

İçindekiler / Contents

Türk Politik Hafızasında Birinci Dünya Savaşı'na Girmenin Gerekliğine ve Sorumluluğuna Dair Bazı Değerlendirmeler

Hasan KENDİRCİ

1

II. Meşrutiyet'ten Cumhuriyet'in İlanına Kadar İstanbul'da Kamusal Alanda Kadınlar

Melek KAYMAZ MERT, Emine KAYMAZ GENÇAL

25

Ogier Ghiselin De Busbecq'in Gözlemleri ile Kanuni Sultan Süleyman Döneminde Osmanlı ile Avrupa'nın Karşılaştırılması

Abdullah TOK, Muhammed Ali BUDAK

51

Eğitim ve Ekonomik Büyümenin Farklı Yaş Gruplarındaki Kadın İşsizliği Üzerine Etkisi: Seçilmiş OECD Üyesi Ülkeler Üzerine Ekonometrik Bir Analiz

Fatma Fehime AYDIN, Cemalettin LEVENT

73

From Descriptive to Prescriptive Analytics: Turkish Airlines Case Study

Musab Talha AKPINAR, Abdulkadir HIZIROĞLU, Keziban SEÇKİN CODAL

99

Flexibility and Advantages of Turkish Maarif Foundation in Global Education Market due to its Hybrid Structure

Metin ÇELİK

127

The Effect and Measurement of Public Relations On Brand Equity

İsnur İnci ARMUTLU

151

A Woke Approach to User-generated Content: How Product Involvement and Gender Influence What We Post

Kemal Cem SÖYLEMEZ

177

Turquality Support: A Study of Firms in İstanbul

Meltem KORKMAZ, Ebru NERGİZ

197

Examination of Attitudes of Healthcare Professionals in Turkey towards Covid-19 Vaccines

Sedat BOSTAN, Dilruba İZGÜDEN, Mahmut AKBOLAT, Ramazan ERDEM

219

The Historical Background of Critical Pedagogy

Özkan AYBAR, Zeynep KANTARCI BİNGÖL

237

Cilt: 13 Sayı: 1, Haziran 2023

Volume: 13 Issue: 1, June 2023

ADAM AKADEMİ

ADAM ACADEMY

SOSYAL BİLİMLER DERGİSİ
JOURNAL OF SOCIAL SCIENCES



ADAM AKADEMİ/ADAM ACADEMY

Sosyal Bilimler Dergisi / Journal of Social Sciences

ISSN:2146-4936

e-ISSN:2645-9019

Sahibi/Owner

Ankara Düşünce ve Araştırma Merkezi (ADAM)
İktisadi İşletmesi adına,
Bülent Kent

Genel Editör/Editor in Chief

Mehmet Bulut - *Istanbul Sabahattin Zaim Üniversitesi*

Editörler/Editors

Bünyamin Erul - *Ankara Üniversitesi*
Cahit Güran - *Hacettepe Üniversitesi*
Erdal Karagöl - *T.C. Milli Eğitim Bakanlığı*
Intisar A. Rabb - *Harvard Üniversitesi*
Jari Ojala - *Jyväskylä Üniversitesi*
Jonathan A. Brown - *Georgetown Üniversitesi*
Mehmet Barca - *Ankara Sosyal Bilimler Üniversitesi*
Metin Toprak - *Istanbul Sabahattin Zaim Üniversitesi*
M. Shahid Alam - *Northeastern Üniversitesi*
Nasuh Uslu - *Istanbul Sabahattin Zaim Üniversitesi*
Ramazan Gözen - *Marmara Üniversitesi*

Editör Yardımcıları/Associate Editors

Fuat Oğuz - *Ankara Yıldırım Beyazıt Üniversitesi*
Recai Aydın - *T.C. Milli Eğitim Bakanlığı*

Kitap Tanıtım Editörleri/Book Review Editors

Fatih Kaplanhan - *Istanbul Sabahattin Zaim Üniversitesi*
Muhammet Enes Kala - *Ankara Yıldırım Beyazıt Üniversitesi*

Yazı İşleri Müdürü/Publication Coordinator

Cem Korkut - *Ankara Yıldırım Beyazıt Üniversitesi*

ADAM AKADEMİ Sosyal Bilimler Dergisi, yılda iki kez (Haziran ve Aralık) yayımlanan çift-kör hakemlik süreci yürüten, uluslararası hakemli bir dergidir.

ADAM ACADEMY Journal of Social Sciences is a double-blind peer-reviewed international journal published twice a year (June and December).

ADAM AKADEMİ, Türkçe ve İngilizce dillerinde yayın kabul etmektedir.

ADAM ACADEMY accepts articles in Turkish and English.

Yayın ilkeleri ve yazarlar için yazım kuralları derginin son sayfalarındadır.

Editorial principles and rules for manuscripts are placed on the last pages of the journal.

ADAM AKADEMİ, DOAJ, EBSCO, ERIH PLUS, Index Islamicus, ProQuest, TR Dizin SBVT ve diğer birçok ulusal ve uluslararası endeks tarafından taranmakta ve dizinlenmektedir.

ADAM ACADEMY is being indexed and abstracted by DOAJ, EBSCO, ERIH PLUS, Index Islamicus, ProQuest, TR Index and other national and international index services.

İletişim Bilgileri/Contact Information

Ankara Düşünce ve Araştırma Merkezi (ADAM)
Ankara Center for Thought and Research
Hacettepe Mh. Tamış Sk. No: 2/A Hamamönü
06230 Altındağ - Ankara - Türkiye
Email: bilgi@adam.org.tr
Web: www.dergipark.org.tr/tr/pub/adamakadem
Web:www.adam.org.tr

Abonelik/Subscription

Yıllık abone bedeli/Annual Fee:
Kurumlar için /For Institutions:
Yurt içi / Domestic: 200 TL Yurt dışı / Abroad: 200 USD
Kişi/ For Individuals: 150 TL Öğrenci / Students: 100 TL
Dergi Fiyatı / Single Issue Price: 100 TL

Hesap Numarası/Account Number:

Kuveyt Türk Ankara Balgat Şubesi
TR520020500000789555400001

Yayın Kurulu/Editorial Board

Ahmet Tabakoğlu - *Istanbul Sabahattin Zaim Üniversitesi*
Benjamin Braude - *Boston College*
Bülent Arı - *Istanbul Üniversitesi*
Carl S. El-Tobqui - *Brandeis Üniversitesi*
Cemal Kafadar - *Harvard Üniversitesi*
Derya Örs - *Atatürk Kültür, Dil ve Tarih Yüksek Kurumu*
Erol Özvar - *Yükseköğretim Kurulu*
Fatih Uşan - *Ankara Yıldırım Beyazıt Üniversitesi*
Gulliaume Dugin - *Paris Üniversitesi*
Gülfettin Çelik - *Istanbul Medeniyet Üniversitesi*
Hakan Kırımlı - *Bilkent Üniversitesi*
Haldun Evren - *Suffolk Üniversitesi*
Hamdi Pınar - *Bilkent Üniversitesi*
Himmet Taşkömür - *Harvard Üniversitesi*
Hüseyin İlker Çınar - *Manheim Üniversitesi*
İbrahim Kalın - *T.C. Cumhurbaşkanlığı*
James Baldwin - *New York Üniversitesi*
Kadir Canatan - *Istanbul Sabahattin Zaim Üniversitesi*
Muhammed Eroğlu - *Massachusetts Teknoloji Enstitüsü*
Murat Yülek - *Ostim Teknik Üniversitesi*
Nazım Ali - *Hamad bin Khalifa Üniversitesi*
Sıdıka Başçı - *Ankara Yıldırım Beyazıt Üniversitesi*
Şükrü Karatepe - *Istanbul Sabahattin Zaim Üniversitesi*
William O'Reilly - *Cambridge Üniversitesi*
Yasin Aktay - *Ankara Yıldırım Beyazıt Üniversitesi*

Tasarım ve Baskı

TÜRKİYE DİYANET VAKFI TİC. İŞLETMESİ
Ostim OSB Mahallesi 1256 Caddesi No: 11 06370
Yenimahalle / ANKARA
Tel: 0312 354 91 31 (pbx) Faks: 0312 354 91 32
e-posta: bilgi@tdv.com.tr

İçindekiler / Contents

Türk Politik Hafızasında Birinci Dünya Savaşı'na Girmenin Gerekliliğine ve Sorumluluğuna Dair Bazı Değerlendirmeler Hasan KENDİRCİ 1	
II. Meşrutiyet'ten Cumhuriyet'in İlanına Kadar İstanbul'da Kamusal Alanda Kadınlar Melek KAYMAZ MERT, Emine KAYMAZ GENÇAL 25	
Ogier Ghiselin De Busbecq'in Gözlemleri ile Kanuni Sultan Süleyman Döneminde Osmanlı ile Avrupa'nın Karşılaştırılması Abdullah TOK, Muhammed Ali BUDAK 51	
Eğitim ve Ekonomik Büyümenin Farklı Yaş Gruplarındaki Kadın İşsizliği Üzerine Etkisi: Seçilmiş OECD Üyesi Ülkeler Üzerine Ekonometrik Bir Analiz Fatma Fehime AYDIN, Cemalettin LEVENT 73	
From Descriptive to Prescriptive Analytics: Turkish Airlines Case Study Musab Talha AKPINAR, Abdulkadir HIZIROĞLU, Keziban SEÇKİN CODAL 99	
Flexibility and Advantages of Turkish Maarif Foundation in Global Education Market due to its Hybrid Structure Metin ÇELİK 127	
The Effect and Measurement of Public Relations On Brand Equity İsnur İnci ARMUTLU 151	
A Woke Approach to User-generated Content: How Product Involvement and Gender Influence What We Post Kemal Cem SÖYLEMEZ 177	
Turquality Support: A Study of Firms in İstanbul Meltem KORKMAZ, Ebru NERGİZ 197	
Examination of Attitudes of Healthcare Professionals in Turkey towards Covid-19 Vaccines Sedat BOSTAN, Dilruba İZGÜDEN, Mahmut AKBOLAT, Ramazan ERDEM 219	
The Historical Background of Critical Pedagogy Özkan AYBAR, Zeynep KANTARCI BİNGÖL 237	



Türk Politik Hafızasında Birinci Dünya Savaşı'na Girmenin Gerekliliğine ve Sorumluluğuna Dair Bazı Değerlendirmeler

Hasan KENDİRCİ*

Mersin Üniversitesi

Özet

Birinci Dünya Savaşı, Osmanlı Devleti'nin tamamen yıkılıp tarihe karışmasıyla sonuçlandığı için Türk siyasî hayatında ayrı bir öneme sahiptir. Gerek devletin yıkılması gerek savaşın yol açtığı diğer maddi ve manevi kayıplar dolayısıyla Osmanlı Devleti'nin bu savaşa girişi her zaman tartışılan bir konu olmuştur. Savaşa giriş kararını veren dönemin iktidar partisi İttihat ve Terakki Cemiyeti ile cemiyetin yöneticileri yaşanan bu sürecin sorumlusu kabul edilmişlerdir. Türk siyasî hayatında ve düşünce dünyasında savaşa giriş kararı, özellikle tarafsız kalmanın mümkün olup olmadığı, savaşa doğru tarafta girilip girilmediği, savaş sırasında ve sonrasında yaşananların sorumlusu olarak İttihatçıların görülüp görülemeyeceği ekseninde tartışmalara da konu olmuştur. Bu çalışma savaşa giriş kararının gerekliliğine ve sorumluluğuna dair farklı görüşleri bir araya getirmek amacıyla hazırlanmıştır.

Anahtar Kelimeler

*Birinci Dünya Savaşı, İttihat ve Terakki Cemiyeti, Türk Politik Hafızası,
Türk Dış Politikası, İkinci Meşrutiyet Dönemi.*

* Öğr. Gör. Dr., Mersin Üniversitesi, Rektörlük Atatürk İlkeleri ve İnkılap Tarihi Bölüm Başkanlığı, hkendirci@mersin.edu.tr, Orcid: 0000-0002-6079-8937

Some Turkish Political Memory Assessments of the Necessity and Responsibility of Entering the First World War

Abstract

The First World War has a special significance in Turkish political life since it led to the complete abolition of the Ottoman Empire and its history. The Ottoman Empire's involvement in this war has always been debatable due to the state's demise and other material and moral losses brought on by the conflict. The managers of society and the ruling party at the time, Committee of Union and Progress, were acknowledged as being in charge of this process and responsible for the decision to enter the war. The decision to enter the war has also been a topic of discussion in Turkish political life and thought, particularly in relation to whether it is possible to remain neutral, whether the right side is chosen to enter the war, and whether the Unionists can be held accountable for what transpired during and after the war. The goal of this study was to assemble many points of view regarding the need and accountability of the choice to enter the war.

Keywords

First World War, Committee of Union and Progress, Turkish Political Memory, Turkish Foreign Policy, Second Constitutional Period.

Extended Abstract

The World War I and its consequences have a significant place in Turkish political life due to the fact that it constitutes the transition phase between the fall of the Ottoman Empire and the rise of the Republic of Turkey. Therefore, the decision to enter the war and the consequences of the war have been discussed from various aspects of the Turkish world of thought. The aim of this study is to comparatively discuss the evaluations regarding the necessity and responsibility of the decision to enter the war, which is among the discussions in question. This comparison was not only conducted between the different opinions expressed by intellectuals but also a holistic perspective was adopted by including the justifications given by the executives who made the decision to enter the war. From this point of view, the main sources we used in our study to understand how the executives who made the decision to enter the war and evaluated the matter of entering the war were the memories and biographies of the relevant persons. Examples of novels, which have the potential to be an important source to understand the reflections of the decision to enter the war in the world of thought and social consciousness but, according to our opinion, are not utilized enough in social sciences, were also used. The press archive of the period was also used to see the initial reactions and comments on the decision to enter the war.

Our study is divided into two sections in accordance with the above-mentioned objective. In the first section, the evaluations of the group of executives regarding the decision to enter the war are presented. In the second section, the opinions of intellectuals on the subject are presented with reference to the press archive and novel examples.

The Ottoman Empire's entry into the war was influenced by the ruling party of the period, the Committee of Union and Progress, especially by a few prominent names of the committee: the Minister of War Enver Pasha, the Minister of Internal Affairs Talat Pasha, the Minister of the Navy Cemal Pasha, and the Chairperson of the First

Parliament Mr. Halil Mentеше. The will to enter the war demonstrated by these names without the knowledge of the sultan and the parliament, particularly the insistent attitudes and behaviors of Enver Pasha on this matter, caused major consequences of the war to be imposed on this group. The faith in the probability that the Ottoman Empire could remain impartial lies behind these criticisms. However, the group of executives defended the decision to enter the war by relying on the argument that they had no choice but to enter the war against the imperialist appropriation threat against the Ottoman Empire. According to the executives, the desire to appropriate Ottoman lands had always existed among European states. In particular, a Russian invasion of Istanbul and the straits was another expected threat. The fact that the Allied Powers rejected the alliance proposals made by the Ottoman Empire, inculcated neutrality, and acted reluctant to ensure the territorial integrity requested by the Ottoman Empire in return caused these assumptions to be strengthened. According to the group of executives, the invasion process encountered following the war revealed how serious the appropriation threat they mentioned was and how valid their judgment to enter the war was.

Although they could not have an influence on the decision-making mechanism during the period of entering the war, names such as Mustafa Kemal Atatürk, Rauf Orbay, and Kazım Karabekir, who were involved in the war through their assignments on various fronts and created the group of founders of the Republic of Turkey in the post-war period, also regarded the Russian invasion as a strong probability.

The process of entering the war started with the alliance treaty signed secretly with Germany on August 2, 1914. The act of entering the war, which took place on the theoretical level, turned into an actual state with the Black Sea Raid actualized within the knowledge of the group of executives, as would be found out later. Containing several conflicts between the Russian navy and the Ottoman navy in which two German ships also got involved, the Black Sea Raid would be welcomed with excitement and joy by the Ottoman public opinion and the war would be entered with great expectations.

In the first days of entering the war, there was support for the decision to enter the war among public opinion, as observed by the Ottoman press. That situation was regarded as an opportunity for the East to settle its scores with the West and to take revenge against Europe. However, the speeches of support would start to fade when the news of defeat and disaster started to arrive from the fronts. The opposition against the Union and Progress, which could not be clearly expressed during the period of war due to the censorship, started to be put into words out loud when the leaders of the Committee of Union and Progress fled the country after the war was over.

Although there was a tendency to interrogate and try those responsible for the decision to enter the war and its consequences during the Armistice Period, these attempts remained unfinished in the legal aspect for various reasons. The operations started on November 9, 1918 in the Parliament regarding the interrogation of the war cabinet could not proceed due to the termination of the parliament by Sultan Vahdettin on December 21, 1918. The trials carried out by the Martial Court turned into a means of revenge by the anti-Unionist circles, especially by the Damat Ferit Pasha Government, and those who were convicted were punished not for the responsibility of entering the war but for the failure to perform their duties in the Armenian Displacement.

It is observed from the novels written in the years of war that the unfinished reckoning for the decision to enter the war on the legal level also remained limited in terms

of the ideational aspect. The works written in this period usually addressed personal subjects and remained silent about the war. Limited examples of the subject started to emerge after the war.

One theme that immediately stands out in the works addressing the subject of entering the war is the loss of territory caused by the war and the fall of the Ottoman Empire. The Committee of Union and Progress was ultimately held accountable for both the loss of territory and the vanishing of the Ottoman Empire. Names such as Ahmet Hamdi Tanpınar, Kemal Tahir, Yakup Kadri Karaosmanoglu, and Mithat Cemal Kuntay depicted the fall through the pictures they drew about the post-war and highlighted this subject in their novels. In the same works, the entertainment life of the upper class in Istanbul during the Armistice Period was also seen as the social and cultural stage of the fall and particularly included in that picture.

The trials conducted by the Martial Court and other related events during the Armistice Period were directly or indirectly criticized in the novels written by authors such as Halide Edip Adivar, Ahmet Hamdi Tanpınar, and Mithat Cemal Kuntay and the matters subject to the trials such as the events during the Armenian Displacement were taken out of the area of responsibility. On the other hand, themes instilling that the European states had committed a crime were included by pointing out the invasions taking place in Anatolia and their outcomes. The Unionists were often criticized on this matter as well, as the group causing the invasions.

The subject of war profiteers composes one of the most frequently and most freely criticized areas of responsibility in the works we analyzed. All the authors addressing this subject told the stories of the profiteering performed by the individuals associated with the Union and Progress administration or personally involved in the Committee during the war by taking advantage of the conditions of warfare. Addressing this theme more freely is probably encouraged by the fact that the subject in question is relatively less political and less traumatic.

It is observed in the novels we analyzed that the new regime rising in Ankara was mentioned as well as the fall of the Ottoman Empire which was frequently addressed as a consequence of the First World War. The majority of the authors pointed out the continuity between the group of saviors and founders in Ankara and the group of Union and Progress but made a point of distinguishing them from the former decision-makers causing the disasters encountered. However, following the novel dynamics, it is observed that later on, the authors gave up on Ankara, which they greeted as a ray of hope in the beginning. This is because the profiteers of the former regime had surrounded the group of founders in Ankara and started to prevent them from seeing the truths, and there they established a regime that was similar to the former one in Istanbul. The most important outcome of this matter in terms of our subject is the probability of preventing or limiting the discussions regarding the necessity and responsibility of entering the war. It is possible to say that the aforementioned continuity influenced the works written in the Republican Period and addressed the subject of entering the war in terms of not being able to go beyond the argument stating that the Unionists caused the fall of the empire, not deeply filtering the period of war through criticisms, and not bringing the decision to enter the war into the question from the legal aspect.

Giriş

Bütün büyük güçlerin ve neredeyse bütün Avrupa devletlerinin katıldığı I. Dünya Savaşı küresel açıdan eski siyasî dengelerin değişmesiyle sonuçlanmıştır (Hobsbawm, 1999: 327-337; T.Y.: 36-37). İttifak Devletleri bloğundaki devletlerin hiçbiri beklenenden uzun süren bu savaştan sonra ayakta kalamamış, devrimlere sahne olarak yerlerini yeni rejimlere bırakmışlardır (Sander, 2009: 356; Hobsbawm, T.Y.: 44).

Osmanlı Devleti de I. Dünya Savaşı'ndan sonra benzeri bir süreç yaşayarak yerini Türkiye Cumhuriyeti'ne bırakmıştır. Savaşa girmenin ve Osmanlı Devleti'nin yıkılmasının sorumluluğu da o dönemde devleti yöneten İttihat ve Terakki Cemiyeti'ne yüklenmiş, bu konuda en çok cemiyetin ileri gelenleri eleştirilmiştir. İttihatçıların ilk başlarda Üçlü İtilaf bloğuna katılmak konusundaki karşılıksız kalan ısrarları, sonra da Almanya ile ittifak imzalayarak tarafsızlıktan hızla uzaklaşmaları ve bir oldu bitti ile ülkeyi savaşa sokmaları bu eleştirilerin temelini oluşturur (Kaşiyuğun, 2014: 77; Armaoğlu, T.Y.: 107-108; Öğün, 2013).

Bu çalışma, bugüne kadar sıklıkla işlenen I. Dünya Savaşı'na giriş konusuna farklı bir yerden bakmak; savaşa giriş kararının gerekliliğine ve sorumluluğuna dair algı biçimlerini irdelemek amacıyla hazırlanmıştır. Bu çerçevede savaş döneminde karar verme mekanizmalarına hükmeden, savaşa giriş kararında payı bulunan devlet adamlarının hatıraları ve biyografileri ana kaynaklarımızdan birini oluşturmaktadır. Karar mekanizmasına etki etmemiş olsalar da o dönemde gelişmelere içeriden bakan isimlerin de hatıralarına ve biyografilerine karşılaştırma yapabilmek adına başvuracağız. Ana kaynaklarımızdan ikincisi ise Osmanlı Devleti'nin I. Dünya Savaşı'na girişine ve sonuçlarına değinen roman örnekleri oluşturmaktadır. Bu türe yönelmemizin temel nedeni, tarih araştırmalarında pek kullanılmayan edebî eserlerin toplumsal hafızayı yansıtması özelliğidir. Bu, hem o toplumun bir düşünürü olarak yazarının görüşünü yansıttığı için öyledir hem de yazarın içinden geldiği toplumun politik bilincine ayna tutmasından dolayı öyledir. Edebî metinler eser, yazar ve toplumsal bilinç arasındaki bu etkileşim dolayısıyla politik hafızanın bir bütün olarak değerlendirilmesinde önemli bir araç olma özelliğine sahiptirler (Timur, 1991: 8; Karpat, 1971: 15; Türkeş, 2005: 209). Biz de bu nedenle, Türk edebiyatında I. Dünya Savaşı'na değinen roman örneklerinden hareketle savaşa giriş kararının ve sonuçlarının toplumun ve aydınların bilincindeki etkilerini bir de bu açıdan ele almaya çalışacağız. Bunu yaparken basın arşivinden de yararlanmaya çalışacağız.

Çalışmamız iki ana bölümden oluşmaktadır. Birinci bölümde hatıratlardan yararlanarak savaşa giriş kararı ve sorumluluğu konularının yöneticilerin belleğindeki yansımalarını değerlendirmeye çalışacağız. İkinci bölümde ise aynı konunun toplumsal bilinçteki izlerini, romanlardan ve diğer kaynaklardan hareketle anlamaya çalışacağız.

Karar Vericilerin Penceresinden Savaşa Girişin Gerekliği

Avrupa devletleri arasında XIX. yüzyılın sonlarına doğru başlayan kamplaşma ortamı ve giderek hızlanan silahlanma yarışı genel savaş ihtimalini giderek kaçınılmaz kılmıştır. XX. yüzyıla girilirken Osmanlı devlet adamları da dâhil olmak üzere herkes savaşın er ya da geç başlayacağı konusunda kesin bir fikre sahipti (İnönü, 2006: 134; Karabekir, 1995a: 28). Osmanlı devlet yöneticileri açısından asıl cevaplanması gereken soru savaş ihtimali karşısında, taraf olma bakımından nasıl bir politika izleneceği idi. Bu konuda tarafsızlık fikrini savunanlar olduğu kadar savaşa girmemeyi Osmanlı Devleti açısından daha tehlikeli bulanlar da vardı.

Savaşa girilmeyip tarafsız kalınmasının Osmanlı Devleti'nin yöneticileri tarafından tehlikeli bulunmasının temel nedeni İstanbul ve boğazlara yönelik bir Rus istilasının güçlü bir olasılık olarak görülmesidir. Savaşa girilmesi kararında doğrudan payları olan dönemin Sadrazamı Sait Halim Paşa, Meclis-i Mebusan Reisi Halil (Menteşe) Bey, Bahriye Nazırı Cemal Paşa, Dahiliye Nazırı Talat Paşa gibi isimlerin hatıratına bakıldığında bu kararlarına dair savunmalarını Rus istilası tehlikesine dayandırdıklarını görürüz (Sait Halim Paşa, 2019: 27, 122-123; *Osmanlı Meclis-i Mebusan Reisi...*, 2019: 106, 108, 116; Cemal Paşa, 2012: 175-176; Talat Paşa, 2006: 185-186).

İngiltere ve Fransa'nın Rusya'yı frenleyebileceğine inanıldığı için de savaşa İtilaf Devletleri'nin yanında girilmek istenmiştir. Ancak üç kere yapılan ittifak tekliflerinin üçünde de Osmanlı Devleti İtilaf Devletleri'nden olumsuz yanıt almış ve tarafsız kalması yönünde tavsiyelerle karşılaşmıştır (Cavid Bey, 2014: 186-187; *Osmanlı Meclis-i Mebusan Reisi...*, 2019: 112-115; Kaşığıuşun, 2014: 77). Osmanlı yöneticileri tarafsızlık tavsiyelerine uymak karşılığında kapitülasyonların kaldırılmasını ve toprak bütünlüklerinin korunacağına dair teminat istemişlerdir. Ancak İtilaf Devletleri'nin Osmanlı talepleri karşısında takındığı oyalayıcı tutum, özellikle Rusya'nın bu kutupta bulunuyor olması dolayısıyla Osmanlı Devleti'ne güven vermemiştir. İngiltere'nin, Osmanlı Devleti'nin parasını ödediği iki dretnotu teslim etmekten vazgeçmesi de bu güvensizliği perçinlemiştir.

Osmanlı devlet yöneticileri de bu gelişmeler karşısında Osmanlı'nın kendini savunmak amacıyla savaşa girmekten başka seçeneğinin olmadığını, tarafsız kalmanın büyük güçlerin karşısında tümenden savunmasız kalmak anlamına geldiğini iddia etmişlerdir (Talat Paşa, 2006: 179; *Osmanlı Meclis-i Mebusan Reisi...*, 2019: 126-127, 132-133; Sait Halim Paşa, 2019: 14). Osmanlı'nın

tarafsız kalabileceğine dair söylemler ise yönetici kadro tarafından makul bulunmamıştır. Cemal Paşa'ya göre tarafsızlığı savunanlar mağlubiyetten sonraki zayıf durumdan hareketle bunu söyleyenlerdir (Cemal Paşa, 2012: 175-176). Sait Halim Paşa'ya göre belki 1914'te İtilaf Devletleri'nin niyeti herkesçe açık görülemiyordu. Ancak savaş sonrası dönemde yaşananlar, bizzat Sevr Antlaşması, Kurtuluş Savaşı gibi gerçekler Osmanlı Devleti'nin ne tür tehlikelerle karşı karşıya olduğunu ve hareketsiz kalmasının varlığı için zararlı olduğunu göstermiştir (Sait Halim Paşa, 2019: 31-32).

Mütareke Dönemi'nde Damat Ferit Paşa Hükümeti'nin İttihatçıları suçlaması ve yargılaması da Sait Halim Paşa'ya göre anlaşılır bir şey değildir. Diğer devletler savaşa girmelerini meşrulaştırmaya çalışırken bu hükümet İttihatçıları, Osmanlı'yı İngiltere ve Fransa'ya karşı savaşa sokmakla suçlamıştır. Damat Ferit Paşa siyasi rakipleri olan İttihatçıları yenme, İngiltere ve Fransa'ya hoş görünme kaygısı gütmek yerine savaşa girmenin nedenlerini Avrupa'ya karşı savunsaydı belki de kendisine Sevr Antlaşması gibi bir metin dayatılmayacaktı (Sait Halim Paşa, 2019, s. 42-47).

Türkiye Cumhuriyeti'nin kurucu lideri Mustafa Kemal Paşa da Osmanlı Devleti'nin bu çatışmadan uzak duramayacağını düşünen isimlerden biriydi. Kurtuluş Savaşı yıllarında Heyet-i Temsiliye başkanı olarak Ali Rıza Paşa kabinesi ile yazışmalarında hükümet heyetten I. Dünya Savaşı'na girme kararının alınmasında etkili olanların eleştirilmesini ve sorumlularının cezalandırılması fikrinin desteklenmesini istemiştir. Heyet adına yazılan cevapta Mustafa Kemal Paşa bu konuda hükümet ile farklı bir tutum takınarak savaşa girme kararının yerinde olduğu tezini, Rus tehlikesini ön plana çıkararak savunmuştur. Daha sonra I. TBMM'de de 24 Nisan 1920'de yaptığı bir konuşmasında bu cevabını aynen okumuş ve savunmuştur (TBMM Zabıt Ceridesi, 1336: 21).

Şevket Süreyya Aydemir, savaşa giriş konusunda Mustafa Kemal Paşa'nın görüşleri ile uyuşmayan bir yorumlama yapmıştır. Savaş başladığı sıralarda Mustafa Kemal Paşa Sofya'da askeri атаşe olarak görev yapmaktaydı ve Aydemir'in anlatımına göre büyükelçi Fethi Okyar'dan İttihat ve Terakki yönetimini savaştan uzak tutmak için onları telkin etmesini istemiştir (Aydemir, 2005: 184). Benzeri biçimde Falih Rıfki Atay da Mustafa Kemal Paşa'nın tarafsızlık politikasını savunduğunu iddia etmiştir (Atay, 2004: 88). Uğur Üçüncü, Mustafa Kemal Paşa'nın savaşa girilmesine karşı olduğuna dair tezleri ileri süren kaynakların hepsinin onun *Nutuk*'u okuduğu 1927 sonrasına ait olduğundan bahseder. Bu nedenle ona atfedilen tarafsızlık görüşünün tartışmalı olduğunu iddia etmektedir. Üçüncü'ye göre Mustafa Kemal Paşa 1927 öncesi söylemlerinde savaşa girmenin, Almanlarla birlikte hareket etmenin zorunluluğundan bahsederken İttihatçıları rakip olarak görmeye başladıktan yani 1927'den sonra bu konudaki tutumunu değiştirmiştir. Bu tarihten sonra İttihatçıları Osmanlı Devleti'ni savaşa sürüklemekle sonra da bırakıp kaçmakla suçlayarak itibarsızlaştırmaya çalışmıştır. Daha sonra bu görüşleri Falih Rıfki Atay,

Şevket Süreyya Aydemir, Salih Bozok gibi çağdaşı olan veya sonraki dönem yazarlar tarafından devam ettirilmiştir (Üçüncü, 2016: 246-247, 251).

Türkiye Cumhuriyeti'nin kurucu kadrosunda yer alıp savaşa girilmiş olmasını savunan bir örnek de Rauf Orbay'dır. I. Dünya Savaşı sırasında gerek cephede gerek siyasi alanda çeşitli görevler almış olan Rauf Orbay¹ savaşa girmenin "zaruri" olduğunu söyleyecek kadar verilen kararı doğru bulmaktadır. Savaşa girmenin baş sorumlusu olarak görülen Enver Paşa'nın vatansever bir insan olduğunu, devleti savaşa sürüklemekle suçlanamayacağını ve Osmanlı Devleti savaşa girmeseydi Rusya'nın Türkiye'ye saldıracağını belirtmiştir. Çünkü Osmanlı'nın tarafsızlığı durumunda Rusya'da Bolşevik İhtilali'nin gerçekleşmeyeceğini, çarlık rejiminin yıkılmayacağını iddia etmiştir. Çarlık rejimi yıkılmayıp savaşı kazansaydı mutlaka İstanbul'u ve boğazları ele geçirmek için harekete geçirdi. Bu durumda savaşa girmek "katiyen zaruri idi" (Orbay, 2004: 24-25).

Cumhuriyetin bir diğer kurucu ismi olan ve I. Dünya Savaşı'nda Kafkas ve Suriye cephelerinde görev yapmış olan² İsmet (İnönü) Paşa da hatıralarında savaşa bir emrivaki ile girildiğini söylemiştir. Ona göre Osmanlı Devleti tarafsız kalılabilecek bir savaşa yanlıs ve zayıf saflarda girmiştir (İnönü, 2006: 96-97, 137).

Türkiye Cumhuriyeti'nin kurucu kadrosundaki bir diğer isim olan Kâzım Karabekir de savaştan uzak durulması konusunda gerekli uyarıları zamanında yaptığını dile getirmiştir. Savaş başlamadan önce İstihbarat Şube Müdür Yardımcısı olarak görev yapmakta olan³ Kâzım Karabekir'e göre Rusların boğazları ve İstanbul'u ele geçirme niyetlerine karşı izlenebilecek en etkili politika, savaşın ilk aylarında uygulanmış olan silahlı tarafsızlık politikasıydı (Karabekir, 1995a: 29, 88-91).

Zorunlu Tercih: Almanya ile İttifak

İtilaf Devletleri ile girişilen ittifak denemelerinin başarısızlıkla sonuçlanması Osmanlı Devleti'ni Almanya ile ittifak yapmaya itmıştır. Daha sonra yoğun eleştirilere uğrayan bu ittifakın temelini 2 Ağustos 1914'te Sait Halim Paşa yalısında gizli olarak imzalanan Osmanlı-Alman ittifak anlaşması meydana getirmektedir (Aydemir, 1986: 518). Anlaşmayı taraflar adına Sait Halim Paşa ile Alman büyükelçisi Baron Von Wangenheim imzalamışsa da burada bulunan Osmanlı yöneticilerinin hepsi; Harbiye Nazırı Enver Paşa, Dahiliye Nazırı Talat Bey, Meclis-i Mebusan Reisi Halil Bey de bu anlaşmanın mimarları olarak

1 Özgeçmişi için bkz. "Hüseyin Rauf (Orbay) (1880-1964)", <https://ataturkansiklopedisi.gov.tr/bilgi/huseyin-rauf-orbay-1880-1964/> (Erişim Tarihi: 23.09.2022)

2 Özgeçmişi için bkz. "İsmet Paşa (İnönü) (1884 - 1973)", <https://ataturkansiklopedisi.gov.tr/bilgi/ismet-pasa-inonu-1884-1973/> (ET. 23.09.2022)

3 Özgeçmişi için bkz. "Kâzım Karabekir (1882 - 1948)", <https://ataturkansiklopedisi.gov.tr/bilgi/kazim-karabekir-1882-1948/> (ET. 25.09.2022)

sorumlu tutulmaktadırlar. Anlaşmanın imzası sürecinde sadece bu isimlerin bulunması, kabinenin onayına bir emrivaki şeklinde sunulması sürecin ilerleyişinin sağlıklı olduğuna dayanak olarak gösterilmektedir (Aydemir, 1986: 517-519). Ancak sonuç ne olursa olsun ittifakın mimarı olan isimler, bunu devletin varlığı için atılması kaçınılmaz olan bir adım olarak değerlendirmişlerdir (Talat Paşa, 2006: 176, 186; Aydemir, 1985: 19-20). Rus tehlikesi karşısında yalnız kalmaktansa savaşı kazanacağına inandıkları Almanya ile ittifak yapmayı daha tercih edilir bulmuşlardır (Cemal Paşa, 2012: 158-159, 163; *Osmanlı Meclis-i Mebusan Reisi...*, 2019: 115-116; Sait Halim Paşa, 2019: 14).

Dönemin Maliye Nazırı Cavid Bey kabinede olduğu halde anlaşmadan sonradan haberdar olmuş ve ittifak konusunda olumsuz tavır takınmıştır. Cavid Bey Almanya Rusya ile savaşa tutuşmuşken Almanların yanında hareket edilmesini başarısız bir siyasi hamle olarak değerlendirir. Çünkü ona göre Almanlar savaştan galip çıkacak olsalar Osmanlı Devleti'ne zarar veremezlerdi. Ancak Almanya yenilirse Ruslar Osmanlı Devleti'ne saldıracaktı. Cavid Bey bu nedenlerle sorumluluğa ortak olamayacağını her fırsatta İttihat ve Terakki liderlerine söylemiştir (Cavid Bey, 2015: 613-615).

Kâzım Karabekir, o dönemde kendisinden gizlendiği ve bazı eksiklikleri olduğunu düşündüğü halde ittifak konusundaki fikrinin olumlu olduğunu belirtir. Osmanlı Devleti tarafsızlığını koruyabileceği bir ilişki kurup Almanlardan sağlayabileceği maddi imkânları sağlayabilseydi ittifak yararlı olabilirdi. Karabekir bu görüşünü Rus tehlikesine karşı boğazların savunması için başka şansları olmadığı tezine dayandırmıştır (Karabekir, 1995a: 79, 89-90). Ancak İsmet İnönü ise hatıralarında ittifakın imzalanmasına tümünden karşı olduğunu söylemiştir. İmzalandıktan sonra da yapabilecekleri tek şeyin savaşa girilmemesini ümit etmek olduğunu belirtmektedir (İnönü, 2006: 93). Benzer bir yaklaşım, yukarıda belirttiğimiz üzere tartışmalı olmakla birlikte Şevket Süreyya Aydemir ve Falih Rıfki Atay tarafından Mustafa Kemal Paşa'ya da atfedilmiştir (Aydemir, 2005: 188; *Atatürk'ün Anıları*, T.Y.: 13). Ancak onaylamadıkları, o dönemde yetki mekanizmasına etki edemedikleri için engel de olmadıkları bu ittifak Osmanlı Devleti'nin adım adım savaşa girişinin ilk aşamasını oluşturmuştur.

