniyorlar (Profesyonel 12, Erkek).

4.4.4.5. Etnik Köken (n=14)

Görüşülen bir özne; deneyimlerinden hareketle yerel toplum mensuplarının Türkmenlere, diğer sığınmacılara göre daha kabul edici tutum takındıklarını, onlarla diğer sığınmacılara göre daha iyi ilişkiler kurabildiklerini ve kalışlarını daha yüksek oranda kabul ettiklerini ifade etmiş-

tir. Yerel toplum mensuplarının Türkmen sığınmacılara karşı daha yardımsever ve kabul edici oldukları, maddi ve manevi yardım verdikleri literatürde de yer almaktadır (Yemen, Ölmez ve Oruç, 2017). Bu durumla ilgili aşağıdaki öznenin ifadeleri literatürle uyumludur:

> Irak'tan gelen tanıdıklarımızla, akrabalarımızla görüşüyoruz. Ayrıca Türklerle de görüşüyoruz. Türkmen olduğumuz için bizi severler, gelir giderler, seninle bir sıkıntımız yok derler. Komşularıma gidiyorum fırsat olunca, onlar da bana geliyor (Mavi, Kadın, Iraklı, 34 yaşında).

5. Sonuç ve Öneriler

Bu araştırma, sosyal uyum konusunda Türkiye'de kamu, STK ve yerel yönetimler arasında yeterli iş birliğinin olmadığını ve yerel yönetimlerin sığınmacılara yönelik hizmet, proje ve bütçelerinin yetersiz olduğunu ortaya koymuştur. Uyum alanındaki çalışmaların geç başladığı, çalışmaların proje bazlı, sürdürülebilir olmaktan uzak ve tarafların yeterli temsiline önem vermeyen bir şekilde ilerlemesinin sosyal uyumun başarılmasını engellediği de belirlenmiştir. Medyanın ötekileştirici ve ayrımcı dilinin, yerel toplum mensuplarının sığınmacılarla temaslarının olmayışının ve sığınmacılara karşı ikircikli tutumunun sosyal uyuma dayalı ilişkinin kurulmasını zorlaştırdığı da görülmüştür. Sığınmacıların Türkçe öğrenme motivasyonlarının düşük olması, Türkiye'de uzun süre kalmalarına rağmen geçici olduklarını düşünmeleri, geri gönderilme kaygıları ve cinsiyet, yaş, eğitim durumu başta olmak üzere bazı sosyodemografik özellikleri de sosyal uyumu olumsuz yönde etkilemektedir.

Türkiye'deki sığınmacılar ve yerel toplum üyeleri arasındaki sosyal uyumu arttırmak için ilk olarak kamu tarafından kapsamlı politikalar oluşturmalı ardından sosyal uyumu geliştirmeye yönelik ülke genelinde uygulanabilecek, merkezi hükümet, yerel yönetimler ve STK'ların koordinasyon içinde çalıştığı strateji ve faaliyetler uygulanmalıdır. Sosyal uyum çalışmalarında sığınmacılar ve yerel toplum üyelerinin benzerlikleri üzerinden giderek ön yargıların azaltılması, etkinliklerin tarafların bir arada yaşadığı muhitlerde, birbirleriyle etkileşimi olan bireylerle düzenlenmesi oldukça önemlidir. Etkinliklerin katılımcılara fayda sağlaması, olumsuz duyguları azaltacak nitelikte olması gereklidir. Sosyal uyum faaliyetlerinde hemcinsler, akranlar ve benzer sorunu olan insanların bir araya getirilmesiyle tarafların birbirlerini anlamalarının kolaylaşacağı unutulmamalıdır. Son olarak, sosyal uyumun toplumun tüm üyelerinin refahını sağlama, eşitsizlikleri en aza indirme ve kutuplaşmayı önleme ile yakından ilişkili olduğu; başarılı sosyal uyum için yalnızca haklara erişimde eşitlik ve ayrımcılık yapmamanın yetmeyeceği aynı zamanda bireysel farklılıklara saygı gösterilen, bireylere özgürce gelişebilecekleri ve topluma tam ve aktif olarak katılabilecekleri ortam sunulmasıyla ilişkili olduğu unutulmamalıdır.

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A Content Analysis of TV Series/Shows Watched by The Secondary and High School Students in Turkey*

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ABSTRACT

This study aimed to review TV series/shows' content watched by teenagers in Turkey. The content of ten television shows with the highest ratings and popularity among teenagers between 10-14 and 15-18 were examined in terms of physical development (psychomotor and sexual development), cognitive/perceptual development, social/emotional development, language development, and other developmental issues such as violence, consumer culture, role modeling, family structure, and values. It was a descriptive study employing the content analysis method. The study data were collected using a "Content Evaluation Form for Children Shows." The findings revealed that TV shows mainly affected social and emotional development areas. They also reflected issues surrounding violence, cognitive/perceptual development, and role modeling. However, the influence of those shows on physical development was not significant.

Keywords: Television series/shows, teenager, development areas, contents of television series, media

1. Introduction

There have been rapid advances in technology and media tools in recent years. They play a significant role in the development of teenagers. Today, there are several media tools in people's homes. The media reflects cultural dispositions, and as a fundamental part of society, it can guide people (Arslan, 2006; Groebel, 1998).

The influence of media tools on children and teenagers is not a new topic of discussion. There are several national and international studies in the literature (Balıkçıoğlu and Volkan, 2016; Erjem and Çağlayandereli, 2006). The studies emphasized that media tools positively and negatively affect children and teenagers (Weintraub Austin and Pinkleton, 2016; Mastro and Sink, 2016). Those positive effects include the functions such as informing, socializing, contribution to the generation of knowledge, promoting language and cognitive development, active participation, providing images to enrich the daily life, assisting to recognition and making sense of the world (Büyükbaykal, 2007; Mutlu, 2005). Furthermore, television contributes to children and teenagers' development and education and encourages them to improve their skills, use their minds to grasp the patterns and make inferences and interpretations about their environment (Akyüz, 2013). On the other hand, the negative effects are closely associated with unnecessary consumption, mistaken sexual identity, harmful sexual content, indecent relations with the opposite sex, hostile relations with parents, violent images and dispositions, negative effects on academic success and intellectual life, cultural alienation, degeneration in language, negative body image, exposure to images of drugs and abuse and adverse impact on identity (Büyükbaykal, 2007; Wake et al., 2003; Batmaz and Aksoy, 1995).

According to Perloff (2002), teenagers usually do not understand the impacts of television and other media tools on them and do not even believe that that media can influence their attitudes, thoughts, and behaviors. Nabi and Oliver (2009) assert that media tools affect teenagers' cognitive structures and behaviors. Recent studies on the effects of television on individuals and society have dealt primarily with role modeling (Erjem and Çağlayandereli, 2006).

Some studies in Turkey revealed the most popular series and shows among teenagers (Üstündağ and Doğan, 2016; 2017). However, no study examined TV series' contents by some developmental areas. Thus, the current study's primary goal was to analyze the contents of popular TV shows by certain development areas among teenagers between 10-14 and 15-18. Researchers attempted to determine whether those TV shows affected teenagers' psychomotor, cognitive, perceptual, social, and emotional development and determine the specific components of violence, consumer culture, role modeling, family values, and language development.

2. Method

2.1. Research Model

This was a descriptive study using the content analysis method to review and examine the TV shows' contents by different development areas. The content analysis enabled the researcher to collect and analyze the text content of the TV shows. Film analysis has several advantages, such as detecting words, gestures, and facial expressions and observing the same behavior at different times (Neuman, 2013; Yıldırım and Şimşek, 2005).

2.2. Study Population and Sample

The study population consists of all TV series/shows broadcast on the national and satellite channels between 2015 and 2016. The study sample included the top ten TV series that were de-

termined by Üstündağ and Doğan (2016; 2017) as the most popular shows among the teenagers between 10-14 and 15-18. Table 1 shows the distribution of the TV shows.