İttifak imzalandıktan sonra Almanya ve Avusturya-Macaristan elçileri Osmanlı Devleti'ni yanlarında savaşa çekmek için baskı yapmaya başlamışlardır. Sait Halim Paşa seferberlik hazırlıklarının uzunluğundan bahsedip bu baskıları savuşturmaya çalışsa da başarılı olamamıştır (Sait Halim Paşa, 2019: 17-18). Sait Halim Paşa'nın temel argümanı asker sevkياتının çoğunlukla Karadeniz üzerinden yapılacağı, aceleye getirilmiş bir savaş ilanının "kendilerini bu mühim yoldan mahrum bırakacağı ve seferberliği oldukça geciktireceği" şeklindeydi. Çünkü "kısa süre önce Edirne'yi ele geçiren", "gözü Türkiye'de olan" Bulgaristan'dan bir saldırı gelmesinden endişe ediliyordu. Ancak Almanya Goben ve Breslau gemilerinin Karadeniz'deki güvenliğini sağlamaya

yeteceğinden söz ederek ileride Osmanlı'nın savaşa girmesinde başrolü oynayacak olan bu iki geminin Osmanlı kara sularında gezinmesinin alt yapısını da oluşturmuşlardı. Her ne kadar Sait Halim Paşa'nın olumsuz yanıtında bir değişme olmamışsa da Almanların ısrarcı tutumlarında da bir farklılık olmuştur (Sait Halim Paşa, 2019: 19).

Planlı Kaos ve Savaşa Giriş: Karadeniz Baskını

Almanya ile ittifakın imzalandığı 2 Ağustos 1914'te Osmanlı'da genel seferberlik ilan edilmiş, aynı gün Meclis-i Mebusan, Padişah Mehmet Reşat'ın mecliste okunan iradesiyle sonraki toplantı devresine (1914 Kasım'a) kadar tatil edilmiştir (Meclis-i Mebusan Zabıt Ceridesi, 1330: 662-663). Bu noktadan sonra ülke idaresinin kontrolü tamamıyla, geçici kanunlarla ülkeyi idare edecek olan kabineye geçmişti. Çünkü Kanûn-u Esasî'nin 36. maddesi, meclisin toplantı halinde olmadığı zamanlarda ülke yönetimi ile ilgili acil durumlar söz konusu olursa hükümete geçici kanun düzenleme yetkisi veriyordu (Erdem, 1982: 6).

Bu durumda Alman kontrolündeki Goben ve Breslau gemilerinin Osmanlı sınırlarında gezinmesiyle başlayıp Karadeniz Baskını'na kadar uzanan kritik süreç Meclis-i Mebusan'ın tatilde olduğu, hükümetin ülke idaresinde kontrolü ele aldığı bir ortamda yaşanmıştır.

Kâzım Karabekir Meclis-i Mebusan'ın böylesi bir kritik dönemde tatil edilmesinin, tatil iradesi karşısında mebusların sessiz kalmasının meşrutiyet yönetimiyle bağdaşmadığını söylemiş ve durumu eleştirmiştir. Ona göre hükümet böyle kritik bir dönemde meclisi kapatmak için acele ediyor, Başkan Halil (Menteşe) Bey de dahil olmak üzere Meclis-i Mebusan üyeleri, tepki göstermeleri gerekirken tatil kararını destekliyorlardı. Kanûn-u Esasî savaş ve barış ilan etme yetkisini padişaha vermiş olabilirdi ancak meclisin tatil edilerek bu süreçte devre dışı bırakılması yine de doğru bir karar değildi (Karabekir, 1995b: 22-27).

Şevket Süreyya Aydemir, Osmanlı Devleti'nin savaşa girmesinde önemli bir rol oynayan Goben ve Breslau gemilerinin Osmanlı sularına girmesinden itibaren başlayan sürecin Enver Paşa'nın kontrolünde ilerlediğini ileri sürmüştür. Ona göre Alman makamlarına gemilerinin gerektiğinde Osmanlı'ya sığınması konusunda gerekli izni Enver Paşa vermiştir (Aydemir, 1986: 534-535). Aydemir'e göre bu izin sadrazamdan ve bakanlardan habersiz verilmiştir. Enver Paşa Goben ve Breslau adlı gemilerin Osmanlı sularına girişini Sait Halim Paşa'nın evinde Cavit Bey, Talat Paşa ve Halil Mentеше'nin olduğu bir sırada şakayla karışık bir tavırla, "bir oğlumuz oldu" cümlesiyle arkadaşlarına haber vermiştir (Aydemir, 1986: 536; 2005: 189; Sait Halim Paşa, 2019: 21; Cemal Paşa: 2012, s. 168).

gemilerin ya uluslar arası hukuka göre silahsızlandırılması ya da Osmanlı sularını terk etmeye zorlanmaları yönünde olmuştur. Sadrazam Sait Halim Paşa bunu Alman elçisi Vangenheim'a aktardığında aldığı yanıt, Almanya'nın Rusya ile birleşerek Osmanlı'yı paylaşması tehdidi olmuştur (Cavid Bey, 2015: 618). Yani Alman elçisi Almanya'nın o sırada savaş halinde olduğu Rusya ile birleşerek kendi müttefiki olan Osmanlı Devleti'ni paylaşma tehdidinde bulunmuştu. Mevcut politik durum düşünüldüğünde, imzalanan ittifak gereğince Almanya Osmanlı Devleti'ni Rusya'ya karşı korumakla yükümlü idi (Aydemir, 1986: 537). Alman elçisinin belki de anlık bir durum olarak görülebilecek bu çıkışı yine de Almanya'nın Osmanlı Devleti'ni koruma konusunda ittifaka ne kadar sadık kalabileceğine dair soru işaretleri de barındırmaktaydı.

Gemilerin yol açtığı gerilime çözüm aranırken Halil Menteşe görüşü olarak gemilerin satın alınmış gibi yapılmasını önermiştir (*Osmanlı Meclis-i Mebusan Reisi...*, 2019: 118). Bu fikri Alman elçisine kabul ettirdikten sonra gazetelere bu iki zırhlının 80 milyon marka satın alındığı ilan edilerek sorun çözüme bağlanmıştır (Cavid Bey, 2015: 618). İtilaf Devletleri satın alma şeklinde duyurulan bu olayı büyütmeyle gemi olayını görmezden gelmişlerse de süreç burada noktalanmamıştır (Aydemir, 1986: 537).

Almanlar, gemilerin satın alınmış gibi yapılmasına gemileri komuta eden Amiral Souchon'un Osmanlı askerî hizmetine kabul edilmesi şartı ile razı olmuşlardı. Souchon'un Osmanlı askerî hizmetine alındığına dair padişah iradesi yayınlandıktan sonra *Yavuz* ve *Midilli* isimlerini almış olan Goben ve Breslau 16 Ağustos 1914'te İstanbul'a gelerek İstanbul Limanı'na demirlediler (Cemal Paşa, 2012: 170, 188; Aydemir, 2005: 188). Amiral Souchon'un emrine verilen ve *Yavuz* ve *Midilli*'nin de dahil olduğu Osmanlı donanmasına ait bazı birlikler Karadeniz'de 29 Ekim 1914'te boğaz açıklarında Rus gemileri ile çatışmaya girmiştir. Bu çatışmalarda Rus gemilerinden biri batırılır biri de hasar alır ve mürettebatın bir kısmı esir alınır. Devamında da Rus sahillerindeki Odesa, Sivastopol, Novorosisk gibi şehirler *Yavuz* ve *Midilli* tarafından bombalanır (Sait Halim Paşa, 2019: 35-36).

Kendiliğinden gelişmiş gibi görünen ve *Karadeniz Baskını* olarak adlandırılan bu olay Cavit Bey'e göre; Enver, Talat ve Cemal paşaların bilgisi dahilinde, planlı bir şekilde meydana getirilmiştir. Savaşa girilmesinde istekli olan bu kadro süreci hızlandırmak için Almanya ile birlikte böyle bir süreci bilerek ve isteyerek tasarlamışlardır (Cavid Bey, 2015: 671-673). Nitekim daha sonra ortaya çıkan belgeler de Enver Paşa'nın Osmanlı donanmasına Rus gemilerini gördükleri yerde, savaş ilan etmeksizin vurmaları yönünde bir emri olduğunu göstermektedir (Aydemir, 1986: 563; Ögün, 2013: 93). O dönemde İstihbarat Şube Müdür Yardımcısı olarak orduda görev yapan Kazım Karabekir de savaşa giriş konusunda bu üç ismin planlı bir işleyiş tasarladıklarını ve bunu Türk Erkân-ı Harbiyesinden dahi gizli tuttuklarını iddia etmiştir (Karabekir 1995b: 280).

Karadeniz'deki olayların bu üç ismin bilgisi dahilinde gerçekleştiğini düşünen Sait Halim Paşa istifa ederek tepkisini ortaya koymuştur. Ancak bu isimler sadrazamın evine gelerek yeminler etmek yoluyla olaylardan haberdar olmadıklarını söylemiş, onu istifadan vazgeçirmeye çalışmışlardır. Sadrazam da hasar gören tarafsızlık politikasının tamir edilmesi için çaba gösterilmesi şartıyla istifasını geri almıştır. Ancak İtilaf Devletleri nezdinde girilen bütün tamir çabaları sonuçsuz kalmış, İngiltere ve Rusya'nın Osmanlı Devleti'ne savaş ilanı ile beraber geri dönülmez bir sürece girilmiştir (Sait Halim Paşa, 2019: 38-39; *Osmanlı Meclis-i Mebusan Reisi...*, 2019: 139-143; Talat Paşa, 2006: 184-186).

1 Kasım 1914'te toplanan hükümet savaş durumunu kabul etmek zorunda kalmış, üçlü itilafa savaş ilanını öngören bir kararname bakanların imzasına sunulmuştur. İmzadan kaçınan üç bakan bu toplantıda istifa etmişlerdir (Cemal Paşa, 2012: 182). İstifa eden isimler ve kabineden savaş kararı çıkacağını tahmin ettiği için hastalık bahanesiyle toplantıya katılmayan Maliye Nazırı Cavid Bey dışındaki bakanlar kararnameyi imzaladılar. Cavid Bey de daha sonra ittifakı en başından beri onaylamadığı ve savaşa girmenin sorumluluğuna ortak olmak istemediği için, İttihat ve Terakki Cemiyeti'nden gelen bütün baskı ve tehditlere rağmen bakanlık görevinden istifa etmiştir (Cavid Bey, 2015: 680-683).

Savaş kararı ile beraber basın üzerinde sürmekte olan sansür uygulaması daha da ağırlaştırılmış, savaş karşıtı yayınlar yapmak imkânsız hale getirilmiştir (Öğün, 2013: 103-104). Hatta savaş karşıtları vatana ihanet suçlamalarına maruz kalmışlardır (Cemal Paşa, 2012: 183; *Osmanlı Meclis-i Mebusan Reisi...*, 2019: 137; Cavid Bey, 2015: 683). Padişah Mehmet Reşat'ın kabinenin aldığı savaş kararını 11 Kasım 1914'te onaylamasıyla Karadeniz olayından sonra ülkeye genelinde görülen savaş taraftarlığı ve sevinç dalgası yükselişe geçmiştir (Öğün, 2013: 106; Cavid Bey, 2015: 673).

Politik Hafızada Savaşa Girmenin Sorumluluğu

Karadeniz Baskını gerçekleştiğinde yaşanan sevinç biraz da dâhil olunan tarafın galip geleceğine duyulan inançtan kaynaklanmaktaydı. Dönemin basınında gerek baskından önce gerek baskından sonra Almanların Batı Cephesi'nde başarılı bir ilerleme gösterdiklerine dair haberlere sıklıkla yer verilmekteydi.⁴ Aynı şekilde 2 Ağustos'ta ilan edilmiş olan genel seferberliğe dair yapılan haberlerde de olumlu bir dil kullanılmıştır. Askerlik şubelerine başvuruların ihtiyacın çok üstünde olduğu, Balkan yenilgisinden iyi dersler çıkarıldığı söyleniyordu (Türkiye'de Seferberlik, 1914). Benzer üslubu Osmanlı'nın

4 Örneğin bkz. "Avrupa'da Umumi Harb", *Tanin*, 27 Ağustos 1914, s. 1; "Alman Teyyareleri Paris Üzerinde", *İkdam*, 2 Eylül 1914, s. 1; "Almanlar Her Tarafı İlerliyor", *İkdam*, 2 Eylül 1914, s. 2; "Alman ve Avusturyalıların Şenliği", *İkdam*, 4 Eylül 1914, s. 1; "Fransızların Hezimetini Resmen Teyit Olunuyor", *İkdam*, 4 Eylül 1914, s. 2; "Alman Muvaffakiyeti", *Tercüman-ı Hakikat*, 13 Kasım 1914, s. 1; "Avusturyalıların Muzafferiyeti", *Tercüman-ı Hakikat*, 17 Kasım 1914, s. 1.

karasularına girerek savaşa sürüklenmesine neden olan Goben ve Breslau'a ilişkin haberlerde de izlemek mümkündür (Gözbebeğimiz "Yavuz", 1914).

Karadeniz olayından sonra, olası bir savaş durumunda Osmanlı'nın hem karada hem denizde galip geleceğine dair beyanatlar basında görünmeye başlamıştır (Türkiye'nin Muzafferiyeti, 1914). Durum böyle olunca Padişah Mehmet Reşat'ın 11 Kasım 1914'te ilan ettiği cihad-ı ekber basın ve toplum nezdinde olumlu karşılık bulmuştur. Cihat ilanı dünyadaki tüm Müslümanların birleşip kendilerini her fırsatta ezen düşmanlarına gereken dersi vermeleri için bir şans diye sunulmuştur (Cihad-ı Ekber ve Tesirâtı, 1914). Cihat ilanı dolayısıyla yapılan sevinç mitingleri kamuoyunun genel eğiliminin savaşa destek vermek yönünde olduğunu göstermektedir.⁵ Müttefik ülkelerin kamuoyundan gelen destek haberleri de savaş havayı yanlısı pekiştiriyordu. Örneğin Viyana basınında cihat ilanı ile beraber Osmanlı Devleti'nin yeni bir kahramanlık devresine girdiği söyleniyordu (Cihad-ı Ekber, 1914).

Savaşa girerken yaşanan bu coşku yaşanan ilk zorluklarla beraber sönmeye başlayacaktır (Koroğlu, 2004: 169). Savaşın yenilgiyle sonuçlanması ile beraber zaten rüzgar tersine esmeye başlayacak baştaki coşkunun yerini İttihatçılara yönelik kızgınlık ve nefret alacaktır. Kamuoyunda yenilginin sorumluluğu tamamen İttihatçılara yüklenerek onların yargılanması konusunda bir eğilim ortaya çıkmış, onlara engel olmadığı için padişah Mehmet Reşat da eleştirilmeye başlanmıştır (Hükümet, 1918; İttihatçılar ve Hissiyat-ı Milliye, 1918). Öyle ki bazı basın çevreleri kamuoyunda görülen bu hızlı tavır değişikliğini eleştirmiştir. *Tercüman-ı Hakikat* gazetesi bu tavır değişimini "zamaneperestlik" olarak adlandırmıştır. Herkesin bu savaşı başlarda milli savaş olarak görüp yenilgiyle sonuçlanması üzerine savaş karşıtı kesilmesi gazetesinin şiddetli eleştirilerine konu olmuştur (Zamaneperestlik, 1918). Kamuoyundaki İttihatçı karşıtlığı ise özellikle Enver, Talat ve Cemal paşalar ile bazı İttihatçı ileri gelenlerin yurt dışına kaçmaları ile tırmanışa geçmeye başlamıştır (Demirbaş, 2002: 135).

Mütarekenin imzalanmasından sonra İttihatçıların savaşa giriş kararı ve savaş sırasında yol açtıkları hasarlar dolayısıyla yargılanmalarına yönelik bazı teşebbüsler de ortaya çıkmıştır. Bunların ilki savaş döneminde yürütme erkini elinde bulunduran Sait Halim Paşa ve Talat Paşa kabinelerinin Meclis-i Mebusan'da Divan-ı Âli sorgulamalarına tabi tutulmasıdır. 9 Kasım 1918'de başlayan ve savaşa girme kararından Almanlarla ittifak imzalanmasına kadar birçok konuda dönemin bakanlarını sorgulamayı hedefleyen bu süreç padişah Vahdettin'in 21 Aralık 1918'de Meclis-i Mebusan'ı feshetmesi nedeniyle sonuçsuz kalmıştır (Müezzinoğlu, 2015: 122). Bunun üzerine artan baskılar dolayısıyla ortaya çıkan Divan-ı Harb-i Örfi yargılamaları da daha çok İttihatçı

5 Örneğin bkz. "Muazzam Bir Miting", *İkdam*, 13 Kasım 1914, s. 2; "İstanbul'da Tezahürat-ı Vatanperverane", *İkdam*, 13 Kasım 1914, s. 2; "Dünkü İhtifal-ı Muhteşem", *İkdam*, 15 Kasım 1914, s. 2; "Dünkü ve Bugünkü Tezahürat", *Tercüman-ı Hakikat*, 14 Kasım 1914, s. 1.

karşıtı çevrelerin özellikle Damat Ferit Paşa Hükümeti eliyle intikam alma aracına dönüşmüş, ceza verilen kişiler de savaşa girişin sorumluluğundan değil Ermeni Tehcirindeki görev kusurlarından dolayı cezalandırılmışlardır (Ata, 2004: 308-319; Akın, 2014: 67, 77, 144).

Savaşa girme kararının ve sonuçlarının hukuksal zeminde sağlıklı bir muhasebesi yapılmamıştır. Konu gerek Mütareke Dönemi'nde Divan-ı Âli ve Divan-ı Harb-i Örfi gerekse Erken Cumhuriyet Dönemi'nde 1926 sonrası İstiklal Mahkemeleri yargılamalarında daha çok politik bir argüman olarak işlenmiştir (Savaşal Savran, 2006: 66-77).

Savaşa girmenin gerekliliği ve sorumluluğuna dair zihinsel bir hesaplaşma da yeterince yapılamamış görünmektedir. Edebiyat cephesini baz alarak bir değerlendirme yaptığımızda bu durum daha somut olarak görülür. Örneğin I. Dünya Savaşı yıllarında yazılan romanların ele aldığı konular genellikle bireyseldir. Gerek sansür uygulamasının gerekse cephelerden gelen felaket haberlerinin yazarları savaş konusunu ele almaktan uzaklaştırdığı düşünülmektedir. Bu konuya değinen roman örnekleri savaştan sonra görülmeye başlanmıştır (Yılmaz, 2020: 113). Var olan örnekler de çoğunlukla cephe bazlı olarak olayı ele alan örneklerdir (Ercilasun, 2014: 247-248). Savaşa girmenin gerekliliğine ve sorumluluğuna dair izler aradığımızda karşımıza çıkan değerlendirmeler sınırlıdır. Bu sınırlı örnekler özellikle birkaç ana temada konuya yaklaşmışlardır. Bunlardan birisi savaşın Osmanlı Devleti'nin çöküşündeki payı ve İttihatçıların bu konudaki sorumluluklarıdır. Bir başka tema ise savaş sırasında yaşanan; Ermeni Tehciri, haksız zenginleşmeler vb. konulara dair sorumluluklardır. Ayrıca savaştan sonraki Kurtuluş Savaşı ve yeni devletin belirme süreci de bu tartışma alanları arasındaki yerini kaçınılmaz olarak almıştır.

Osmanlı Devleti'nin Çöküşü Bakımından Birinci Dünya Savaşı'nın Politik Hafızaya Yansımaları

İttihat ve Terakki Cemiyeti'nin I. Dünya Savaşı'na katılma konusundaki istekli tutumunun arkasında halen devam eden fetihçi devlet refleksinin etkisi yadsınamayacak bir gerçektir. Turancılık düşüncesi buna örnek gösterilebilir. Aynı zamanda kaybedilen yerleri geri almak arzusu da bunla ilişkili bir durumdur. Ancak yeni yerler kazanmak isterken eldekileri de kaybetmesi, arkasından Osmanlı Devleti'nin tarih sahnesinden silinmesi edebiyat dünyasının dikkatleri çektiği ilk alandır.

Ahmet Hamdi Tanpınar'ın *Sahnenin Dışındakiler* romanında Avrupa'da eğitim görmüş olan tarih öğretmeni İhsan okulda Balkan Harbi'nin intikamını almak üzerine marş söyleyen öğrencileri duyunca bunu "lüzumsuz" ve topluma zarar veren bir duygusal tutum olduğunu öğrencilerine anlatacaktır. Çünkü Osmanlı Devleti "iki yüzyıldan beri, alalım düşmandan eski yerleri... diyerek yaşıyor[...] ve mütemadiyen kaybediyor"du (Tanpınar, T.Y.: 55). Oysa İhsan'a

göre Osmanlı Devleti için “asıl gidilmesi lazım gelen yol” zararlarını telafi etmek peşinde koşmak değil çalışıp gelişmektir (Tanpınar, T.Y.: 145). Ama İhsan’ın temenni ettiği üzere duygusal hareket tarzından vazgeçmek bir anda mümkün olmayacak, Balkan yenilgisinin sıcaklığı devam ederken Osmanlı Devleti kendini I. Dünya Savaşı’nda bulacaktır (Tanpınar, T.Y.: 55). İhsan’ın sözünü ettiği sürekli kaybetme durumu burada da değişmeyecek ve sonuçta Anadolu işgal edilecektir. “Asıl sahne” olarak kabul edilen Anadolu’da Milli Mücadele sürerken “sahnenin dışında”ki İstanbul kendi kabuğuna çekilip bir zevk ve eğlence uykusuna dalmıştır. Bir yandan “divaniharp kararları birbiri peşinden en büyük haksızlıkları yaparken” bir yandan da sahnenin dışında kalan aydınlar Anadolu’da sürdürülen mücadele üzerinden geçmişin hesaplaşmasına girişirler (Tanpınar, T.Y.: 167, 300). İttihatçılara ve Milli Mücadele’ye karşı olan Arif Bey Milli Mücadele yanlısı İhsan’la tartışırken milletin barış ve sükûnete ihtiyaç duyduğunu, maceradan “bıktığını” söyleyecektir. Ona göre altı asırlık büyük devleti yıkan İttihatçılar “şimdi de elde kalanı mahvetmek istiyor”lardı (Tanpınar, T.Y.: 168). Romanın başında savaş karşıtı olarak görünen İhsan şimdi ise mücadelenin mecburi olduğunu söyleyerek durumu savunacaktır. Ama Arif Bey’in gözünde İttihatçılar “hürriyet, hürriyet” diyerek “bu milleti batır”mışlardır. Onun gözünde Milli Mücadele, İttihatçıların yeni bir “sergüzeşt”inden başka bir şey değildir (Tanpınar, T.Y.: 169). Burada Arif Bey’in gözlemlerinde dikkat çeken noktalardan biri ülkeyi I. Dünya Savaşı’na sokan İttihatçılarla Milli Mücadele’yi yürüten kadroyu birbirinin devamı olarak görmesidir. Benzeri bir tespiti Hasan İzzettin Dinamo’nun *Kutsal İsyan* romanında da görürüz. Dinamo, Talat Paşa’nın ağzından “biraz da bırakalım, mutedillerimiz idare etsin memleketi” dedirterek tarihsel alanda varlığı kabul edilen bu devamlılığı⁶ tekrar etmiş olur (Dinamo, 1990: 15).

Kemal Tahir, *Esir Şehrin İnsanları*’nda romanın, sonradan Milli Mücadele’yi destekleyecek olan kahramanı Kamil Bey’in ağzından savaşa girişin gereksizliğini işler. Kamil Bey’in beklentisi büyük güçler bu savaşta çarpışırken Osmanlı Devleti’nin de tarafsız kalarak toparlanmasıdır (Kemal Tahir, 1992: 9). Ama öyle olmamış, “bir sandal ismarlamaya gücü yetmeyecek kadar yoksul” ve “temelleri birkaç yüzyıldır çatırdayan” Osmanlı Devleti Almanlardan iki gemi satın almış gibi gösterilerek “Almanya’nın yağma savaşına” sokulmuştur (Kemal Tahir, 1992: 10, 118). Yenilgiden sonra İstanbul’da gözlemlenen eğlence odaklı yaşam tarzı Kemal Tahir’in mütareke sonrası için siyasi olarak vurguladığı “çöküş”ün ahlaki yozlaşma ayağını temsil eder (Kemal Tahir, 1992: 7, 35, 37, 56, 114, 279, 421; Kemal Tahir, 2005a: 287, 333). Savaştan sonra omuzlarında “artık apolet değil, yenilginin suçunu” taşıyan İttihatçılar yaşanan çöküşün baş sorumlusudur (Kemal Tahir, 2005b: 33). Çünkü onlar millettten öyle bir talep gelmediği halde daha kendilerinin bile ne anlama

6 Bu konu hakkında bkz.: Erik Jan Zürcher, *Milli Mücadelede İttihatçılık*, Çev: Nüzhet Salihoglu, İletişim Yayınları, İstanbul, 2003; Feroz Ahmad, *İttihatçılıktan Kemalizme*, Çev: Farmagül Berktaş Baltalı, Kaynak Yayınları, İstanbul, 1999.

geldiğini bilmedikleri “hürriyet” ile çökmekte olan devleti kurtarabileceklerine inanmışlardı. Ancak kendilerini iktidarda bulduklarında ne bir programları ne de bir kadroları vardı. Savaşa giriş kararıyla bu programsız iktidar devresi çöküşle sonuçlanmıştı (Kemal Tahir, 2005b: 137-139).

Yakup Kadri'nin *Kiralık Konak* romanında Abdülhamit döneminin eski bürokratlarından Naim Efendi ve konağı son demlerini yaşamakta olan Osmanlı Devleti'ni temsil etmektedirler. Romanın İstibdat Dönemi'nden başlayan zaman çizelgesinde son nokta I. Dünya Savaşı'dır. Bu savaş aynı zamanda Naim Efendi'nin en zayıf anı olup artık tek tük kalmış olan Osmanlı konaklarından biri olan konağının “hafif bir ökçe darbesiyle temellerinden” yıkıldığı andır (Karaosmanoğlu, 2011: 166-167). Bu yıkılışın sorumlusu yine Naim Efendi ve onun gibilerdir. Tanzimat Fermanı ile başlayan yenileşme hareketi kendine mahsus bir çizgide ilerlerken sonradan yörüngesinden saparak milli olmak özelliğini kaybetti (Karaosmanoğlu, 2011: 10; 1991: 147). Bu da imparatorluğun çöküşü de dahil birçok felakete sebep oldu. Sebebi de yolundan sapan yenileşmenin ürettiği yeni insan tipidir (Karaosmanoğlu, 2011: 167). Yakup Kadri'nin değerlendirmelerinde Osmanlı Devleti'nin çöküşü daha uzun vadeli bir sürecin sonucu olarak yorumlanmakta ve romanında açıkça ifade etmese de İttihatçılar da süregelen yanlışları tekrar ettikleri için bu genel değerlendirmenin bir parçası gibi görünmektedir.

Mithat Cemal Kuntay'ın *Üç İstanbul* romanında aslında imparatorluğun kaderine etki edecek kadar İttihatçıların arasında olan ve onları her defasında savunan Adnan, savaşın başlarında bu konumunu hala korumaktadır. İttihatçı karşıtı Hidayet'in Trablusgarp'ın kaybedilmiş olmasını partisine fatura etmesine karşılık hiddetlenerek Bosna-Hersek ve Trablusgarp'ın esasen Abdülhamit zamanında kaybedildiğini iddia ederek partisini savunmuştur. Abdülhamit Dönemi'nde Trablusgarp'taki İtalyan yatırımlarının yaygınlığını bu görüşüne dayanak yapmıştır (Kuntay, 2013: 400-402). Fakat savaş bitip İttihatçılar sokakta dolaşamaz olunca ya da dolaşabilenlere selam verilmez olunca Adnan da iç dünyasında partisine sırt çevirecek, Sevr Barış Antlaşması da dahil yaşanan felaketlerden partisini sorumlu tutacaktır. Ancak iç dünyasındaki bu hesaplaşmanın dile dökülmesi ve Ankara'da sürmekte olan Milli Mücadele'ye katılması için kendisine davet gönderilmesini bekleyecektir. Oradan davet gelse Adnan siyasi olarak çözülmeye hazırdır (Kuntay, 2013: 520, 556-557).

İttihatçıların sahneden silinen kesimini temsil eden Adnan'ın hayatı savaştan sonra bir yoksullaşma ve yalnızlaşma hikâyesidir (Kuntay, 2013: 520). Büyük bir umutla giderek güç merkezi haline gelmekte olan Ankara'nın kendisini de davet etmesini beklese de umduğu çağrı bir türlü gerçekleşmez. Lozan imzalanıp sular durulduğunda bile bekleyişi devam eder. Bekleyiş sürdükçe de Ankara'ya düşman kesilmeye başlayacaktır (Kuntay, 2013: 556-570). Hatta Milli Mücadele'nin zaferle sonuçlanmasından sonra bir gün İstanbul'da karşılaştığı

ve Ankara'yı temsil eden bir "kalpaklı", "... Vekili M. E. Bey" ile "hesaplaşma" üzerine bir tartışmaya girmiştir. Aslında kendisinin Ankara'ya çağrılmamış olmasına içerlemiş olsa da, bunu Ankara'ya "ne Enver'i çağırınız ne Cemal'i" diyerek tepkisini dolaylı da olsa gösterecektir. Ayrıca bu konuşmada "kalpaklı"yı "bu millet sizden bir gün hesap soracak"tır diyerek tehdit etmiştir. Kalpaklı ise milletin kendilerine olsa olsa "üç kıtalı vatan haritasından" bir parça dahi kurtaramayan İttihatçılara hesap sormadıkları için kızabileceğini söyleyerek imparatorluğun çöküşünü tamamen İttihatçılara mal eden bir yaklaşımla cevap vermiştir (Kuntay, 2013: 657-658).

Bazı eserlerde Milli Mücadele'yi yürüten kadro ile eski İttihatçı kadro arasındaki devamlılığa yapılan vurgu da kayda değerdir. Örneğin Ahmet Hamdi Tanpınar, Hasan İzzettin Dinamo, Mithat Cemal Kuntay gibi isimlerin eserlerinde bu devamlılık vardır. Ancak bu devamlılık sergilenirken kalanların kaçanların hatalarına ortak edilmemesine dikkat edildiği de rahatlıkla gözlemlenebilir.

İster yeni kadro ile eski kadro arasındaki devamlılığı öne çıkarsın ister çıkarmanın incelenen eserlerin genelinde işgal koşulları ele alınırken Ankara'nın kurtuluşun olduğu kadar kuruluşun da merkezi olarak selamlandığını görürüz. Ankara eski rejimden ayrışan, eski kadronun hatalarını tekrar etmeyeceği umulan yeni bir umut ışığıdır (Karaosmanoğlu, 2018a: 259; 2011, 168; Kemal Tahir, 1992: 189, 346; Kemal Tahir, 2005b: 168; Kuntay, 2013: 566-568; Tanpınar, T.Y.: 167, 170). Ancak roman dinamiklerini takip etmeye devam ettiğimizde Ankara'yı umut ışığı olarak gören yazarların, bir yerden sonra burada toplanan eski çıkar gruplarının giderek çekirdek kadroyu sarak hedeflerinden uzaklaştırdığı yönünde bir kaniya vardıklarını görürüz. Bir bakıma İstanbul'da yok olan eski rejim Ankara'da yeniden kurulmuş gibidir (Karaosmanoğlu, 1991: 17, 181; Kemal Tahir, 1973: 102-103; Tanpınar, T.Y.: 169).

Savaş Sırasında Yaşanan Olayların Sorumluluğu Bakımından Birinci Dünya Savaşı'nın Politik Hafızaya Yansımaları

Birinci Dünya Savaşı bittikten sonra gerçekleşen Divan-ı Harp yargulamalarında odak noktasındaki konu Ermeni Tehciri sırasında yaşanan gelişmelerdir. Yargılanıp cezalandırılanlar yukarıda da belirttiğimiz üzere bu konudan dolayı sorumlu tutulanlardır. Sürecin iç siyasi hesaplaşmaya dönüşmesi ise bu konunun da sağlıklı bir şekilde tartışılmasına engel olmuştur. Savaş sırasında elde ettikleri haksız kazançlarla zenginleşenler, askerî idare bakımından varsa hata işleyenler vb. konular hukuksal veya siyasi olarak yeterince gündeme gelememiştir. Edebiyat aracılığıyla yakaladığımız görüntüler ise farklılıklar sergilemektedir.

Örneğin Ahmet Hamdi Tanpınar romanında işgal İstanbul'unu anlatırken "divanîharp kararları birbiri peşinden en büyük haksızlıkları yaparken" gibi bir ifade kullanarak konuya bakışına dair işaret de vermiş olur (Tanpınar, T.Y.:

300). Halide Edip Adivar *Ateşten Gömlek* romanında Peyami'nin ağzından İstanbul'un mütarekenin ilk günlerindeki karamsar ve kendi kabuğuna çekilmiş ruh halini özetlerken kahramanına savaştan bıkmış olan halkın niçin şimdi sevinmediği sorusunu sordurur ve cevabını da ona söyler: "Harpte akan beyhude kanları mı, yoksa Mütarekenin İstanbul'da karıştıracağı, saçacağı dahilî çirkefi [...] mi düşünüyor" (Adivar, 2009: 28)? Adivar, harpte akan kanların "beyhude" akıtılmış olmasına dair bir sorumlu arayışına ise girmez. Tam aksine 1921'de yayımladığı romanında, İstanbul'da esen İttihatçı karşıtı rüzgara rağmen romanın olumlu kahramanlarından biri olan Ayşe'nin ağzından onların sorumluluğuna dair yorumlara sert cevaplar verir. Avrupa devletlerinin kendilerine karşı savaştığı için Osmanlı Devleti'ni suçlayamayacağını ve yargılayamayacağını söyler. "Ne zamandan beri ve hangi milletle harp edilir de mağlûp olduğu zaman ona katil denilir." Sonra da işgalcilerin Anadolu'daki hukuk ve insanlık dışı uygulamalarını anlatmaya girişerek af dilemesi gerekenlerin Avrupa devletleri olduğunu belirtir (Adivar, 2009: 33-34, 53).

Mithat Cemal Kuntay'ın *Üç İstanbul* romanının ana kahramanı İttihatçı Adnan Bey de kendilerine Ermeni Tehciri dolayısıyla yöneltilen eleştirilere şiddetle karşı çıkar. Ona göre Ermeniler Osmanlı Devleti'ne karşı Rus saflarında savaşarak ihanet etmişlerdir (Kuntay, 2013: 399-400). Mithat Cemal'in romanında İttihatçıları yüzleştirdiği tek sorumluluk alanı Ermeni meselesi de değildir. Örneğin Sarıkamış Harekâtı'nda şehit düşen on binlerce askerin sorumluluğu da tartışmaya dahil edilmiştir. Bu konuda Enver Paşa, İttihat ve Terakki'nin önde gelen üç - dört isminden biri olarak tanıtılan Adnan Bey tarafından bile suçlanır (Kuntay, 2013: 685). O, cepheyi Erzurum valisinin kendisine tahsis ettiği bir kızakla ve sonra da otomobile terk ederek felaket haberinden önce İstanbul'a yetişmek arzusuna kapılmıştır (Kuntay, 2013: 473-474). Elbette bu terk edişin tekrarı mütarekenin imzalanmasından sonra İttihatçı liderlerin yurt dışına kaçışıyla daha kritik bir şekilde yaşanacaktır. Şimdi hesap vermesi gerekenler hesap vermeden kaçmışlardır. Bu bakış açısı geride kalan İttihatçılara da hakimdir (Kuntay, 2013: 518-519).

Hasan İzzettin Dinamo ise *Kutsal İsyân*'da yine Talat Paşa'yı konuşturarak ülkenin Rus istilasına uğraması riski nedeniyle savaşa girildiği tezini işleyecektir. Savaş sırasında "bazı idaresizlikler, yolsuzluklar ve ihtikârlar dolayısıyla" sorumlu görülmelerinin doğal olduğunu, gerektiğinde hesap vermeye hazır olduklarını da ona söyletecektir (Dinamo, 1990: 41).

Savaş kararını verenlerin bir diğer sorumluluk alanı ise Yakup Kadri Karaosmanoğlu'nun *Yaban*'da Ahmet Celal'in ağzından çizdiği işgal tablosudur: "İstanbul'da ne padişahın ne devletin ne hükümetin beş paralık itibarı" kalmıştır. Halka yapılmadık zulüm kalmamıştır. Memleketin büyükleri, akıllı adamları ise Malta adasına sürülmüşlerdir (Karaosmanoğlu, 2018b: 26-27). İşgal altındaki İstanbul'u ve işgalcilerle işbirliği yapanların saplandıkları eğlence hayatlarını sert eleştirilerle anlattığı *Sodom ve Gomore*'de yaşanmakta olan çöküşü

millikten uzaklaşan insan tipiyle ilişkilendirir (Karaosmanoğlu, 2018a: 193-195, 257). Romanın olumlu kahramanı Necdet'in ağzından selamladığı Milli Mücadele zaferle sonuçlanıp işgaller bitince bunun Anadolu'daki mücadeleden doğan milletin zaferi olduğunu söyler. Bu zafer ne Osmanlı saltanatına aittir ne de "Bâbüâli denilen viranede uluyan yıllanmış baykuşlar"a aittir diyerek yeni rejimle eski yönetici kadroların arasına mesafe koyar (Karaosmanoğlu, 2018a: 259, 269).

Savaş zenginleri konusu ise en sık ve en rahat eleştirilen sorumluluk sahalarından birini meydana getirmektedir. Konuya değinen bütün yazarlar savaş sırasında İttihat ve Terakki yönetimiyle ilişkili veya bizzat cemiyette yer alan kişilerin savaş koşullarını fırsat bilerek yaptıkları vurgunların hikâyelerini anlatır (Kuntay, 2013: 408, 417, 701; Kemal Tahir, 1992: 13, 25; Karaosmanoğlu, 1991: 107, 113). Özellikle Meşrutiyet Dönemi'nde İttihat ve Terakki'ye muhalifliğiyle ön plana çıkıp yine cemiyet tarafından sürgün edilen Refik Halit Karay savaşın son günlerinde yayınladığı *İstanbul'un Bir Yüzü* romanında parti eliyle zenginleştirilen, kâh yağ ticaretinden kâh kalay stokçuluğundan milyonlar kazanan tiplere sıklıkla yer verir (Köroğlu, 2004: 391; Karay, 2005: 86-96). Savaş bittikten sonra İttihatçı liderlerin bütün bu süreçlerin hesabını vermeden ülkeyi terk etmelerini tepkisel bir dille karşılar. Tefik Fikret'in 1912'de yazdığı, İttihatçılara yönelik eleştiriler içeren "Hân-ı Yağma" şiirini anımsatan ifadelerle bu kaçışa isyan eder: "ziyafet bitti, fakat ağzınızı silmeden, elinizi yıkamadan, bir de acı kahvemizi içmeden efendiler nereye" (Köroğlu, 2004: 410)?

Sonuç

Birinci Dünya Savaşı daha başlamadan önce İttihat ve Terakki yönetimi olası bir çatışma durumunda Rusya'dan gelecek saldırılar konusunda endişe içerisine girmiştir. Rusların İstanbul'u ve boğazları almak için Osmanlı Devleti'ne saldırabileceği düşüncesi yadsınamayacak düzeyde dönemin yönetici kadrosuna egemen bir durumdadır. Hatıratlara bakıldığında sıklıkla sözü edilen Rus yayılcılığı tehlikesi özellikle Enver, Talat ve Cemal paşalardan oluşan üçlü yönetim kademesini, Halil (Menteşe) Bey, Sait Halim Paşa gibi isimleri terdirgin etmiş görünmektedir. Hatta Meşrutiyet Dönemi'nde ön planda olmayıp sonradan cumhuriyetin kurucu kadrosunu oluşturan isimler de bu tehlikeyi tartışmasız kabul etmişlerdir.

Büyük güçlerin birbirine meydan okuduğu bir çağda, tarafsız kalmanın gerekliliklerini karşılayamama endişesinin İttihatçılar üzerinde bir tarafa anjaje olunması yönünde baskı yarattığı bir gerçektir. Bir yandan da bu savaş İttihatçılar açısından hem Turancılık örneğindeki gibi fetihçi reflekslere hitap edecek hem de iç politikada yaşanan başarısızlıkları kazanılacak bir zaferle unutturacak bir fırsat olarak da görülmüştür.

Osmanlı Devleti'nin başlarda itilaf bloğuna yaptığı ittifak teklifleri geri çevrilince bu cepheden gelebilecek yayılcı emellere ilişkin korkunun da pekiştiği anlaşılmaktadır. Osmanlı Devleti'ne tarafsız kalmasını salık veren İtilaf Devletleri Osmanlı'nın bunun karşılığında talep ettiği kapitülasyonların kaldırılması ve toprak bütünlüğünün temin edilmesi konularında istekli davranmayınca İttihatçı kadro İttifak Devletleri safına yönelmiştir. Almanya ile çoğu kabine üyesinden, Meclis-i Mebusan'dan ve padişah'tan habersiz bir şekilde ittifak imzalayanlar yukarıda adlarını andığımız kişilerden meydana gelen oldukça dar bir kadrodur. Gazetelerde Almanların Batı Cephesi'ndeki ilerleyişlerine dair haberlerin sayfaları kapladığı bir dönemde savaşa girmemek ittifakı imzalayan kadro tarafından adeta büyük bir fırsatı kaçırmakla eşdeğer kabul edilmiştir. Nitekim bu kadronun Almanlarla düzenledikleri planlı kaos Osmanlı'nın da I. Dünya Savaşı'na dahil olmasıyla sonuçlanacaktır.

Savaşa giriş durumunun kabinenin ve padişahın onayından geçerek resmileşmesiyle beraber ülke genelinde savaş yanlısı bir hava esmeye başlamıştır. Bu durum Doğu'nun Batı'yla hesaplaşması, Avrupa'dan intikam alınması için bir fırsat olarak görülmüştür. Sansür uygulamasının neden olduğu tek taraflı propagandanın da etkisiyle ülkede görülen bu savaş yanlısı tutum gelen başarısızlık haberleri ile beraber zayıflamaya başlamıştır. Ancak yine de savaş boyunca zayıflayarak da olsa devam etmiş görünmektedir. Savaşın Osmanlı Devleti ve toplumu üzerinde yarattığı maddi ve manevi tahribat ancak savaş bittikten sonra, özellikle işgallerle beraber anlaşılmaya başlanacaktır. Eleştiriler de özellikle İttihatçı liderlerin yurt dışına kaçmasıyla daha açık şekilde yapılmaya başlanacaktır.

Mütareke Dönemi'nde, ülkenin savaşa sokulmasında payı bulunan yöneticilere yönelik olarak bu kararlarından dolayı gerek meclis içinde gerekse meclis dışında bir yargılama arzusu ortaya çıkmıştır. Ancak yargılama teşebbüslerinin iç siyasi çekişmelere alet edilmek istenmesi, işgalci devletlerin intikam peşinde koşmaları, İttihatçı liderlerin yurt dışına kaçmış olmaları gibi faktörlerden dolayı savaşa girme kararının sağlıklı bir siyasal ve hukuksal muhasebesi yapılamamıştır. Dolayısıyla konu daha çok zihniyet düzeyinde eleştirilebilecek bir alana sıkışarak hukuksal ve siyasal alanın malzemesi olmaktan giderek uzaklaşmıştır.

Zihniyet değerlendirmesi yapmak açısından Osmanlı Devleti'nin I. Dünya Savaşı'na girmesinin gerekliliği ve sorumluluğu ekseninde bir edebiyat taraması yapıldığında konuyla ilgili eserlerde İttihatçıların savaşa giriş kararı dolayısıyla eleştirilmesinin ortak bir nokta olduğu görülür. Genel kanı İttihatçıların uzak durulabilecek bir savaşa devleti zorla sokarak imparatorluğun yıkılmasına sebep oldukları yönündedir. İncelediğimiz eserlerde savaş sırasında yaşanan bazı gelişmelerin, örneğin askerî kararların cephelerde yarattığı sonuçların, Ermeni Tehciri sırasında yaşanan olayların sorumluluğuna bir iki istisna dışında ya hiç girilmemiş ya da Halide Edip Adivar'ın, Mithat Cemal

Kuntay'ın, Ahmet Hamdi Tanpınar'ın eserlerinde görüleceği üzere kahramanların ağzından bu konudaki sorumluluk sahası daraltılarak süreç normalleştirilmeye çalışılmıştır. Savaş sürecine dair en fazla ve en rahat eleştirilen konu ekonomik bir çarpıklık örneği olarak harp zenginleridir. Bu temanın daha rahat ele alınmasında; muhtemelen konunun nispeten daha az politik ve daha az travmatik olmasının etkisi vardır.

Savaş sonrasında en çok eleştirilen konularından biri de işgal sürecidir. İttihatçıların sebep olduğu bu işgal süreci şimdi ortaya çıkan yeni bir kadro tarafından bertaraf edilerek eski kadronun yol açtığı hasarlar onarılacaktır. İncelediğimiz eserlerde Milli Mücadele'yi yürüten yeni kadro ile eski İttihatçı kadro arasındaki tarihsel devamlılık bazı yerlerde vurgulansa da Ankara'daki kurtarıcı kadronun eskinin sorumluluğuna ortak olmadığına ve onarıcı yönüne mutlaka vurgu yapılmıştır.

Ankara'yı yeni dönemin umut ışığı olarak karşılayan kimi yazarların, sonradan burada da eski kadroların aktif rol oynadığı ve eski rejimin benzerinin inşa edildiği tezine ulaşmaları yine dikkat çekici bir konu olarak karşımıza çıkmaktadır. Yakup Kadri Karaosmanoğlu, Kemal Tahir, Ahmet Hamdi Tanpınar gibi yazarların eserlerinde bu durumun bir hayal kırıklığı şeklinde yansıtıldığını gözlemek mümkündür. Bunun konumuz açısından en önemli boyutu ise savaşa girmenin gerekliliğine ve sorumluluğuna dair tartışmaları engellemiş veya kısıtlamış olması ihtimalidir. Cumhuriyet Dönemi'nde kaleme alınan ve savaşa giriş konusuna değinen eserlerin İttihatçıların imparatorluğun yıkılmasına sebep oldukları tezinden ileriye gidememelerinde, savaş sürecinin derinlemesine bir eleştiri süzgecinden geçirilmemesinde, savaşa girme kararının hukuksal olarak gündeme getirilmemiş olmasında bu devamlılığın da etkili olduğunu söylemek mümkündür.

Kaynakça

Resmi Yayınlar

Meclis-i Mebusan Zabıt Ceridesi. (1330). Devre: 3, Sene: 1, İçtima-ı Fevkalâde: 20 Temmuz 1330.

TBMM Zabıt Ceridesi (1336). Devre:1, Sene: 1, İçtima: 2, Celse: 1: 24 Nisan 1336.

Gazete Haberleri ve Yazıları

Alman Muvaffakiyeti. (1914, 13 Kasım) Tercüman-ı Hakikat, s. 1.

Alman Teyyareleri Paris Üzerinde. (1914, 2 Eylül) İkdâm, s. 1.

Alman ve Avusturyalıların Şenliği. (4 Eylül 1914) İkdâm, s. 1.

Almanlar Her Tarafta İlerliyor. (2 Eylül 1914) İkdâm, s. 2.

Avrupa'da Umumi Harb. (1914, 27 Ağustos) Tanin, s. 1.

Avusturyalıların Muzafferiyeti. (1914, 17 Kasım) Tercüman-ı Hakikat, s. 1.

- Cihad-ı Ekber ve Tesirâtı. (1914, 20 Teşrin-i Sani) Tanin, s. 1.
- Cihad-ı Ekber. (1914, 16 Kasım) Tercüman-ı Hakikat, s. 1.
- Dünkü İhtifal-ı Muhteşem. (1914, 15 Kasım) İkdâm, s. 2.
- Dünkü ve Bugünkü Tezahürat. (1914, 14 Kasım) Tercüman-ı Hakikat, s. 1.
- Fransızların Hezimetini Resmen Teyit Olunuyor. (1914, 4 Eylül) İkdâm, s. 2.
- Gözbebeğimiz "Yavuz". (1914, 18 Ağustos) İkdâm, s. 1.
- Hükümet". (1918, 31 Ekim) İkdâm, s. 1.
- İstanbul'da Tezahürat-ı Vatanperverane. (1914, 13 Kasım) İkdâm, s. 2.
- İttihatçılar ve Hissiyat-ı Milliye. (1918, 6 Kasım) İkdâm, s. 1.
- Muazzam Bir Miting. (1914, 13 Kasım) İkdâm, s. 2.
- Türkiye'de Seferberlik. (1914, 27 Ağustos) Tanin, s. 3.
- Türkiye'nin Muzafferiyeti. (1914, 7 Kasım) İkdâm, s. 1.
- Zamanperestlik. (1918, 2 Kasım). Tercüman-ı Hakikat, s. 1.

Hatıratlar ve Biyografiler

- Atay, F. R. (2004) *Çankaya – Atatürk'ün Doğumundan Ölümüne Kadar*. Pozitif Yayınları. İstanbul.
- Atay, F. R. (Ed.) (T. Y.). *Atatürk'ün Anıları*. Yayınevi Yok. Yayın Yeri Yok.
- Aydemir, Ş. S. (1985). *Makedonya'dan Ortaasya'ya Enver Paşa C. 3 (1914 - 1922)*. Remzi Kitabevi. İstanbul.
- Aydemir, Ş. S. (1986). *Makedonya'dan Ortaasya'ya Enver Paşa C. 2 (1908-1914)*. Remzi Kitabevi. İstanbul.
- Aydemir, Ş. S. (2005). *Tek Adam – C. 1*. Remzi Kitabevi. İstanbul.
- Cavid Bey. (2014). *Meşrutiyet Ruznâmesi C. 1*. Türk Tarih Kurumu Yayınları. Ankara.
- Cavid Bey. (2015). *Meşrutiyet Ruznâmesi C. 2*. Türk Tarih Kurumu Yayınları. Ankara.
- Cemal Paşa. (2012). *Hatırat (1913 – 1922)*. Dün Bugün Yarın Yayınları. İstanbul.
- İnönü, İ. (2006). *Hatıralar*. Bilgi Yayınevi. Ankara.
- Karabekir, K. (1995a). *Birinci Cihan Harbine Neden Girdik? – C. 1*. Emre Yayınları. İstanbul.
- Karabekir, K. (1995b). *Birinci Cihan Harbine Neden Girdik? – C. 2*. Emre Yayınları. İstanbul.
- Orbay, R. (2004). *Cehennem Değirmeni (Siyasi Hatıralarım)*. Truva Yayınları. İstanbul.
- Osmanlı Meclis-i Mebusan Reisi Halil Mentеше'nin Anıları*. (2019). Altınordu Yayınları. Ankara.

Sait Halim Paşa. (2019). *Osmanlı İmparatorluğu ve Dünya Savaşı*. (Çev. Fatih Yücel). Kronik Yayınları. İstanbul.

Talat Paşa. (2006). *Hatıralarım ve Müdafaa*. İstanbul: Kaynak Yayınları.

Edebî Metinler

Adivar, H. E. (2009). *Ateşten Gömlek*. Can Yayınları. İstanbul.

Dinamo, H. İ. (1990). *Kutsal İsyân C. 1*. Tekin Yayınevi. Ankara.

Karaosmanoğlu, Y. K. (1991). *Ankara*. İletişim Yayınları. İstanbul.

Karaosmanoğlu, Y. K. (2011). *Kıralık Konak*. İletişim Yayınları. İstanbul.

Karaosmanoğlu, Y. K. (2018a). *Sodom ve Gomora*. İletişim Yayınları. İstanbul.

Karaosmanoğlu, Y. K. (2018b). *Yaban*. İletişim Yayınları. İstanbul.

Karay, R. H. (2005). *İstanbul'un Bir Yüzü*. İnkılâp Yayınevi. İstanbul.

Kemal Tahir. (1973). *Yol Ayrımı*. Sander Yayınları. İstanbul.

Kemal Tahir. (1992). *Esir Şehrin İnsanları*. İthaki Yayınları. İstanbul.

Kemal Tahir. (2005a). *Esir Şehrin Mahpusu*. İthaki Yayınları. İstanbul.

Kemal Tahir. (2005b). *Yorgun Savaşçı*. İthaki Yayınları. İstanbul.

Kuntay, M. C. (2013). *Üç İstanbul*. Oğlak Yayınları. İstanbul.

Tanpınar, A. H. (T. Y.). *Sahnenin Dışındakiler*. Nakışlar Yayınevi. İstanbul.

Araştırma – İnceleme Eserler

Ahmad, F. (1999). *İttihatçılıktan Kemalizme*. (Çev. Farmagül Berktaş Baltalı). Kaynak Yayınları. İstanbul.

Akın, R. (2014). İttihat ve Terakki Hükümetleri'nin Divan-ı Harb-i Örfi'de Yargılanması ve Malta Sürgünleri (1918-1921). *Galatasaray Üniversitesi Hukuk Fakültesi Dergisi*, 2014/1, 59-120.

Armaoğlu, F. (T. Y.). *20. Yüzyıl Siyasî Tarihi 1914-1995*. Alkım Yayınları. Yayın Yeri Yok.

Ata, F. (2004). Divân-ı Harb-i Örfî Mahkemelerinde Ermeni Tehciri Yargılamaları. *Selçuk Üniversitesi Türkiyat Araştırmaları Dergisi*, 15, 297-323.

Demirbaş, O. (2002). Liderlerinin Yurt Dışına Kaçması Üzerine İttihat ve Terakki İçinde Meydana Gelen Tepkiler. *Yakın Dönem Türkiye Araştırmaları İ.Ü. AİTE Dergisi*, 1, 131-145.

Ercilasun, B. (2014). Romanda Birinci Dünya Savaşı. *Akademik Bakış*, 14, 247-262. doi: <https://doi.org/10.19060/gav.73159>

Erdem, T. (1982). *Anayasalar ve Seçim Kanunları (1876-1982)*. Milliyet Yayınları: İstanbul.

Hobsbawm, E. (1999). *İmparatorluk Çağı (1875 – 1914)*. (Çev. Vedat Aslan). Dost Kitabevi. Ankara.

- Hobsbawm, E. (T. Y.). *Kısa 20. Yüzyıl*. (Çev. Yavuz Alogan). Sarmal Yayınları. Ankara.
- Karpat, K. (1971). *Çağdaş Türk Edebiyatında Sosyal Konular*. Varlık Yayınları. İstanbul.
- Kaşıyuğun, A. (2014). *Arşiv Belgelerine Göre Osmanlı Devleti'nin İttifak Arayışları ve I. Dünya Savaşına Girişi (1911-1914)*. (Yayımlanmış doktora tezi). Kahramanmaraş Sütçü İmam Üniversitesi. Kahramanmaraş.
- Köroğlu, E. (2004). *Türk Edebiyatı ve Birinci Dünya Savaşı (1914 – 1918) Propaganda-dan Millî Kimlik İnşasına*. İletişim Yayınları. İstanbul.
- Müezzinoğlu, E. (2015). Savaş Kabinelerinin Sorgulanmalarına Göre Osmanlı Devleti'nin Birinci Dünya Savaşı'na Girişi. *HistoryStudies*, 7/1, 121-138.
- Öğün, T. (2013). Türklerin ve Rusların Gözüyle 100'üncü Yılına Girenken Karadeniz Baskını ve Osmanlı Devleti'nin 1. Dünya Savaşı'na Girişi. *HistoryStudies*, 5/6, 89 – 111.
- Sander, O. (2009). *Siyasi Tarih, C. 1: İlkçağlardan 1918'e*. İmge Kitabevi. Ankara.
- Savaşal Savran, G. (2006). *1926 İzmir Suikastı ve İstiklal Mahkemeleri*. (Yayımlanmamış yüksek lisans tezi). Dokuz Eylül Üniversitesi. İzmir.
- Timur, T. (1991). *Osmanlı-Türk Romanında Tarih, Toplum ve Kimlik*. Afa Yayınları. İstanbul.
- Türkeş, Ö. (2005). Orda Bir Taşra Var Uzakta... Tanıl Bora Ed., *Taşraya Bakmak* içinde (157 – 212). İletişim Yayınları. İstanbul.
- Üçüncü, U. (2016). Mustafa Kemal Paşa'nın Osmanlı Ordusundaki Alman Subaylarına Bakışı. *OTAM*, 39, 241-267.
- Yılmaz, N. (2020). Birinci Dünya Savaşı Döneminde Yayımlanan Türk Romanlarının Tematik Haritası. *Karadeniz Uluslararası Bilimsel Dergi*, 48, 111-131.
- Zürcher, E. J. *Millî Mücadelede İttihatçılık*. (Çev. Nüzhet Salihoglu). İletişim Yayınları. İstanbul.

İnternet Kaynakları

- Hüseyin Rauf (Orbay) (1880-1964). <https://ataturkansiklopedisi.gov.tr/bilgi/huseyin-rauf-orbay-1880-1964/> [23.09.2022].
- İsmet Paşa (İnönü) (1884 – 1973). <https://ataturkansiklopedisi.gov.tr/bilgi/ismet-pasa-inonu-1884-1973/> [23.09.2022].
- Kâzım Karabekir (1882 – 1948). <https://ataturkansiklopedisi.gov.tr/bilgi/kazim-karabekir-1882-1948/> [25.09.2022].



II. Meşrutiyet'ten Cumhuriyet'in İlanına Kadar İstanbul'da Kamusal Alanda Kadınlar

Melek KAYMAZ MERT*

Bursa Teknik Üniversitesi

Emine KAYMAZ GENÇAL**

Kâğıthane Anadolu Lisesi

Öz

1908 yılında II. Meşrutiyet'in ilanı ile Osmanlı İmparatorluğu'nda birçok değişim ve dönüşüm gerçekleşmiştir. Bu dönüşüm, kadınları da içine alacak şekilde yayılmış, daha önce görülmemiş birçok gelişmenin önünü açmıştır. İttihat ve Terakki Fırkasının, kadınları modernleşmenin ve Batılılaşmanın bir aracı olarak gören bakış açısı, kadınların toplumsal yaşamdaki varlığını geçmişe nazaran kolaylaştırmıştır. Bu bağlamda İstanbul'un kadınların kamusal alanda varlığı konusundaki önemi büyük olmuştur. II. Meşrutiyet döneminden Cumhuriyet'in ilanına İstanbul'da kadınlar dernekler kurmuş ve dergiler çıkarmıştır. İstanbul'da yeni açılan okullarda kız çocuklarının okuyabilmeleri, meslek sahibi olabilmeleri için yeni fırsatlar doğmuştur. Ayrıca İstanbul sınırları içerisinde kadınlar iş gücüne katılmışlar, memuriyet hayatına geçmişlerdir. İmparatorluğun başkenti olan İstanbul adeta kadınların kamusal alandaki görünürlüğüne de başkenti haline gelmiştir. Bu çalışmanın amacı Osmanlı İmparatorluğu'nun son dönemlerinden Cumhuriyet'in ilk yıllarına kadar İstanbul'un kadın tarihindeki yerini ve önemini anlatmaktır. Bu bağlamda 1908-1923 yılları arasında İstanbul'da kadınların kurdukları dernekler, çıkardıkları dergiler, kadınlar adına yürütülen eğitim faaliyetleri ve iş gücüne katılmaları; arşiv belgeleri ışığında incelenecektir.

Anahtar Kelimeler

İstanbul, Kamusal alan, Kadınlar, II. Meşrutiyet, Cumhuriyet.

* Öğr. Gör. Dr. Bursa Teknik Üniversitesi, Yabancı Diller Yüksekokulu, melek.mert@btu.edu.tr, ORCID: 0000-0001-9027-7780

** Türk Dili ve Edebiyatı Öğr., Kağıthane Anadolu Lisesi, ekgençal@gmail.com, ORCID: 0000-0003-0606-5262

Women in Public Space in Istanbul from the Second Constitutional Era to the Proclamation of Republic

Abstract

In 1908, with the proclamation of the Constitutional Monarchy, many changes and transformations took place in the Ottoman Empire. This transformation paved the way for unprecedented developments that spread to women. The perspective of the Committee of Union and Progress which saw women as a tool of modernization and Westernization, facilitated the existence of women in social life compared to the past. In this context, the importance of the city of Istanbul for the presence of women in the public sphere has been great. From the Second Constitutional Era to the proclamation of the Republic, women established associations and published magazines in Istanbul. In the newly opened schools in Istanbul, new opportunities arose for girls to be able to study and have a profession. In addition, within the borders of Istanbul, women joined the workforce and became officials. The capital of the Empire, Istanbul has almost become the capital of women's visibility in the public sphere. The study aims to explain the place of Istanbul in women's history from the last period of the Ottoman Empire to the first years of the Republic. In this context, the associations founded by women in Istanbul between 1908- 1923, the magazines they published, the educational activities carried out on behalf of women and the participation of women in the workforce will be examined in the light of archive documents.

Keywords

Istanbul, Public Space, Women, Constitutional Monarchy, Republic.

Extended Abstract

The Second Constitutional Period can be regarded as a turning point for Turkish modernization. The Second Constitutional Monarchy was declared with the efforts of the Committee of Union and Progress, the parliamentary regime was passed, and many political and social changes took place. The right to assemble and establish associations was accepted, and many new associations and societies were established.

The atmosphere of freedom brought by the Second Constitutional Monarchy and the innovations that took place in the country also affected women. One of the most important features of this period is that important innovations regarding women's rights and education were made. Especially during the Second Constitutional Era, women began to take on different roles and made demands to gain status in society. In this period, when restrictions on media activities were lifted and the right to establish associations and societies was recognized, women published newspapers and magazines to announce their demands.

In this period, as the inclusion of women in social life was seen as a necessity of Westernization and modernization, important innovations were made on behalf of women. The starting point of Ottoman Feminism, these were the innovation movements that came with the Second Constitutional Period. During this period, women took place in every social, economic, and cultural field. This period, among other transformations, was a period when women in the Ottoman Empire established associations and published magazines and struggled to obtain their legal rights. Ottoman feminism began

to make itself felt in the social, economic and cultural spheres in the resulting freedom environment.

The city of Istanbul, which was the capital of the Ottoman Empire for 470 years, was greatly influenced by this different and relatively free environment of the Constitutional Monarchy. First of all, great strides were made in the education of women in Istanbul. For the first time in the history of Turkey, women began to study at a university in Istanbul. Many courses such as history, economics and health knowledge were given in the conference hall of the Darülfünun, and efforts were made to increase the education and consciousness level of women. While girls were studying in separate classes at first, they started to get education with men.

The conferences organized by Ottoman feminists were aimed to create awareness of women's legal rights. Some women from Istanbul were sent abroad to get Western-style education. In addition, some wealthy women in Istanbul opened schools to contribute to the education of girls and allocated their homes to these schools.

Another example to show why Istanbul is so important is that a group of women attended the 1908 parliament in Istanbul for the first time as listeners, and this is an indication of the desire of women to take part in political activities. In this context, other features that make Istanbul special include schools with different qualifications opened for girls to study. The first university and many similar educational institutions were established in Istanbul. The wide educational opportunities that women get have brought along employment opportunities as well as their participation in social life.

In those years, women who graduated from Istanbul University, which was called Darülfünun, were brought to the civil service. For example, the secretary of the Galata Ottoman Bank was a woman. There was a total of 48 women working in electricity companies, telephone companies and banks in Istanbul. In 1918, the number of Muslim women working at Istanbul Post Office reached 852. The data revealed in the archive documents show that women worked in business fields such as security officers, guards and midwifery, and even came together and established companies. With the support of women's associations, vocational training centers were opened for women. Women who started with apprenticeships in these centers and then took up a profession could easily find a job in ready-made clothing workshops, and they were especially employed instead of immigrant Greek and Armenian female workers. According to a statistic made in 1917, the number of women working in official offices, commercial establishments and private enterprises providing various services approached 1000. In the industrial censuses made for the first time in 1913 and 1915, it was determined that one-third of the workers were women.

Many women's organizations were also established in Istanbul during the Constitutional Monarchy period. Among them, there were also associations with feminist goals. These associations aimed to educate women, provide them with job opportunities and help them participate in social life. These associations played an important role in raising the awareness of women's organizations as well as in the execution of the national struggle.

Again, many magazines, some of which were within the body of these associations, were published in Istanbul. In these magazines, there were articles addressing women's problems. Also, some of the magazines were full of information that would be

useful to women in their daily lives. Some magazines that emphasized more on feminism were trying to raise awareness on women's need to obtain their legal rights. Whatever the aim was, these magazines were a great part of women's movements at that time. Some intellectuals, who identified the liberation of the Empire with the consciousness of Turkish nationalism, reflected these views in women's magazines and tried to awaken national consciousness. Therefore, associations and magazines established in Istanbul at that time were an important part of the national struggle due to the conditions of the country, as well as supporting the awakening in women.

As a result, the Second Constitutional Era is a turning point for Turkish women as women started to find their own identities. It was during this period that women became so active and confident in the public sphere for the first time. Istanbul, the capital of the Empire, witnessed important developments for women. As a part of women's movements, the center of the press and an important point of education life, Istanbul was almost a public space for women. This city, where many different cultures intersected in those years, also reflected the diversity of women's movements. In this context, Istanbul always maintains its importance in women's history.

Giriş

II. Meşrutiyet dönemi, Türk modernleşmesi için âdeta bir dönüm noktası olarak kabul edilebilir. İttihat ve Terakki'nin çabaları ile ilan edilen II. Meşrutiyet sürecinde parlamenter rejime geçilmesiyle, birçok siyasi ve sosyal değişikliğin önü açılmıştır. Bu bağlamda gerçekleştirilen önemli yasal bir değişiklik olan Cemiyetler Kanunu 16 Ağustos 1909'da çıkarılmış, aynı yıl Kanuni Esasiye 'ye 120.madde olarak eklenmiştir. Böylece dernek kurmanın ve örgütlenmenin yolu açılmış, bu şekilde kamusal alanda özgürlüklerin yelpazesi genişletilmiştir. (Toprak, 1983: 206). Dönemde kadınların toplumsal yaşama dâhil edilmesi Batılılaşmanın ve modernleşmenin bir gereği olarak görülmüştür.

II. Meşrutiyet döneminde kadınlarla ilgili gelişmelerin en önemlisi eğitim alanında olmuştur. Kız çocuklarını eğitmenin gerekliliğinin önemli ölçüde anlaşılmış, onlar için eğitim olanakları çoğaltılmıştır. İlk kez üniversite eğitimi alma olanağı bulan kadınlar için bu gelişme o dönemin şartlarında oldukça önemlidir. Ayrıca kadınların istihdam edilmeleri için meslek okullarına benzer okulların farklı kollarında eğitim verilmiş, böylece onlar iş hayatında oldukça aktif hâle gelmişlerdir. Ayrıca eğitim kurumlarında bütün kadınlara açık olarak verilen konferanslarda, yasal hakları konusunda bilinç artırılmaya çalışılmış, bu bilinç Cumhuriyet'in ilk yıllarındaki kadın hareketlerinin ve feminist anlayışın temelini oluşturmuştur.

II. Meşrutiyet, diğer dönüşümlerin yanı sıra Osmanlı'da kadınların dernekler kurup dergiler çıkardıkları ve yasal haklarını elde etmek için çabaladıkları bir dönem olmuştur. Oluşan özgürlük ortamında, Osmanlı feminizmi kendini toplumsal, ekonomik ve kültürel alanda hissettirmeye başlamıştır (Caporal, 1982: 77). Her ne kadar kurulan bütün kadın dernekleri feminist düşüncelerle kurulmuş olmasa da kadınların örgüt bilincini kazanmaları için oldukça fayda sağlamıştır. Kadınlar bu derneklerde bazen meslek eğitimleri almış, bazen yetim ve öksüz çocuklara yardım faaliyetleri yürütmüş, bazen de Kurtuluş Savaşı'nda yaralanan askerler için seferber olmuşlardır. Bunun yanında kadın hakları konusunda konferanslar vererek feminist bilinci uyandırmaya çalışan dernekler de olmuştur. Her ne amaçla olursa olsun, daha önce oldukça kapalı bir hayat yaşayan kadınlar için bu örgütlenmeler önemli bir dönemin başlangıcıdır. Bazıları bu dernekler bünyesinde çıkarılan birçok dergi de kadın tarihi ve mücadelesini yansıtmaları açısından oldukça dikkate değerdir.

470 sene boyunca Osmanlı Devleti'ne başkentlik yapmış İstanbul, II. Meşrutiyet'in bu farklı ve görece özgür ortamından oldukça etkilenmiştir. Âdeta

kadın hareketlerine ev sahipliği yapan İstanbul'da 1908 -1920 yılları arasında toplam 103 kadın derneği kurulmuştur. Bu derneklerin 77'sinin Müslüman-Türklerle, 20'sinin gayrimüslimlere, 6 tanesinin de yabancılara ait olduğu tespit edilmiştir (Yücekök, 1998: 99). İstanbul'da kadın dernekleri Beyoğlu ve Fatih bölgesinde yoğunlaşmıştı. Ayrıca yine bu yıllar arasında kadınların çıkardığı ya da kadın meselelerini anlatan ve İstanbul'da çıkarılan 14 adet dergi bulunmaktadır (Çakır, 1994b: 45).

II. Meşrutiyet dönemi İstanbul'unda kadınların kamusal hayattaki faaliyetleri sadece dernek ve dergilerle sınırlı değildir. İstanbul o yıllarda kadınlar açısından önemli gelişmelere tanıklık etmiştir. Örneğin; bir grup kadın ilk kez İstanbul'da 1908 parlamentosuna dinleyici olarak katılmışlardır ki bu, kadınların siyasi faaliyetler içerisinde yer alma isteklerinin bir göstergesi olarak değerlendirilebilir (Fındıkoğlu, 1940: 654). Bu bağlamda İstanbul'u özel kılan diğer özellikler arasında kız çocuklarının okuması için açılan farklı niteliklerdeki okullar, ilk üniversite ve benzeri birçok eğitim kurumu bulunmaktadır. Kadınların elde ettikleri geniş eğitim fırsatları, toplumsal hayata katılımın yanı sıra iş olanaklarını da beraberinde getirmiştir.

Bu çalışmada yukarıda arka planı çizilen çerçevede öncelikle 1908-1923 yılları arasında İstanbul'da kadınların kamusal alana katılımı arşiv belgeleri ışığında incelenmiştir. İstanbul'da kadınlara yönelik eğitim faaliyetleri, kadınların iş hayatındaki yerleri, yine kadınlar tarafından gerçekleştirilen dernek faaliyetleri ve son olarak basın faaliyetleri incelenmiş; İstanbul'un bu bağlamda oldukça özel bir yeri olduğu ortaya konulmaya çalışılacaktır.

İstanbul'da Eğitim ve Kadınlar

II. Meşrutiyet dönemi aydınları için ilerlemenin ve modernleşmenin en önemli şartlarından birisi, kadınların eğitimine ehemmiyet verilmesiydi. İşte bu noktada İstanbul'un önemi büyük olmuştur, çünkü İstanbul'da kız çocuklarının eğitimi için açılan okullar, hem Türk eğitim sisteminin önemli mihenk taşları hem de kadın tarihinin mühim birer parçaları hâline gelmişlerdir.

Osmanlı İmparatorluğu'nda kız çocuklarının eğitim alma olanaklarının artırılması hususunda 2.Abdülhamid döneminden bahsetmek oldukça önemlidir, çünkü eğitimde çeşitlilik bu dönemde sağlanmıştır. Modern eğitim bu dönemde yerleşmiş, devlet, eğitimdeki görevinin önemini kavramıştır. Yeni mekteplere devletçe malî yardım, eğitim giderleri için vergi yoluyla kaynak temini, mektep inşa etme, öğretmen yetiştirme ve tayini, merkez ve taşra teşkilâtının kurulması, Dârülfünûn'un açılması ve ayrıca bütün bunların Türklerin çoğunlukta olduğu yerlere, özellikle Anadolu'ya yönelik olması, eğitiminin önemini anlaşıldığının göstergesi olarak sayılabilir (Kodaman, 1988: 7).

Bu dönemde İstanbul'da açılan ve daha sonra farklı illere de yayılan kız rüştiyeleri günümüzde ortaöğretim kurumlarına denk gelen okullardır. 1871 yılında İstanbul'da 8 adet kız rüştiyesi açılmış ve bu okullarda 207 adet kız

öğrenci kayıtlıdır. Bir sonraki yıl ise kız öğrenci sayısı 180 olmuştur.1873 yılına gelindiğinde ise bu okullarda kız öğrenci sayısı 224'e yükselmiştir. Sultan Ahmet İnas Rüştüyesinden altı, Beşiktaş ve Üsküdar rüştüyesinden altı kız öğrenci mezun olmuşlardır (Cevat, 2001:118). Dönemde kızların eğitim alması ve okuma yazma öğrenebilmeleri için 2.Abdülhamid oldukça büyük destek vermiştir.

İstanbul'da, yine 2.Abdülhamid döneminde kendisinin vakfettiği Kandilli deki Adile Sultan Sarayı'nda dönemin aydınlarının verdikleri fikirlerle açılan İstanbul İnas İdadisi günümüzün lise derecesine denk gelmekteydi (Ergin, 1943: 1181). 1913 yılında adı İstanbul İnas Sultanisi olarak değiştirilen, Bezmi Âlem İnas Sultanisi olarak da bilinen bu okul, Bayezid'de bir konakta eğitim ve öğretime başlamıştır. Daha sonra ise Erenköy, Çamlıca ve Kandilli semtlerinde de birer idadi açılmıştır. O yıllarda kız idadileri sadece İstanbul'da açılmıştır (Gülmez, 2021: 106-131).II..Meşrutiyet'in ilanı ile birlikte idadilerin adı 'sultani' olarak değiştirilmiştir. Lise dengi bu okullarda kız öğrenci sayısı 75'tir (Güçtekin,2012: 125).