Table 1: The top ten TV shows among 10–14-year-old teenagers

Top 10 TV Shows	Girls		Boys		Total	
	N	%	N	%	N	%
Diriliş Ertuğrul (Revival of the Ottoman Empire)	155	22.7	270	31.8	425	27.8
Kiralık Aşk (Rental Love)	211	30.9	194	22.9	405	26.5
Tatlı İntikam (Sweet Revenge)	194	28.4	184	21.7	378	24.7
Kırgın Çiçekler (Resentful Flowers)	138	20.2	137	16.2	275	18.0
Eşkıya Dünyaya Hükümdar Olmaz (Bandits can't rule the world)	105	15.4	158	18.6	263	17.2
Kara Sevda (Bad Romance)	128	18.8	133	15.7	261	17.1
Aşk Yeniden (Love Again)	122	17.9	124	14.6	246	16.1
Poyraz Karayel	111	16.3	113	13.3	224	14.6
Arka Sokaklar (Back Streets)	89	13.0	129	15.2	218	14.2
The Flash	83	12.2	108	12.7	191	12.5

Table 2: The top ten TV shows among 15–18-year-old teenagers

Top 10 TV Shows	Girls		Boys		Total	
	N	%	N	%	N	%
Diriliş Ertuğrul (Revival of the Ottoman Empire)	242	23.0	297	27.7	539	25.4
Eşkıya Dünyaya Hükümdar Olmaz (Bandits can't rule the world)	188	17.9	249	23.2	437	20.6
Tatlı İntikam (Sweet Revenge)	228	21.7	206	19.2	434	20.4
Kiralık Aşk (Rental Love)	214	20.4	186	17.3	400	18.8
The Walking Dead	178	17.0	183	17.0	361	17.0
The Flash	170	16.2	185	17.2	355	16.7
Kara Sevda (Bad Romance)	174	16.6	173	16.1	347	16.3
Game of Thrones	172	16.4	174	16.2	346	16.3
Poyraz Karayel	160	15.2	173	16.1	333	15.7
Arrow	151	14.4	147	13.7	298	14.0

As there were seven television series watched by both age groups, the researcher reviewed 13 different TV shows.

2.3. Data Collection Tools

The data were collected using a "Content Evaluation Form for Children Shows." The form was developed by the Turkish Ministry of Family, Labor, and Social Services. The contents of the given shows were appropriately encoded in the form. The encoding system is characterized by systematic observation and record of the data within specific rules (Neuman, 2013).

2.4. The Content Evaluation Form for Children Shows

The form was developed by the Turkish Ministry of Family, Labor, and Social Services in 2008. In parallel with the literature, the contents of children's shows were grouped into several development areas.

Several persons filled out the form to ensure reliability. Content validity was undertaken to ascertain whether the content of the form was relevant and appropriate. Expert opinion was elicited for the appropriateness of the expressions in the form, and the Lawshe formula was used for expert opinions (General Directorate of Family and Social Researches, 2008).

The original form contains 80 items. However, since the items were insufficient for certain development areas, the researchers added 22 items. There were 112 items in the final version of the form.

2.5. Data Collection and Analysis

The consents were obtained from the Ministry of Family, Labor, and Social Services. The number of episodes and duration of the TV shows broadcast in the 2015-2016 season were listed. A systematic sampling method was used to determine the parts to be analyzed in an episode. The first 5, middle 10, and last 5 minutes in the episodes were examined using the form. In total, 126 episodes were reviewed.

The frequency analysis method was applied to evaluate the research findings, and each item in the form was examined separately. Before the frequency analysis, the contents were documented and encoded accordingly. An inter-observer reliability study was performed to ensure the reliability. The other observer examined 20% of the sample (26 episodes). The inter-observer reliability was achieved using the formula P (Percentage of Agreement) = [Na (Consensus) / Na (Consensus) + Nd (Divergence)] X 100 (Türnüklü, 2000). P was found to be 92%, showing the reliability of the study.

3. Results and Discussion

3.1. Physical Development

Physical development was explored in two sub-dimensions: psychomotor development and sexual development.

3.1.1. Psychomotor Development

The reviews revealed that, in those TV shows, many expressions and images might interfere with psychomotor development. However, there were very few contents that could be useful for teenagers' physical activity, self-care, and health. Especially for the 15-18-year-old teenagers, no content promotes the improvement of physical self-care. According to social learning theory (Bandura, 1977), children learn by modeling. The given TV series included many harmful and dangerous contents which might encourage teenagers to model such unfavored behaviors. However, the contents related to physical activity in the TV series such as cycling, jogging, dancing, swimming, and good habits such as showering, dressing well, physical hygiene, and washing hands were thought to improve teenagers' physical care skills and behaviors. It should also be noted that such TV shows promoted positive behavioral outcomes, but at the same, they made them sit in front of the television screen for a long time.

3.1.2. Sexual Development

It was concluded that those TV shows included certain sexual content such as hugging and kissing and extramarital affairs, and inappropriate clothing emphasizing sexuality. Therefore, it can be inferred that they were not suitable for teenagers' development. Nevertheless, there was no content implying sexual relationships in friendship. According to the Supreme Board of Radio and Television (2006) research, elementary school students were generally uncomfortable watching nudity and sexuality-related content on television. In their research with 1,792 teenagers aged 12-17 years, Collins (2004) found that watching shows including sexual content on TV stimulated teenagers' sexual behaviors. Although there was much sexuality-related content in TV series, specific issues surrounding the time to have a sex life, safe sex, safe sexual intercourse, sexual

health, condom use, and protection from sexually transmitted diseases were not dealt with in those shows. Several studies in the literature found similar findings (Vessey, Yim-Chiplis and MacKenzie, 1998; Güney et al., 2006). Sexuality is taboo in many countries. Therefore, teenagers generally learn about sexuality from their friends, then from the media, family, and school (Akın and Bahar Özvarış, 2003). In Turkey, parents either do not provide any information to their children about sexual development, sexual health, and reproductive health or provide minimal information (Kerimoğlu and Üstündağ, 2014). As adults do not feel comfortable talking to their children about sexual matters, children seek different sources to obtain information (Kerimoğlu and Üstündağ, 2014; Üstündağ et al., 2015). The media and television series are among the secondary information sources of teenagers. According to Henry (1997), through what they watch on TV, teenagers develop their moral and ethical values, learn about sexual development, choose a role model, clarify gender roles, and prepare for future careers. Therefore, they should be informed with the right sources. Teenagers who are informed about sexual and reproductive health know how to act, adapt to developmental changes, and quickly solve their problems. In this sense, television series have significant responsibilities in educating teenagers for sexual development and providing appropriate role models.

3.2. Cognitive/Perceptual Development

It was observed that, in the television series watched by 10-14-year-old teenagers, the characters generally solved their problems by using violence, and there were some expressions and images that normalized the violation of the law. Similar features were also observed in the TV shows that were mostly watched by 15-to 18-year-old teenagers. The characters in those shows used violence to solve problems, and they had unrealistic properties. However, it was seen that those shows also encouraged standing by the righteous. In this sense, television series contents can be considered harmful, albeit slightly. These harmful contents included expressions and images encouraging the mafia, emphasizing physical characteristics such as being beautiful and handsome, using supernatural powers to solve problems, sudden changes in sounds and images that make it difficult for the child to perceive, emphasizing only material wealth, and normalizing aggressive personality traits and theft.

On the other hand, the contents promoting critical and imaginative thinking abilities were quite limited in the shows. It is suggested that to encourage teenagers to reflect on and decide between right and wrong, positive and negative values can be combined in the shows. Hence, they can make their decision. Several social values can also be transferred to teenagers in this way.

According to Piaget, children have different cognitive structures. Therefore, they can ruminate on abstract concepts, solve complicated problems, and empathize (Piaget, 1977). Flannery (2006) stated that teenagers exposed to violence, stress, anxiety, and fear during adolescence would have a much higher risk of being aggressive and tyranical. According to Gül and Güneş (2009), this instinct begins with excessive exposure to violent situations, and it becomes schematized in the brain. Young people may not distinguish between what they watch on TV and real life. Thus, they normalize using violence as a problem-solving strategy and violating laws without being punished. It may lead to undesired outcomes such as using violence to resolve problems instead of reporting to the police when they get hacked or lose a social media account. In their study, Durmuş and Gürgan (2005) showed that young people were statistically more prone to crime and committed many violent actions. Many studies revealed that the primary adverse effects of television series were violence and aggressive behaviors (Strasburger, 1997; Willis and

Strasburger, 1998). According to Lopez and Emmer (2002), teenagers' aggressive behaviors included joining a gang, stealing with the gang members, truancy, and violation of laws. Researchers proved that such behaviors occurred mostly between 15-17 and decreased at the end of adolescence (Aydın, 2005; Ögel, Tarı and Eke, 2006). The reasons for the emergence of such problems include dramatic changes in adolescence, moderate level of abstract thinking skills, the search for identity and desire to be a member of a group, inadequate social skills, anger control problems, and ineffective problem-solving skills (Namka, 1997; Weir, 2005).

3.2.1. Social and Emotional Development

The study's social and emotional development category involved the sense of responsibility, love, friendship, benevolence, truth, and justice. It was observed that the given TV shows considerably included those senses and encourage teenagers to improve them. It is believed that developing positive values and behaviors in young people is necessary to control negative values and behaviors. In the TV shows studied, some of the content promoted positive characteristics such as self-confidence, leadership, patience, respect, self-control, self-criticism, regret, and empathy. There was also very little content that improved religious values and raised awareness about social issues, animal love, and moral rules. According to Pahad et al. (2015), the television series' messages can change our perspective about the environment, and therefore they should stimulate positive thoughts, beliefs, values, and behaviors. Doğan (1991) indicated that television series, movies, and shows include love, benevolence, compassion, justice, truthfulness, and compassion instead of content such as alcohol, cigarettes, drugs, sexuality, and violence. It is believed that the characters in shows can be role models for teenagers with positive social behaviors such as sharing, assistance, cooperation, friendship, and responsibility in their relationships, which is thought to positively support their social development. According to Krebs (1970), role models are useful in the development of positive social behaviors. Therefore, providing role models with good social behaviors assists young people to internalize and practice such behaviors.

On the other hand, it was concluded that the television series' emotional and social contents included many negative feelings and thoughts such as threatening messages, disappointment, anger/violence, lying, revenge, betrayal, and rivalry. There was also a medium level of harmful content such as jealousy, helplessness, and arrogance. Lastly, there was very little content about alcohol consumption, gossiping, fatalistic perspective, superstition, stereotypes about different social classes, and dressing styles. It was also determined that the findings related to the expressions implying that boys should not cry and encouraging submission were not meaningful.

Television shows offer many opportunities for teenagers to observe and experience various emotions. Götz (2011) found that young people experienced emotions such as pleasure, fear, and excitement while watching television series, established emotional bonds with the characters, and generally preferred watching the characters they were emotionally affected by. Teenagers can immediately adapt to the given situations, attitudes, and behaviors in the shows ((Bar-on, 2000; Villani, 2001). Therefore, critical thinking and decision-making skills are exceptionally important for teenagers. According to the researchers, decision-making is a skill that can be learned, and it is suggested that young people with critical thinking ability tend to make better and more accurate decisions. (Elias et al., 1991; Fischhoff, 2008). In this sense, it is thought that teenagers who have critical thinking skills can both develop the ability to understand and interpret the messages in the television series and distinguish the positive and harmful messages in the contents.

3.2.2. Other Contents
Other contents related to children's development were examined under five sub-dimensions: violence, consumer culture, role modeling, family structure, and family values.

3.2.2.1. Violence
It was observed in the television series watched by 10-14-year-old teenagers that the heroes displayed a high level of verbal violence, such as yelling and insulting, physical violence such as hitting, wounding, and killing, and psychological violence such as underestimating, defamation, isolating, and mocking. In the television shows watched by 15-18-year-old teenagers, there were many images and expressions, including fear, anxiety, and physical violence elements. In their study, Ayrancı et al. (2004) found that television series contained considerable physical, verbal, and psychological violence. Verbal violence contents involved images and expressions that cause anxiety and fear, shouting and insulting. Psychological violence contents included scorning, slandering, isolating, and mocking. There were sometimes guns as a means of violence in the shows. It was observed that there was little content about the use of supernatural powers as a means of violence, such as radioactive power and lightning. The study findings showed that violent elements were used extensively in the television series, which is a negative feature. Researchers emphasized that the extensive use of violent elements in television series leads to aggressive and provocative behaviors among teenagers (Williams, 2003; Carnagey, Anderson and Bushman, 2007), as they model those evil characters in the shows. Young people can learn new methods of harming people, themselves, or other living beings due to the violent scenes in the shows (Gentile et al., 2004). The most damaging aspects of the violence in the TV series were the close-up and engaging shots of those scenes (Bourdieu, 1997). According to Kapıcıoğlu (2008), as a result of the violent scenes in television series, even if the person is not exposed to violence, s/he can learn violent behaviors through modeling, use it as a problem-solving method and become insensitive to the consequences of violent behavior. Studies show a negative relationship between good behaviors and aggression (Eisenberg and Fabes, 1998; Öğretir, 2009). Thus, it is vital to provide young people with role models that exhibit appropriate behaviors. Some researchers claim that the television series gradually and unwittingly influence and manipulate teenagers (Uğur Tanrıöver, 2008; Oktay, 1987). Teenagers accept and internalize any values and behaviors in the television series, and in turn, those values become widespread and popular in time. According to Mutlu (1991), the television series' harmful contents were related to crime and criminal. The television series "Diriliş Ertuğrul," "Eşkıya Dünyaya Hükümdar Olmaz," "The Flash," "Arrow," "The Walking Dead," "Game of Thrones," "Arka Sokaklar" and "Poyraz Karayel" can be given as examples. In these series, violence was normalized and became legitimate for young people due to the use of firearms and non-firearms, killing scenes, the punishment of villains through violence, breaking the law, and committing crimes. Violence was also legitimized due to the punishment of the unjust, favoring the victim, patriotism, advocacy of unity, and solidarity. The fact that the actors who played those roles were handsome and popular also made violence just and applicable.

The shows Poyraz Karayel and Arka Sokaklar should be evaluated from a different perspective as they are detective series. In Arka Sokaklar, the police use violence and guns to do their duties and fight with criminals. Therefore, it is legal for them to use weapons. However, there is inappropriate content about police officers, such as turning off the cameras in the interrogation room, torturing, deleting the records of torture and violence, showing tolerance for torture, and attempting to cover such practices. The police must catch criminals. However, in the series, the

police often chose to punish the criminals themselves. In Poyraz Karayel, Poyraz is both a police-man and a mafia member. As he acts as a policeman, it is legal for Poyraz to use weapons, but the mafia characters also use weapons. Similarly, almost all male and female characters in the Eşkıya Dünyaya Hükümdar Olmaz television series use weapons. Since the characters are mafia mem-bers and need to defend themselves against other mafia leaders, those TV shows make it legiti-mate for them to use weapons and violence.

In the foreign TV series, it was observed that there was much unrealistic and fantastic violent content that might distract teenagers' perception of reality. In brief, it can be inferred that the television series show and normalize illegal acts and violence as an effective method to solve problems, which leads teenagers to model such actors, use violence for justice, and punish those they see guilty instead of reposting them to the police.

3.2.2.2. Consumption Culture

For Baudrillard (1997), consumer culture is a cultural phenomenon based on products' global consumption. In this sense, the content of the mentioned TV series included many brand names and visual images. Moreover, the series' characters gave the message of being superior thanks to the products they used. However, the contents related to promoting consumption and presenting consumption as a source of pleasure were less in the series. Studies have shown that visual media tools - especially television series – played an important role in developing positive attitudes and behaviors about brands and that young people were quite interested in the brands as they made them feel good, gain reputation, and increase their status (Wörsching, 2000; Sönmez, 2010). Ac-cording to Kellner (2002), fashion is an important part of consumer culture, and teenagers get accustomed to consumption through fashion styles, they follow fashion to express themselves, and this perception is reflected in general society over time. Teenagers' consumption habits and identities are shaped through television, and the media and serials have an essential role in shap-ing consumption culture (Özdemir, 1998). In their study on general consumption culture, Topçuoğlu (1995) observed that imitating is a typical behavioral pattern in Turkey, and people have a desire to possess anything they see in advertisements, television series, and programs. In the reviewed series, families are generally very wealthy. They live in large houses or mansions and have maids and luxury items. There are many websites selling items such as computers, tele-visions, mobile phones, watches, clothes, and accessories used by those characters in the series (e.g., www.dizikiyafet.com; www.modamanya.net; http://cepkolik.com). It implies that teenagers want to possess such brands and items. It is seen that consumers approve product placement in the television series (Akgül, 2013), and consumption increases thanks to television series (Kula, 2012). It can be suggested that TV series re-promote consumption values (Kükrer Aydın, 2014). Due to the indirect effects of television series, young people assume consuming to be "normal." In research by ACNielsen Media (1999), it was observed that product placement practices in tele-vision series, movies, and programs increase brand dependency. Also, Çakır and Kınıt (2014) proved that product placement is more influential in purchasing behavior than sponsorship.