Sultanilerin ders programlarına bakıldığında, liseli kızların fen, sosyal, matematik dersleri yanında, günlük hayatta işlerine yarayacak dikiş, nakış, yemek, sağlık ve çocuk eğitimi ile ilgili derslerin verildiği görülmektedir. Ayrıca beden eğitimi ve müzik derslerine de yer verilmiştir. Okulun ders programı erkeklere verilen eğitime göre oldukça hafiftir. Bu yıllarda kızlar için yükseköğrenim bulunmadığından, böyle bir program yeterli görülmekteydi. Kız öğrenciler yükseköğrenime başladıklarında bu okulların müfredatının değiştirilmesi gerektiği anlaşılmıştır (Koçer, 1992: 93).

İstanbul'da 1914 yılına gelindiğinde kadınların eğitimi adına yaşanan bir gelişme adeta devrim niteliğindedir.1846 yılında açılan bir yükseköğretim kurumu olarak faaliyet gösteren Darülfünun'da kız öğrenciler de ders görebilmeye başlamıştır. Halka açık konferanslar şeklinde verilen bu derslerde kadın haklarından sağlığa, tarihten pedagojiye birçok konu işlenmiştir. Doktor Besim Ömer Paşa, Ahmet Cevdet Bey, Mahmut Esat Efendi, Salih Zeki Bey, İsmail Hakkı Bey ve Sait Bey gibi dönemin önemli isimleri burada ders vermiştir. Derslere katılım oranı oldukça yüksek olmuş, özellikle daha önce faaliyete giren ve bir öğretmen yetiştirme okulu olan Dârülmualimât'ın öğrencileri bu derslere büyük ilgi göstermişlerdir (Arslan & Akpınar, 2005: 225)

Kız öğrencilerin Darülfünundaki derslere büyük ilgi göstermesi üzerine kendileri için yeni bir bina gerekliliği ortaya çıkmıştır. Ayrıca kız öğrencilerin üniversite düzeyinde eğitim alması kız okullarındaki öğretmen ihtiyacı ile de bağlantılıdır. İşte bu sebeple Türkiye'nin ilk kız üniversitesi olan İnas Darülfünunu kurulmuştur ve dersler 1914 senesinde Zeynep Hanım Konağı içerisinde resmi olarak başlamıştır. Darülfünun'un başına eklenen "İnas" kelimesi "kadınlar, kızlar" anlamına gelmekte, okulun sadece kadınlara mahsus olduğuna işaret edilmektedir (Sakaoğlu, 2003: 170). İnas Darülfünunu'nda

öğrenim hakkı elde edebilmek için bir giriş sınavına tabi tutulan kız öğrencilerin ayrıca 16-25 yaş arasında olmaları, Darümuallimat, İnas İdadisi veya Sultanisi veya bu okullara denk bir okuldan mezun olmaları şartı aranıyordu. İstanbul dışındaki okullardan mezun olup da İnas Darülfünununda eğitim almak isteyen öğrencilerin, giriş sınavlarını geçmeleri pek mümkün olmuyordu çünkü İstanbul ile taşradaki eğitim kalitesinin birbirinden oldukça farklıydı. Bilgi Yurdu adında bir dergi bu problemi çözmek amacıyla İnas Darülfünunu sınavları için bir kurs açmıştır (Uyar& Ertuğrul, 2020: 67).

İnas Darülfünunu ilk yıl 22 öğrenci ile eğitim öğretime başlanmış,1917 senesinde toplam 18 kız öğrenci buradan mezun olmuştur. 1917 yılında Çağaloğlu'nda yeni bir bina daha tahsis edilmiş ve eğitim burada da devam etmiştir.1919 senesinde yapılan bir düzenleme ile de kız öğrenciler Darülfünunda erkek öğrencilerle aynı sınıfta derslere girmeye başlamıştır. Ayrıca Darülfünunun konferans salonunda sadece hanımlara mahsus olmak üzere tarih, iktisat ve sağlık bilgisi gibi birçok ders verilmiş, kadınların eğitim seviyesi ve bilinç düzeyleri yükseltilmeye çalışılmıştır. Hanımlara yönelik resim kursları da düzenlenmiştir (Eyice, 2018).

Belge 1'de haftanın belirli günlerinde kadınlara verilen derslere girecek hocaların ve derslerin gerçekleşeceği günler gösterilmiştir. Kız öğrenciler için dersler Pazartesi, Çarşamba, Perşembe ve Cumartesi günlerinde yapılmaktadır. Derslerin içeriği ise sağlık, tarih, iktisat ve fen bilgisi ile ilgilidir.



1922'de Darülfünun Fen Fakültesi Kimya Laboratuvarının kızlar bölümü.

Resim 1: Darülfünun (Fen Fakültesi) kızlar bölümü.

Kaynak: Fikriyat Dergisi, 2019.

زوالی ساعت ۴.۱۵ - ۳.۱۵ ایکینجی درس		زوالی ساعت ۳ - ۲ برنجی درس	
تاریخ : دارالعلمین نایب ترمذی معلمی احسان بک	محمد ابرنسی	ال ایشاری : باشکریه فیز منابع مکتبی مدرسی مأمور اول قناری ایله دارالعلمین و دارالعلمین فن تریبه معلمی اسماعیل حق بک	محمد ابرنسی
ادارته بینه واقتصاد : مؤلفین عثمان بن دارالشفا مدیر معاول احمد جواد بک	یازار ابرنسی	حفظ الصلحه عمومی و نساء ایله و ایلیک طبابت : صبه مدیر عمومی و نساء قانولتسی مدرستان بیم حر پاشا	یازار ابرنسی
معلومات قبه : معارف عمومی ناطق اسبق دارالعلمین مدرستان سعید بک اقدی حشراری	چواریش	هیئت : معارف نظارت جلیسی مستشاری و دارالعلمین مدیر عمومی صالح ذکی بک اقدی	چواریش
فن تریبه : دارالعلمین و دارالعلمین فن تریبه معلمی اسماعیل حق بک	بیشمش	حقوق نسوان : دفتر خالی نظری دارالعلمین مدرستان محمد احمد اقدی حشراری	بیشمش
دولت فینانسیس دولت کانون لایق بکری پنجاه جمع ابرنسی کونولتن اعتباراً باشلانیه جلد دو.		۱۲۲۰ هـ دولت کونولتن اعتباراً باشلانیه جلد دو.	

Belge 1: Darülfünunda hanımlara yönelik ders çizelgesi.

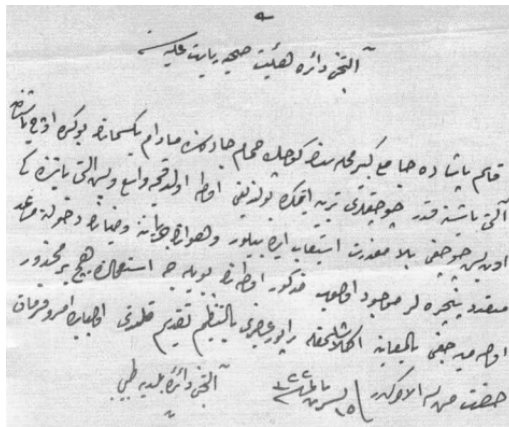
Kaynak: BOA, MF. MKT. 1194/81

Meşrutiyet döneminde öne çıkan diğer bir okul ise Dârülmualimât olmuştur. İstanbul'da 1869 senesinde açılan Dârülmualimât'ın amacı ülkede kızların okuduğu okullara öğretmen yetiştirmektir. Kız rüştiyeleri için kadın öğretmenlerin yetiştirilmesi gerekliliği inancından doğan hareketle dönemin Maarif Nazırı Saffet Paşa tarafından hazırlanan 1 Eylül 1869 tarihli Maarif-i Umumiye Nizamnamesi ile "kız rüştiyesine kadın öğretmenler yetiştirmek üzere" İstanbul'da bir Dârülmualimât'ın açılması gerektiği ifade edilmiştir. Sultanahmet'te Ayasofya civarında Yerebatan Caddesi'nde bir konak tahsis edilmiş, 32 öğrenci ile eğitim ve öğretime başlanmıştır. Okulun eğitim süresi 3 yıl olarak belirlenmiştir (Şanal, 2021: 222-244). Başlangıçta sadece İstanbul'daki okullardaki öğretmen açığını karşılayan bu okul, Meşrutiyet ile üzerinde daha çok düşünülür hâle gelmiştir. II. Meşrutiyet döneminde Halide Edip'in ısrarlarıyla taşradaki kız mekteplerindeki kadın öğretmen açığını karşılamak için okul yatılı hâle getirilmiştir. Darülmualimât'ın yatılı okul olarak ilk kez açılması, 1910 senesinde Fatih'in Çarşamba semtinde Saip Paşa Konağı'nda, yatılı kız sanat okulu içerisinde bir bölüm açılması ile gerçekleşmiştir. Yatılı Darülmualimâtın, ayrı bir kurum olarak açılması 1912'de Çapa'daki Derviş Paşa Konağı'na taşınmasıyla olmuştur (Temelkuran, 1979: 61-62). 1915-1916 ders yılında Dârülmualimât'da 499'u yatılı, 238'i gündüzlü olmak üzere 737 öğrenci eğitim görmekteydi. İlk mezunlarını 1919'da veren okul, beş yılda 370 anaokulu öğretmeni yetiştirmiştir. İşgal yıllarında güçlüğüyle varlığını sürdüren İstanbul Dârülmualimâtı, 5 Kasım 1922 tarihli bir bildiri Türkiye Büyük Millet Meclisi Hükümeti tarafından Maarif Vekâlet'ine bağlanmıştır. Ocak 1923'te okulun eğitim kadrosu yeniden düzenlenmiş, 1924-1925 de okul İstanbul Kız Muallim Mektebi adını almıştır (Öztürk, 2022).

İstanbul'da kız çocukları için açılan diğer bir eğitim kurumu ise Osmanlı Ana Mektebi olmuştur. 1910 yılında açılan okul öncesi eğitim veren bu okul İstanbul'da Müslüman kadınlar tarafından kurulmuş, müdiresi ve öğretmenleri kadınlardan oluşmuştur. Ana okullardan biri de 1912 yılında İstanbul Göztepe'de Ev Kadını Mektebi adı altında açılmıştır. Okulda 7 yaşına kadar erkek ve her yaştaki kız çocuklarına basit usullerle okuma-yazma, ilim, el işleri, piyano ve Fransızca dersleri verilmiştir (Ercoşkun, 2021: 229-251). Yine bu dönemde kız çocukları için Türkiye'nin ilk Hemşirelik Okulu açılmıştır. 20 Ağustos 1920 tarihinde, Eski İstanbul'da Çarşıkapı Caddesi'nde üç katlı bir köşkte, 45 yatağı ve üç ameliyathanesiyle hizmet vermeye başlayan okul, aynı zamanda bir hastane görevi görmüştür. Amerikan Amiral Bristol Hastanesi'ne bağlı Ermeni, Rum ve Rus asıllı kız öğrenciler, 3 aylık deneme kursundan sonra 26 ay eğitimle hemşire olarak yetişmişlerdir. Bu okula 1922 döneminde iki Türk kızı Esmâ İbrahim ve Vesile Dilaver kabul edilmiştir (Yıldırım, 2014: 309-318).

İstanbul'da kız çocuklarının eğitimi için devlet eli ile açılan resmî kurumların yanı sıra, kız çocuklarının eğitimine önem veren bazı varlıklı kadınların da bu konuda çalışmaları olmuştur. Belge 2'de Kasımpaşa semtinde kendi evinin dersane olarak kullanılmasını isteyen ve bunun için ruhsat talep eden Madam Meksima'ya verilen ruhsatname gösterilmektedir. Osmanlı Türkçesinden günümüz Türkçesine şu şekilde sadeleştirilmiştir:

"Kasımpaşa'da Cami-i Kebir mahallesinin Küçükhamam caddesinde Madam Yeksima'nın bu kere üç yaşından altı yaşına kadar çocukları eğitmekte bulunduğu oda oldukça geniş ve beş altı yaşındaki on beş çocuğu mazeretsiz olarak sığdırabilir. Hava akımına ve ışığın girmesine müsait birçok pencere mevcut olup söz konusu odanın böylece kullanılmasında hiçbir mahzur olamayacağı incelenerek anlaşılmış, rapor edilip düzenlenmiş ve takdim edilmiştir. Emir ve ferman sizindir. Altıncı Daire Belediye Tabibi"



Belge 2: Madam Yeksima'ya okul açma ruhsatı veren belge
Kaynak: BOA, MF. MKT. 1008/22

Bunun yanında Darümuallimatlar mezun verene kadar, kız çocuklarının eğitimi için özel olarak tahsil görmüş hanımlar seçilmiş ve görevlendirilmiştir. Kız çocuklarının eğitimi için gerekli teçhizat sağlanana kadar bazı binalar ve yerler bu iş için tahsis edilmiştir. Gülhane Parkı'ndaki gezinti alanları salı günleri, mektep binası tamamlanana kadar kız çocuklarının eğitimi için tahsis edilmiştir (Kurnaz, 1991a: 48). Ayrıca 1911 senesinde tahsil amacı ile İstanbul'dan Cenevre ve Almanya'ya giden bazı kız öğrencilere maaş tahsis edilmiştir (Kırca&Kevser, 2015).

II. Meşrutiyet dönemi aydınlarının hemen hemen hepsinin hemfikir olduğu konu, kadınların eğitimiydi. Kadınların eğitilmesi yenilik hareketlerinin önemli bir parçası, özgürlüğün yeniden inşası için önemli bir adımdı. Bu bağlamda, kadınların ilk kez yükseköğrenim kurumunda eğitim alma hakkını elde ettiği İstanbul'un önemi vurgulanmalıdır.

İstanbul'da İşçi ve Memur Kadınlar

Osmanlı İmparatorluğu'nda kadınlar Tanzimat Dönemi öncesinde tarım sektöründe ve fabrikalarda çalışıyorlardı, ancak onların devlet dairelerinde maaşlı olarak çalışmaya başlamaları Tanzimat döneminde olmuştur. Örneğin ilk kez 1845'te padişah huzurunda diplomalarını alan Müslüman Türk ebeler, hastanelerde çalışmaya başlamışlardır. Eğitim alanında ise ilk defa Türk kadını Darümuallimat'dan mezun olan öğretmenlerin göreve başlamasıyla kamusal alana dâhil olmuştur. Bir süre sonra da kız okullarında müdire olarak görev alabilen kadınlar, II. Meşrutiyetle birlikte müfettiş olarak da atanmaya başlamışlardır (Erdem&Yiğit, 2010: 110). II. Meşrutiyet döneminde yaşanan düşünsel dönüşüm ve dönemin aydınlarının kadın hareketlerine verdiği destek kadınların daha aktif olmalarını sağlamış, çalıştıkları iş kollarını genişletmiştir. Uzun yıllardır fabrikalarda işçilik yapan kadınlar, II. Meşrutiyet döneminde açılan okulların bir getirisi olarak ilk kez memuriyet hayatına atılmışlardır.

Kadınların eğitim ve sağlık dışındaki alanlarda çalışmaya başlamaları daha çok savaş yıllarına denk gelmiştir. Erkeklerin savaşa gitmeleri ile boş kalan memur kadroları kadınlara tahsis edilmeye başlanmıştır. 1913-1914 yıllarında ilk defa bir Müslüman kadın Bedra Osman Hanım ki kendisi Müdafaa-i Hukuk-ı Nisvan Cemiyeti'nin bir üyesiydi-memurluğa başlamıştır. O zamana kadar ancak kız öğrencilere eğitim veren okullarda öğretmenlik dışında memuriyet kadrosuna atanamayan Türk kadını bir ilki gerçekleştirmiştir. İstanbul Telefon Şirketi'nde çalışmaya başlayan Bedra Hanım daha sonra büyük mücadeleler sonucu iş müfettişi de olmuştur (Çolak&Uçan, 2008: 18). 1914'te pul satış memurluğuna Feride Hanım getirilmiştir.1918'de İstanbul Telefon Şirketi'nde 90 Müslüman,120 gayrimüslim kadın görev yapmaktadır (Karakışla, 2001a:29). Aynı zamanda o yıl Maliye Nezareti 'de savaştan dolayı boşalan kadrolara kadın memurların atanabilmesi için gerekli izni vermiş ve ilk kadın memur olarak Nimet Günaydın Hanım'ı istihdam etmiştir. (Özger, 2012:

425). Ayrıca kadınların istihdam edildiği diğer kurumlar da bankalar olmuştur. 1912'de kurulan Galata Osmanlı Bankası'na memur olarak Annette Zundo alınmıştır. Osmanlı Bankası'nda 1912-1934 yılları arasında kadın memur oranı yüzde 4'ü bulmuştur. İstanbul'da elektrik şirketinde, telefon şirketlerinde ve bankalarda memurluk yapan toplam 48 kadın vardı (Kurnaz, 1991: 82).

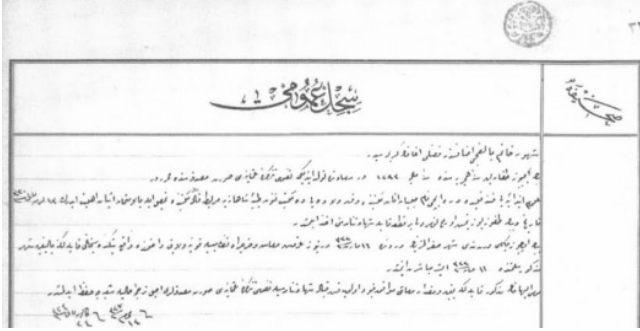
İstanbul, 1900'lerde kadınların iş hayatında oldukça aktif hale geldikleri bir şehir olmuştur. İstanbul'un önemi sadece eğitim, haberleşme ve sağlık alanında kadınların istihdam edilme oranının artmasından değil, o yıllarda kadın memurların İstanbul'da doğmuş ve oradaki eğitim kurumlarından yetişmiş olmalarından da kaynaklanmaktadır. Özger (2012)'nin yaptığı bir araştırmaya göre devlet memurlarının biyografilerini anlatan 19. yüzyıl sicill-i ahvar defterlerinde kadın memurların yarısından fazlası (yüzde 67) İstanbul'da doğmuştur ve yine büyük bir çoğunluğu İstanbul'da kız öğrenciler için açılan lise ve dengi mesleki okullardan mezun olmuşlardır.

Kadınların iş sahibi oldukları ve kazanç elde ettikleri alanlar arasında, dokuma ve gıda sektörü de vardı. Kadın derneklerinin desteği ile kadınlar için meslek edinme merkezleri açılmıştı. Bu merkezlerde çıraklık ile başlayıp sonra meslek edinen kadınlar, hazır giyim atölyelerinde kolayca iş bulabiliyor, özellikle göç eden Rum ve Ermeni kadın işçinin yerine işe giriyorlardı. 1917'de yapılan bir istatistiğe göre resmî dairelerde, ticarethanelerde ve çeşitli hizmetler veren özel işletmelerde çalışan kadın sayısı 1000'e yaklaşmıştı. 1913 ve 1915 yıllarında ilk kez yapılan sanayi sayımlarında, işçi statüsünde çalışanların 1/3'ünü kadınların oluşturduğu tespit edilmiştir (Aydın, 1999: 73).

Kadınlar 1900'lü yıllarda güvenlik sektöründe de istihdam edilmeye başlanmıştı. O dönemde kadınların hapsedileceği mekân ve hapsedilen kadınların gözetimini yapacak personel bulunmasında problem yaşanmış ve bunun için suçun işlendiği mekândan uzakta bir ev kiralanması ve o evin sahibinin de suçlunun gözetimiyle görevlendirilmesi gibi çözümlere başvurulmuştur (Karadoğan, 2018: 295-333). Daha sonra kadın suçlu sayısındaki artış sebebiyle kadın gardiyan ve kolcu istihdamı gerçekleştirilmiştir.

Belge 3'te İstanbul Emniyet Müdürlüğü'nün kadın suçlular için kadın memur istihdamı talebi gösterilmektedir. Belge şu şekilde sadeleştirilebilir:

"Sonradan oluşturulan istihbarat memurlarının tayin hususu, istihdam ve işten çıkarılmalarına dair beceriksiz memurlara buyurulan talimatnamenin altıncı maddesinde istihbarat memurlarının her çeşit meslek erbabından seçilebileceği belirtilmiş olsa da gerek kadınlarca yapılan hırsızlık eylemlerine ve gerek siyasi hallere uygun olarak istihdamlarına lüzum görülen bazı kadınların istihbarat memuriyetine tayin edilip edilmeyeceğinde tereddüt edildiğinden, söz konusu hususun emir ve iradesine arz ve istirham olunur."



Belge 5: Ebe mektebinden mezun Şehver Hanım'ın sicili.
Kaynak: BOA, DH. SAİD. 154/136

Belge 5'de Ebe Mektebi'nden mezun olan Şehver Hanım'ın bazı bilgileri bulunmaktadır. . Belge şu şekilde sadeleştirilebilir:

"Şehver Hanım, balıklık esnafından Fazlı Ağa'nın kızıdır. Bin iki yüz doksan beş hicri yılında 1293 mali yılında İstanbul'da doğduğu Osmanlı Nüfus İdaresi'nce tasdik olunmuştur. İlköğrenimini Fındıklı'daki Dereiçi adlı Kız Okulu'nda ve Askerî Tıp Okulu'na bağlı Kabile Mektebi'nde tüm sınavlarını vererek 13 Teşrin-i Sani [1] 320 tarih ve bin dokuz yüz yetmiş üç numaralı ebelik diplomasını almaya hak kazanmıştır. Bin üç yüz yirmi dört senesi, şehrin fethinin dördünde (İstanbul) 16 Mart [1] 322 dört yüz kuruş maaş ve yol harcırahı ile Konya ili dâhilinde bulunan Niğde sancağı ebeliğine tayinle adı geçen şehirde 11 Nisan [1] 322 tarihinde görevine başlamıştır. Yukarıda adı geçen söz konusu ebeliğe tayin ve maaş miktarı kayıt altına alınmış olup ebelik diplomasıyla Osmanlı nüfus belgesi suretleri asıllarıyla birlikte şubemizce muhafaza edilmiştir. Fi 14 Muharrem [1]327 / fi 24 Kanun-ı Sani [1] 324"



Belge 6: Üç kadının bir araya gelerek şirket kurması
Kaynak: BOA, İ. DUİT. 120/43

Belge 6'da ise hanımların ihtiyacı olan her çeşit eşyayı imal etmek ve satmak üzere Fatma Hasene, Fatma Zehra ve Ayşe İzzet Hanımlar tarafından kurulan "Hanımlara Özel Eşya Pazarı Osmanlı Anonim Şirketi" adlı şirkete ruhsat verildiği ifade edilmektedir. Belge şu şekilde sadeleştirilebilir:

"Merkezi İstanbul'da olarak hanımların muhtaç olduğu bütün eşyaları imal ve satmak ve dikişe dair her çeşit anlaşmayı gerçekleştirmek üzere elli sene müddet ve otuz bin lira sermaye ile "Hanımlara Özel Eşya Pazarı Osmanlı Anonim Şirketi" adında bir şirket kurulmasına ruhsat verilmesi için Fatıma Hasene, Fatıma Zehra ve Ayşe İzzet Hanımlar tarafından dilekçe verilmiş ve şirketin içtüzüğü yazıya geçirilmiştir. İçindekiler uygun görülmüş olduğundan gereğinin yapılmasına, söz konusu husus Dâhiliye Nezareti'nin iradesine sunulmuştur."

Kadınların girişimciliklerine diğer bir örnek ise bir araya gelerek açtıkları Kadıköy'deki terzihaneydi. Burada kız öğrencilere dikiş ve nakış gibi beceriler kazandırılıyordu. Bu terzihanenin farklı yönü Türk ve Müslüman kadınlar tarafından açılmış olmasıydı. Babiali'de açılan İslam Hanımlar Terzihanesinde üretilen mallar pazarlarda satılıyordu. 1901 yılında Şişli'de Kız Sokağı'nda açılan terzihane de yine aynı amaçlara hizmet ediyordu (Doğanay, Çelik & Özçelik, 2019: 428).

1917'de ülkenin savaş koşulları altında verdiği mücadele içinde kurulan Kadın Birinci İşçi Taburu'ndan da bu noktada bahsetmek gerekmektedir. Birinci Ordu-yu Hümayun'a bağlı olarak kurulan Birinci Kadın İşçi Taburu, kadınları memur, müstahdem ve yevmiyeli işçi olarak istihdam etmiş; böylece hem cephe gerisinde kalan kadınların geçimlerini sağlamaları, hem de ordunun ihtiyaçlarının karşılanması için önemli adım atılmıştır. Böylelikle dolaylı yoldan da olsa, kadınlar ilk defa Osmanlı Ordusu'na katılmıştır (Baysal, 2017:339). Kadın işçi taburunda görevli olan kâtibeler hesap tutmak ve yazı yazmak gibi işler yaparken, bölükbaşı olarak görev yapan memureler de vardı. Onlar kadın işçi taburlarının nizamından sorumluydular. Taburda özellikle İstanbul'dan gelen kadınların ilk günlerde tarım ve yol yapımı gibi faaliyetlerde başarılı olamadığı görülmüş; onlar da dokuma çalışmaları, dikiş dikmek ve iplik eğirmek gibi işlerde çalışmışlardır (Karakışla, 2015: 141).

II. Meşrutiyet döneminde İstanbul'da çalışma hayatında kadınların önemli ölçüde var oldukları açıktır. Kadınlar bu dönemden önce de çalışma hayatında var olmuşlardır ancak daha çok fabrika ve dikim evlerinde çalıştıkları bilinmektedir. Bu dönemi özel kılan, kadınların memuriyet hayatının başlamış olmasıdır. Arşiv belgelerinde ortaya çıkan veriler kadınların istihbarat memurluğu, gardiyanlık ve ebelik gibi iş alanlarında çalıştıklarını hatta bir araya gelerek şirket kurduklarını göstermektedir. Kadınlar ayrıca bir araya gelerek girişimcilik faaliyetlerinde bulunmuşlardır. Çalışma hayatında oldukça aktif hale gelmenin yanı sıra kadınlar dernek faaliyetleri de yürütmüşlerdir.

İstanbul'da Kadınların Kurdukları Dernekler

1789 Fransız Devrimi'nin getirdiği özgürlük, eşitlik ve adalet gibi fikirler Batıda kadınların kendi konumlarını sorguladığı bir ortamı beraberinde getirmiştir. Bu noktada dünyada yükselen kadın hareketleri Tanzimat Fermanı ile başlayan düşünsel birikimin de bir sonucu olarak Osmanlı kadını etkilemiştir. Osmanlı kadını bu dönemde çeşitli nedenlerle örgütlenmeye başlamıştır. II. Meşrutiyet, kadınların dernek faaliyetlerinde oldukça faal oldukları bir dönemdir. Bu dönemde İstanbul'daki derneklerin bir kısmı kadınların iş yaşamına dâhil olmalarına destek amacıyla bir kısmı da millî mücadeleye katkıda bulunmak için kurulmuştu. Ayrıca kadınların eğitime katkıda bulunmak için kurulmuş derneklerde vardı.

Osmanlı Müdafaa-i Hukuk-ı Nisvan Cemiyeti

Bu dernek Nuriye Ulviye Hanım tarafından İstanbul'da 27 Mayıs 1913 senesinde kurulmuştur. Cemiyetin amacı kadınların sosyal yaşama ve iş hayatına katılımına destek olmanın yanı sıra özel okullar, dergiler, gazete ve konferanslar ile aydınlatılmasını ve bilinçlenmesini sağlamak olmuştur. Kadın-erkek eşitsizliğine karşı mücadele eden derneğin talepleri arasında ilköğretimin zorunlu olması, kız liselerinin tüm yurda yayılması, kızlara yükseköğrenim hakkı verilmesi ve kadınlara boşanma hakkı gibi yasal hakların verilmesi bulunmaktadır (Şakir, 2022).

Dernek üyeleri arasında yabancılar da vardı. Kadın olmasından dolayı memuriyete alınmayan Bedri Osman Hanım ile yine kadın olmasından dolayı uçağa binmesine izin verilmeyen Belkis Şevket Hanım için mücadele veren dernek, bu meseleleri kamuoyuna aksettirerek istediklerini almayı başarmıştır (Tunaya, 2004: 481).



Resim 2: Osmanlı Müdafaa-i Hukuk-ı Nisvan Cemiyeti ve Kadınlar Dünyası Heyeti.

Kaynak: Çolak&Uçan, 2008.

Osmanlı Kadınlar Cemiyet-i Hayriyesi

Resim 2: Osmanlı Müdafaa-i Hukuk-i Nisvan Cemiyeti ve Kadınlar Dünyası Heyeti. İstanbul'da bir terzihane açarak kadınlara yerli malı ürünler sunulması ve burada fakir kadınlara ücret karşılığında dikiş diktirilerek terzi yetiştirilmesi hedeflenmiştir (Özdemir, 2019: 29-47).

Dönemin "millî iktisat" politikasının bir uzantısı olarak cemiyet tarafından "millî moda" oluşturulmak istenmiştir. Derneğin siyasetle bir ilgisi olmadığı açıklanmış, üye olmak isteyen herkesi kabul etmiştir. Dernek millî iktisat politikasına destek sağlamış, yerli malı tüketimi konusundaki farkındalığı arttırmıştır. O dönem yerli malı üretimi yapan Hereke Fabrikası ile de iş birliği içinde olan dernek, Birinci Dünya Savaşı'nda da ordu için yelek ve benzeri kıyafetlerin dikiminde fedakârca çalışmıştır (Özdemir, 2019: 29-47)

Beynelmilel Kadınlar Müessesesi-i Hayriyesi

Asri Kadınlar Cemiyeti olarak da bilinen bu dernek, 1918 yılı sonlarında Naciye Faham, Aliye Esad, Sabahat ve Mediha Hanımların öncülüğünde kurulmuştur. Merkezi İstanbul olan, Mustafa Kemal Paşa'nın da şeref üyesi olduğu bu dernek, Millî Mücadele ruhunu taşıması ve işgaller başladığında yaptığı eylemlerle bilinmektedir (Kurnaz, 1996: 257-268).

O günlerde ihtiyaç duyulan millî birlik ve mücadele ruhunu yansıtmaları açısından oldukça önemli işler yapan dernek üyelerinden Sabahat Hanım, 20 Mayıs 1919'da Üsküdar Doğancılar'da yapılan mitingde dernek adına bir konuşma yapmıştır ve hislerini şu şekilde dile getirmiştir: "İşte, hayatı, ruhu Türk olan İzmir'i bugün Yunanlılar işgal ettiler. Belki yarın sinemizden bir şey, kalbimizden bir hayat koparır gibi birer birer Konya'mızı, Bursa'mızı, hatta evet çok sevgili İstanbul'umuzu isteyecekler. O zaman, hayatımıza zehirli tırnaklarını takıp her fırsatta bizi biraz daha ölüme götüren bu kahredici kuvvetler karşısında, bu sükût ve tevekkülle mi yaşayacağız? Ben buna hayır diyorum, biz kadınlar bu hak cihadında en önde olacağız ve medeniyete riyalara söyleyen varlıklara her zaman lanet okuyacağız!" (Özdemir, 2021: 107-133).

Mondros Mütarekesi sonrasında ülkede gerçekleşen işgallere tepkinin gösterildiği, işgal kuvvetlerinin protesto edildiği ilk açık hava toplantısı 19 Mart 1919 tarihinde Asri Kadın Cemiyeti ve İnas Darülfünunu tarafından kadınların katılımıyla Fatih Türbesi'nde yapılmıştır. Asri Kadın Cemiyeti Başkanı Naciye Faham ve Aliye Esad Hanımların öncülüğünde gerçekleşen bu toplantıya halkın katılımı da yoğun olmuştur. Törene saat üçte başlanmış ve katılımcılardan bir kısmı öncelikle türbe içinde toplanarak Kur'an-ı Kerim okumuşlardır. Darülfünun Edebiyat Fakültesi'nden bir kız öğrenci tarafından Abdülhak Hamit Bey'in "Türbe-i Fatih'i Ziyaret" manzumesi okunmuştur. Ardından Darülfünun mezunlarından Mediha Muzaffer Hanım İstanbul'un Türklerde kalacağına dair bir konuşma yapmıştır. Konuşmasıyla toplantıya katılanları coşturmuş ve "İstanbul'dan gitmeyiz! Gitmeyiz! Gitmeyiz" sözlerini toplantıya katılanlar hep bir ağızdan tekrarlamışlardır (Önhan, 1990: 56).

Müdafaa-i Milliye Osmanlı Hanımlar Derneği

Dernek, 1913 yılında Balkan Savaşı sırasında bir yardım derneği olarak kurulmuştur. Halide Edip, Prenses Nimet ve Fatma Aliye gibi kadın hareketlerinin önemli isimleri dernekte görev almışlardır. Oldukça entelektüel ve zengin olan kadınların Darülfünunda yaptıkları toplantıda büyük miktarda biriken mücevher ve para cephede çarpışan askerlere ve Anadolu halkına yardım için gönderilmiştir (Tunaya, 2004: 300).

Tehlikenin gelişini öncelikle İstanbul'un aydın kadınları olarak fark eden dernek mensupları, "Kadıköylü Kadınlar" imzasıyla gazetelere gönderilen yazıda, "Millî haklarımızı muhafaza edecek hükümet ve erkek yoksa biz varız! Türk kızı, haydi vazife başına! Vazife başı, vatan sinesi, halkın sahasıdır. Halka koşmazsak, temelimiz yıkılmış, işimiz bitmiş demektir." denmektedir (Unat, 1982: 11).

Kadınları Çalıştırma Cemiyeti İslamiyesi

Cemiyet Naciye Sultan'ın önderliğinde 1916 yılında İstanbul'da kurulmuştur. Kurucuları arasında İstanbul Mebusu Salah Cimcoz da vardır. Cemiyet kadınların iş hayatına atılmasını kolaylaştırmak ve onlara iş bulmak için kurulmuştur. İstanbul'un üç farklı bölgesinde kadınlar için iş yerleri açan dernek, kadın işçi sayısını 60.000'e çıkarmış, bu sayı 1917 yılında 24.000'i bulmuştur. Hatta İstanbul'dan sonra İzmir'e de işçi gönderilmiştir (Unat, 1982: 11).

Harbiye Nezareti'nin gözetimi altında kurulmuş bu derneğin üyeleri, zor durumda olan Müslüman Osmanlı kadınlarının namuslu bir hayat sürdürülebilmeleri ve kendi geçimlerini sağlayabilmeleri için onlara iş kazandırmayı amaçladıklarını ifade etmişlerdir. Kurtuluş Savaşı öncesinin o meşakkatli yıllarında ekonomik anlamda eşlerine bağımlı olan Müslüman Osmanlı kadınlarının verdikleri yaşam mücadelesinde yanlarında olmak için kurulmuş bir dernektir. Bununla birlikte dernek, Kadın İşçileri Evlendirme Kampanyası dâhilinde yayınlanan İzdivâc Talimatnamesi ile gazetelere evlenme ilanları vermiş, eşini kaybetmiş veya bekâr olan kadınların evlendirilmesi için çalışmalar başlatmıştır. Kadınları evlendirme çabalarının nedeni, kutsal aile değerlerinin zarar görmesini engellemek, devamlılığını sağlamak ve kadınların iffetini korumak olmuştur. Bu "zorunlu evlilik" her ne kadar daha sonraları eleştirilmiş olsa da o yıllarda tasvip edilmiştir (Karakışla, 2005).

Türk Kadınları Biçki Yurdu

1913 senesinde Osmanlı Türk Hanımları Esirgeme Derneği'nden ayrılan Behire Hakkı¹, İstanbul'da Çiftesaraylar Caddesi Biçki Yurdu adlı terzihaneyi

1 İstanbul'da aristokrat bir ailede doğmuş, küçük yaşlardan itibaren dikiş dikmeye ilgi duymuştur. Paris Terzi Akademisi'nde dersler almıştır. Mesleğini Müslüman Türk kızlara öğretmek konusunda büyük çaba sarf etmiştir, bkz. Saatçioğlu K. "(2019) Bir Terzinin Kitabı: Biçki Nazariyat ve Kavâidi". YEDİ: Sanat, Tasarım ve Bilim Dergisi, 22(1), 103-112.

açtı. Bu terzihanede hem çalışıyor hem de kız çocuklarına dikiş dikmeyi öğretiliyordu. İlk etapta 25 kız öğrenci ile eğitime başlayan Türk Kadınları Biçki Yurdu zaman içerisinde terzi yetiştirme konusunda ün salmış ve artan talep doğrultusunda İstanbul'un Beşiktaş, Beyazıt, Fatih ve Üsküdar gibi semtlerinde şubeler açmıştır. Mezunlarının artmasıyla Anadolu'da da şubeler açılmıştır. Daha sonra derneğin kurucusu olan Behire Hakkı İstanbul'da 1913 yılında Matbaa-ı Âmire tarafından basılan Biçki Nazariyât ve Kavâidi adlı kitapları kaleme dökmüş, bu eserlerde dikiş ve biçki konusunda teknik bilgileri kaleme almıştır. Bu eserler bu mesleği yürütecek kadınlar için birer ders kitabı niteliği taşımaktadır (Çolak& Uçan, 2008: 52).