It can be suggested that television characters' lifestyles shape consumer culture. Even in the news, it is observed that teenagers change their names to their favorite actors/actresses, and families name newborn babies after the names of their favorite show characters (www.haberler.com; www.hurriyet.com.tr). As reported by the British Office of National Statistics, the Game of Thrones characters' names were often given to newborn children- especially the name of "Arya" (http://visual.ons.gov.uk). Similarly, "Arya" is among Turkey's most popular baby names in recent years (www.ismicaizmi.com).

3.2.2.3. Role Modeling

The study findings revealed that the characters exhibiting negative behaviors were presented as role models; they represented a particular social class and gender, and they sometimes had favored behaviors for children. Little content included national or religious symbols on the characters' clothes. Lastly, it was determined that there was no content regarding a particular race and stereotypes about different cultures.

Researchers found that the characters in television series influence young people and are seen as role models by them (Bütün, 2010; Doğan and Göker, 2012). Therefore, it is suggested that appropriate role models are provided, which is thought to contribute to developing positive and desired behaviors in young people. On the contrary, the shows with characters exhibiting negative behavior are thought to be undesirable role models for teenagers and reinforce negative behaviors. For example, in the Kırgın Çiçekler TV series, five high school girls live in an orphanage of the Ministry of Family and Social Policies. The character named Eylül is continuously abused and harassed by her stepfather. One night, while her stepfather was harassing Eylül in the orphanage garden, Eylül stabbed her stepfather and thought she had killed him. The other girls helped Eylül and buried her stepfather in the garden. In a few days, it turns out that the man was not dead, and he wants revenge on the girls.

In another example, the character called Songül attempts to rob a luxurious villa with her friend Kader. When the owners of the villa arrive, Kader runs away, but Songül cannot. When Songül confesses that she lives in the orphanage and needs money, she is forgiven, and the landlords become her foster family. There are many examples with similar content in the television series. In both instances, the characters are not punished, and they are even rewarded. In the content of the given television series, there were specific messages such as that orphanages are insecure places, the children in orphanages are not well cared for, they are hungry and penniless, they frequently commit crimes, and anything can happen to them in the orphanage, so they should be prepared. There are also social biases about the children in orphanages. They are assumed to be unreliable, unsuccessful, and bad-tempered, which leads to the marginalization of those children. Thus, it is suggested that teenagers' watching habits and the content of shows are followed and that they are encouraged to watch suitable shows with positive and favorable behaviors, which is thought to positively affect their overall development. Researchers also stress that choosing educational shows that stimulate creativity and positive thinking is beneficial in educating children and teenagers and reducing aggressive behaviors (Bar-on, 2000; American Academy of Pediatrics, 1999).

3.2.2.4. Family Structure and Family Values

It was determined that there were many expressions in the series that strengthen family bonds. The families in the series generally lived with children, family members were shown together both in and out of the home, and gender roles were separate. However, little content indicated that only the father worked for the family, and having a boy was better than having a girl. Lastly, there was no content implying that a child worked for the family, a single-parent family model was encouraged, older adults lived in nursing homes rather than living with the family, and only the mother worked for the family. In the sequences studied, the content was found that either did not exist or had no significant results.

It was also found that many contents were not suitable for Turkish family values. Some shows were thought to encourage child participation in family decisions and underestimate parents' roles in the family.

It was a contradictory result that those TV series included both expressions emphasizing family bonds and content that were not suitable for Turkish family values. In "Diriliş Ertuğrul," there was an extended family with many relatives in which the elderly people were respected, and the little ones were loved. Thus, it can be assumed that the shows had many positive features in terms of family values and bonds, although there was limited harmful content, which was also proven by Yalçın (2016). However, the issues dealt with in the show, in general, were not suitable for Turkish family values and social norms. In those series, the characters often cheat on their spouses, have illegitimate children, have inappropriate relationships, and behave disrespectfully towards family elders. Moreover, illegitimate relationships and affairs were presented as "true love," and cheating and adultery were normalized in those TV shows, which is thought to create wrong perceptions and attitudes about love among teenagers and negatively affect the Turkish family structure and values. It was concluded that TV series included a great deal of such unfavorable content.

4. Language Development

The TV series watched by 10-14 and 15-18- year-old teenagers included many slang words. The use of dialect and accent was also high in the series watched by 10-14-year-old teenagers. Studies have shown that the spoken language in television series or movies involves slang and accent, which negatively affects children and adolescents (Bar-on, 2000; American Academy of Pediatrics, 2001). It was determined that actors displayed macho mannerisms and used ambiguous expressions, complex sentence structures, and borrowed vocabulary, which was difficult for children to understand. However, the contents, including foreign and made-up words and phrases, a discriminative language, and a macho mannerism among actresses, were quite limited in those TV series.

According to Ayduttu (2011), television series affect teenagers' language development, and the use of inappropriate language in the series can also be observed in daily speech. Researchers emphasized that teenagers imitate the language in television series, speaking mistakes become permanent due to excessive repetition on TV, and that television plays a vital role in teaching the mother tongue and improving vocabulary (Göçen, 2011; Tombul, 2006; Sis, 2006; Yılmaz, 2009). In research by Şubatlı et al. (2013), it was found that young people try to look, behave and speak like their favorite characters in movies and television series. Şuataman (2013) highlighted that television series did care about Turkish. They included many foreign words, phrases, and language mistakes, which disrupt the Turkish language structure. It is observed that teenagers frequently use distorted language in daily TV series, and they do not feel disturbed by the language mistakes. Kavalcı Göktepe (2015) investigated the effects of television series on high school students' linguistic competence. They concluded that teenagers used many words and sentences in television series while expressing their feelings and thoughts. Moreover, the students admitted that they were influenced by the speaking style in the series and learned vocabulary and phrases from the series. The researcher emphasized that teenagers were not aware of using the speaking style in the series.

5. Conclusion and Implications

In conclusion, there was a high volume of content regarding social and emotional development. It was a remarkable result that there was so much negative and positive content in TV series. In other words, some topics develop favorable and positive outcomes such as responsibility, help-

fulness, love, leadership, friendship, and righteousness, and also the content that leads to anger, violence, frustration, threat, rivalry, lying, and revenge.

The second most common issues in the given TV series included violence and role modeling. Also, there were no physical activities in those shows that would contribute to teenagers' health and physical development. Despite some positive content, it should be emphasized that there was a lot of harmful and damaging content, including violence and drama themes, committing the crime as a problem-solving method, solving problems illegally, ignoring family values, and discrediting state organizations. The study results showed that the rates of harmful content in the TV series were higher than the rate of positive content. In this sense, the research can be used as a guiding tool for reducing the series' harmful effects.

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TANIM

Journal of Economy Culture and Society, açık erişimli, hakemli, yılda iki kere Haziran ve Aralık aylarında yayınlanan bilimsel bir dergidir. İstanbul Üniversitesi İktisat Fakültesi'ne bağlı Sosyoloji ve Metodoloji Araştırmaları Merkezi'nin yayınıdır. Dergi 1960 yılından beri yayınlanmaktadır. 2018 Sayı 57 itibariyle eski ismi olan Sosyoloji Konferansları yerine Journal of Economy Culture and Society adıyla yayın hayatını sürdürmektedir. Dergiye yayınlanması için gönderilen bilimsel makaleler Türkçe ya da İngilizce olmalıdır.

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EDİTORYAL POLİTİKALAR VE HAKEM SÜRECİ

Yayın Politikası

Dergiye yayınlanmak üzere gönderilen makalelerin içeriği derginin amaç ve kapsamı ile uyumlu olmalıdır. Dergi, orijinal araştırma niteliğindeki yazıları yayınlamaya öncelik vermektedir.

Genel İlkeler

Daha önce yayınlanmamış ya da yayınlanmak üzere başka bir dergide halen değerlendirmede olmayan ve her bir yazar tarafından onaylanan makaleler değerlendirilmek üzere kabul edilir.

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Makale yayınlanmak üzere Dergiye gönderildikten sonra yazarlardan hiçbirinin ismi, tüm yazarların yazılı izni olmadan yazar listesinden silinemez ve yeni bir isim yazar olarak eklenemez ve yazar sırası değiştirilemez. Yayına kabul edilmeyen makale, resim ve fotoğraflar yazarlara geri gönderilmez. Yayınlanan yazı ve resimlerin tüm hakları Dergiye aittir.

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Derginin tüm giderleri İstanbul Üniversitesi tarafından karşılanmaktadır. Dergide makale yayını ve makale süreçlerinin yürütülmesi ücrete tabi değildir. Dergiye gönderilen ya da yayın için kabul edilen makaleler için işlemleme ücreti ya da gönderim ücreti alınmaz.

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Derginin Yazarlara Bilgi metninde açıklanan ilke ve kurallara uymayan ve Yazıların Hazırlanması başlığı altında belirtilen şartları taşımayan makaleler değerlendirmeye alınmaz ve gerekli düzenlemelerin tamamlanması için makale yazara iade edilir.

Hakem Süreci

Daha önce yayınlanmamış ya da yayınlanmak üzere başka bir dergide halen değerlendirmede olmayan ve her bir yazar tarafından onaylanan makaleler değerlendirilmek üzere kabul edilir. Gönderilen ve ön kontrolü geçen makaleler iThenticate yazılımı kullanılarak intihal için taranır. İntihal kontrolünden sonra, uygun olan makaleler baş editör tarafından orijinallik, metodoloji, işlenen konunun önemi ve dergi kapsamı ile uyumluluğu açısından değerlendirilir. Baş editör, makaleleri, yazarların etnik kökeninden, cinsiyetinden, cinsel yöneliminden, uyruğundan, dini inancından ve siyasi felsefesinden bağımsız olarak değerlendirir. Yayına gönderilen makalelerin adil bir şekilde çift taraflı kör hakem değerlendirmesinden geçmelerini sağlar.

Seçilen makaleler en az iki ulusal/uluslararası hakeme değerlendirmeye gönderilir; yayın kararı, hakemlerin talepleri doğrultusunda yazarların gerçekleştirdiği düzenlemelerin ve hakem sürecinin sonrasında baş editör tarafından verilir.

Hakemlerin değerlendirmeleri objektif olmalıdır. Hakem süreci sırasında hakemlerin aşağıdaki hususları dikkate alarak değerlendirmelerini yapmaları beklenir.

- Makale yeni ve önemli bir bilgi içeriyor mu?
- Öz, makalenin içeriğini net ve düzgün bir şekilde tanımlıyor mu?
- Yöntem bütünlüklü ve anlaşılır şekilde tanımlanmış mı?
- Yapılan yorum ve varılan sonuçlar bulgularla kanıtlanıyor mu?
- Alandaki diğer çalışmalara yeterli referans verilmiş mi?
- Dil kalitesi yeterli mi?

Hakemler, gönderilen makalelere ilişkin tüm bilginin, makale yayınlanana kadar gizli kalmasını sağlamalı ve yazar tarafında herhangi bir telif hakkı ihlali ve intihal fark ederlerse editöre raporlamalıdırlar. Hakem, makale konusu hakkında kendini vasıflı hissetmiyor ya da zamanında geri dönüş sağlaması mümkün görünmüyorsa, editöre bu durumu bildirmeli ve hakem sürecine kendisini dahil etmemesini istemelidir.

Değerlendirme sürecinde editör hakemlere gözden geçirme için gönderilen makalelerin, yazarların özel mülkü olduğunu ve bunun imtiyazlı bir iletişim olduğunu açıkça belirtir. Hakemler ve yayın kurulu üyeleri başka kişilerle makaleleri tartışamazlar. Hakemlerin kimliğinin gizli kalmasına özen gösterilmelidir.

YAYIN ETİĞİ VE İLKELER

Journal of Economy, Culture and Society, yayın etiğinde en yüksek standartlara bağlıdır ve Committee on Publication Ethics (COPE), Directory of Open Access Journals (DOAJ), Open Access Scholarly Publishers Association (OASPA) ve World Association of Medical Editors (WAME) tarafından yayınlanan etik yayıncılık ilkelerini benimser; Principles of Transparency and Best Practice in Scholarly Publishing başlığı altında ifade edilen ilkeler için adres: https://publicationethics.org/resources/guidelines-new/principles-transparency-and-best-practice-scholarly-publishing

Gönderilen tüm makaleler orijinal, yayınlanmamış ve başka bir dergide değerlendirme sürecinde olmamalıdır. Her bir makale editörlerden biri ve en az iki hakem tarafından çift kör değerlendirmeden geçirilir. İntihal, duplikasyon, sahte yazarlık/inkar edilen yazarlık, araştırma/veri fabrikasyonu, makale dilimleme, dilimleyerek yayın, telif hakları ihlali ve çıkar çatışmasının gizlenmesi, etik dışı davranışlar olarak kabul edilir.

Kabul edilen etik standartlara uygun olmayan tüm makaleler yayından çıkarılır. Buna yayından sonra tespit edilen olası kuraldışı, uygunsuzluklar içeren makaleler de dahildir.

Araştırma Etiği

Dergi araştırma etiğinde en yüksek standartları gözetir ve aşağıda tanımlanan uluslararası araştırma etiği ilkelerini benimser. Makalelerin etik kurallara uygunluğu yazarların sorumluluğundadır.

- Araştırmanın tasarlanması, tasarımın gözden geçirilmesi ve araştırmanın yürütülmesinde, bütünlük, kalite ve şeffaflık ilkeleri sağlanmalıdır.
- Araştırma ekibi ve katılımcılar, araştırmanın amacı, yöntemleri ve öngörülen olası kullanımları; araştırmaya katılımın gerektirdikleri ve varsa riskleri hakkında tam olarak bilgilendirilmelidir.
- Araştırma katılımcılarının sağladığı bilgilerin gizliliği ve yanıt verenlerin gizliliği sağlanmalıdır. Araştırma katılımcıların özerkliğini ve saygınlığını koruyacak şekilde tasarlanmalıdır.
- Araştırma katılımcıları gönüllü olarak araştırmada yer almalı, herhangi bir zorlama altında olmamalıdırlar.
- Katılımcıların zarar görmesinden kaçınılmalıdır. Araştırma, katılımcıları riske sokmayacak şekilde planlanmalıdır.
- Araştırma bağımsızlığıyla ilgili açık ve net olunmalı; çıkar çatışması varsa belirtilmelidir.
- Deneysel çalışmalarda, araştırmaya katılmaya karar veren katılımcıların yazılı bilgilendirilmiş onayı alınmalıdır. Çocukların ve vesayet altındakilerin veya tasdiklenmiş akıl hastalığı bulunanların yasal vasisinin onayı alınmalıdır.
- Çalışma herhangi bir kurum ya da kuruluşta gerçekleştirilecekse bu kurum ya da kuruluştan çalışma yapılacağına dair onay alınmalıdır.
- İnsan öğesi bulunan çalışmalarda, "yöntem" bölümünde katılımcılardan "bilgilendirilmiş onam" alındığının ve çalışmanın yapıldığı kurumdan etik kurul onayı alındığı belirtilmesi gerekir.

Yazarların Sorumluluğu

Makalelerin bilimsel ve etik kurallara uygunluğu yazarların sorumluluğundadır. Yazar makalenin orijinal olduğu, daha önce başka bir yerde yayınlanmadığı ve başka bir yerde, başka bir dilde yayınlanmak üzere değerlendirmede olmadığı konusunda teminat sağlamalıdır. Uygulamadaki telif kanunları ve anlaşmaları gözetilmelidir. Telife bağlı materyaller (örneğin tablolar, şekiller veya büyük alıntılar) gerekli izin ve teşekkürle kullanılmalıdır. Başka yazarların, katkıda bulunanların çalışmaları ya da yararlanılan kaynaklar uygun biçimde kullanılmalı ve referanslarda belirtilmelidir.