Esirgeme Derneği

1909 senesinde İstanbul'da Sabiha Hanım ve Nezihe Muhiddin tarafından kurulan bu dernek İttihat ve Terakki Kız Sanayi Mektebi'ne para yardımı yapmak için kurulmuştur. Derneğin üyeleri bu okulda kız çocuklarına ücretsiz dersler vermişler, kadınların eğitim ve kültür seviyesini arttırmak için çaba göstermişlerdir. Ayrıca kurdukları sanat evi sayesinde şehit çocuklarının ihtiyacını karşılamak için çabalayan dernek üyeleri vatansever bir yol izlemişlerdir. İstanbul'da farklı şubeler de açmışlardır Kurnaz, 1996: 268).

Hilal-i Ahmer Hanımlar Cemiyeti Heyet-i Merkeziyesi

1912 yılında İstanbul'da kurulan bu derneğin üyeleri, Millî Mücadele esnasında yaralanan askerler için ev ev dolaşarak para toplamış, hastanelerde yaralı askerlerle ilgilenmişlerdir. Dolayısı ile sağlık konusunda önemli sorumluluklar üstlenmiş bir dernek olmuştur. Ayrıca Balkan göçmenleri ile ilgilenen dernek üyeleri, "darüssınai" adı altında kurdukları fabrika benzeri yapılarda üretim faaliyetleri gerçekleştirdiler. İstanbul'da 123 kişinin istihdam edildiği bu yapılarda yaşlı kadınlar da çalışıp yevmiye alıyorlardı. Ayrıca dernek kadın haklarına dikkat çeken yazılarla her yıl bir takvim çıkarıyordu (Tunaya, 2004: 481).

Nisvan-ı Osmaniye İmdat Cemiyeti

1897 yılında Fatma Aliye Hanım Yunan harbinde yaralanan askerlere yardım etmek için bu derneği kurmuştur. Kendisi başkalarının da bu dernekten haberdar olmaları ve yardım faaliyetlerinde bulunmaları için İstanbul'da yayın hayatına başlayan Tercüman-ı Hakikat adlı günlük gazetede yazılar yazmıştır. Bu yazıların tesiri ile halk yaralı askerler için birçok yardım malzemesi göndermiştir. Malzemelerin saklanması için Tercüman-ı Hakikat depo olarak kullanılmıştır.1908 yılında Cemiyet-i İmdadiye adını alan dernek, Rumeli sınırlarında savaşan Osmanlı askerlerine kışlık kıyafet yardımı sağlamıştır (Usta,2016: 20).

Şişli Cemiyet-i Hayriye-i Nisvaniyesi

Cemiyet 1915'te İstanbul'da Abdülkerim Paşa'nın eşi Refika Hanım tarafından kurulmuştur. İttihat ve Terakki Cemiyeti'ne yakın bir yardım cemiyeti olan Şişli Cemiyeti Hayriye-i Nisvaniyesi, fakir ailelerin çocuklarını yatılı okullarda okutarak onların meslek sahibi olması ve e ailelerine bakabilecek duruma gelmeleri amacıyla kurulmuştur. Ancak savaş yıllarında aileler ziyadesiyle zor durumda kalmıştır. Dolayısıyla öncelikli amaç, fakir ailelere zor kış şartlarında yardımcı olmak olmuştur. Diğer yardım cemiyetleri ile ortak hareket ederek özellikle nakdi yardım ve erzak dağıtımı konusunda oldukça önemli çalışmalar yapmıştır (Karakışla, 2001: 348).

Teâlî-i Nisvan Cemiyeti

Bu Cemiyet 1912'de İstanbul'da Halide Edip tarafından kurulmuştur. Halide Edip cemiyetin kuruluş amacını "milli değerlerden vazgeçmeden kadınların eğitim seviyesini yükseltmek ve onları sosyal hayata alıştırmak" olarak açıklamıştır (Adıvar, 1956: 252). Cemiyet bu nedenle konferanslar düzenlemiş, ilk kez kadın ve erkeklerin aynı anda dinlediği konferanslara ev sahipliği yapmıştır. Amerikan Koleji'nde eğitim gören Halide Edip, İngiltere'de kurulmuş olan Türk Kadınları Muhibbi Cemiyeti ile de yakın ilişkiler kurmuş, Teâlî-i Nisvan Cemiyeti bünyesinde de İngilizce dersleri verilmesini sağlamıştır. Hatta İngilizce derslerine katılmak Cemiyete üye olabilmenin bir şartı olmuştur. Cemiyet her ne kadar eğitim faaliyetleri yürütmek için kurulmuş olsa da kurucusu ve üyeleri daha fazla Balkan Savaşları esnasında yaralı askerlerin bakımını üstlenmişlerdir (Usta,2016: 85).

İstanbul'da Kadınların Basın Faaliyetleri

II. Meşrutiyet döneminden Cumhuriyet'in ilanına kadar olan süreçte kadınlar basın faaliyetlerini de oldukça aktif bir biçimde yürütmüşlerdir. Çıkardıkları birçok dergide kadınların yaşadıkları sorunları dile getirmişler, yasal haklarını elde edebilmeleri için çaba göstermişlerdir.

Kadınlar Dünyası

Osmanlı Müdafaa-i Hukuk-ı Nisvan Cemiyeti bünyesinde çıkarılan bir dergi olmuştur. İlk sayısı 1913, son sayısı 1923'te yayımlanmış bir dergidir. Derginin kadrosunda Nuriye Ulviye, Emine Seher Ali, Mükerrerrem Belkıs, Atiye Şükran, Nebile Akif, Mes'adet Bedirhan, Meliha Cenana vardı. Kadınlar Dünyası'nın mürettepleri de kadındı. Kadınların hakları tanınmadıkça erkek yazılarına yer verilmemesi kararı alınmıştı. Dergi Binbirdirek'te Serbesti Matbaası'nda basılıyordu. Osmanlılık akımının etkisinde kalan dergide din, dil ve benzeri ayrımların yapılmadığı vurgulanıyordu. Ayrıca yerli bir feminist anlayış sergileniyordu. Dergide Osmanlı kadınının sorunları sıkça dile getiriliyor, kadınlara verilmesi gereken yasal haklar tartışılıyordu (Çakır, 1989: 16-21).



Resim 3: Kadınlar dünyası dergi kapağı
Kaynak: Bianet Gazetesi, 2022.

Kadınlar Dünyası siyasi düşüncelerini söylemekten çekinmeyen kadınların kamusal alanda haklarını almaları gerektiğini ifade eden kadın yazarların var olduğu bir dergiydi. Dergi öncelikle yükseköğrenim hakkının kadınlara da tanınması için her kesimden kadının katıldığı bir kampanya başlattı ve bu konuda başarılı oldu. 7 Şubat 1914'te Darülfünun tarihinde ilk kez kadınlar için konferanslar düzenlenmeye başladı. 12 Eylül 1914'te ise, Zeynep Hanım Konağı'nda, kadınlar için edebiyat ve fen bölümlerinden oluşan İnas Darülfünunu, yani kadın üniversitesi açıldı.

Dergi feminist çizgisini de kadın haklarına saygılı olmayan erkek yazarların yazılarının kabul edilmediği bir dergi olarak sürdürdü. Bunun yanında kadınlar için önemli somut adımlar atan bu derginin üyeleri, Osmanlı feminizmin önde gelen düşünürleriydi (Özdemir, 2017: 112-120).

Mehasin

II. Meşrutiyet Dönemi'nin ilk kadın dergisi olan Mehâsin, 1908 ve 1909 yılları arasında 12 sayı olarak çıkarılan ilk renkli resimlerle basılan kadın dergisidir. Güzel sanatlar, el sanatları, edebiyat, musiki, moda gibi konularda yazılar yayımlanmış, dönemin kadın tartışmalarına da yer verilmiştir. Emine Semiyeye, Münevver Asım, Fatma Sabiha, Şukufe Nihal, Halide Salih ve Zühre Hanım gibi isimler bu dergide yazılar yazmışlardır (Erdem, 2013: 68).

Demet Dergisi

İstanbul'da 1908 yılında yayımlanmaya başlanmış, 7 sayı kadar çıkarılmış bir dergi olan Demet Dergisi, II. Meşrutiyet'in ilanı ile ortaya çıkan siyasi atmosferi yansıtan bir yayın olmuştur. Yazılarda toplumun ilerlemesi, kadının ilerlemesi, kadının eğitimi ve aile içindeki yeri üzerinde durulmuştur. Osmanlı kadınları ilk defa bu dergi ile siyasi yazılar yazmış ve okumuşlardır (Keskin, 2005: 289-312). Hakkı Bey tarafından kurulan Demet Dergisi Jön Türklerin kadınlar konusundaki fikirlerini yansıtıyordu. Demet Dergisi yazılarının çoğunda Jön Türklerin ideolojileri yansıtılıyordu. Kadınların ilk defa siyasi yazılarla tanıştığı bu dergi, amacını şu şekilde özetlemiştir: "Emelimiz pek saftır. Kadınlarımızın fikirlerine hizmet etmek, onlara haftada bir kere birkaç ilmi ve edebi bilgiyi aşılacak istiyoruz. Gayemiz edebi, ilmi ve siyasi. Ara sıra eğlenceye dair resimlere de yer verilecektir." (Akagündüz, 2015: 80).

Dergide sıklıkla modernleşme vurgusu yapılmış, kadınlara bu bağlamda düşen sorumluluklara yer verilmiştir. Derginin başyazarı Celal Sahir başta olmak üzere Enis Avni, Mithat Cemal, Cenap Şahabettin, Mehmet Emin, Mustafa Namık, Selim Sırrı ve Mehmet Rauf gibi birçok erkek yazar kadınlara yazıları ile destek vermişlerdir. Jülide, Ulviye, Neziye, Şiven Peride, Ruhsan Nevvare, İsmet Hakkı Hanım, Halide Edip burada yazan kadın yazarlardandır (Göktaş, 2019: 19-527).

Türk Kadını Dergisi

1918 yılında İstanbul'da çıkarılmaya başlayan bu dergide kadınların yaşadıkları sorunlardan oy kullanma haklarına kadar birçok mesele hakkında fikrî ve edebî yazılar yazılmıştır. Dergi, amacını kadınlığa, memlekete ve geleceğe hizmet etmek olarak açıklamıştır. Dergide yayımlanan şiirlerde Turancılık vurgusu yapılmış, Türk bölgelerinin perişan hâli sıklıkla dile getirilmiştir. Dergi, özünde Türkçülük düşüncesini benimseyen yazarların yer aldığı bir dergi olmuştur. Ayrıca dergiye bağlı olarak Türk Kadını Dershanesi de açılmıştır (Kurnaz, 1991: 93).

Ayrıca yine bu dönemde İstanbul'da Kadınlar Saltanatı (1920), Ev Hocası (1923), Hanım (1921), İnci (1919), Genç Kadın (1918), Bilgi Yurdu Işığı (1916), Kadınlık (1915), Kadınlık Hayatı (1915), Siyanet (1914), Seyyale (1914), Kadın Alemi (1914) adlı dergiler kadınlar tarafından çıkarılan ya da erkeklerin çıkardığı ancak kadın sorunları üzerine eğilen dergiler olmuştur (İlyasoğlu & İnsel, 1984: 165).

Sonuç

II. Meşrutiyet Dönemi Osmanlı toplumunda önemli dönüşümlerin başladığı bir dönem olmuştur. Bu dönüşüm kadınların yaşam ve düşünce biçimlerine de önemli ölçüde yansımıştır. Osmanlı Devleti'nin son dönemlerinde yaşanan bu gelişmeler devletin kurtuluşunu bu yönde gören aydınlar ve yönetici elitler için oldukça büyük önem arz ediyordu. Kadınların eğitimini ve kamusal alandaki varlığını özellikle destekleyen Osmanlı aydınları millî bir kimlik oluşturmaya çalışırken kadınları da bu çabanın bir parçası olarak görüyordu.

Bu dönem kamusal alandaki kadın varlığı yalnızca yönetici elitlerin desteği sayesinde oluşmamıştı. Dünyadaki kadın hareketlerinden de etkilenen kadınlar kendi düşünsel birikimlerinin de bir sonucu olarak kamusal alanda seslerini duyurmaya başladılar. İmparatorluğun başkenti İstanbul bu bağlamda çok önemli bir şehir hâline geldi. Kadınların istihdam edilmelerini sağlayan birçok okul İstanbul'da açıldı ve kadınlar artık memuriyetlere atandılar. Tarihte ilk kez kadınlar üniversitede eğitim almaya başladılar. Bu kültürel ve düşünsel birikim kadın hareketlerine de yansdı. İstanbul'da kadınlar farklı amaçlarla birçok dernek kurdular ve bazıları bu dernekler bünyesinde olmak üzere dergiler çıkararak kadınları her konuda bilinçlendirecek yazılar yazdılar. Bu yazıların bir kısmı kadınların yasal haklarını elde etmeleri gerektiğine dairdi. Bütün bu birikim Cumhuriyet'in ilanından sonra gerçekleşen yasal hak taleplerine ve kadın hareketlerine yansyacaktı.

Sonuç olarak Osmanlı son dönem kadın hareketlerinde İstanbul'un önemi büyük olmuştur. Farklı kültürlerle ve düşüncelere o yıllarda da ev sahipliği yapan İstanbul, Türkiye'de kadın tarihi söz konusu olduğunda da farklı ve önemli bir yere sahiptir. Her ne kadar Selanik gibi şehirlerde de kadınların bazı dernekler kurduğunu ve dergiler çıkardıklarını görsek bile İstanbul kadınların kamusal alanda var olmaya başladığı yerdir. İstanbul'da başlayan bu akım ve düşünsel birikim Millî Mücadele'deki vatansever kadın hareketlerine, daha sonra Cumhuriyet'in ilanı ile seçme ve seçilme haklarını talep eden kadın mücadelesine yansımıştır.

Kaynakça

a. Arşiv Vesikaları

Türkiye Cumhuriyeti Devlet Arşivleri Başkanlığı (BOA) Maarif Nezareti Mektubi Kalemi (MF. MKT.) 1194/81, 1008/22

BOA, Dâhiliye Nezareti İdare Evrak (DH. İDE) 65/16 BOA, ZB. 311/18

BOA, Zaptiye Nezareti Evrakı (ZB). 311/18

BOA, Sicill-i Ahvâl Defterleri (DH. SAİD). 154/136

BOA, İrade Dosya Usulü (BOA, İ. DUİT). 120/43

b. Telif ve Tetkik Eserler

- Adıvar, H. E. (1956). *Türkiye’de Şark-Garp ve Amerikan Tesirleri*. İstanbul: Can Yayınları.
- Akagündüz, Ü. (2015). *II. Meşrutiyet Döneminde Kadın Olmak*. İstanbul: Yeni İnsan Yayınevi
- Arslan, A. & Akpınar, Ö. (2005). İnas Darülfünunu (1914-1921). *Osmanlı Bilimi Araştırmaları*, 6(2), 225-234.
- Aydın, O. (1999). *Yasal Açısından Kadın İşgücü. Türkiye’de Kadın İşgücü Seminerleri, 1-2*, İstanbul: TİSK Yayınları.
- Baysal, H. (2017). Osmanlı’da Kadın Memureler İçin Motivasyon Uygulamaları: Bank-ı Osmani Şahane, Dersaadet Telefon Anonim Şirketi Osmaniyesi ve Kadın Birinci İşçi Taburu Üzerine Bir İnceleme. *Journal of Suleyman Demirel University Institute of Social Sciences*, 29(4). 339-366
- Bianet Gazetesi (2022). 1908’in Kadınlar Açısından Anlamı: <https://m.bianet.org/bia-mag/kadin/108437-1908-in-kadinlar-acisindan-anlami> (21.07.2022).
- Caporal, B. (1982). *Kemalizm’de ve Kemalizm Sonrasında Türk Kadını*, Ankara: Türkiye İş Bankası Kültür Yayınları
- Cevat, M. (2001). *Maarif-i Umumiye Nezareti Tarihçe-i Teşkilat ve İcraatı XIX*, Ankara: Asır Osmanlı
- Çakır, S. (1989). Bir Osmanlı Kadın Örgütü: Osmanlı Müdâfaa-ı Hukuk-u Nisvan Cemiyeti, *Tarih ve Toplum* 11 (1), 16-21.
- Çakır, S.(1994). *Osmanlı Kadın Hareketi*, İstanbul: Metis Yayınları
- Çolak, G. & Uçan, L. (2008). *II. Meşrutiyet’ten Cumhuriyet’e Basında Kadın Öncüler*. İstanbul: Heyamola Yayınları
- Doğanay, R., Çelik, A., & Özçelik, A. G. F. (Eds.). (2019). *Rifat Özdemir’e Armağan*. İstanbul: Hiperlink Yayınları
- Ercişkun, T. (2021). İstanbul’da Hususi Ana Mektebi’(Ekim 1909), *Tarih Araştırmaları Dergisi*, 40(1),229-251.
- Erdem Y.T. (2013). *II. Meşrutiyet’ten Cumhuriyet’e Kızların Eğitimi*. Ankara: TTK Yayınları
- Erdem Y.T.& Yiğit, H. (2010). *Bacıân-ı Rûm’dan Günümüze Türk Kadınının İktisadî Hayattaki Yeri*, İstanbul: Ticaret Odası Yayınları
- Ergin, O. (1943). *Türkiye Maarif Tarihi*, İstanbul: Osmanbey Matbaası
- Eyice, S. (2018). *Darülfünundan Üniversiteye Geçiş Süreci*: <https://www.fikriyat.com/egitim/2018/08/01/darulfunundan-universiteye-gecis-sureci> (18.06.2022).
- Fındıkoğlu, Z.F. (1940) *Tanzimat’ta İçtimai Hayat*, İstanbul: Maarif Matbaası.
- Fikriyat Dergisi (2019). Darülfünun: <https://www.fikriyat.com/galeri/tarih/bir-egitim-yuvasinin-tarihi-darulfunun> (06.07.2022).

- Göktaş, D. (2019). İttihat ve Terakki Cemiyeti'nin Kadın Dernekleri ve Basın Bağlamında Toplumda Kadın Konusuna Yaklaşımı. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 6(5), 519-527.
- Güçtekin, N. (2012). Osmanlı Devleti'nin 1907-1908 Yılına Ait Eğitim İstatistiği. *Yakın Dönem Türkiye Araştırmaları*, 11(22), 125-167.
- Gülmez, A. (2021). Osmanlı Devleti'nde İdadiler, *Sinerji Uluslararası Alan Eğitimi Araştırmaları Dergisi* 2(2),106-131.
- İlyasoğlu, A.& İnsel, D. (1984). Türkiye'de Dergiler, Ansiklopediler (1849-1984). İstanbul: Gelişim Yayınları.
- Karadoğa, U. (2018). Meşrutiyet Döneminde Hukuksal ve Toplumsal Alanda Kadın Algısı "Nisa Hapishaneleri Örneği. *Akademik Tarih ve Düşünce Dergisi* 5 (17): 295-333
- Karakışla, Y. S (2001).Şişli Cemiyet-i Hayriye-i Nisvaniyesi (1915), *Tarih ve Toplum*,32 (210), 348
- Karakışla, Y. S. (2002). Dersaâdet Telefon Anonim Şirket-i Osmâniyesi ve Osmanlı Kadın Telefon Memureleri, -I- *Tarih ve Toplum*, 36(212), 29-37
- Karakışla, Y. S. (2005). Women, War and Work in the Ottoman Empire: Society for the Employment of Ottoman Muslim Women, 1916-1923. Ottoman Bank Archives and Research Centre*
- Karakışla, Y. S. (2015). Osmanlı İmparatorluğu'nda Savaş Yılları ve Çalışan Kadınlar- Kadınları Çalıştırma Cemiyeti (1916-1923) İstanbul: İletişim Yayınları*
- Keskin, T. (2005). Demet Dergisi'nde Kadın ve İlerleme Anlayışı. *Tarih Araştırmaları Dergisi*, 24(37), 289-312.
- Kırca E.& Kevser Ş. (2015). Arşiv Belgelerine Göre Osmanlı'da Kadın. İstanbul: Başbakanlık Devlet Arşivleri Genel Müdürlüğü
- Kocer, H. A. (1992). *Türkiye'de Modern Eğitimin Doğusu ve Gelişimi (1773-1923)*. İstanbul: Milli Eğitim Basımevi.
- Kodaman, B. (1988). Abdülhamid Devri Eğitim Sistemi (Vol. 94). Ankara: Türk Tarih Kurumu Basımevi.
- Kurnaz, Ş. (1991). *Cumhuriyet öncesinde Türk Kadını (1839-1923)*, Ankara: TC Başbakanlık Aile Araştırma Kurumu Yayınları.
- Kurnaz, Ş.(1996). Millî Mücadele'de Türk Kadını. *Atatürk Araştırma Merkezi Dergisi* 34 (19),257-268.
- Önhan, E. (1990). *İkinci Meşrutiyet'ten Cumhuriyet'in İlanına Kadar Kadın Cemiyetleri*, Yayınlanmamış Doktora Tezi, Erzurum: Atatürk Üniversitesi
- Özdemir, N. (2019). I. Dünya Savaşı'nda İstihlak-I Millî Kadınlar Cemiyeti'nin Faaliyetleri. *Yakın Dönem Türkiye Araştırmaları* 36 (3), 29-47.
- Özdemir, Ö. (2017). Kadınlık Yalnız Meyve Değildir: Kadınlar Dünyası Dergisinin Başyazılarında Kadın Kategorisinin İnşası. *Fe Dergi*, 9(1), 112-120.

- Özdemir,N.(2021).Mütareke Döneminde Asri Kadın Cemiyeti'nin Faaliyetleri, *Yakın Dönem Türkiye Araştırmaları-Recent Period Turkish Studies* 39 (2),107-133.
- Özger, Y. (2012). Osmanlı'da Kadınların Memuriyette İstihdamı Meselesi ve Sicill-i ahvâlde Kayıtlı Memurelerin Resmî Hal Tercümelere. *History Studies* 4(1).
- Öztürk. (2022). *Darülmuallimat*, <https://islamansiklopedisi.org.tr/darulmuallimat> (19.12.2022).
- Saatçioğlu, K. (2019). Bir Terzinin Kitabı: Biçki Nazariyât ve Kavâidi, *YEDİ: Sanat, Tasarım ve Bilim Dergisi*, 22(2), 103-112
- Sakaoğlu, N. (2003). *İnas Darülfünunu, Dünden Bugüne İstanbul Ansiklopedisi*, C. 4, İstanbul: T. C. Kültür Bakanlığı Yayınları.
- Sarıhan, Z. (2010). *Kurtuluş Savaşı Kadınları*, Ankara: Ulusal Eğitim Derneği Yayınları.
- Şakir,Ş. (2022). *Feminizm sözcüğünü kullanmaktan çekinmeyen Osmanlı Müdafaa-i Hukuk-ı Nisvan Cemiyeti kuruldu*, <https://catlakzemin.com/28-mayis-1913-feminizm-sozcugunu-kullanmaktan-cekkinmeyen-osmanli-mudafaa-i-hukuk-i-nisvan-cemiyeti-kuruldu/> (26.06.2022).
- Şanal, M. (2011). Osmanlı İmparatorluğu'nda Kız Öğretmen Okulu'nun (Dârülmualimât) Kuruluşu, Okutulan Dersler ve Kapatılışı. *Ankara Üniversitesi Osmanlı Tarihi ve Uygulama Merkezi Dergisi (OTAM)*, (26), 222-244.
- Temelkuran, T. (1970). Türkiye'de Açılan İlk Kız Öğretmen Okulu, *Belgelerle Türk Tarihi Dergisi*, 36 (1), 61-62
- Toprak, Z. (1983). *1909 Cemiyetler Kanunu, Tanzimat'tan Cumhuriyet'e Türkiye Ansiklopedisi*, C.1, İstanbul: İletişim Yayınları
- Tunaya, T.Z. (2004). *Türkiye'nin Siyasi Hayatında Batılılaşma Hareketleri*, İstanbul: Bilgi Üniversitesi Yayınları
- Unat, N.A. (1982). *Türk Toplumunda Kadın*, İstanbul: Ekin Yayınları
- Usta,Y.(2016). *Meşrutiyet Döneminde Sosyal Yardım Cemiyetleri ve Faaliyetleri (1908-1918) Yayımlanmamış Doktora Tezi*, İstanbul Üniversitesi
- Uyar,Ç. & Ertuğrul, E.(2020). Türkiye'de Kadınların Yükseköğrenim Hakkını Elde Etmesi: Darülfünunda Kadın ve İnas Darülfünunu. *Eskişehir Osmangazi Üniversitesi Tarih Dergisi*, 3(1), 66-92.
- Yıldırım, N. (2014). *Savaşlardan Türkiye'de Hemşirelik Tarihi Modern Hastanelere*, İstanbul: Vehbi Koç Vakfı.
- Yücekök, A. (1998). *Tanzimat'tan Günümüze İstanbul'da STK'lar*, İstanbul: Tarih Vakfı



Ogier Ghiselin De Busbecq'in Gözlemleri ile Kanuni Sultan Süleyman Döneminde Osmanlı ile Avrupa'nın Karşılaştırılması*

Abdullah TOK**

İstanbul Sabahattin Zaim Üniversitesi

Muhammed Ali BUDAK***

Öz

Kanuni dönemini bizlere anlatan önemli kaynaklardan biri Avusturya elçisi Busbecq'in yazdıklarıdır. Osmanlı ile sık sık karşı karşıya gelen Avusturya, anlaşma zemini oluşturmak için kendini her anlamda iyi yetiştiren Ogier Ghiselin de Busbecq'i elçi olarak İstanbul'a gönderir. Busbecq, Osmanlı ile ilgili gözlem ve değerlendirmelerini arkadaşısı Nicolas Michault'a 1555, 1556, 1560 ve 1562 yıllarında dört mektup şeklinde yazıp gönderir. Bu mektuplarda Osmanlı'nın üstün olma ve Avrupalıların geri kalma sebepleri mukayeseli bir şekilde anlatılmıştır. Osmanlı'daki Müslümanların gelenek ve görenekleri, inançları, çalışma hayatları gibi birçok konudaki durumları da çarpıcı bir şekilde anlatılır. Yine Osmanlı devlet ve ordu yönetimi ile padişahı, ayrıntılı olarak ele alınmıştır. Bununla beraber kendi ülkesindeki durumu da anlatan Busbecq, iki ülkeyi ve halkı mukayese etmiş ve Avrupa'nın Osmanlı'ya karşı nasıl ayağa kalkabileceğinin reçetesini vermekten geri durmamıştır. Bu çalışmada Busbecq'in söz konusu mukayeselerine dikkat çekilecektir.

Anahtar Kelimeler

Osmanlı İmparatorluğu, Busbecq, Avrupa, Mektup.

* Bu makale, 12 Mayıs 2018'de Mardin'de yapılan Sosyal Bilimler Genç Akademisyenler Sempozyumu-4 adlı sempozyumda sunulan bildirinin genişletilmiş ve geliştirilmiş halidir.

** Dr. Öğr. Üyesi, İstanbul Sabahattin Zaim Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Tarih Bölümü abdullah.tok@izu.edu.tr, ORCID: 0000-0001-9709-3204.

*** Dr. malibudak@yahoo.com.tr ORCID: 0000-0002-4610-090X

Comparison of The Ottomans And Europe in The Period of The Suleiman The Magnificent with The Observations of Ogier Ghiselin De Busbecq

Abstract

One of the important sources telling us about reign of Suleiman I “The Magnificent” is the writings of the Austrian ambassador Busbecq. Confronting with the Ottomans frequently, Austria sends Ogier Ghiselin de Busbecq, who educates himself well in every sense, to Istanbul as an ambassador to create a basis for agreement. Busbecq wrote and sent his observations and evaluations about the Ottoman Empire to his friend Nicolas Michault in four letters in 1555, 1556, 1560 and 1562. In these letters, the reasons for the superiority of the Ottomans and the backwardness of the Europeans are explained in a comparative way. The situation of Muslims in the Ottoman Empire in many subjects such as their customs and traditions, beliefs and working life is also explained in a striking way. Again, the Ottoman state and army administration and the sultan are discussed in detail. In addition, Busbecq, who also explained the situation in his own country, compared the two countries and the people and did not hesitate to prescribe how Europe could stand up against the Ottoman Empire. In this study, attention will be drawn to the mentioned comparisons of Busbecq.

Keywords

Ottoman Empire, Busbecq, Europe, Letter.

Extended Abstract

The sultanate of Sultan Suleiman, who was thought to have been sent to them (Ottomans) by Allah and remembered by the titles of “Kanuni”, “Magnificent” and “Great” by the Ottomans, constituted one of the most important periods in the history of the Ottoman Empire. His sultanate period coincided with a time when important events took place almost all over the world. Because in this period, after the discovery of Americas, a policy of political balance was established in Europe, and the European Reformation movements opened a new phase in human thought. In France, Francis I and in England, Henry VIII were reigning, Pope Leo X led the renewing movements of the arts and sciences, Charles V resisted the new Christian sect, Andrea Gritti was the Doc of Venice, Vasili Ivanovich began to lay the foundations of glorious Russia. It was prepared, for which Sigismund I, with his 40-year reign, revealed the power of Poland, the founder of the Safavid Dynasty, Shah Ismail, who was the “Magnificent of Iran”, survived the blow by Sultan Selim the Grim, on the other hand, in India. It is rare in history to find a period in history when Shah Akbar, who was also one of the most famous Mongol rulers, was able to gather the “greatest” things around him, such as when his state formed a foundation that was taken as an example by all Asian rulers. Suleiman appeared in history to compete with all of these rulers who had their names written in capital letters and gold letters.

The fame of Suleiman the Magnificent is seen not only with his campaigns and victories, but also with the laws he has set and the way he organizes his state and army according to the requirements of the time. Because the state became enormously large in his sultanate, officials were appointed to deal with the increasing business naturally,

and efforts were made to establish a good administration. Whether it was the Kapıku-lu quarries or the timar sipahis and its shipyard, its army and navy became the first of the world's armies and navies during his reign; land organization laws were also established in his time. With these laws, he regulated how to treat the people, fulfilled all his father's dreams, and his reign was perhaps the most lofty and most powerful period of the State of Aliye. The Ottoman Empire, which became a great state during the reign of Mehmed the Conqueror, Towards the middle of the 16th century, with its administrative, judicial, economic organization, scientific and social institutions, it took its place on the stage of history with all the features of a high Islamic civilization.

In addition to all these, there is no other period of the Empire that will be fertile like the reign of Süleyman and Selim II. Because he had the Suleymaniye Mosque, the pinnacle of Ottoman architecture, and 12 other mosques built; the Justinian Arches, the Zubeyde waterways in Mecca, the Jerusalem building repaired, and the Çekmece Bridge built for easier transportation of the stored grain to be used in Istanbul in case of emergency. The role and influence of the Ottoman Empire in European politics can be easily understood from the reports and memories of people who came to Turkey for various purposes at that time. While there was a long period of struggle with Austria during the reign of Suleiman the Magnificent, King Ferdinand tried to keep the path of diplomacy open by constantly sending envoys to Sultan Suleiman.

Various works related to literature and mysticism are among the most valuable resources in the study of the social side of history. Because one of the only sources that gives us information about the establishment period of the Ottomans is the travel book of the Arab traveler ibn Battuta. In addition to this, Johannes Schiltberger, who was captured by Yıldırım Bayezid in the Battle of Nicopolis and then by Timur after the Battle of Ankara, is among the travelogue works that give information about the establishment and rise of the 2nd Period Anatolian Principalities and the Ottoman Empire. The Spanish traveler Ruy Gonzales de Clavijo, who was sent to Timur as an ambassador; the French agent Bertrand de la Broquière, who went on a difficult journey to learn about the situation in the East for a new Crusade, and gave important information about Anatolia in the Murat II period, can be cited as examples. One of the greatest importance of these works, which are memoirs, including the letters written by Busbecq in the second half of the 16th century, is that their authors see and reveal things that they saw and that would probably never be seen by the members of the societies they entered.

When Busbecq first entered the Ottoman country for the purpose of embassy, he made a journey to Amasya to meet with the sultan, and recorded both Istanbul and what he saw during this journey in four letters. In addition to his diplomatic activities during his eight years as an embassy, he collected various plants, ensured that tulip bulbs were taken to the Netherlands, collected more than two hundred manuscripts and gave them to the Imperial Library of Vienna. As evidence of Busbecq's weight in cultural history, the painter Melchior Lorisch, who reflects the monuments of Istanbul and its daily life on his paintings, besides two portraits of Suleiman the Magnificent and a panorama of Istanbul; Hans Dernschwam, who wrote an important travelogue for 16th century Turkey, also took part in Busbecq's embassy delegation. In four letters written by the ambassador to his friend Nicholas Michault, dated 1 September 1555 (from Vienna), 14 July 1556 (from Istanbul), 1 July 1560 (from Istanbul) and finally 16 December 1562 (from Frankfurt) He has made it clear that he is one of the

most keen European observers on Turkey. The 16th century revealed the Ottoman state structure, history, laws, government organs and customs naturally.

We have a chance to understand the life that has flowed throughout history, at least for a bit, by looking at the stories of travelers, traders, ambassadors, and sometimes even prisoners, who go on short or sometimes long journeys for various purposes in their works. In records such as archival documents and official chronicles, it is impossible to capture this aspect of humanity, which is revealed in the works in question. Because what happened in history is not just about the events in the archived documents. Apart from the one recorded in these documents, there is a life going on in its normal course, and what Busbecq wrote is of great importance for a better understanding of this life in the Ottoman Empire. Because this aspect of life and life is generally not understood by historians, there are difficulties in understanding it, and they think that life consists of information and records in historical documents. Busbecq, who served as an ambassador in the Ottoman country, stayed in the territory of the Ottoman Empire for a very long time, went to Amasya to meet with the sultan as soon as he entered the country from the Balkans, lived in Istanbul, and was a part of the events he witnessed in this time and the daily life there. The fact that he would give a report on what he saw to his king after his return from the Ottoman Empire and that he lived in this country for a long time increases the importance of his observations. Thanks to his writings, we have the opportunity to better understand and learn about subjects such as the Ottoman sultan, the sultan's environment, the Ottoman society and the army of the state. In addition, Busbecq not only told what he saw, but also gave information about his own society and culture, and compared what he saw with them. While he was talking about a subject related to the Ottoman Empire, he often compared this situation with his own people and culture, which provided a comparison opportunity about the Ottoman Empire and, at least partially, Europe at that time.

The period of Suleiman the Magnificent is one of the most important and peak periods of the Ottoman Empire when it comes to power, which is accepted by both friends and enemies. During this period, Europe faced many times on the battlefields and the victorious side was always the Ottomans, except for exceptional cases. The Ottoman Empire, which made the West accept its political power, also gave Europe a great advantage in other fields. The reasons that played a major role in its becoming a world power were expressed strikingly in the letters of Busbecq, who was sent to the Ottoman Empire by the Austrian King Ferdinand as an ambassador. In the letters he wrote, the Austrian ambassador clearly stated that the Ottoman Empire had very superior virtues as a state and society, and he frankly wrote about the backwardness of Europe. Busbecq, who understood that he could not get rid of the influence of Turkish and Islamophobia, nevertheless tried to compare both sides with their pros and cons. Many of the superior virtues that he counted for the Ottoman society and state were transferred to Europe over time.

Giriş

Avrupa'daki durumu olduğu gibi koruyan, asıl tehlikenin Asya'dan gelebileceğine karar verdiği için hükümdarlığı boyunca tüm gücünü o tarafa yönelten ve bu suretle halefinin Avrupa ve Akdeniz'de kendinden daha emin bir şekilde faaliyette bulunmasını sağlayacak olan (Uzunçarşılı, 1999: 306) Yavuz Sultan Selim, sekiz sene saltanat sürdükten sonra, batıya yönelmek düşüncesindeyken (Ahmet Cevdet Paşa, 2008: 46) 46 yaşında, erken sayılacak bir yaşta hayata veda ettiğinde (Jorga, 2009: 289), ardında bir oğul ve altı kız bırakmıştır. Tek oğul olan Süleyman yirmi altı yaşında, 30 Eylül 1520'de hükümdar olduğunda, kendisine rakip olacak kardeşlere sahip olmadığı için kanlı bir mücadeleye girişmeden rahat bir şekilde tahta geçmiştir (Uzunçarşılı, 1999: 307).

Bu andan itibaren Osmanlı İmparatorluğu'nun tahtına, Jorga'ya göre "bedeni ve ruhu tamamen farklı" olan bir padişah geçmiştir. Trabzon'da doğduktan sonra Kefe'ye giden; babasının Doğu ile meşgul olması nedeniyle Avrupa'daki meselelerle ilgilenen ve nihayetinde Anadolu'da ikamet etmeye başlamış olmakla beraber, hayatının üçte birini İstanbul'da geçirerek deneyim kazanmakla kalmayan Şehzade Süleyman, "İstanbul'a yakışır asil bir genç adam" haline gelmiştir (Jorga, 2009: 289).