Gönderilen makalede tüm yazarların akademik ve bilimsel olarak doğrudan katkısı olmalıdır, bu bağlamda "yazar" yayınlanan bir araştırmanın kavramsallaştırılmasına ve dizaynına, verilerin elde edilmesine, analizine ya da yorumlanmasına belirgin katkı yapan, yazının yazılması ya da bunun içerik açısından eleştirel biçimde gözden geçirilmesinde görev yapan birisi olarak görülür. Yazar olabilmenin diğer koşulları ise, makaledeki çalışmayı planlamak veya icra etmek ve / veya revize etmektir. Fon sağlanması, veri toplanması ya da araştırma grubunun genel süpervizyonu tek başına yazarlık hakkı kazandırmaz. Yazar olarak gösterilen tüm bireyler sayılan tüm ölçütleri karşılamalıdır ve yukarıdaki ölçütleri karşılayan her birey yazar olarak gösterilebilir. Yazarların isim sıralaması ortak verilen bir karar olmalıdır. Tüm yazarlar yazar sıralamasını Telif Hakkı Anlaşması Formunda imzalı olarak belirtmek zorundadırlar.

Yazarlık için yeterli ölçütleri karşılamayan ancak çalışmaya katkısı olan tüm bireyler "teşekkür / bilgiler" kısmında sıralanmalıdır. Bunlara örnek olarak ise sadece teknik destek sağlayan, yazıma yardımcı olan ya da sadece genel bir destek sağlayan, finansal ve materyal desteği sunan kişiler verilebilir.

Bütün yazarlar, araştırmanın sonuçlarını ya da bilimsel değerlendirmeyi etkileyebilme potansiyeli olan finansal ilişkiler, çıkar çatışması ve çıkar rekabetini beyan etmelidirler. Bir yazar kendi yayınlanmış yazısında belirgin bir hata ya da yanlışlık tespit ederse, bu yanlışlıklara ilişkin düzeltme ya da geri çekme için editör ile hemen temasa geçme ve işbirliği yapma sorumluluğunu taşır.

Editör ve Hakem Sorumlulukları

Baş editör, makaleleri, yazarların etnik kökeninden, cinsiyetinden, cinsel yöneliminden, uyruğundan, dini inancından ve siyasi felsefesinden bağımsız olarak değerlendirir. Yayına gönderilen makalelerin adil bir şekilde çift taraflı kör hakem değerlendirmesinden geçmelerini sağlar. Gönderilen makalelere ilişkin tüm bilginin, makale yayınlanana kadar gizli kalacağını garanti eder. Baş editör içerik ve yayının toplam kalitesinden sorumludur. Gereğinde hata sayfası yayınlamalı ya da düzeltme yapmalıdır.

Baş editör; yazarlar, editörler ve hakemler arasında çıkar çatışmasına izin vermez. Hakem atama konusunda tam yetkiye sahiptir ve Dergide yayınlanacak makalelerle ilgili nihai kararı vermekle yükümlüdür.

Hakemlerin araştırmayla ilgili, yazarlarla ve/veya araştırmanın finansal destekçileriyle çıkar çatışmaları olmamalıdır. Değerlendirmelerinin sonucunda tarafsız bir yargıya varmalıdırlar. Gönderilmiş yazılara ilişkin tüm bilginin gizli tutulmasını sağlamalı ve yazar tarafında herhangi bir telif hakkı ihlali ve intihal fark ederlerse editöre raporlamalıdırlar. Hakem, makale konusu hakkında kendini vasıflı hissetmiyor ya da zamanında geri dönüş sağlaması mümkün görünmüyorsa, editöre bu durumu bildirmeli ve hakem sürecine kendisini dahil etmemesini istemelidir.

Değerlendirme sürecinde editör hakemlere gözden geçirme için gönderilen makalelerin, yazarların özel mülkü olduğunu ve bunun imtiyazlı bir iletişim olduğunu açıkça belirtir. Hakemler ve yayın kurulu üyeleri başka kişilerle makaleleri tartışamazlar. Hakemlerin kimliğinin gizli kalmasına özen gösterilmelidir. Bazı durumlarda editörün kararıyla, ilgili hakemlerin makaleye ait yorumları aynı makaleyi yorumlayan diğer hakemlere gönderilerek hakemlerin bu süreçte aydınlatılması sağlanabilir.

YAZILARIN HAZIRLANMASI

Dil
Derginin yayın dili Türkçe ve Amerikan İngilizcesi'dir.

Yazıların Hazırlanması ve Gönderimi
Aksi belirtilmedikçe gönderilen yazılarla ilgili tüm yazışmalar ilk yazarla yapılacaktır. Makale gönderimi online olarak ve http://jecs.istanbul.edu.tr üzerinden yapılmalıdır. Gönderilen yazılar, yazının yayınlanmak üzere gönderildiğini ifade eden, makale türünü belirten ve makaleyle ilgili bilgileri içeren (bkz: Son Kontrol Listesi) bir mektup; yazının elektronik formunu içeren Microsoft Word 2003 ve üzerindeki versiyonları ile yazılmış elektronik dosya ve tüm yazarların imzaladığı Telif Hakkı Anlaşması Formu eklenerek gönderilmelidir.

1. Çalışmalar, A4 boyutundaki kağıdın bir yüzüne, üst, alt, sağ ve sol taraftan 2,5 cm. boşluk bırakılarak, 12 punto Times New Roman harf karakterleriyle ve 1,5 satır aralık ölçüsü ile hazırlanmalıdır.
2. Çalışmalar 4500 - 8500 sözcük arasında olmalı ve sayfa numaraları sayfanın altında ve ortada yer almalıdır.
3. Yazar/yazarların adları çalışmanın başlığının hemen altında sağa bitişik şekilde verilmelidir. Ayrıca yıldız dipnot şeklinde (*) yazarın unvanı, kurumu ve e-posta adresi ve telefonu sayfanın en altında dipnotta belirtilmelidir.
4. Dergimize gönderilen Türkçe makalelerde Giriş bölümünden önce 180-200 sözcük arasında çalışmanın kapsamını, amacını, ulaşılan sonuçları ve kullanılan yöntemi kaydeden Türkçe ve İngilizce öz (abstract) ile Türkçe makalelerde 600-800 kelime içeren İngilizce genişletilmiş özet yer almalıdır. İngilizce makalelerde ise, yalnızca İngilizce öz (abstract) yer almalıdır. İngilizce ve Türkçe özlerin altında çalışmanın içeriğini temsil eden 3-5 İngilizce, 3-5 Türkçe anahtar kelime yer almalıdır.
5. Çalışmaların başlıca şu unsurları içermesi gerekmektedir: Başlık, Türkçe öz ve anahtar kelimeler; İngilizce başlık, İngilizce öz ve anahtar kelimeler; İngilizce genişletilmiş özet, ana metin bölümleri, son notlar ve kaynaklar.
6. Çalışmanın başında yer alan GİRİŞ bölümünü "AMAÇ VE YÖNTEM", "BULGULAR", "TARTIŞMA VE SONUÇ", "SON NOTLAR" "KAYNAKLAR" ve "TABLOLAR VE ŞEKİLLER" gibi bölümler takip etmelidir.
7. Çalışmanın başında yer alan giriş bölümü "1. GİRİŞ" şeklinde belirtilmelidir. Gönderilen çalışmalarda sorunsalın betimlendiği ve çalışmanın öneminin belirtildiği tüm bölüm ve alt bölümler numaralandırılmalıdır. Bu düzenlemede, bölümler sırasıyla 1,2,3,4 şeklinde numaralanırken, alt bölümler ve onların da altındakiler için 1.1., 1.2., 2.1., 2.2., ve 1.1.1., 1.2.1, 1.2.2., 2.1.1., 2.1.2 gibi birden çok haneli şekilde olmalıdır.
8. Metin içi alıntılama ve kaynak gösterme için APA (American Psychological Association) kaynak sitilinin 6. versiyonu kullanılmalıdır. APA 6 stili hakkında bilgi için; http://jecs.istanbul.edu.tr/tr/content/yazarlara-

bilgi/kaynaklar sayfasını ziyaret edebilir veya Yazarlara Bilgi'nin Kaynaklar başlığı altında ilgili açıklama ve örnekleri inceleyebilirsiniz.