Osmanlılarca, kendilerine Allah tarafından gönderildiği düşünülen, "Kanuni", "Muhteşem" ve "Büyük" unvanlarıyla hatırlanan Sultan Süleyman'ın padişahlığı, Osmanlı İmparatorluğu tarihinin en önemli devrelerinden birini oluşturmuştur. Onun padişahlık dönemi, dünyanın hemen her tarafında önemli olayların gerçekleştiği bir zamanda denk gelmiştir. Çünkü bu dönemde Amerika'nın keşfinden sonra Avrupa'da siyasi denge politikası oluşturulmuş, Reform hareketleri insan düşüncesinde yeni bir safha açmıştır. Fransa'da I. François (Fransuva) ve İngiltere'de VIII. Henry'nin hüküm sürdüğü, Papa X. Leo'nun sanat ve bilimleri yenileme hareketlerine öncülük ettiği, Şarlken'in yeni Hıristiyan mezhebine karşı direndiği, Andrea Gritti'nin Venedik Doc'u makamında olduğu, Vasili Ivanovich'in görkemli Rusya'nın temellerini atmaya hazırlandığı, 40 senelik hükümdarlığıyla I. Sigismund'un Lehistan'ın gücünü gözler önüne serdiği, Safevi Hanedanı'nın kurucusu, "İran'ın Kanunisi" olan Şah İsmail'in, Yavuz Sultan Selim tarafından vurulan darbenin altından kalktığı, diğer taraftan da Hindistan'da Moğol hükümdarlarının en ünlülerinden olan Şah Ekber'in, devletine, bütün Asya yöneticileri tarafından kendilerine örnek alınan bir temel oluşturduğu zaman gibi "en büyük" şeyleri etrafında toplamaya muktedir olmuş bir döneme tarih boyunca çok az rastlanır.

Süleyman, tarihe adlarını büyük ve altından harflerle yazdıran bu hükümdarların hepsiyle rekabet edecek bir şekilde ortaya çıkmıştır (Von Hammer Purgstall, 1992: 1-3).

Sultan Süleyman, yönettiği ordusuyla 13 sefere çıkmış, bir o kadar muharebede bulunmuştur; biri denizde diğeri karada olan devletin iki önemli yeri, Rodos ve Belgrad, daha saltanatının başlangıcında alınmıştır. 7 sene içinde Budin ve Bağdad elde edilmiştir. Ömrünün son demlerinde Ziget ve Gyula ona teslim olmuştur. Devlet-i 'Aliyye'nin sancakları Viyana ve Diu önünde parlanmış, sınırlar Van Kalesi'nden Estargon Kalesi'ne kadar genişletilmiş, Süleyman'ın sultanlığı Cezayir'e, Tunus'a, Trablus'a ve Habeş hududuna kadar ilerlemiştir (Von Hammer Purgstall, 1992: 526).

Kanuni Sultan Süleyman'ın ünü sadece seferleri ve zaferleriyle değil, koydurduğu kanunları ile devletini ve ordusunu zamanın gereklerine göre düzenlemesinde de görülmektedir (Uzunçarşılı, 1999: 419; Von Hammer Purgstall, 1992: 526). Zira Devlet, onun padişahlığında muazzam geniş bir hal almış, tabiatıyla çoğalan işlerin halledilmesi için memurlar tayin edilmiş, iyi bir idare oluşturulması için gayret sarf edilmiştir (Ahmet Cevdet Paşa, 2008: 46-47). İster Kapıkulu ocakları ister tımarlı sipahiler ve tersanesi olsun, ordusu ve donanması onun döneminde dünya ordu ve donanmalarının birincisi olmuş; toprak teşkilatı kanunları da onun zamanında oluşturulmuştur (Uzunçarşılı, 1999: 307, 419). Bu kanunlarla halka nasıl davranılacağını tanzim etmiş, babasının bütün hayallerini gerçekleştirmiş, hükümdarlığı Devlet-i Aliye'nin belki de en azametli, en kuvvetli dönemi olmuştur (Ahmet Cevdet Paşa, 2008: 46). Fatih Sultan Mehmed döneminde büyük bir devlet halini alan Osmanlı, XVI. yüzyılın ortalarına doğru idari, adli, iktisadi teşkilatı, bilimsel ve sosyal kurumlarıyla yüksek bir İslam medeniyetinin tüm özelliklerine sahip olarak tarih sahnesindeki yerini almıştır (Uzunçarşılı, 1999: 307).

Tüm bunlara ek olarak, İmparatorluğun başka bir safhası yoktur ki, sanat eserleri bakımından Süleyman ve II. Selim dönemi kadar bereketli olsun. Zira o, Osmanlı mimarisinin zirvesi olan Süleymaniye Camii ile ondan başka 12 cami yaptırmış, Justinyen Kemerlerini, Mekke'deki Zübeyde suyollarını, Kudüs binasını tamir ettirmiş, acil durumlarda İstanbul'da kullanılmak üzere depolanan tahılın, payitahta daha kolay ulaştırılması için Çekmece Köprüsü'nü yaptırmıştır (Von Hammer Purgstall, 1992: 499, 526). Osmanlı İmparatorluğu'nun Avrupa siyasetinde oynadığı rol ve gösterdiği etki, o dönem Türkiye'ye çeşitli amaçlarla gelmiş olan kişilerin raporlarından ve anılarından rahatlıkla anlaşılmaktadır (Uzunçarşılı, 1999: 307). Kanuni Sultan Süleyman döneminde Avusturya ile uzun bir mücadele dönemi yaşanırken (Kurtaran, 2006: 28-38), Kral Ferdinand Sultan Süleyman'a sürekli elçiler göndererek diplomasi yolunu açık tutmaya çalışmıştır.

dönemiyle ilgili olarak bize bilgi veren yegane kaynaklardan biri Arap gezgin İbn Battuta'nın seyahatnamesidir (Köprülü, 1991: 16-18). Ona ek olarak yine II. Dönem Anadolu Beylikleri ve Osmanlı İmparatorluğu'nun kuruluş ve yükseliş dönemi hakkında bilgi veren seyahatname türü eserler arasında, önce Niğbolu Savaşı'nda Yıldırım Bayezid'e, sonra da Ankara Savaşı'nın ardından Timur'a esir düşen Johannes Schiltberger (Schiltberger, 1995: 29-33), Timur'a elçi olarak gönderilen İspanyol seyyah Ruy Gonzales de Clavijo (Clavijo, 2008: 8-11) ve yeni bir Haçlı Seferi için Doğu'daki durumu öğrenmek amacıyla zorlu bir yolculuğa çıkan, bu yolculuğunda II. Murat dönemi Anadolu hakkında önemli bilgiler veren Bertrandon de la Broquière örnek gösterilebilir (Broquière, 2000: 12, 16). Busbecq tarafından XVI. yüzyılın ikinci yarısında kaleme alınan mektupların da içinde bulunduğu, birer hatırat olma niteliğine sahip olan bu eserlerin en büyük önemlerinden biri, yazarlarının gördükleri ve içine girdikleri toplumların üyeleri tarafından büyük ihtimalle asla görülmeyecek şeyleri görmeleri ve bunları ortaya koymalarıdır (Kütükoğlu, 1998: 24-25).

Busbecq, ilk kez elçilik amacıyla Osmanlı ülkesine girdiğinde, padişahla görüşmek için Amasya'ya kadar bir yolculuk yapmış, hem İstanbul hem de bu yolculuk süresince gördüklerini dört mektupla kaydetmiştir. Bunun yanında elçilik yaptığı sekiz yıl boyunca diplomatik faaliyetlerine ek olarak çeşitli bitkiler toplamış, lale soğanlarının Hollanda'ya götürülmesini sağlamış iki yüzden fazla elyazması eseri toplayarak bunları Viyana imparatorluk kütüphanesine vermiştir (Eyice, 1992: 466-467). Busbecq'in kültür tarihinde sahip olduğu ağırlığa delil olarak Kanuni Sultan Süleyman'ın iki portresini ve İstanbul'un bir panoramasının yanında bu şehrin anıtlarını, günlük yaşantısını tablolarına aksettiren ressam Melchior Lorisch'in, XVI. yüzyıl Türkiye için önemli bir seyahatname kaleme alan Hans Dernschwam'ın da Busbecq'in elçilik heyetinde yer alması gösterilebilir (Arıkan, 1993: 114). Elçinin, arkadaşı Nicholas Michault'ya yazdığı, tarihleri 1 Eylül 1555 (Viyana'dan), 14 Temmuz 1556 (İstanbul'dan), 1 Temmuz 1560 (İstanbul'dan) ve son olarak 16 Aralık 1562 (Frankfurt'tan) olan dört mektupla o Türkiye konusunda en keskin gözlemlere sahip Avrupalı gözlemcilerden birisi olduğunu açıkça ortaya koymuştur. XVI. yüzyıl Osmanlı devlet yapısını, tarihini, yasalarını, hükümet organlarını, törelerini doğal bir şekilde gözler önüne sermiştir (Arıkan, 1984: 200-201).

Kültürel ve sosyal tarihe ek olarak tarihsel coğrafya alanında da büyük öneme sahip bu tür eserleri kaleme alanlara yönelik araştırmalar, yeni bir çalışma sahası açacak kadar önemlidir (Ortaylı, 1992: 271). Zira yetkin bir bilim insanının elinde, birkaç cümleden oluşan kısacık bir bilgi parçacığı bile son derece büyük bir önem kazansa da (Schiltberger, 1995: 20) bu tür eserler dikkatlice kullanılmalı, çok ciddi bir eleştiriden geçirilmeli, doğru yanlıştan, gerçek abartıdan ayırt edilmelidir (Kütükoğlu, 1998: 25).

Bu çalışmada Ogier Ghiselin de Busbecq'in, Mohaç Meydan Muharebesi'nden sonra Macaristan Kralı II. Lui'nin ölmesi, karısının da Kralın damadı olan

Avusturya Kralı Ferdinand'ın yanına kaçması ile başlayan ve Macaristan tahtına sahip olma düşüncesine kapılan Ferdinand'ın elçisi olarak Osmanlıya gelmesinin (Uzunçarşılı, 1999: 483-496) ardından burada ikamet ettiği süre içerisinde yazdığı mektuplar incelenecektir. Busbecq'in Osmanlı Devleti ve kendi ülkesi ile alakalı sosyal, siyasi, askeri vb. alanlarda yaptığı gözlemler ve mukayeseler çalışmanın temel problematiğini oluşturmuştur.

I. Busbecq'in Osmanlı'ya Gelişi ve Şehir-Mimarî ile İlgili Gözlemleri

Kanuni Sultan Süleyman döneminde Osmanlı İmparatorluğu ile büyük bir mücadeleye girişen Avusturya, Osmanlı ile birçok kez makul bir antlaşma yapma zemini aramıştır. Kral Ferdinand, Osmanlı ile uygun bir antlaşma yapmak için İstanbul'a birçok kez elçilik heyetleri göndermiş fakat bir türlü istediği antlaşmayı yapamamıştır. 1522 Flander doğumlu Busbecq, 1554 tarihinde İngiltere elçilik kurulundaki görevinin dönüşünde Kral Ferdinand'ın emri ile topar İstanbul'a gönderilmiştir (Arıkan, 1984: 197-201; Busbecq, 2002: 5-6). İki defa İstanbul'a elçilik görevi ile gönderilen, 1562 yılında dönüşüne kadar toplamda iki defa Kanuni Sultan Süleyman'ın huzuruna kabul edilen Busbecq (Yıldırım, 2014: 115-122), sekiz seneye yakın bir süre Osmanlı'da kalmış, bu süre içerisinde Osmanlı ile ilgili birçok gözlem yapmış ve aynı zamanda Osmanlı ile Avrupa'yı karşılaştırarak çarpıcı değerlendirmelerde bulunmuştur.

Osmanlı sınırları içerisine giren Busbecq'in Avrupa'dan farklı olarak dikkatini çeken konuların başında şehir ve mimari yapıların sadeliği ve basitliği gelir. Buna bakımsızlığı da ekleyebiliriz. Peşte'ye gelen Busbecq buradaki derme çatma ve bakımsız yapıların karşısında bir hayli şaşırmıştır. Buradaki binaların bakımsız ve basit olmasında askerlerin az para alması önemli bir sebep olsa da asıl sebep bu değildir. Bu şehirdeki Osmanlı askerlerinin yaşadıkları yerlerin fiziki şartlarıyla ilgilenmemelerinin önemli bir sebebi inançlarından ileri gelmektedir. Busbecq'in ifadesi şu şekildedir: "...Koca binaların üst katlarıyla hiç ilgilenmiyor, oralarını irili ufaklı farelere bırakıyorlar. Bu gibi dünyalık şeylere ehemmiyet vermek onlara göre gurur ve azamet nişanesidir. Onlara bu dünyada sonsuzluk arıyormuş gibi geliyor." Busbecq Türklerin kendi evlerini dünyadaki misafirhane olarak gördüklerini, bundan dolayı Türkiye'de büyük bir eve sahip bir adam bulmanın zor olduğunu söylemiştir (Busbecq, 2002: 12-13).

Elçi, yolda görüp kaldığı kervansaray ve hanları, mimarî yapılarıyla beraber anlatmayı ihmal etmemiştir. Niş'te bir kervansarayda kalan Busbecq, buranın çok amaçlı olmasının yanında son derece sade ve mütevazı bir yer olduğunu söylemiştir. Busbecq, kaldığı hanlardan da bahsederek buradaki odaların çok büyük olduğunu ve din, dil, ırk ayrımı yapılmadan kapılarının herkese açık olduğunu, yemek olarak da etli bulgur pilavının verildiğini söylemiştir. İlk etapta yemeklerin basitliği karşısında şaşırıp ve yemekleri reddeden Busbecq, yemekleri tattıktan sonra bu fikrinden vazgeçmiştir. Zira yemekler ona çok lezzetli gelmiştir. Hanlarda yolcuların bedava üç gün kalabildiklerini, üç

günün sonunda ise gitmeleri gerektiğini, zira Türklere göre misafirliğin üç güne kadar olduğunu söylemiştir (Busbecq, 2002: 17-19).

İstanbul'a uzaktan bir bakış atan Busbecq'e göre buranın doğal güzelliği dünyanın hiçbir yerinde yoktur. Bu eşsiz güzelliğe rağmen buranın bakımsızlığından ve Müslümanların elinde olmasından bir hayli kederlenmiştir (Busbecq, 2002: 22). İstanbul'un Avrupa yakasında gezen Busbecq, bir kez daha şehre hayran kalarak "Tanrı sanki burasını dünyanın baş şehri olsun diye yaratmıştır" sözleriyle hayranlığını ifade etmiştir (Busbecq, 2002: 31).

Daha önceki mektuplarında İstanbul'un doğal güzelliği karşısında ne kadar etkilendiğini gizleyemeyen Busbecq, İstanbul'un Müslümanların elinde olmasından dolayı duyduğu derin acıları üçüncü mektubunda şu sözler ile dile getirmiştir: "... İstanbul öyle bir şehir ki harap, eski şaşaa ve ihtişamından eser kalmamıştır. Vaktiyle Romanın sahibi olan İstanbul şimdi alçakça bir esaret altında... İçinde ezici bir acı duymadan, mukadderatını, cilvelerini düşünmeden İstanbul'u kim seyredebilir?" Busbecq Osmanlı'nın gücünü yakından görünce aynı durumun geri kalan Avrupa şehirlerinin başına gelebileceği endişesini derinden hissetmiştir (Busbecq, 2002: 90).

Osmanlı sınırları içerisine girmesi ile Busbecq'i şaşkırtan durum, Osmanlıdaki mimarî yapıların basit-mütevazı olması ve çoğu yapının bakımsız olmasıdır. Avrupa'dan farklı olan bu durumun oluşmasında temel sebep devlet idaresi ve Müslüman tebaanın hayata bakışlarının Avrupa'dan farklı olmasıdır ki bu durum sahip oldukları inançtan kaynaklanmaktadır. Busbecq'in de yukarıda ifade ettiği gibi Müslümanların hayata bakışları Batı'dan farklı olmuştur. İhtişam, konfor, zenginlik gösterisi, Avrupa tarzı ihtişamlı saraylar vb, Müslüman Osmanlı için bir amaç olmamış ve bu tür şeylere de ehemmiyet verilmemiştir. Osmanlı Devlet'in gücüne karşılık evlerinin, kıyafetlerinin, yemeklerinin sadeliği ve mütevazılığı Busbecq'i birçok kez şaşkırtmıştır.

II. Asker, Ordu, Liyakat, Asalet, Düzen ve Disiplin İle İlgili Gözlemler

Busbecq, Osmanlı topraklarına girdikten sonra Macaristan'da dünyaya nam salmış olan yeniçerilerle ilk defa burada karşılaşmıştır. İmparatorluğun birçok yerinde bu askerlerin düşmana karşı garnizon görevini görmeleri yanında gayrimüslimlerin de emniyet içinde yaşamaları için görev yaptığını belirtmiştir. Yeniçerilerin kıyafetlerini şöyle betimlemiştir: "Yeniçeriler topuklarına kadar uzun bir giysi giyerler; başlarındaki, bir kaputun kolundan ibarettir. Serpuşun bir kısmı başlarını örter, bir kısmı da arkalarına sarkar (Busbecq, 2002: 11-12)".

Busbecq kendisini ziyaret eden yeniçerilerin son derece saygılı ve düzenli olduklarını belirtmiştir. Busbecq, hal ve hareketleri karşısındaki şaşkınlığını şöyle ifade etmiştir:

“Kapının önünde ellerini göğüslerinin üstünde bağlayarak, gözlerini yere dikerek, öyle vakur, asil, hareketsiz ve hürmetkâr bir vaziyette ayakta dururlar ki bunları gören asker değil de, rahip zanneder. Bana bunların yeniçeri olduklarını söylemelerdi, Türklerin din adamları yahut tarikat dervişleri sanacaktım. Hâlbuki bunlar bütün dünyayı titreten, gittikleri yerlere dehşet saçan o meşhur yeniçerileriydi” (Busbecq, 2002: 11-12).

Busbecq, Osmanlı ordusunun sefere çıkarken erzak ve silahların kırk bine yakın deveyle taşındığını, yapılacak seferin İran tarafına yapılması halinde bölge halkının Osmanlı ordusu gelmeden bölgeyi yakıp yıkmalarından dolayı ordu için hububat ağırlıklı erzakın beraber götürüldüğünü ve askerlere ölmeyecek kadar eşit dağıtıldığını belirtmiştir. Bu durum süvariler için geçerli değildir. Onlar yanlarında getirdikleri un, yağ, tuz ve baharatı bir kapta karıştırıp kaynatırlar ve günde birkaç defa yerler. Zor zamanlarda beygir eti kurutulup toz haline getirilmiş, sığır eti de tüketilmiştir (Busbecq, 2002: 77).

Elçinin gözlemine göre atlarını kaybeden askerler, atların eyerlerini alarak sultanın geçeceği yola gelip iki sıra halinde dizilmektedir. Askerlerin yaya kaldıklarını bu halden anlayan Sultan da onlara gerekli yardımda bulunmaktadır. Bu durum karşısında Busbecq, Osmanlı askerlerinin çok büyük zorluklara katlandıklarını ve “sabrın sonu selamettir” kaidesini akıllarından çıkarmadıklarını belirtmiştir. Buna karşı Avrupa askerlerinin hiçbir sıkıntıya katlanmadıklarını, yemek beğenmediklerini, sıkıntılı durumlarda isyan ettiklerini ve böylece kendi sonlarının kendileri tarafından hazırlandığını söylemiştir. Busbecq, Osmanlı ordusuyla kendi ordularını dehşet içinde karşılaştırmıştır. Mektubunda yazdığı şu satırlar durumu çok açık bir şekilde gözler önüne sermektedir: “Türklerin sistemlerini kendi sistemimizle karşılaştırdığım zaman, geleceğin başımıza getireceğini düşünerek tir tir titriyorum. Akıbetimizden korkuyorum. Ordulardan, taraflardan biri galip gelecek payidar olacak var. Harpte tecrübe ve tatbikat var. Güngörmüş, daima zafer marşları söylemiş asker var. Sabır var, tahammül var, düzen ve disiplin var.. İman var (Busbecq, 2002: 77-78).”

Osmanlı ordusunun üstün niteliklerini saydıktan sonra kendi ordularının zaafalarını şu şekilde yazmıştır: “Bizim cephemizde ise genel fukaralık, özel israf, sarsılmış iman, bozulmuş maneviyat, çürümüş kuvvet, tahammülsüzlük, atalet var. Askerlerimiz serkeştir, zabitlerimiz zalim ve aç gözlü; disiplini küçümsüyoruz. Sebat yok, sarhoşluk, serkeşlik, sefalet, sefahat alabildiğine... Bunlardan daha elim ve daha vahim olan Türkleri zafere, şana ve şerefe, bizim hezimete, rezalete alışmış olmamızdır. Bu gidişle neticenin ne olacağı hakkında artık tereddüt caiz mi? (Busbecq, 2002: 78)”

Elçi, Osmanlı Devleti arkasındaki İran tehlikesini bertaraf ettikten sonra ordularının yönünü Avrupa’ya çevireceklerini ve sonlarının çok korkunç olacağını büyük bir keder içinde belirtmiştir.

Busbecq, Osmanlının askerlerinin sađlıđına ok dikkat ettiđini ve sođuk havaya karřı onları korumaya alıřtıklarını, askerlerin de kendi hayatlarını korumak iin mcadele verdiklerini belirtmiřtir. Ayrıca Trklerin sođuktan fazlasıyla korktuklarını ve yazın dahi  kat amařır giydiklerini de gzlemlemiřtir (Busbecq, 2002: 78-79).

Ordunun kullandıđı silahları anlatan Busbecq, Yenierilerin hafif silahlar kullanarak gđs gđse savařmadıklarını ve tfek kullandıklarını, dřmana ok yaklařıldıđı zaman ise Yenieriler ve diđer kuvvetlerin zırh giydiđini belirtmiřtir. Osmanlı askerlerinin, zırh ve silahların kendilerine uygun olsun veya olmasın, byk bir cesaretle ve maharetle savařtıklarını, st ste gelen zaferlerin onlara byk bir gven ve tecrbe kazandırdıđını ve bunun neticesinde piyade ve svarilerin olađanst bir řekilde yer deđiřtirerek mevcut hale hemen uyum sađladıđını gzlememiřtir. Onların bu stn uyum sađlama becerilerini Romalılara benzetmiřtir. Kendisi, Osmanlı'nın askeri tecrbelerinin onları bařarıya, kendilerini de bařarısızlıđa ittiđini belirtmiřtir (Busbecq, 2002: 79-80).

Avusturya elisinin ateřli silahlar konusunda da ilgi ekici bir gzlemi vardır. O, Avrupahlının kullandıđı tfeklerin Rstem Pařa tarafından bir grup askere verildiđini fakat Osmanlı askerlerinin bu silahı kullanmak istemediđini, bununla beraber bozulan silahları tamir edecek kimselerin de bulunmadıđını belirtmiřtir (Busbecq, 2002: 87-88).

Busbecq, Trklerin henz 7-8 yařında iken ok atma eđitimine bařladıđını ve bu eđitimin on iki sene kadar srdđn ve bunun neticesinde ok atma alanında byk maharet gsterdiklerini belirtmiřtir ve eklemiřtir: "Bir Trk uzun alıřmalardan sonra en sađlam okla kiriři kulađının ardına kadar gerebilir... Talimlere mahsus Trk okullarında yle usta ok atanlar vardır ki kalkanların zerindeki beyazın etrafını isabetli vuruřlarla evirirler... (Busbecq, 2002: 90)"

Busbecq, Trklerin bayramlarda Beyođlu blgesinde geniř bir alanda toplanıp sıra sıra ve bađdař kurarak oturduklarını gzlemlemiřtir. Trklerin her hareketten evvel dua ettiklerini ve bunun ok atma yarıřlarında da geerli olduđunu sylemiřtir (Busbecq, 2002: 91).

Kanuni Sultan Sleyman'ın bulunduđu karargha giderek  ay kadar bu kararghi gezmeye firsatı da yakalayan Busbecq, burada grdklerini ayrıntılı bir řekilde kaydetmiřtir. Osmanlı ordusu ierisinde gezdiđi srece, řahit olduđu durumlar karřısında hayretler ierisinde kalmıřtır. Kendi lkesinin ordusunu yerip Osmanlı ordusunu ven Busbecq, Osmanlı ordusundaki dzen ve disiplinini Avrupalılarınki ile karřılařtırarak řu gzlemlerde bulunmuřtur:

"...Her tarafta tam bir huzur hüküm sürüyordu. Ne kavga ne münakaşa, ne gürültü ne patırtı, hiçbir şeye tesadüf edilmiyordu. Hiçbir türlü, hiçbir şekilde zor ve şiddet hareketleri de görülüyordu. Bundan başka her taraf tertemizdi. Ne gübre yığınları vardı, ne süprüntü birikintileri... Göze, burna kötü gelecek, fena kokacak hiçbir şeye tesadüf etmedim. Bu gibi şeyleri Türkler yakıyorlar yahut da gömüyorlar; karargâhları tertemiz, görülmeye ve övülmeye değer. Bizim askerlerimiz arasında olduğu gibi burada hiçbir yerde sarhoşluk, cümbüş, kumar vs. gibi hiçbir şeye tesadüf edemezsiniz. Türkler kâğıt ve zar oyunu bile bilmezler... Türkler cenk meydanlarında ölenlerin doğrudan cennete gittiklerine inanırlar... (Busbecq, 2002: 106)"

Busbecq, askerin ne yiyip içtiğini de çok merak etmiş ve bunun için ordunun içinde gezmeye başlamıştır. En az dört bin yeniçerinin olduğu karargâha ait salhanede en fazla 4-5 koyun görmüş ve bu kadar az etin bu kadar çok askere nasıl yeteceği konusunda hayretle soru sormaya başlamıştır. Kendisine, askerlerden pek azının et yediği ve yiyeceklerin genelde İstanbul'dan getirildiği cevabı verilmiştir. Busbecq, bir yeniçerinin yemek yiyişine tanıklık ederek Osmanlı ve Avrupa askerlerini karşılaştırarak şu çarpıcı gözlemlerde bulunmuştur:

"...Yediği, tahta bir kabın içine şalgam, sarımsak, havuç ve hiyardan ibaret bir salata idi. İçine sirke ve tuz ekilmişti. Türkler, yemeğin lezzeti aklıktır diyorlar. Ne kadar doğru... İnsan, sülün ve keklîği böyle iştahla yemez. Türkler sudan başka bir şey içmiyorlar. Bu bütün canlıların ortak içkisidir... Onların, bizim perhize tesadüf eden, Ramazanları yakın olduğu için bu tarz yemek yemelerine daha fazla şaşım. Bizde bu mevsimde karargâhlarda değil, en sakın şehirlerde bile genel bir eğlence, velvele, sarhoşluk ve çılğınlık hüküm sürer. Onun için senenin bu mevsiminde resmi bir iş için memleketimizi ziyaret etmiş olan Türkler memleketlerine dönünce Hıristiyanlara bazı zamanlar topyekûn çıldırdıklarına dair hikaye anlatırlarsa hiç şaşırılmamalıdır (Busbecq, 2002: 105-107)."

Osmanlı sınırları içerisine giren Busbecq'in dikkatini çeken konuların başında liyakat, asalet, düzen ve disiplin konuları gelir. Yazdığı mektupların büyük bir kısmında Avrupa ile Osmanlı'yı karşılaştırırken, Osmanlı'nın bu konularda çok üstün bir meziyete sahip olduğunu, bu üstün meziyetlerin Avrupa'da bulunmadığını ve Osmanlı'nın muazzam bir güce ulaşmasının altında bu konularda gösterdiği hassasiyetin yattığını belirtmiştir. Avrupa ve Osmanlı'nın karşılaştırılmasındaki can alıcı konuların en önemlisi bunlardan oluşmaktadır.

Henüz Bulgaristan'da iken önemli ailelerin kızlarının, köylüler ve çobanlarla evlendiklerini görünce bir hayli şaşırmıştır. Osmanlı'da asaletin hiçbir önemi olmadığını "Türkler kendi aralarında bile şahsi meziyet ve liyakatten başka bir şeye kıymet vermezler" sözleriyle anlatmıştır (Busbecq, 2002: 21).

Busbecq, Kanuni Sultan Süleyman'ın huzuruna ilk defa çıkarıldığında, gördüğü manzaradan çok etkilenmiştir. Birçok idari ve askeri sınıftan kişinin aynı anda, bir arada büyük bir düzen içerisinde bulunduğunu görmüştür. Şu ifadesi Osmanlı ile Avrupa arasındaki farkı net bir şekilde ortaya çıkartmaktadır:

“...Bu koca mecliste tek bir kişi yoktu ki sahip olduğu konumu ve rütbeyi kendi liyakat ve cesaretine borçlu bulunmasın. Hiç kimse filanın neslinden, filan falanın soyundan gelmiş olmak dolayısı ile diğerlerinden yüksek bir mevkie çıkamaz. Herkesin vazife ve memuriyeti ne ise ona göre itibar edilir. Bundan dolayı, Türkler arasında merasimle üstünlük kavgası yoktur. Herkesin ifa ettiği vazifeye göre tayin edilmiş bir mevki vardır. Herkese Sultan bizzat memuriyet ve vazifesini tevcih eder. Bunu yaparken ne zenginliğe, ne anadan doğma, babadan gelme asalete bakar, ne de boş ricalara istihramlara, tavsiyelere. Bir adayın sahip olabileceği, nüfuz ve şöhreti hiç nazarı itibara almaz. Yalnız liyakatle dirayete bakar, karakter arar, fikri kabiliyet ve istidadı düşünür. İşte herkes istidat, kabiliyet ve bilgi, ahlak ve karakterine göre bir işe tayin edilir. Türkiye’de herkes kendi mevki ve istikbalinin kurucusudur. En yüksek mevkilere çıkmış olanlar, çoğu zaman çobanlıktan yetişmişlerdir. Bunlar böyle küçük yerlerden, aşağılardan gelmiş olmaktan utanmak şöyle dursun, aksine bununla iftihar ederler. ‘Ben ne idim. Çalışkanlığım, doğruluğum sayesinde ne oldum!’ derler. Bugünkü mevki ve ikballerini atalarına ne kadar az borçlu iseler, iftihar etmekte kendilerini o kadar haklı görürler. Türkler, insanlarda meziyetin babadan oğla irs yoluyla intikal ettiğine, bir miras gibi elde edildiğine inanmazlar. Bunun kısmen Allah’ın bir ihsanı, kısmen de çalışmanın zahmetin, gayretin ödülü telakki ederler (Busbecq, 2002: 42-43).”

Busbecq, Osmanlı’da bu ölçüler dışında herhangi bir makama gelmenin mümkün olmadığını; kötü karakterli, tembel ve bilgisiz olanların yüksek mevkilere çıkamayacağını belirtmiştir. Osmanlı’nın sınırlarını durmadan genişletmesini ve güçlenmesini bu hassasiyetine bağlamaktadır (Busbecq, 2002: 42-43) ki bu tespitinde son derece haklıdır. Busbecq’in Osmanlı’da gördüğü bu ölçütleri, hiç şüphesiz dünyadaki hangi devlet uygularsa uygulasin, büyük başarılarla ulaşması çok daha rahat olur.

Busbecq, Osmanlı’nın bu yüksek meziyetlerine karşılık Avrupa’nın tam tersi bir tavır sergilediğini ve geri kalmasını da bir nevi bu duruma bağlamıştır. Zira Avrupa’nın durumunu şöyle özetlemiştir: “Bizim tatbik ettiğimiz hükümler ise aksinedir. Bizde şahsi liyakat ve iktidara yer verilmez. Her şey bizde doğuşa bağlıdır. Yüksek mevkilere getirilecek adamlar, hangi nesilden gelmişler, ona bakılır” O, mektupta arkadaşına bu konuların aralarında gizli kalmasını da tembihlemiştir (Busbecq, 2002: 42-43).

Busbecq, devlet ve ordu erkânının düzen ve disiplini karşısında da hayranlığını dile getirmiştir. Avrupa’da birkaç kişi bir araya gelince çıkan gürültü ve kargaşadan büyük rahatsızlık duyulduğunu, buna karşı Osmanlı’da herkesin kendi yerinde sessiz ve sakin bir şekilde kendisine bildirilen düzen içinde beklediğini söylemiştir. Yeniçerilerin disiplini karşısında hayranlığını şöyle dile getirmiştir: “...En çok göze çarpan, miktarları bini aşan yeniçerilerdi. Bunlar diğer kuvvetlerden ayrı bir mevkide duruyorlar, uzun bir saf teşkil ediyorlardı. O kadar sessizdiler ki yanımda oldukları halde acaba bu adamlar ölü mü, diri mi diye şüpheye düşüyordum. Sanki birer heykeldirler” (Busbecq, 2002: 44).

Busbecq, 1560 yılında yazdığı üçüncü mektubunda orduya maaşlarının büyük bir titizlikle verildiğini, bunun yanında iltimasa büyük bir düşmanlık beslendiğini ve iltimasa karşı tedbir, zekâ, ahlak ve dirayetleriyle durduklarını anlatmıştır (Busbecq, 2002: 79).

Avusturya elçisinin üçüncü mektubunda yazdığı önemli bir bölüm Kanuni'nin de içinde bulunduğu Ramazan Bayramı namazı ve hutbe bölümüdür (Çetin, 2010: 30). Sultan Süleyman'ın, devlet erkânının ve ordunun beraber ifa ettikleri bayram namazı ve hutbe, Busbecq tarafından büyük bir hayranlıkla izlenmiştir. Törendekilerin disiplini ve kutsallarına gösterdikleri yüksek saygı şu carpıcı ifadelerle yazılmıştır:

"...Herkes derin bir sessizlik içinde duayı idare eden zatın sesini dinliyordu. Cemaat saf saftı. Her safın belli bir vaziyeti vardı. Saflar açık sahada sıra sıra sağlam kalelere benziyordu. Paşalar Sultan'ın yakınlardaki saflarda idiler. Bütün ordu aynı parlak üniformayı taşıyordu. Serpuşları, kar gibi beyazdı. Çeşitli renkler güzel bir ahenk teşkil ediyor, göze çok hoş görünüyordu. Bu insanlar, o kadar sessiz ve hareketsiz duruyorlardı ki sanki toprağa tespit edilmiş, kök salmış gibi idiler. İmam, Muhammed'in adını zikrettiği zaman dizlerinin üzerine eğildiler. Allah'ın ismi geçtiği vakit, derin bir tapınma hissi ve vecdi ile yerlere kapandılar (Busbecq, 2002: 110-111)."

Busbecq Türklerin dine karşı çok fazla hürmetkâr ve hassas olduklarını ve özellikle dini ibadetler ile meşgul iken zihinlerinin en ufak başka bir şeyi dahi düşünmesini doğru bulmadıklarını belirtmiştir (Busbecq, 2002: 110-111).

III. Toplum, İnanç, Adet, Günlük Yaşam ile İlgili Gözlem ve Karşılaştırmaları

Avusturya Kralı Ferdinand tarafından Osmanlı'ya gönderilen Busbecq (Yazıcı, 2006: 76), Avrupa'dan farklı olarak Osmanlı toplumunun günlük hayatı, inanışları ve adetleriyle ilgili gözlemlerini mektuplarında anlatmış fakat, Osmanlı sınırlarına girdikten sonra ilk olarak şarapsızlık sıkıntısını dile getirmiştir (Busbecq, 2002: 19).

Elçi, özellikle Kanuni'nin yaşlanmaya başlamasıyla maneviyata daha çok ağırlık verdiğini ve bu nedenle bir fermanla İstanbul'da şarabı kesin olarak yasakladığını belirtmiştir. Bu fermanın gayrimüslimleri çok yakından ilgilendirdiğini, zira onların su içmeye alışkın olmadıklarını ve paşalara bir çare bulmaları için başvurduklarını belirtmiştir. Paşalar, surların dışından sessizce şarap almalarına izin verse de gayrimüslim halkın durumu daha farklı olmuştur. Sultanın geçeceği yol üzerine bahçelerindeki asmaları sökerek yola koyan Rumlar Padişahın böylece kendilerine izin verebileceğini düşünmüşlerdir. Bu durumu gören Sultan Süleyman, gayrimüslimlerin şikâyetlerine karşılık şu cevabı vermiştir:

"Fena yapıyorsunuz, maksadımı iyi anlamamışsınız. Ben şarap içilmesini yasakladım, üzüm yenmesini değil... Üzüm Allah'ın insanoğluna ihsan buyurduğu nimetlerin en mübareklerindenidir. Üzümü taze taze yemenizde hiçbir engel yoktur. Suyunu kaplar içinde saklayarak onlardan istifadeyi zararlı icatlarınızla ihlal etmedikçe her şey yapabilirsiniz. Elmadan şarap yapılmıyor diye elma ağaçlarını söküp atmak mı lazım? Vazgeçin bu işten serserim herifler. Size gayet nefis meyveler veren bu çubuklara dokunmayınız (Busbecq, 2002: 123-124)".

Busbecq, mektubun başında Türklerin karakterleriyle ilgili günümüzde de yaygın olan bir hakikati bu tarihte tespit etmiştir. Türklerin son derece iyi kalpli olmalarına rağmen her zaman aşırılığa kaçtıklarını, sevdikleri zaman dostlarını çok sevdiklerini, tam tersi kızdıkları zaman da çok sert olduklarını gözlemlemiştir (Busbecq, 2002: 7).

Busbecq'in canını sıkan bir diğer durum güneş doğmadan kalkma zorunluluğudur. Bu durumun şarap yokluğundan daha beter olduğunu, uykularının sık sık uyandırılma münasebetiyle kesildiğini belirtmiştir. Türk kılavuzlarının bazen ay ışığına aldanarak gece yarısı onları uyandırdığını, zira kılavuzlarında vakti gösterecek bir saat olmadığını söylemiştir. Müezzinlerin su saatlerini kullandıklarını belirten Busbecq, güneşin doğmasına yakın bir zamanda müezzinlerin ezan okuyarak halkı ibadete davet ettiğini ve bu durumun günde beş defa tekrar ettiğini anlatmıştır (Busbecq, 2002: 20)¹.

İstanbul'da gördüğü nergis, sümbül ve lale gibi birçok çiçeğe hayran kalan Avusturya elçisi, bunların Avrupa'ya gitmesine de öncülük etmiştir. Türklerin çiçeklere çok düşkün olduğunu bunlara büyük paralar harcamaktan çekinmediklerini kaydetmiş, aynı zamanda Türklerin gül yapraklarının yere düşmesine izin vermediğini, zira gülün Hz. Muhammed'in terinden doğduğuna inandıklarını söylemiştir. Dikkat çekici diğer bir durum da kâğıda karşı gösterilen hassasiyettir. Duvar deliklerinin kâğıt parçaları ile dolu olduğunu gören Busbecq, bu durumu soruşturmuştur. İlk başta cevap alamasa da bu durumu şöyle izah etmiştir: "Sonradan Türklerle sıkı fıkı dost olunca anladım ki Türkler kâğıda çok hürmet ederler, zira kâğıda Allah'ın ismi, Allah kelamı yazılabilmemiş. Onun için Türkler kâğıt parçasının yerde sürünmesine tahammül edemezler. Nerede görürlerse alır duvar deliklerine koyarlar." Elçi, hizmetindeki birinin bu duruma dikkat etmediğini, Türk kılavuzların da bu duruma çok kızarak ona, sanki cinayet işlenmiş muamelesi yaptıklarını söylemiştir. Busbecq, Türklerin Kur'an'a karşı gösterdikleri büyük hassasiyeti batıl inanç olarak nitelendirmiş ve Kur'an'a yanlışlıkla dahi basılmasının onlar için en büyük cinayet sayıldığını belirtmiştir (Busbecq, 2002: 22-23)².

1 Konu ile ilgili bkz.: Kurz, Otto (2005), *Sultan İçin Bir Saat Yakındoğu'da Avrupa Saat ve Saatçileri*, çev. A. Özdamar, İstanbul: Kitap Yayınevi.

2 Batılı seyyahlar birçok konuda bilgisizliğin de etkisi ile yanlış yargılara varmışlardır. Konu ile ilgili bilgi için bkz.: Çetin, Firdevs (2011), "XVI. Asır Alman Seyyahlarında Osmanlı (Türk) Toplumuna ve İnsanına Dair Bilgisizlik ve Tarihi Önyargılar," *Sosyal Bilimler Dergisi*, 1, (1), ss. 39-58.

Busbecq Osmanlı'daki Müslümanların istiridyeye, yengeç, salyangoz, kurbağa ve diğer kabuklu hiçbir hayvanı, inançları gereği yemediklerini, özellikle kabuklu hayvanların etinden çok uzak durduklarını belirtmiştir. Domuz konusuna da değinen elçi, Müslümanların domuz ve domuz etinden nefret ettiklerini, zira İslamiyet'te domuz eti yenmesinin yasak olduğunu, buna karşılık kendilerinin domuz etinin yenmesinde bir beis görmediklerini belirtmiştir (Busbecq, 2002: 70-71).

Tarihi eserlerin korunması konusunda Türklerin genel olarak çok fazla hassasiyet göstermedikleri devamlı konuşulan bir durumdur. Bununla beraber Müslümanların heykellere karşı olan tavırları da bilinmektedir. Kanuni döneminde Türklerin heykel ve mezar taşlarına karşı olan tavırlarına değinen Busbecq bu bölümde kendisinin de şahit olduğu bir durumu şaşkınlıkla şöyle anlatmıştır: "... Biz oradayken hemen hemen bozulmamış, silahlı bir askeri temsil eden heykel bulmuşlardı. Çekiçle hemen heykeli parçalayıverdiler. Buna sıkıldığımızı görünce işçiler bize güldüler, yani ona tapacak yahut önünde diz çöküp dua edeceğimizi sordular." Busbecq, bu bölümde Türklerin büyük taşlar getirterek akrabalarının mezarlarına koyduklarını ve cesetlerin ortaya çıkmaması için derine gömdüklerini belirtmiştir (Busbecq, 2002: 36-37).

Avusturya elçisi, Türklerin giyim rengi olarak yeşili tercih ettiklerini gözlemlemiştir. Bu rengin Hz. Muhammed tarafından giyilen bir renk olması nedeniyle, Müslümanlar için yeşil renk Peygamberin sünneti olarak görülmüştür. Avrupa'da siyah rengin sıklıkla giyimde tercih edildiğini belirten Busbecq, Türklerin siyah rengi hiç sevmediklerini ve uğursuz saydıklarını, paşaların kendilerini siyah renkli elbiseler ile gördükleri zaman hayrete düştüklerini ve şikâyetçi olduklarını kaydetmiştir. Türkiye'de hiç kimsenin siyah elbise ile dışarı çıkmadığını da eklemiştir. Yeşil rengin kibarlık alameti olduğunu belirten elçi, yeşil rengin harp zamanında ölüm işareti olarak kabul edildiğini gözlemlemiştir. O, bu ve buna benzer Türk adetlerini batıl inanç olarak nitelemiştir (Busbecq, 2002: 39).

Busbecq, Osmanlı devlet adamlarının tören sırasında giydikleri kıyafetleri görünce şaşkınlık ve hayranlığını gizleyememiştir. Osmanlı ve Avrupa kıyafetlerini karşılaştırmış, Osmanlının kıyafetlerini çok beğenirken Avrupalıların giydiği kıyafetleri ise eleştirmiştir. Kıyafetler ile ilgili şu gözlem ve kıyasları bir hayli ilginçtir:

"Şimdi siz benimle birlikte geliniz. Sarıklı başlardan oluşan bu kalabalığa gözlerinizi çeviriniz. Hepsi bembeyaz, tertemiz ipeklilere sarılmışlar. Çeşit çeşit, renk renk, pırıl pırıl giysiler. Her tarafta, altın, gümüş, lâl, ipek ve saten parıltısı... Manzara-yı anlatmak imkânsız. Her türlü tasvirin ve benzetişin üstünde bir hâl... Gözlerim şimdiye kadar böyle bir manzara görmemişti! ... Fakat bu servet ve ihtişam içinde dahi büyük bir sadelik ve iktisat göze çarpıyordu. İşgal ettikleri mevki ne olursa olsun herkesin giysisi aynı biçimde idi. Teferruattan, lüzumsuz işlemlerden ari idi (Busbecq, 2002: 43-44)".

Busbecq, bu övgülerinden sonra kendi kültürünün giyim tarzını eleştirip tekrar Türklerin giysilerini övmüştür. Çok ilginçtir ki onun 1555 yılında eleştirdiği Avrupalıların kıyafeti, günümüzde Türk toplumu tarafından büyük bir beğeni ile tercih edilmektedir. Avusturya elçisinin 1555 yılında yazdığı çarpıcı ifadeler şu şekildedir:

"... Hâlbuki bizim elbiselerimizde sadelikten eser yoktur. Teferruat içinde boğulmuş, lüzumsuz işlemler elbisenin maliyet fiyatını çok yükseltmiştir. Dayansa bari, ne gezer. Bizim elbiselerimiz çok pahalıya mal olur, üç gün içinde de bozulur. Türklerin giysileri uzundur; topuklarına kadar iner. Bu biçim giysiler yalnız gösterişli olmakla kalmıyor insanın boyunu da uzun gösteriyor. Bizimkiler o kadar kısa ve dardır ki, insanın vücudunun biçimini meydana çıkartıyor. Vücudun girintisi çıkıntısı hep dışarıda. Bunları gizlemek her bakımdan daha iyi olurdu şüphesiz... Sonra bizim elbiseler insanı göstermiyor da... Bir cüce manzarası veriyor (Busbecq, 2002: 44)".

Busbecq, 1560'da yazdığı üçüncü mektubunda Osmanlı'daki kadınlardan kısa bir şekilde bahsetmiştir. Türk kadınlarının çok yüksek bir ahlak seviyesine sahip olduklarını ve iffetlerine dünyada en çok Türk kadınlarının önem verdiğini gözlemlemiştir. Kadınların ancak zorunlu bir durumda dışarıya ve peçeler içerisinde çıkabildiklerini, vücutlarının hiçbir yerinin erkekler tarafından görülmediğini ve güzel bir kadının erkeğe görünmesini doğru bulmadıklarını kaydetmiştir. O, klasik boşanma sebeplerini saydıktan sonra kadının erkeğe nazaran boşanmak istediğinde şartların daha ağır olduğunu da söylemiştir. Zengin erkeklerin cariyelerin idaresini hadım edilmiş kişilere bıraktıklarını da anlatmıştır (Busbecq, 2002: 82)³.

Busbecq, mektubunun bu bölümünde Avrupa'dan farklı olarak Osmanlı'nın temizliğe verdiği önemi yinelemiştir. Osmanlı'da vücut kirliliğinden nefret edildiğini, bunun neredeyse bir suç sayıldığını ve bu nedenlerden dolayı Türklerin sık sık yıkandıklarını belirtir. Bundan dolayıdır ki Osmanlı'da birçok özel ve halk hamamları olduğu mektupta açık bir şekilde ifade edilmiştir (Busbecq, 2002: 82-83).

Busbecq'in Osmanlı toplumunda Avrupa'dan farklı olarak gördüğü bir diğer konu da hayvanlara karşı gösterilen sevgi ve şefkattir. Türklerin özellikle çaylaklara, şehrin temizliğinde çok fazla faydaları gördüğünden dolayı, şefkatli ve merhametli davrandıklarını ve bu duygulara karşılık çaylakların insanlara bir hayli alışık olduklarını gözlemlemiştir. Türklerin atlara çok büyük önem verdiğini, onlara son derece yumuşak davrandıklarını, tepen veya ısırın bir hayvana burada rastlanılmadığını belirtmiştir. Buna karşılık Avrupa'da atlara

3 Türk kadınlarının ne kadar namuslu ve iffetli oldukları, İtil Bulgarlarına gerçekleştirdiği seyahatini X. yüzyılda kaleme alan İbn Fadlan'dan, [İbn Fazlan (2011), *Seyahatname*, çev. Ramazan Şeşen, İstanbul: Bedir Yayınevi] XX. yüzyılda Anadolu'daki Türkmenleri araştıran Ali Rıza Yalman'a (Yalkın) kadar [Yalman (Yalkın), Ali Rıza (1977), *Cenupta Türkmen Oymakları*, II, haz. Sabahat Emir, İstanbul: Milli Eğitim Basımevi] yerli yabancı herkes tarafından övülmüştür.

bağırıp sövüldüğünü ve dövüldüğünü, hayvanların bu nedenle insanlardan korktuklarını dile getirmiştir. Busbecq, Avrupa'da atların insanları görünce korktuklarını ve onlardan nefret ettiklerini, Osmanlı da ise insanları görünce sevindiklerini gözlemlemiştir. O, bu konuda şu çarpıcı ifadeyi kullanmıştır: "... Türkiye'de her şey insanileşmiş, her katı yumuşamıştır. Hayvanlar bile". Busbecq, Türk atlarının Avrupa atlarına göre çok yaşadığını, yirmi yaşındaki bir Türk atının sekiz yaşındaki bir Avrupa atı kadar diri ve canlı olduğunu belirtmiştir (Busbecq, 2002: 74-76). Muhtemeldir ki Türk atlarının sağlıklı ve uzun yaşamalarının en önemli sebebi onlara karşı gösterilen bu şefkat ve iyi bakımdır.

Osmanlıda hayvanlara karşı büyük bir sevgi ve şefkat beslenilmesine karşılık köpekten uzak durulduğu ve eve alınmadığı, buna karşılık kedinin temiz olmasından dolayı eve alındığı mektuplarda belirtilmiştir. Busbecq, burada Hz. Muhammed'in kedisini çok sevdiği ve kedisi elbisesinin kolu üzerinde uykuya daldığında kediyi rahatsız etmekten elbisenin kolunu kesmeyi tercih ettiğini anlatmıştır (Busbecq, 2002: 80).

Türkiye'de köpeklerin halkın malı olduğunu ve özel sahipleri olmadığını, buna karşılık onlara merhametle davranılıp aç bırakılmadıklarını, bunun yapılmasının bir dini vazife olarak görüldüğünü kaleme almıştır. Bu duruma şaşırان elçi, Türklere, hayvanlara gösterdikleri şefkat ve merhameti neden insan olan Hıristiyanlara ya da gayrimüslimlere karşı göstermediklerini sorduğunu ve buna karşılık şu ilginç cevabı aldığını anlatmıştır: "Onlar, Allah'ın herkese akıl, fikir vermiş olduğunu, fakat Allah'ın bu çok kıymetli nimetini, kadrini bazı insanların bilmediklerini, akıllarını kötüye kullanıp, şerre alet ettiklerini, başlarına gelen bütün felaketlerin kendi kabahatleri olduğunu söylediler..." Busbecq, Türklerin hayvana en ufak bir zarar veya eziyet verilmesine hiç tahammül etmediklerini de özellikle belirtmiştir (Busbecq, 2002: 80-82).

IV. Siyasi Durum-Devlet Adamlarının Psikolojisi-Devlet Politikası İle İlgili Gözlemler

Yazdığı dört mektupta Busbecq, Osmanlı ve Avrupa'nın siyasetinden, devlet adamlarının psikolojisinden ve ülkelerin genel hedeflerinden birçok yerde bahsetmiştir. 1555 yılında yazdığı ilk mektupta Avrupa'nın takip ettiği politikayı eleştirmiştir. Dindar bir kişiliği olduğu anlaşılan Busbecq, Avrupa'nın sömürgeci siyasetini, para pul peşinde koşulmasını mektuplarında şu sözlerle eleştirmiştir: "... Bizler, okyanusların ötesine Hindistan'a çok uzak yerlere gözlerimizi dikmişizdir. Çünkü oralarda menfaat ve ganimet daha fazladır. Bu yerler bir damla kan akıtmadan kolayca ele geçebilir. Saf ve cahil yerlilerin bulunduğu bu ülkelere dini yaymak için gidiyorlarmış, yalan! ... Din bir baha nedir; asıl gaye altındır, altın!" (Busbecq, 2002: 33-34).

şartları beğenmeyerek kızdıklarını ve paşaların uzun zamandan beri gelen üst üste zaferlerin etkisiyle büyük bir gurur ve güven ile hareket ettiklerini, kendi dedikleri dışında hiçbir şeyi kabul etmediklerini ve hiç şakaları olmadığını gözlemlemiştir. Ayrıca Sultan Süleyman'ın İran'da kazanılan zaferin ardından, dönüş yolunda olan muzaffer ordunun başında bulunduğunu ve bunun ona büyük bir cesaret ve heyecan verdiğini belirtmiştir. Busbecq, kralından getirdiği mektubu Sultan Süleyman'a sunmak istese de içeriğinin Osmanlı'nın istediği şekilde olmamasından dolayı kimsenin korkusundan dolayı anlaşmayı Sultan'a sunmaya cesaret edemediğini belirtmiştir. Elçi, bu dönemde Sultan Süleyman'ın ona karşı gelen oğlunu dahi ortadan kaldırmamasından, Osmanlı ricaline karşı bir aslan gibi kükreyebilme ihtimalinden ve kendisine gösterilen kötü muameleden ayrıntılı olarak bahsetmiştir (Busbecq, 2002: 54-55).

Busbecq, 1560 yılında yazdığı üçüncü mektubunda, Osmanlı ile bir barış antlaşması yapmak için gösterdiği çabayı ve olası bir savaş karşısında duyduğu tedirginliği birkaç yerde ifade etmiştir. Osmanlı'nın yaşadığı taht kavgalarını çok yakından takip ederek bir iç savaş çıkması yönünde beslediği ümidini açıkça ifade etmiştir (Busbecq, 2002: 66-75). Bu dönemde Turgut Reis ve Piyale Paşa komutasındaki Osmanlı ordusu İspanyollara karşı büyük bir zafer kazanmışken (Öztuna, 1989: 11-58; Polatçı ve Batmaz, 2013: 68-69) Busbecq, 1562 yılında yazdığı dördüncü mektupta Osmanlı donanmasının Piyale Paşa komutasında kazandığı zaferden ve şehzade kavgalarının sonuçlanmasından derin bir üzüntü duymuştur. Bu bölümde büyük bir zaferle dönen donanmayı karşılayan Sultan Süleyman'ın ruh halini şu şekilde belirtmiştir:

“Bu büyük törende Muhteşem Süleyman'ın yüzünü görenler, onda bir zerre bile gurur nişanesi görmediklerini kesinlikle söylüyorlar. Ben de kendisini iki gün sonra dini vazifesini yerine getirmek üzere Saray'dan çıktığı zaman gördüm. Yüzünün ifadesi hiç değişmemişti! ... Halinde aynı husumet ve hüznün eseri vardı. O kadar ki meydana gelen muazzam zaferin, sanki kendisiyle hiç alakası yokmuş, beklenmedik hiçbir olay olmamış zannedersiniz. Talihin mukadderatını kabule, bu ihtiyar hükümdarın kalbi öyle alışmış ve hazırlanmıştır ki, alkışlara kulağını tıkıyordu. Gözünde bütün zaferler adeta bir hiçti. O Allah'ına dini görevini yerine getirmek için camiye, namaza gidiyordu. Halinde aynı huşu ve hüznün eseri vardı.” (Busbecq, 2002: 120).

Busbecq, dördüncü mektubunun sonunda, Kanuni'nin büyük ve güçlü bir ordu ile sınırlarında aslan gibi kükrediğini ve her an Avrupa'nın geri kalanını fethetebileceğini korku ile belirtmiş; Kral Ferdinand'ın Osmanlı'ya karşı tedbirli davranarak savaşı değil barışı tercih etmesinden bahsetmiş; bunu, Avrupa'nın bekası için çok önemli bir karar olarak görmüş ve Ferdinand'ı doğal olarak takdir etmiştir (Busbecq, 2002: 58-59).

Sonuç

Çeşitli amaçlarla bazen kısa bezen de uzun yolculuklara çıkan seyyahların, tacirlerin, elçilerin hatta bazen mahkûmların, bu yolculuklarını kaleme aldığı eserlerinde anlattıklarına bakarak tarih boyunca akan hayatı bir nebze de olsa anlama şansımız bulunmaktadır. Arşiv belgeleri, resmi kronikler gibi kayıtlarda, insanlığın, söz konusu eserlerde gözler önüne serilen bu yönünü yakalamak imkânsız derecesinde zordur. Çünkü tarihte yaşananlar sadece arşiv belgelerinde geçen olaylardan ibaret değildir. Arşiv belgelerinde kaydedilenden başka, normal akışında devam eden bir hayat vardır ve Busbecq'in yazdıkları işte Osmanlı'daki bu hayatın biraz daha iyi anlaşılması için büyük bir öneme sahiptir. Zira yaşamın ve hayatın bu yönü genellikle tarihçiler tarafından anlaşılammakta, anlaşılmasında güçlükler yaşamakta, hayatı, tarihi vesikalarda geçen bilgi ve kayıtlardan ibaret sanmaktadırlar. Bu çalışmada incelenmeye çalışılan, Osmanlı ülkesinde elçi görevinde bulunan Busbecq de oldukça uzun sayılabilecek bir süre Osmanlı İmparatorluğu topraklarında kalmış, Balkanlardan ülkeye girer girmez padişahla görüşmek için Amasya'ya değin gitmiş, İstanbul'da yaşamış ve bu süreçte tanık olduğu olayların ve buradaki günlük hayatın bir kısmını kaleme almıştır. Osmanlı İmparatorluğu'ndan dönmesinin ardından kralına, gördüklerine dair bir rapor verecek olması ve bu ülkede uzun bir süre yaşamayı, gözlemlerinin önemini daha da arttırmaktadır. Onun bu yazdıkları sayesinde Osmanlı padişahı, padişahın çevresi, Osmanlı toplumu ve devletin ordusu gibi konuları daha iyi anlama ve öğrenme fırsatı yakalamaktayız. Bunun yanında Busbecq, sadece gördüklerini anlatmakla kalmamış, aynı zamanda kendi toplumu ve kültürü hakkında da bilgiler vermiş, gördüklerini bunlarla kıyaslamıştır. Kendisi Osmanlı ile ilgili bir konu hakkında anlatımda bulunurken genellikle bu durumu kendi halkı ve kültürü ile kıyaslamıştır ki bu da o dönem Osmanlı İmparatorluğu ve kısmen de olsa Avrupa ile ilgili bir mukayese olanağı sağlamıştır.

Kanuni Sultan Süleyman dönemi dost ve düşman her kesimin kabul ettiği, güç söz konusu olduğunda Osmanlı Devleti'nin en önemli ve zirve dönemlerden biridir. Bu dönemde Avrupa ile birçok kez savaş meydanlarında karşı karşıya gelinmiş ve zafere ulaşan taraf, istisnai durumlar hariç, hep Osmanlı olmuştur. Siyasi gücünü Batı'ya kabul ettiren Osmanlı Devleti, bunun dışında kalan diğer alanlarda da Avrupa'ya büyük bir üstünlük sağlamıştır. Onun bir dünya gücü haline gelmesinde büyük rol oynayan sebepler, bahsettiğimiz dönemde Avusturya Kralı Ferdinand tarafından Osmanlı'ya elçilik görevi ile gönderilen Busbecq'in mektuplarında çarpıcı bir şekilde ifade edilmiştir. Avusturya elçisi yazdığı mektuplarda Osmanlı'nın devlet ve toplum olarak çok üstün meziyetlere sahip olduğunu açıkça belirtmiş, Avrupa'nın geri kalmışlığını açık yüreklilikle yazmıştır. Türk ve İslam fobisinin etkisinden de kurtulamadığı anlaşılan Busbecq, buna rağmen her iki tarafı artı ve eksi yönleri ile mukayese etmeye çalışmıştır. Onun Osmanlı toplum ve devleti için saydığı üstün meziyetlerin birçoğu zamanla Avrupa'ya da geçmiştir.

Kaynakça

- Ahmet Cevdet Paşa (2008). *Osmanlı İmparatorluğu Tarihi*, C. I, İstanbul: İlgı Kültür Sanat Yayıncılık.
- Arıkan, Z. (1984). Busbeq ve Osmanlı İmparatorluğu, *Osmanlı Araştırmaları Derisi*, 4, 197-224.
- Arıkan, Z. (1993). Busbecq'in 'Türlere Karşı Savaş Tasarısı', *Bellekten*, CVII, (218), 113-160.
- Broquiére, B. de la (2000). *Denizaşırı Seyahat*. çev. İlhan Arda. İstanbul: Eren Yayıncılık.
- Busbecq, O. G. de (2002). *Türk Mektupları*, haz. Recep Kibar. İstanbul: Kırk Ambar Kitaplığı.
- Clavijo, R. G. de (2008). *Timur'un Hayatı ve Kadiz'den Semerkant'a Seyahatler*. çev. Zeynep Ertan. İstanbul: Pozitif Yayınları.
- Çetin, F. (2010). XVI. Asır Alman Seyyahlarına Göre Osmanlı Toplumunu (Müslüman Davranış ve Törenleri ile Dini Mekânları). *Vakıflar Dergisi*, 34, 19-33.
- Çetin, F. (2011). XVI. Asır Alman Seyyahlarında Osmanlı (Türk) Toplumunu ve İnsanına Dair Bilgisizlik ve Tarihi Önyargılar, *Sosyal Bilimler Dergisi*, 1(1), 39-58.
- Eyice, S. (1992). Busbeke, Ootgeer Giselij van. *Türkiye Diyanet Vakfı İslam Ansiklopedisi*, C. VI, 466-467.
- İbn Fazlan (2011). *Seyahatname*. çev. Ramazan Şeşen. İstanbul: Bedir Yayınevi.
- Jorga, N. (2009). *Osmanlı İmparatorluğu Tarihi*, C. II, çev. Nilüfer Epeçeli. İstanbul: Yeditepe Yayınevi.
- Köprülü, M. F. (1991). *Osmanlı Devleti'nin Kuruluşu*. Ankara: Türk Tarih Kurumu Yayınları.
- Kurtaran, U. (2006). *Osmanlı-Avusturya Diplomatik İlişkileri (1526-1791)*. Yayınlanmamış Yüksek Lisans Tezi, Gaziosmanpaşa Üniversitesi Sosyal Bilimler Enstitüsü.
- Kurz, O. (2005). *Sultan İçin Bir Saat Yakındoğu'da Avrupa Saat ve Saatçileri*. çev. Ali Özdamar. İstanbul: Kitap Yayınevi.
- Kütükoğlu, M. S. (1998). *Tarih Araştırmalarında Usûl*, İstanbul: Kubbealtı Neşriyatı.
- Ortaylı, İ. (1992). 19. Asırdan Zamanımıza Hindistan Üzerine Türk Seyahatnameleri. *Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi*, 47: 271-277.
- Öztuna, Yılmaz (1989). *Kanuni Sultan Süleyman*, Ankara: Kültür Bakanlığı Yayınları.
- Polatçı, T., & Batmaz, A. (2013). Doğu-Batı İmajı Gölgesinde Kostantinopolis ve Beç: XVI ve XVII. Yüzyıllarda Osmanlı-Habsburg İlişkileri, *Akademik Bakış Dergisi*, 6(12), 51-80.
- Schiltberger, J. (1995). *Türkler ve Tatarlar Arasında (1394-1427)*. çev. Turgut Akpınar. İstanbul: İletişim Yayınları.

- Uzunçarşılı, İ. H. (1999). *Osmanlı Tarihi*, C. II. Ankara: Türk Tarih Kurumu Yayınları.
- Von Hammer Purgstall, J. (1992). *Büyük Osmanlı Tarihi*. C. III. İstanbul: Üçdal Hikmet Neşriyat.
- Yalman (Yalkın), A. R. (1977). *Cenupta Türkmen Oymakları*. C. II, haz. Sabahat Emir. İstanbul: Milli Eğitim Basımevi.
- Yazıcı, N. (2006). Kanuni Döneminin Bir Tanığı Busbecq ve Türk Mektuplar. *Hürriyet Gösteri Sanat ve Edebiyat Dergisi*, 277: 76-78.
- Yıldırım, İ. (2014). *Osmanlı Devleti'nde Elçilik Kabulleri*. İstanbul: Kitap Yayınevi.



Eğitim ve Ekonomik Büyümenin Farklı Yaş Gruplarındaki Kadın İşsizliği Üzerine Etkisi: Seçilmiş OECD Üyesi Ülkeler Üzerine Ekonometrik Bir Analiz

Fatma Fehime AYDIN*

Van Yüzüncü Yıl Üniversitesi

Cemalettin LEVENT**

Bağımsız Araştırmacı

Öz

Günümüzde kadın işgücü geçmişe oranla daha fazla istihdam edilse de çeşitli faktörlerin etkisiyle erkek işgücünün istihdam düzeyinin gerisinde kalmaktadır. Kadın işgücünün yetersiz istihdamı da çeşitli sorunları beraberinde getirmektedir. Bu nedenle kadın istihdamını etkileyen faktörler çeşitli çalışmalarda ele alınmıştır. Bu çalışmada bu faktörlerden eğitimin ve ekonomik büyümenin kadın istihdamı üzerindeki etkisi farklı yaş gruplarındaki kadınlar için analiz edilmektedir. Çalışmada Avusturya, Avustralya, Kolombiya, Portekiz, Finlandiya ve Türkiye'nin 2005-2020 dönemi verilerinden yararlanılarak panel veri analizi uygulanmıştır. Bu bağlamda ilk olarak homojenite ve yatay-kesit bağımlılık testleri yapılmış, ardından ulaşılan sonuçlardan hareketle hangi birim kök testlerinin uygulanacağına karar verilmiştir. Birim kök testleri uygulandıktan sonra eş bütünleşme analizinin yapılmasının uygun olduğuna karar verilerek Westerlund eş bütünleşme testi uygulanmıştır. Son olarak katsayıların belirlenmesi amacıyla dinamik en küçük kareler (DOLS) metodu uygulanmıştır. Analizlerden elde edilen sonuçlara göre eğitim ve büyüme değişkenlerinin her ikisinin de 25-29 yaş kadın işsizlik oranlarını negatif yönde etkilediği görülmektedir. Eğitim değişkeninin 29-34 yaş kadın işsizlik değişkeni üzerinde anlamlı bir etkisi olmadığı görülürken; büyüme değişkeninin 29-34 yaş kadın işsizlik değişkeni üzerindeki etkisinin negatif yönde olduğu tespit edilmiştir. Tüm bunlardan hareketle, eğitim genç yaş grubu olarak sayılabilecek 25-29 yaş grubundaki kadınların istihdamını azalttığı ancak zamanla etkisini kaybettiği; iktisadi büyümenin ise kadın istihdamını çoğu zaman olumlu etkilediği söylenebilir.

Anahtar Kelimeler

Eğitim, ekonomik büyüme, genç işsizliği, kadın istihdamı, Westerlund eşbütünleşme testi, dinamik en küçük kareler (DOLS) yöntemi.

* Doç. Dr., Van Yüzüncü Yıl Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, fatmafehimeaydin@yyu.edu.tr, ORCID: 0000-0002-7026-6889

** Dr., Bağımsız Araştırmacı cemalettin_65_@hotmail.com, ORCID: 0000-0001-7147-1027

The Impact of Education and Economic Growth on Female Unemployment in Different Age Groups: An Econometric Analysis on Selected OECD Member Countries

Abstract

Today, although female workforce is employed more than in the past, it lags behind the employment level of male workforce due to various factors. Insufficient employment of the female workforce also brings along various problems. Therefore, the factors affecting women's employment have been discussed in various studies. In this study, the effects of education and economic growth on women's employment are analyzed for women in different age groups. In the study, panel data analysis was applied by using the 2005-2020 period data of Austria, Australia, Colombia, Portugal, Finland and Turkey. In this context, firstly homogeneity and cross-section dependency tests were performed, and then, based on the results, it was decided which unit root tests would be applied. After applying the unit root tests, it was decided that it would be appropriate to perform the cointegration analysis and the Westerlund cointegration test was applied. Finally, the dynamic least squares (DOLS) method was applied to determine the coefficients. According to the results obtained from the analyzes, it is seen that both education and growth variables negatively affect the unemployment rates of 25-29 years old women. While it was seen that the education variable did not have a significant effect on the female unemployment variable aged 29-34; it has been determined that the effect of the growth variable on the 29-34 years old female unemployment variable is negative. Based on all these, it can be said that education reduces the employment of women in the 25-29 age group, which can be considered as the young age group, but loses its effect over time, and economic growth often positively affects women's employment.

Keywords

Education, economic growth, youth unemployment, female employment, Westerlund cointegration test, dynamic least squares (DOLS) method.

Extended Abstract

Today, one of the issues that all societies focus on the most is employment. Despite the fact that nearly half of the world's population is made up of women, a significant portion of women is not yet employed. Solving the problem of women's employment is important in terms of economic growth and increasing social welfare. Due to this importance, the problem of women's employment is discussed in this study. In the study, the issue of women's employment is discussed in terms of the effects of education and economic growth on the employment and unemployment of women in different age groups. Firstly, general evaluations were made by using the 2005-2020 period data of 6 OECD member countries, and then panel data analysis was applied to support the evaluations econometrically.

According to general evaluations, there was a decrease in unemployment rates between 2010-2020 for the age range of 25-34, covering the period of graduation from university, but an increase in 2020 when the Covid-19 pandemic was experienced; in addition, it was observed that female unemployment was higher than male

unemployment in the entire period. For the 15-24 age range, which can be considered as youth unemployment, similar results were found for the 25-34 age range, but there was no significant difference between female unemployment and male unemployment. When the economic growth rates in the OECD countries are examined, it is seen that there was an economic contraction in 2009 with the effect of the global crisis in 2008 and in 2020 with the effect of the pandemic that affected the whole world, but there was economic growth in the period taken apart from these years.

In order to support the study with econometric findings, firstly, cross-section dependency and homogeneity tests were performed. When the results of the cross-section dependence test were examined, it was understood that there was cross-section dependence between the series. This means that a shock that occurs in one of the countries covered can have an impact on other countries as well. Looking at the results of the homogeneity test, it was seen that country-specific heterogeneity was supported.

In the next step of the study, unit root test was performed in order to investigate the stationarity of the series. Since it was concluded that there is a cross-sectional dependence between the series, it was decided that it would be appropriate to use second-generation unit root tests. Therefore, the CIPS test, which is one of the second-generation unit root tests, was used to test the stationarity of the series. When the results obtained from the CIPS test were examined, it was seen that the education variable was stationary at the level, while the other variables were not stationary at the level but became stationary by taking their first difference. Westerlund ECM panel cointegration test was applied to examine whether there is a cointegration relationship between the variables, since all series became stationary when the first difference was taken. When the result of the Westerlund cointegration test was examined, it was observed that there was a cointegration relationship between the series, and the Panel DOLS coefficient estimation method was applied to determine the degree of the relationship.

When the results obtained from the panel DOLS method are examined, it is seen that the education and economic growth variables negatively affect the unemployment rates of 25-29 years old. The education variable considered covers at least associate degree graduates and since the young people between the ages of 25-29 are those who have just completed their higher education, education appears as a factor reducing unemployment here. When the effect of education and growth variables on unemployment in the 29-34 age group is examined; while it was seen that the education variable did not have a significant effect on the 29-34 age unemployment variable; it is seen that the growth variable has a negative effect on the 29-34 age unemployment variable. Since the age group is higher here, the individuals in this group are individuals who have completed their education years ago. Therefore, it is expected that education does not affect individuals in this age group. For both age groups, economic growth appears as a factor that reduces unemployment. Since the economy revives during periods of economic growth, the decrease in unemployment is also in line with expectations.

As can be seen from the results obtained from the study, unemployment is an important issue that needs to be emphasized. However, demographic factors should also be taken into account when conducting studies on unemployment. As a matter of fact, the factors affecting employment do not have the same effect on all individuals, and different effects may occur according to different demographic factors such as the

age, gender, marital status, education, income level of the individuals. In this study, analyzes were made on the basis of demographic factors such as education, age and gender. In future studies, analyzes can be expanded on the basis of other demographic factors.

Reducing the unemployment of young women plays an important role in ensuring economic growth and development. In order for the developing countries to reach the level of the developed countries, it is necessary to implement policies to reduce the unemployment of young women. The most important policy to be implemented in this direction is to increase the education level of women. As the education level of women increases, their participation in the workforce increases, as women's participation in the workforce increases, economic growth and development is achieved, and the unemployment of young women decreases further with the effect of economic growth and development.

Giriş

İşsizlik küresel bir sorun olup dünya ülkelerinin üzerinde önemle durduğu bir konudur. Literatürde işsizlik üzerine çok çeşitli çalışmalar yapılmıştır. Ancak genç işsizliği konusu yetişkin işsizliği konusuna göre farklı ekonomik ve sosyal politikaların benimsenmesini gerektiren çeşitli özelliklere sahiptir. Literatürde genç işsizliği ile yetişkin işsizliğinin birbirinden ayrı olarak ele alınmasını gerektiren üç özellik ortaya koyulmuştur. Bunlardan birincisi, konjonktürel dalgalanmalara karşı daha duyarlı olan genç işsizliğinin yetişkin işsizliğine göre dünyanın her yerinde daha yüksek oranda olmasıdır. İkincisi, iş tecrübesi olmaması ve firmalar için daha düşük maliyete yol açması nedeniyle bir kriz durumunda ilk işten çıkarılanların gençler olmasıdır. Üçüncüsü, iş bulmadaki zorlukların gençlerin aktif olarak iş aramayı bırakmalarına neden olmasıdır (Liotti, 2020: 152).

TÜİK verilerine göre 2021 yılında dünya nüfusunun %15,4'ünü gençler oluşturmaktadır (data.tuik.gov.tr). Bununla birlikte Uluslararası Çalışma Örgütü (ILO) tarafından yayınlanan Global Employment Trends for Youth 2022 raporuna göre gençlerin %15,5'i işsizdir (ilo.org). Gençlerin eğitimde uzun süre yer alması işgücüne katılımlarının düşmesine neden olmaktadır. Dolayısıyla gençler arasında işsizlik sorunu günümüzde küresel bir boyut kazanmıştır. Genç işsizliğin yaşanmasında birtakım nedenler söz konusudur. Bunlar; eğitim, konjonktürel dalgalanmalar ve ekonomik büyümenin düşük düzeyde olması şeklinde sıralanabilir. Beşerî sermayeyi artırmaya yönelik bir yatırım aracı olan eğitim seviyesi, işsizlik riskini artıran en önemli faktörlerden biridir. Ancak istatistiki verilere göre işsizlik oranının eğitilmiş işgücünde daha yüksek seviyelerde olduğu görülmektedir. Genç işsizliğini etkileyen bir diğer faktör de iktisadi büyüme oranlarıdır. İstihdamı artıran ekonomik büyümenin sağlanması durumunda hem yetişkin hem genç işsizliğinin düşürülmesi mümkün olabilecektir (Abdioğlu & Albayrak, 2018: 9).