9. Çalışmalarda tablo, grafik ve şekil gibi göstergeler ancak çalışmanın takip edilebilmesi açısından gereklilik arz ettiği durumlarda, numaralandırılarak, tanımlayıcı bir başlık ile birlikte verilmelidir. Tablolara ait başlık üstte, Şekiller'e ait başlık altta yer almalıdır. Demografik özellikler gibi metin içinde verilebilecek veriler, ayrıca tablolar ile ifade edilmemelidir.

10. Yayınlanmak üzere gönderilen makale ile birlikte yazar bilgilerini içeren kapak sayfası gönderilmelidir. Kapak sayfasında, makalenin başlığı, yazar veya yazarların bağlı bulundukları kurum ve unvanları, kendilerine ulaşılabilecek adresler, cep, iş ve faks numaraları ve e-posta adresleri yer almalıdır (bkz. Son Kontrol Listesi).

11. Kurallar dâhilinde dergimize yayınlanmak üzere gönderilen çalışmaların her türlü sorumluluğu yazar/yazarlarına aittir.

12. Yayın kurulu ve hakem raporları doğrultusunda yazarlardan, metin üzerinde bazı düzeltmeler yapmaları istenebilir.

13. Yayınlanmasına karar verilen çalışmaların, yazar/yazarlarının her birine dergi gönderilir.

14. Dergiye gönderilen çalışmalar yayınlansın veya yayınlanmasın geri gönderilmez.

KAYNAKLAR

Derleme yazıları okuyucular için bir konudaki kaynaklara ulaşmayı kolaylaştıran bir araç olsa da, her zaman orijinal çalışmayı doğru olarak yansıtmaz. Bu yüzden mümkün olduğunca yazarlar orijinal çalışmaları kaynak göstermelidir. Öte yandan, bir konuda çok fazla sayıda orijinal çalışmanın kaynak gösterilmesi yer israfına neden olabilir. Birkaç anahtar orijinal çalışmanın kaynak gösterilmesi genelde uzun listelerle aynı işi görür. Ayrıca günümüzde kaynaklar elektronik versiyonlara eklenebilmekte ve okuyucular elektronik literatür taramalarıyla yayınlara kolaylıkla ulaşabilmektedir.

Kabul edilmiş ancak henüz sayıya dahil edilmemiş makaleler Early View olarak yayınlanır ve bu makalelere atıflar "advance online publication" şeklinde verilmelidir. Genel bir kaynaktan elde edilemeyecek temel bir konu olmadıkça "kişisel iletişimlere" atıfta bulunulmamalıdır. Eğer atıfta bulunulursa parantez içinde iletişim kurulan kişinin adı ve iletişimin tarihi belirtilmelidir. Bilimsel makaleler için yazarlar bu kaynaktan yazılı izin ve iletişimin doğruluğunu gösterir belge almalıdır. Kaynakların doğruluğundan yazar(lar) sorumludur. Tüm kaynaklar metinde belirtilmelidir. Kaynaklar alfabetik olarak sıralanmalıdır.

Referans Stili ve Formatı

Journal of Economy Culture and Society, metin içi alıntılama ve kaynak gösterme için APA (American Psychological Association) kaynak sitilinin 6. edisyonunu benimser. APA 6. Edisyonu hakkında bilgi için:

- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: APA.
- http://www.apastyle.org/

Metin İçinde Kaynak Gösterme

Kaynaklar metinde parantez içinde yazarların soyadı ve yayın tarihi yazılarak belirtilmelidir. Birden fazla kaynak gösterilecekse kaynaklar arasında (;) işareti kullanılmalıdır. Kaynaklar alfabetik olarak sıralanmalıdır.

Örnekler:

Birden fazla kaynak;
(Esin ve ark., 2002; Karasar 1995)
Tek yazarlı kaynak;
(Akyolcu, 2007)

İki yazarlı kaynak;
(Sayıner ve Demirci, 2007, s. 72)
Üç, dört ve beş yazarlı kaynak;
Metin içinde ilk kullanımda: (Ailen, Ciambrune ve Welch, 2000, s. 12–13) Metin içinde tekrarlayan kullanımlarda: (Ailen ve ark., 2000)
Altı ve daha çok yazarlı kaynak;
(Çavdar ve ark., 2003)

Kaynaklar Bölümünde Kaynak Gösterme
Kullanılan tüm kaynaklar metnin sonunda ayrı bir bölüm halinde yazar soyadlarına göre alfabetik olarak numaralandırılmadan verilmelidir.

Kaynak yazımı ile ilgili örnekler aşağıda verilmiştir.

Kitap

a) Türkçe Kitap
Karasar, N. (1995). *Araştırmalarda rapor hazırlama* (8.bs). Ankara: 3A Eğitim Danışmanlık Ltd.
b) Türkçeye Çevrilmiş Kitap
Mucchielli, A. (1991). *Zihniyetler* (A. Kotil, Çev.). İstanbul: İletişim Yayınları.
c) Editörlü Kitap
Ören, T., Üney, T. ve Çölkesen, R. (Ed.). (2006). *Türkiye bilişim ansiklopedisi.* İstanbul: Papatya Yayıncılık.
d) Çok Yazarlı Türkçe Kitap
Tonta, Y., Bitirim, Y. ve Sever, H. (2002). *Türkçe arama motorlarında performans değerlendirme.* Ankara: Total Bilişim.
e) İngilizce Kitap
Kamien R., & Kamien A. (2014). *Music: An appreciation.* New York, NY: McGraw-Hill Education.
f) İngilizce Kitap İçerisinde Bölüm
Bassett, C. (2006). Cultural studies and new media. In G. Hall & C. Birchall (Eds.), *New cultural studies: Adventures in theory* (pp. 220–237). Edinburgh, UK: Edinburgh University Press.
g) Türkçe Kitap İçerisinde Bölüm
Erkmen, T. (2012). Örgüt kültürü: Fonksiyonları, öğeleri, işletme yönetimi ve liderlikteki önemi. M. Zencirkıran (Ed.), *Örgüt sosyolojisi kitabı* içinde (s. 233–263). Bursa: Dora Basım Yayın.
h) Yayımcının ve Yazarın Kurum Olduğu Yayın
Türk Standartları Enstitüsü. (1974). *Adlandırma ilkeleri.* Ankara: Yazar.

Makale

a) Türkçe Makale
Mutlu, B. ve Savaşer, S. (2007). Çocuğu ameliyat sonrası yoğun bakımda olan ebeveynlerde stres nedenleri ve azaltma girişimleri. *İstanbul Üniversitesi Florence Nightingale Hemşirelik Dergisi, 15*(60), 179–182.
b) İngilizce Makale
de Cillia, R., Reisigl, M., & Wodak, R. (1999). The discursive construction of national identity. *Discourse and Society, 10*(2), 149–173. http://dx.doi.org/10.1177/0957926599010002002
c) Yediden Fazla Yazarlı Makale
Lal, H., Cunningham, A. L., Godeaux, O., Chlibek, R., Diez-Domingo, J., Hwang, S.-J. ... Heineman, T. C. (2015). Efficacy of an adjuvanted herpes zoster subunit vaccine in older adults. *New England Journal of Medicine, 372,* 2087–2096. http://dx.doi.org/10.1056/NEJMoa1501184

d) DOI'si Olmayan Online Edinilmiş Makale

Al, U. ve Doğan, G. (2012). Hacettepe Üniversitesi Bilgi ve Belge Yönetimi Bölümü tezlerinin atıf analizi. *Türk Kütüphaneciliği, 26,* 349–369. Erişim adresi: http://www.tk.org.tr/

e) DOI'si Olan Makale

Turner, S. J. (2010). Website statistics 2.0: Using Google Analytics to measure library website effectiveness. *Technical Services Quarterly, 27,* 261–278. http://dx.doi.org/10.1080/07317131003765910

f) Advance Online Olarak Yayımlanmış Makale

Smith, J. A. (2010). Citing advance online publication: A review. *Journal of Psychology.* Advance online publication. http://dx.doi.org/10.1037/a45d7867

g) Popüler Dergi Makalesi

Semercioğlu, C. (2015, Haziran). Sıradanlığın rayihası. *Sabit Fikir, 52,* 38–39.

Tez, Sunum, Bildiri

a) Türkçe Tezler

Sarı, E. (2008). *Kültür kimlik ve politika: Mardin'de kültürlerarasılık.* (Doktora Tezi). Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

b) Ticari Veritabanında Yer Alan Yüksek Lisans Ya da Doktora Tezi

Van Brunt, D. (1997). *Networked consumer health information systems* (Doctoral dissertation). Available from ProQuest Dissertations and Theses. (UMI No. 9943436)

c) Kurumsal Veritabanında Yer Alan İngilizce Yüksek Lisans/Doktora Tezi

Yaylalı-Yıldız, B. (2014). *University campuses as places of potential publicness: Exploring the politicals, social and cultural practices in Ege University* (Doctoral dissertation). Retrieved from: Retrieved from http://library.iyte.edu.tr/tr/hizli-erisim/iyte-tez-portali

d) Web'de Yer Alan İngilizce Yüksek Lisans/Doktora Tezi

Tonta, Y. A. (1992). *An analysis of search failures in online library catalogs* (Doctoral dissertation, University of California, Berkeley). Retrieved from http://yunus.hacettepe.edu.tr/~tonta/yayinlar/phd/ickapak.html

e) Dissertations Abstracts International'da Yer Alan Yüksek Lisans/Doktora Tezi

Appelbaum, L. G. (2005). Three studies of human information processing: Texture amplification, motion representation, and figure-ground segregation. *Dissertation Abstracts International: Section B. Sciences and Engineering, 65*(10), 5428.

f) Sempozyum Katkısı

Krinsky-McHale, S. J., Zigman, W. B., & Silverman, W. (2012, August). Are neuropsychiatric symptoms markers of prodromal Alzheimer's disease in adults with Down syndrome? In W. B. Zigman (Chair), *Predictors of mild cognitive impairment, dementia, and mortality in adults with Down syndrome.* Symposium conducted at American Psychological Association meeting, Orlando, FL.

g) Online Olarak Erişilen Konferans Bildiri Özeti

Çınar, M., Doğan, D. ve Seferoğlu, S. S. (2015, Şubat). *Eğitimde dijital araçlar: Google sınıf uygulaması üzerine bir değerlendirme* [Öz]. Akademik Bilişim Konferansında sunulan bildiri, Anadolu Üniversitesi, Eskişehir. Erişim adresi: http://ab2015.anadolu.edu.tr /index.php?menu=5&submenu=27

h) Düzenli Olarak Online Yayımlanan Bildiriler

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences, 105,* 12593–12598. http://dx.doi.org/10.1073/pnas.0805417105

i) Kitap Şeklinde Yayımlanan Bildiriler

Schneider, R. (2013). Research data literacy. S. Kurbanoğlu ve ark. (Ed.), Communications in Computer and Information Science: Vol. 397. *Worldwide Communalities and Challenges in Information Literacy Research and Practice* içinde (s. 134–140). Cham, İsviçre: Springer. http://dx.doi.org/10.1007/978-3-319-03919-0

LABEL

j) Kongre Bildirisi

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b) Online Gazete Yazısı

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c) Web Page/Blog Post

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d) Online Ansiklopedi/Sözlük

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e) Podcast

Radyo ODTÜ (Yapımcı). (2015, 13 Nisan). *Modern sabahlar* [Podcast]. Erişim adresi: http://www.radyoodtu.com.tr/

f) Bir Televizyon Dizisinden Tek Bir Bölüm

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g) Müzik Kaydı

Say, F. (2009). Galata Kulesi. *İstanbul senfonisi* [CD] içinde. İstanbul: Ak Müzik.

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Mucchielli, A. (1991). *Zihniyetler* [Mindsets] (A. Kotil, Trans.). İstanbul, Turkey: İletişim Yayınları.
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Ören, T., Üney, T., & Çölkesen, R. (Eds.). (2006). *Türkiye bilişim ansiklopedisi* [Turkish Encyclopedia of Informatics]. İstanbul, Turkey: Papatya Yayıncılık.
d) Turkish Book with Multiple Authors
Tonta, Y., Bitirim, Y., & Sever, H. (2002). T*ürkçe arama motorlarında performans değerlendirme* [Performance evaluation in Turkish search engines]. Ankara, Turkey: Total Bilişim.
e) Book in English
Kamien R., & Kamien A. (2014). *Music: An appreciation.* New York, NY: McGraw-Hill Education.
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Bassett, C. (2006). Cultural studies and new media. In G. Hall & C. Birchall (Eds.), *New cultural studies: Adventures in theory* (pp. 220–237). Edinburgh, UK: Edinburgh University Press.
g) Chapter in an Edited Book in Turkish
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American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Article

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Mutlu, B., & Savaşer, S. (2007). Çocuğu ameliyat sonrası yoğun bakımda olan ebeveynlerde stres nedenleri ve azaltma girişimleri [Source and intervention reduction of stress for parents whose children are in intensive care unit after surgery]. *Istanbul University Florence Nightingale Journal of Nursing, 15*(60), 179–182.

b) English Article
de Cillia, R., Reisigl, M., & Wodak, R. (1999). The discursive construction of national identity. *Discourse and Society, 10*(2), 149–173. http://dx.doi.org/10.1177/0957926599010002002

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Lal, H., Cunningham, A. L., Godeaux, O., Chlibek, R., Diez-Domingo, J., Hwang, S.-J. ... Heineman, T. C. (2015). Efficacy of an adjuvanted herpes zoster subunit vaccine in older adults. *New England Journal of Medicine, 372,* 2087–2096. http://dx.doi.org/10.1056/NEJMoa1501184

d) Journal Article from Web, without DOI
Sidani, S. (2003). Enhancing the evaluation of nursing care effectiveness. *Canadian Journal of Nursing Research, 35*(3), 26–38. Retrieved from http://cjnr.mcgill.ca

e) Journal Article wih DOI
Turner, S. J. (2010). Website statistics 2.0: Using Google Analytics to measure library website effectiveness. *Technical Services Quarterly, 27,* 261–278. http://dx.doi.org/10.1080/07317131003765910

f) Advance Online Publication
Smith, J. A. (2010). Citing advance online publication: A review. *Journal of Psychology.* Advance online publication. http://dx.doi.org/10.1037/a45d7867

g) Article in a Magazine
Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time, 135,* 28–31.

Doctoral Dissertation, Master's Thesis, Presentation, Proceeding

a) Dissertation/Thesis from a Commercial Database
Van Brunt, D. (1997). *Networked consumer health information systems* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 9943436)

b) Dissertation/Thesis from an Institutional Database
Yaylalı-Yıldız, B. (2014). *University campuses as places of potential publicness: Exploring the politicals, social and cultural practices in Ege University* (Doctoral dissertation). Retrieved from Retrieved from: http://library.iyte.edu.tr/tr/hizli-erisim/iyte-tez-portali

c) Dissertation/Thesis from Web
Tonta, Y. A. (1992). *An analysis of search failures in online library catalogs* (Doctoral dissertation, University of California, Berkeley). Retrieved from http://yunus.hacettepe.edu.tr/~tonta/yayinlar / phd/ickapak.html

d) Dissertation/Thesis abstracted in Dissertations Abstracts International
Appelbaum, L. G. (2005). Three studies of human information processing: Texture amplification, motion representation, and figure-ground segregation. *Dissertation Abstracts International: Section B. Sciences and Engineering, 65*(10), 5428.

e) Symposium Contribution
Krinsky-McHale, S. J., Zigman, W. B., & Silverman, W. (2012, August). Are neuropsychiatric symptoms markers of prodromal Alzheimer's disease in adults with Down syndrome? In W. B. Zigman (Chair), *Predictors of mild cognitive impairment, dementia, and mortality in adults with Down syndrome.* Symposium conducted at the meeting of the American Psychological Association, Orlando, FL.

f) Conference Paper Abstract Retrieved Online
Liu, S. (2005, May). *Defending against business crises with the help of intelligent agent based early warning solutions.* Paper presented at the Seventh International Conference on Enterprise Information Systems, Miami, FL. Abstract retrieved from http://www.iceis.org/iceis2005/abstracts_2005.htm

g) Conference Paper - In Regularly Published Proceedings and Retrieved Online
Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences, 105,* 12593–12598. http://dx.doi.org/10.1073/pnas.0805417105

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