Dünya nüfusunun neredeyse yarısını kadınlar oluşturmasına rağmen erkeklerin işgücüne katılım oranları daha yüksektir. Kadın istihdamının düşük seviyede olması ekonomik büyümenin yavaşlamasına neden olmaktadır. Bununla birlikte kadın istihdamının düşüklüğü toplumun olumsuz etkilenmesine ve hatta suç oranlarının artmasına dahi neden olabilmektedir. Dünyada emek arzı ekonomik kalkınma ve büyümenin sağlanmasında temel itici güç olarak görülmektedir. Dolayısıyla işgücünde ve eğitimde cinsiyet eşitsizliği ne kadar azaltılabilirse ekonomik büyüme de o kadar olumlu etkilenecektir. Literatürde

kadın istihdamının eğitim ve ekonomik büyüme ile ilişkisine yer veren çeşitli çalışmalar bulunmaktadır. Ancak kadın istihdamını farklı yaş grupları bağlamında ele alan çalışmalara rastlanmamıştır. Bu bağlamda çalışmanın temel amacı; farklı yaş gruplarındaki kadın işsizliğinin yaşanmasında eğitim ve ekonomik büyümenin rolünü seçilmiş OECD üyesi ülkelerde ekonometrik bir yöntemle araştırmaktır. Bu amaçla çalışmanın ilerleyen bölümlerinde ilk olarak kadın işsizliği ile ilgili literatür taramasına yer verilmiştir. Daha sonra çalışmanın temel kavramları olan genç işsizliği ve kadın işsizliği kavramları ile ilgili teorik ve istatistikî bilgiler sunulmuştur. Ardından çalışmada kullanılan veri seti ve ekonometrik yöntem tanıtılmış ve son olarak uygulanan analizlerden elde edilen bulgular tablolar halinde sunulurken değerlendirme ve yorumlamalar yapılmış ve çeşitli politika önerilerinde bulunulmuştur.

Kadın İşsizliğine Yönelik Literatür Taraması

1940'lı yıllar kadınların işgücüne katılımında dönüm noktasını oluşturmaktadır. II. Dünya Savaşı'nda erkek işgücünün azalması sonucunda kadınların işgücüne katılımında önemli ölçüde artış olduğu görülmüştür. Kadınların işgücüne katılımındaki artış çeşitli yazarların ilgisini çekmiş ve konu ile ilgili çeşitli çalışmalar yapılmıştır. Literatürde kadınların işgücüne katılımına ilişkin ilk ekonomik analizler Mincer tarafından 1962 yılında ve Cain tarafından 1966 yılında yapılan çalışmalardır. Bu çalışmaların ardından kadın istihdamı ile ilgili uluslararası literatürde çok sayıda çalışma yapılmıştır (Oppenheimer, 1973; Landes, 1980; Rosenfield, 1989; Gomulka & Stern, 1990; Goldin, 1991; Neumark & Postlewaite, 1998; Brewster & Rindfuss, 2000; van der Lippe & van Dijk, 2002; Srivastava & Srivastava, 2010; Yousefy & Baratali, 2011; Pfau-Effinger, 2012). Türkiye'de de konu ile ilgili çalışmalar yapılmıştır. Bu çalışmalardan biri Zeren ve Kılınç Savrul tarafından 2017 yılında yapılmıştır. Granger ve Yoon (2002) tarafından geliştirilen saklı eşbütünleşme analizinin uygulandığı çalışmanın analiz bulgularına göre; iktisadi büyüme, işsizlik ve kentleşme oranlarının, kadın istihdamını etkilediği görülmüştür.

Öztürk tarafından 2017 yılında yapılan çalışmada üniversite mezunu kadınların işsizlik süreçleri değerlendirilmektedir. SPSS analizinin uygulandığı çalışmada elde edilen bulgulara göre; kadınlar işsiz kaldıklarında ekonomik anlamda yaşanan zorluklar nedeniyle hem psikolojik durumları hem de çevrelerindeki bireylerle sosyal ilişkileri bozulmaktadır.

Çemrek ve Şeker tarafından 2020 yılında yapılan çalışmanın temel amacı; Türkiye'deki kadınların işsizliğinin yapısal kırılmalı birim kök testleri uygulanarak araştırılmasıdır. Çalışmada Zivot-Andrews (1992) birim kök testi ile Lee ve Strazicich'in (2004) geliştirdiği tek kırılmalı birim kök testi uygulanmıştır. Çalışmada elde edilen bulgulara göre; histeri etkisinin Türkiye'deki kadınların işsizliğinde etkili olduğu tespit edilmiştir.

işsizliği ile ekonomik kalkınma arasındaki ilişkiyi araştırmaktır. Çalışmada elde edilen ekonometrik bulgulara göre; genç kadınların işsizliği ile ekonomik kalkınma arasında tek yönlü bir nedensellik ilişkisinin olduğu tespit edilmiştir.

Belke tarafından 2020 yılında AB ülkeleri üzerine yapılan çalışmanın temel amacı; gençlerin ve kadınların işsizliği üzerinde histeri ve doğal oran hipotezlerinin geçerliliğini incelemektir. Çalışmada panel veri analizi uygulanmıştır. Çalışmanın ekonometrik bulgularına göre; kadınların işsizliğinde Almanya, İngiltere, İspanya, Macaristan, Portekiz ve Slovenya dışındaki 22 ülke için; gençlerin işsizliğinde tüm ülkeler ve genç kadınların işsizliğinde ise İngiltere dışındaki 27 ülke için doğal oran hipotezinin geçerli olduğu anlaşılmıştır.

Topçu ve Biçimveren tarafından 2020 yılında Türkiye üzerine yapılan çalışmanın temel amacı; Türkiye’de bölgesel genç işsizliğin yaşanmasında cinsiyete göre değişkenliği araştırmaktır. Çalışmada Kohort analizi uygulanmıştır. Kohort analizi, ortak özelliklere sahip bireylerin zaman içerisinde gözlemlendiği analiz şeklidir. Çalışmada elde edilen sonuçlara göre; genç işsizlik düzeyinin belirleyicileri olarak tespit edilen faktörlerin genç kadınların işsizlik düzeyi üzerindeki etkisi, genç erkeklerin işsizlik düzeyi üzerindeki etkisinden daha büyüktür.

Durmuş tarafından 2020 yılında Türkiye’de 2000–2018 arası dönem için kadınların genç işsizlik içerisindeki payını araştırmak amacıyla bir çalışma yapılmıştır. Çalışmada yapılan değerlendirmeler sonucunda, tüm toplumlar için önemli bir sorun olan genç kadınların işsizliği konusunun Türkiye’de de yüksek seviyelerde seyrettiği ve yoksulluk, suç eğilim ve hayattan kopma gibi birtakım problemlere neden olduğu tespit edilmiştir.

Kuvvetli Yavaş tarafından 2021 yılında yapılan çalışmada, Türkiye’de 2000’li yıllarda genç kadın işsizliği ve genç erkek işsizliği karşılaştırılmış, genç kadın işsizliğini belirleyen faktörler tespit edilmiş ve genç kadın işsizliğini düşürmeye yönelik politika önerilerinde bulunulmuştur. Elde edilen sonuçlara göre genç kadınların işgücüne katılma oranları daha düşük bulunmuştur. Genç kadın işsizliğini belirleyen temel faktörlerin ise eğitim, toplumsal önyargılar ve yasal düzenlemeler olarak belirtilmiştir.

Küçük Aksu tarafından 2022 yılında yapılan bir çalışmada, Türkiye’de eğitim düzeyinin kadın istihdamına etkileri ele alınmıştır. Elde edilen bulgulara göre Türkiye’de kadınların eğitim düzeyindeki artışın kadın istihdamını olumlu yönde etkilediği ancak aynı eğitim seviyesine sahip olan kadın ve erkekler karşılaştırıldığında kadınların istihdam oranının daha düşük olduğu ve aynı işi yapsalar bile farklı ücretlerle karşı karşıya oldukları tespit edilmiştir.

Gasimova vd. tarafından 2022 yılında yapılan bir çalışmada 1990-2018 dönemini kapsayan verilerden hareketle Türkiye’de kadın istihdamı ile ekonomik büyüme arasındaki ilişki ele alınmıştır. Elde edilen bulgulara göre uzun dönemde kadın istihdamının ekonomik büyümeyi olumlu yönde etkilediği sonucuna ulaşılmıştır.

Genç İşsizliği

Toplumun tüm kesimlerinde etkili olan ve sosyo-ekonomik açıdan ağır hasarlara neden olan işsizlik; 1980'lerden bu yana uygulanan neo-liberal politikalar ile üretimin küreselleşmesi ve yeni teknolojiler sonucunda artmıştır. Özellikle gelişmiş ülkeler (GÜ) ve gelişmekte olan ülkeler (GOÜ) genç işsizliğin azaltılması için çaba sarf etmektedirler. Dolayısıyla toplumun tamamı üzerinde etkili olan işsizlik daha çok gençler arasında görülmektedir (Günaydın ve Çetin, 2015: 19). Tablo 1 ve 2'de genç işsizlik ile ilgili teorik bilgilere yer verilmiştir.

Tablo 1. Genç istihdam açısından küresel risk haritası

Risk Düzeyi	Ülke	İşsizlik Düzeyi
En Yüksek Risk	Bosna Hersek, Güney Afrika, İspanya, İtalya, Sırbistan, Tunus, Yunanistan	Gençlerin arasında işsizlik genellikle %35'ten fazladır.
Yüksek Risk	Cezayir, Yemen, Suudi Arabistan, Mısır	Gençlerin işsizlik düzeyi %28-35 arasındadır.
Orta Risk	Fransa, Finlandiya, Romanya, Ukrayna, Brezilya, Slovakya, Endonezya, İran, Kenya	Gençler işgücü piyasasına girdiklerinde işsiz kalma riskleri %20-28 arasındadır.
Daha Düşük Risk	Türkiye, ABD, İsveç, İsviçre, Norveç, Meksika, Pakistan, İrlanda, İngiltere, Çek Cumhuriyeti, Lüksemburg, Avusturya, Hindistan, Macaristan, Polonya, Rusya, Çin, Hollanda, Avustralya	Gençler arasında işsizlik oranı %7-20 civarındır.
En Düşük Risk	Tayland, Kazakistan, Japonya, Almanya	Gençler için diğer ülkelerden daha çok iş bulma imkânı vardır. Genç işsizlik oranı %7'den azdır.

Kaynak: T.C. Kalkınma Bakanlığı 11. Kalkınma Planı (2019-2023), İşgücü Piyasası ve Genç İstihdamı, Özel İhtisas Komisyonu Raporu, Ankara 2018.

Tablo 1'de gençlerin istihdamı önünde yer alan küresel risk haritasına yer verilmiştir. Tablo gözlemlendiğinde dünyada bütün ülkelerde var olan işsizlik sorunu küresel bir sorun olarak karşımıza çıkmaktadır. Almanya, Japonya, Kazakistan ve Tayland'da genç işsizlik oranı daha düşüktür. Ancak Yunanistan, İspanya İtalya, Tunus, Sırbistan, Bosna-Hersek ve Güney Afrika'da genç işsizlik düzeyi çok daha fazla olup en yüksek risk grubu içerisinde yer almaktadır.

OECD stat veri tabanından alınan verilere göre 20-24 yaş grubundaki gençler içerisinde istihdamda, eğitimde veya öğretimde olmayan gençlerin oranı OECD ülkelerinde ortalama %5,3 iken, Türkiye'de ise %8,5 düzeyindedir (stats.oecd.org). Dolayısıyla 2018 yılında yayınlanan Tablo 1'e göre daha düşük risk grubunda bulunan Türkiye 2022 yılı itibariyle de daha düşük risk grubunda değerlendirilebilir.

Tablo 2. GÜ ve GOÜ’de gençlerin işgücü piyasasında karşılaştığı problemler

GELİŞMİŞ ÜLKELER	GELİŞMEKTE OLAN ÜLKELER
Gençlerin 1/3’ü en az 6 ay işsiz kalmaktadır.	Dünya genelinde gençlerin %90’ı GOÜ’de yaşamaktadır.
Üniversite mezunu gençlerin her geçen gün daha fazla kısmı niteliklerine uymayan işlere razı olmaktadır.	İstihdam edilen gençlerin %50’si niteliklerine uymayan işlerde çalışmaktadır.
AB’de istihdamdaki gençlerin %40’ı geçici iş sözleşmesi ile çalışmaktadır.	İstihdam edilen gençlerin %60’ı düzensiz iş ilişkisi içerisindedir.
	İstihdam edilen gençlerin %60’ı ortalama ücret seviyesinden daha az ücret almaktadır.
	İstihdam edilen gençlerin %80’i kayıt dışı istihdamda yer almaktadır.

Kaynak: T.C. Kalkınma Bakanlığı 11. Kalkınma Planı (2019-2023), İşgücü Piyasası ve Genç İstihdamı, Özel İhtisas Komisyonu Raporu, Ankara 2018.

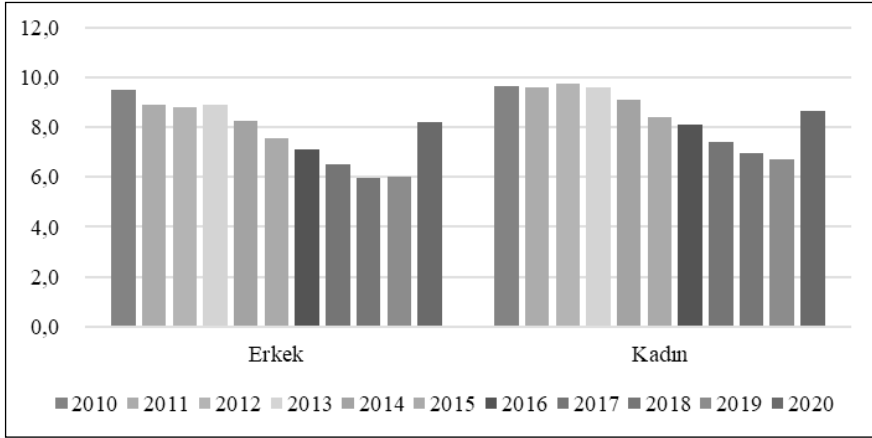
Tablo 2’de GÜ ve GOÜ’de gençlerin işgücü piyasasında karşılaştığı sorunlara yer verilmiştir. GÜ’de işsizlik önemli bir sorun olup ekonomik büyümeyi olumsuz etkilemektedir. Bu durum gelişmekte olan ülkelerde daha ciddi bir sorun olarak görülmektedir. Özellikle ekonomik büyümenin önünde önemli bir engel olarak yer alan işsizlik göç, yoksulluk ve sosyal sorunlara neden olmaktadır.

Kadın İşsizliği

Geçmişten günümüze küresel bir sorun haline gelen işsizlik sorunu ekonomik kalkınmanın sağlanmasında önemli bir engel olarak yer almaktadır. Dolayısıyla işsizliğin azaltılması ekonomik üretkenliğin artmasına katkı sağlayacaktır. Özellikle cinsiyete dayalı sosyo-ekonomik dengesizliklerin daha bariz olduğu ekonomilerde, kadın işsizliğinin azaltılması önemli bir konu olarak yerini almaktadır (Levent, Arvas ve İnce Yenilmez, 2018: 253).

Wall Street Journal’da yayınlanan “Kadınlar İşten Mola Alıyor” adlı çalışmaya göre; kadın çalışanların %44’ü ailesine zaman ayırabilmek, %23’ü eğitim ya da derece alabilmek, %17’si çalıştığı iş tatmin etmediği, %16’sı iş değişikliği amacıyla işlerinden ayrılmaktadır. Ancak erkeklerde bu durum değişmektedir. Yani, erkek çalışanların %29’u iş değişikliği, %25’i eğitim ya da derece alabilmek, %24’ü çalıştığı iş tatmin etmediği, %18’i çalıştığı alana ilgi duymadığı, %12’si ailesine zaman ayırabilmek amacıyla işlerinden ayrılmaktadır (Gürün Karatepe ve Arman, 2019: 35). Dolayısıyla ülkelerin en önemli sorunlarından biri olan kadın işsizliği erkeklere oranla daha fazladır. Bu bağlamda şekil 1’de, ele alınan OECD ülkelerindeki 25-34 yaş arası cinsiyete göre işsizlik oranlarına yer verilmiştir.

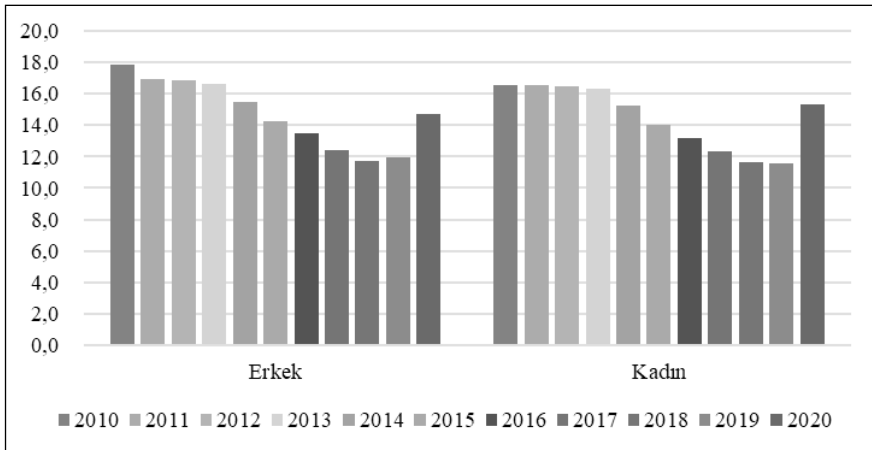
Şekil 1. Ele alınan OECD ülkelerinde cinsiyete göre işsizlik oranları (25-34 yaş)



Kaynak: OECD STAT, 2021.

Şekil 1’de, ele alınan OECD ülkelerinde 25-34 yaş arası kadın ve erkek işsizliğine yer verilmiştir. Şekil incelendiğinde ele alınan OECD ülkelerinde incelenen dönemde genel anlamda hem 25-34 yaş arası kadın hem de 25-34 yaş arası erkek işsizliğinde azalışların olduğu ancak 2020 yılında 25-34 yaş aralığı için hem kadın hem de erkek işsizliğinde ciddi oranda artış olduğu görülmektedir. Ancak ele alınan yaş aralığında kadın işsizliğinin erkek işsizliğine göre sürekli daha yüksek düzeyde olduğu görülmektedir.

Şekil 2. Ele Alınan OECD Ülkelerinde Cinsiyete Göre Genç İşsizlik Oranları (15-24)



Kaynak: OECD STAT,2021.

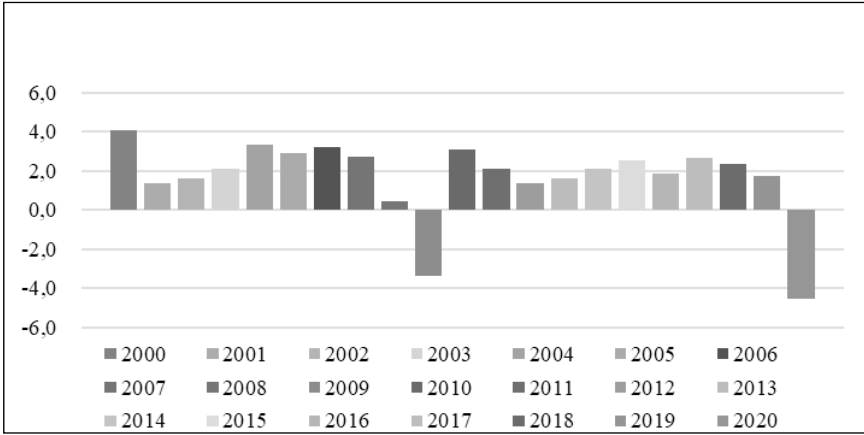
Şekil 2’de, ele alınan OECD ülkelerinde 15-24 yaş arası genç kadın ve erkek işsizlik oranlarına yer verilmiştir. Şekil incelendiğinde 25-34 yaş aralığında olduğu gibi 15-24 yaş aralığında da ele alınan OECD ülkelerinde incelenen dönemde genel anlamda hem genç kadın hem de genç erkek işsizliğinde azalışların olduğu ancak 2020 yılında ciddi oranda artış olduğu görülmektedir. İki şekil bir arada ele alındığında aslında yaş gruplarına göre önemli bir farklılığın olmadığı görülmektedir.

Genç kadın işsizliğinin azaltılması ekonomik büyüme ve kalkınmanın sağlanmasında önemli rol oynamaktadır. Dolayısıyla genç kadın işsizliği günümüzde kalkınma ve büyüme hedeflerinin önünde önemli bir engel olarak yer almaktadır. Gelişmekte olan ülkelerde bu cinsiyet eşitsizliğini ortadan kaldırmak için birtakım politikalar geliştirilmiştir. Özellikle kadınların işgücüne katılım oranlarındaki heterojenlik, kadınların eğitim seviyelerindeki artış, azalan doğurganlık oranı ve neredeyse tüm gelişmekte olan ülkelerde güçlü ekonomik büyümenin sağlanması ile ilişkilidir. Kadınların işgücüne katılım oranlarındaki artış ev işlerindeki yükünün de azalmasını sağlamaktadır (Klasen, Lee, Pieters & Silva, 2020: 417).

Unicef’e bağlı bir araştırma merkezi olan Innocenti tarafından yayınlanan raporda, OECD ve AB üyesi ülkelerde çocukların bakımının aile dışına taşınması sonucu küçük çocukları olan kadınların istihdamında ciddi bir artış sağlandığı belirtilmiştir (UNICEF, 2008: 4). Dolayısıyla kadınların işgücüne katılım oranı GÜ’de artmakta olup iktisadi büyüme ve kalkınmanın sağlanmasında önemli bir role sahip olmaktadır.

İktisadi büyüme ve kalkınma kavramları hem GÜ hem GOÜ açısından önem arz eden kavramlardır. Ancak GÜ ekonomik büyümenin yıllık bazda ne kadar arttığıyla daha çok ilgilenirken, GOÜ daha çok ekonomik kalkınma kavramı üzerinde dururlar. Ekonomik kalkınma aynı zamanda gelir adaletsizliklerinin ortadan kaldırılması, işsizliğin düşürülmesi, ekonomik ve sosyal kurumların çağdaştırılması gibi sosyal ve siyasal alanlar ile de ilgilidir (Özel, 2012: 64). Aşağıdaki şekilde, ele alınan OECD ülkelerindeki yıllık büyüme oranlarına yer verilmiştir.

Şekil 3. Ele Alınan OECD Ülkelerinde Yıllık Ekonomik Büyüme Oranları



Kaynak: OECD STAT, 2021.

Şekil 3'te, ele alınan OECD ülkelerinde 2000-2020 dönemine ait yıllık ekonomik büyüme oranlarına yer verilmiştir. Şekil incelendiğinde, ele alınan OECD ülkelerinde 2009 ve 2020 yılları haricinde ekonomik büyüme olduğu, ancak 2009 ve 2020 yıllarında ekonomik küçülme olduğu görülmektedir.

Veri Seti ve Yöntem

Çalışmanın bu kısmında çalışmada yararlanılan veri seti, çalışmada oluşturulan model ve kullanılan yöntemler detaylı bir şekilde açıklanmaktadır.

Veri Seti

Çalışmanın veri seti 2005-2020 dönemini kapsamaktadır. Çalışmada baz alınan ülkeler; Avusturya, Avustralya, Kolombiya, Türkiye, Portekiz ve Finlandiya'dır. Çalışmanın verileri Dünya Bankası ve OECD STAT sitelerinden alınmış olup yazarlar tarafından düzenlenmiştir. Çalışmada kullanılan değişkenler ise aşağıdaki tabloda sunulmuştur.

Tablo 3. Değişkenlerin Tanımı ve Kaynakları

Değişken	Değişkenin Tanımı	Kaynak
Eğitim Düzeyi	En az ön lisans mezunu 25 yaş ve üstü kadınların kümülatif yüzdesi	Dünya Bankası
Ekonomik Büyüme	GSYİH, hacim-yüzde olarak yıllık büyüme oranları	OECD STAT
Kadın İşsizlik Oranı	25-29 yaş arası kadınların işsizlik oranları	OECD STAT
Kadın İşsizlik Oranı	29-34 yaş arası kadınların işsizlik oranları	OECD STAT

Tablo 3'te çalışmanın analiz kısmında kullanılacak olan değişkenlerin adları, tanımları ve kaynaklarına yer verilmiştir. Çalışmada kadınların eğitim düzeyi, ekonomik büyüme oranları ve farklı yaş gruplarındaki kadın işsizlik oranlarına yer verilmiştir. Çalışmada ülke sayısının az olmasının nedeni ön lisans düzeyindeki eğitim verilerinin sınırlı olmasından kaynaklanmaktadır.

Yöntem

Çalışmada seçilmiş 6 OECD üyesi ülkenin verilerinden hareketle panel veri analizi uygulanmıştır. Bu bağlamda ilk olarak homojenite ve yatay-kesit bağımlılık testleri yapılmış, ardından ulaşılan sonuçlardan hareketle hangi birim kök testlerinin uygulanacağına karar verilmiştir. Birim kök testleri uygulandıktan sonra eş bütünleşme analizinin yapılmasının uygun olduğuna karar verilerek Westerlund eş bütünleşme testi uygulanmıştır. Son olarak da katsayıların belirlenmesi amacıyla dinamik en küçük kareler (DOLS) metodu uygulanmıştır. Çalışmanın bu kısmında, yapılan analizlerle ilgili bilgiler sunulmaktadır.

Panel veri analizi literatürde son yıllarda yaygın olarak yer almaktadır. Panel veri setlerinde yatay-kesit ve zaman boyutu olmak üzere iki boyut bulunmaktadır. Panel veri setlerinde, N birim ve her birim için T gözlem vardır. Bu iki boyutun bir arada kullanılması daha çok bilgi kullanımı ve serbestlik düzeyinde artışa neden olmaktadır. Dolayısıyla gözlem sayısının artması, yapılan değerlendirmeye daha çok değişkenlik katması nedeniyle çoklu doğrusal bağlantı probleminin kaldırılmasını sağlamaktadır (Arı ve Zeren, 2011: 41).

Veri setindeki her bir yatay-kesit ve zaman serilerinin birleşiminden meydana gelen panel veri analizi, havuzlanmış yatay-kesit verisinden farklıdır. Bu farklılığın en önemli nedeni panel veri birimlerinin belirtilen zaman dönemlerinde incelenmesidir (Budak, Yılmaz ve Kasap, 2018: 886). Panel veri, çok sayıda kesite ait zaman serileri ya da zaman boyutuna sahip kesit veriler şeklinde gösterilebilir (Levent ve Arvas, 2019: 186). Panel veri modeli aşağıdaki gibi formüle edilmektedir:

$$Y_{it} = \alpha + \beta_{1it}X_{1it} + \dots + \beta_{kit}X_{kit} + e_{it}$$

$$i = 1, 2, \dots, N \quad t = 1, 2, \dots, T$$

Modelde Y bağımlı değişkeni, X bağımsız değişkenleri ifade ederken, α sabit terimi, β bağımsız değişkenlerin katsayılarını, i yatay-kesitleri t ise zamanı temsil etmektedir.

Homojenlik Testi

Pesaran ve Yamagata tarafından 2007 yılında eğitim katsayılarının homojenlik sınamaları geliştirilmiştir. Delta testi yardımıyla homojenlik sınamaları gerçekleştirilmektedir. Aşağıdaki denklemde homojenlik sınamalarında kullanılan delta testinin formülü verilmiştir.

$$\tilde{\Delta} = \sqrt{N} \left(\frac{N^{-1}\tilde{S} - k}{\sqrt{2k}} \right)$$

Yukarıdaki denklemde, N kesit boyutudur, \tilde{S} , N sabit ve T sonsuz olduğunda asimptotik şekilde $k(N-1)$ serbestlik derecesine ve ki-kare dağılımına sahip modifiye edilmiş Swamy istatistiğidir. Homojenlik sınamasında kullanılan hipotezler aşağıda belirtildiği gibidir:

H_0 : Eğim katsayısı homojendir.

H_1 : Eğim katsayısı heterojendir.

Yukarıdaki eşitliklerde bulunan test istatistiklerinin P-değeri, %5'ten küçükse H_0 hipotezi reddedilir ve eğim katsayılarının homojen değil heterojen olduğu kabul edilir.

Yatay-Kesit Bağımlılık Testi

Yatay-kesit bağımlılığına bakılmadan uygulanan analizlerde bulunan bulgular sapmalı ve tutarsız olacağı için analizin öncesinde seriler arasında yatay-kesit bağımlılık durumunun bulunup bulunmadığı araştırılmalıdır. Yatay-kesit bağımlılık testlerinin birincisi Breusch & Pagan tarafından 1980 yılında geliştirilen ve aşağıdaki denklemde sunulan Lagrange Multiplier (LM) testidir.

$$LM = T \sum_{i=1}^{N-1} \sum_{j=i+1}^N \hat{\rho}_{ij}^2$$

Breusch & Pagan tarafından geliştirilen LM testi daha sonra Pesaran tarafından 2004 yılında geliştirilerek CD_{LM} testi halini almıştır. Bu test N ve T büyük olduğunda uygulanabilmektedir. Pesaran (2004) testi aşağıdaki gibi formüle edilmektedir:

$$CD_{LM} = \sqrt{\frac{1}{N(N-1)}} \sum_{i=1}^{N-1} \sum_{j=i+1}^N (T\hat{\rho}_{ij}^2 - 1)$$

Pesaran (2004) testinde kullanılan hipotezler aşağıda belirtildiği gibidir:

H_0 : Yatay-kesit bağımlılığı söz konusu değildir.

H_1 : Yatay-kesit bağımlılığı söz konusudur.

Yukarıdaki eşitliklerde bulunan test istatistiklerinin P-değerleri %5'ten küçükse H_0 hipotezi reddedilir ve yatay-kesit bağımlılığının olduğu kabul edilir.

Panel Birim Kök Testi

Pesaran tarafından 2007 yılında geliştirilen birim kök testinde her bir yatay-kesitin durağanlığını ifade eden CIPS sonuçları bulunmaktadır. CIPS istatistiği için yatay-kesitlerin her biri için ayrı olarak hesaplanan t istatistiklerinin ortalaması alınmaktadır (Kılıç ve İspiroğlu, 2019: 259). CIPS birim kök test istatistiği aşağıdaki gibi formüle edilmektedir:

$$CIPS = \frac{1}{N} \sum_{i=1}^N CADF_i$$

CIPS birim kök testinde kullanılan hipotezler aşağıda belirtildiği gibidir:

H_0 : Seri durağan değildir.

H_1 : Seri durağandır.

Yukarıdaki eşitliklerde bulunan test istatistiklerinin olasılık değeri %5'ten küçük ise H_0 hipotezi reddedilmekte ve serinin durağan olduğu kabul edilmektedir.

CIPS testi panelin geneline yönelik durağanlık analizini uygulamaktadır. Bununla birlikte test istatistikleri ve kritik değerlerin kıyaslanmasında mutlak değerlerden yararlanılmaktadır (Pesaran, 2007: 265-312).

Westerlund Panel Eşbütünleşme Testi

Panel veri uygulamalarında değişkenler arasındaki eş bütünleşme ilişkilerinin veya uzun dönemli ilişkilerin test edilmesinde çeşitli eşbütünleşme testlerinden (Kao, 1999; Pedroni, 1999, 2004; Westerlund, 2005, 2006, 2008; Westerlund ve Edgerton, 2007; Maki, 2012) faydalanılmaktadır. Ancak uygulama sonuçlarına bakılmadan önce eş bütünleşme ilişkisinin testinde kullanılacak yöntem seçilirken yatay-kesit bağımlılığı olup olmadığının kontrol edilmesi önemlidir. Bu çalışmada, uygulanan birim kök testlerinin sonucunda Westerlund tarafından 2007 yılında geliştirilen eş bütünleşme testinin uygulanmasına karar verilmiştir. Eş bütünleşme test istatistiklerinin elde edilmesi amacıyla Westerlund tarafından geliştirilen yöntem aşağıdaki denklemlerde sunulmuştur.

$$\Delta y_{it} = \delta_i' d_t + \alpha_i y_{i,t-j} + \lambda_i' x_{i,t-1} + \sum_{j=0}^{p_i} \gamma_{ij} \Delta x_{i,t-j} + \sum_{j=1}^{p_i} \alpha_{ij} \Delta y_{i,t-j} + e_{it}$$

Burada $d_t = (1, t)$ deterministik bileşenler ve $\delta_i = (\delta_{1i}, \delta_{2i})$ parametrelerin ilişkili vektörüdür. Hata düzeltme parametresi olan α_i en küçük kareler yöntemiyle hesaplanmaktadır.

Grup ortalama test istatistikleri olan G_α ve G_τ değerleri hesaplanırken her bir kesit için hata düzeltme parametresi bulunmalıdır. Grup ortalama test istatistikleri,

$$G_\alpha = \frac{1}{N} \sum_{i=1}^N \frac{T \hat{\alpha}_i}{\hat{\alpha}_i(1)} \quad G_\tau = \frac{1}{N} \sum_{i=1}^N \frac{\hat{\alpha}_i}{SE(\hat{\alpha}_i)}$$

şeklinde ve panelin bir bütün olarak analizinde kullanılan Westerlund eşbütünlük test istatistikleri ise,

$$P_\alpha = T \hat{\alpha} \quad P_\tau = \frac{\hat{\alpha}}{SE(\hat{\alpha})}$$

şeklinde hesaplanmaktadır. α_i 'in yarı parametrik kareler tahmincisi $\hat{\alpha}_i$; $\hat{\alpha}_i$ 'nin standart hatası $SE(\hat{\alpha}_i)$ ile temsil edilmektedir (Demir ve Görür, 2020: 25).

Westerlund eş bütünlük testinde kullanılan hipotezler aşağıda ifade edildiği gibidir:

H_0 : Seriler arasında eşbütünlük yoktur.

H_1 : Seriler arasında eşbütünlük vardır.

Yukarıdaki eşitliklerde bulunan test istatistiklerinin olasılık değeri %5'ten küçük ise H_0 hipotezi reddedilirken, seriler arasında eşbütünlük ilişkisi olduğu kabul edilir.

Panel DOLS Yöntemi

Pedroni tarafından 2001 yılında geliştirilen grup ortalama panel DOLS (dinamik sıradan en küçük kareler) tahmincisi, modele dinamik faktörleri katarak statik analizdeki (özellikle içsellik sorunları nedeniyle ortaya çıkan) sapmaları gidermektedir (Yardımcıoğlu ve Gülmez, 2013: 154). Pedroni tarafından geliştirilen grup ortalama panel DOLS yönteminde aşağıdaki denklem kullanılmaktadır:

$$Y_{it} = \alpha + \beta X_{it} + \sum_{k=-K_i}^{K_i} \gamma_{ik} \Delta X_{it} + \mu_{it}$$

Modelde öncelikle DOLS tahmincileri yardımıyla her bir yatay-kesitin eşbütünleşme katsayıları yukarıdaki denklemden yararlanılarak tahmin edilmekte, sonrasında ise elde edilen eşbütünleşme katsayılarının aritmetik ortalamaları hesaplanarak panel eşbütünleşme katsayıları aşağıdaki denklem yardımıyla bulunmaktadır:

$$\hat{\beta}_{GD}^* = N^{-1} \sum_{i=1}^N \beta_{D,i}^*$$

Yukarıdaki denklemde $\hat{\beta}_{GD}^*$ ifadesi her bir yatay-kesit için DOLS tahmini ile hesaplanan eşbütünleşme katsayısını ifade etmektedir (Gülmez, 2015: 25).

Bulgular

Panel veri modelinde yatay-kesit bağımlılığını ve eğimin homojenliğini test etmek önemlidir. Yatay-kesit bağımlılık testi ve eğim homojenliği testlerinden ulaşılan sonuçlar Tablo 4'te görülmektedir.

Tablo 4. Yatay-Kesit bağımlılık ve homojenlik testleri sonuçları

Test	İstatistik	P-Değeri
Yatay-Kesit Bağımlılık Testleri		
LM	65,42	0,00
LM _{adj}	16,94	0,00
CD _{LM}	7,717	0,00
Homojenlik Testleri		
Δ	3,489	0,00
Δ_{adj}	4,208	0,00

Yatay-kesit bağımlılığı testi sonuçlarına bakıldığında tüm P olasılık değerleri 0,05'ten küçük olduğundan seriler arasında yatay-kesit bağımlılığı olduğu anlaşılmaktadır. Yatay-kesit bağımlılığı testi sonuçlarından, ele alınan ülkelerin birinde ortaya çıkan bir şokun diğer ülkeler üzerinde de etkili olabileceği anlaşılmaktadır.

Homojenlik testi sonuçlarına bakıldığında tüm P olasılık değerleri 0,05'ten küçük olduğundan eğimin homojen olduğu sıfır hipotezi reddedilmekte ve bu nedenle ülkeye özgü heterojenliğin desteklendiği anlaşılmaktadır.

Panel veri analizinde hangi birim kök testinin uygulanacağını kararında da yatay-kesit bağımlılığı testi kullanılmaktadır. Tablo 4'e göre seriler arasında yatay-kesit bağımlılığının olduğu sonucuna varıldığından, serilerin durağanlığının araştırılmasında ikinci nesil birim kök testinin kullanılması uygun olacaktır. Bundan dolayı serilerin durağanlığının testinde ikinci nesil birim kök testlerinden biri olan CIPS testi uygulanmıştır. CIPS birim kök testinden elde edilen sonuçlar tablo 5'te görüldüğü gibidir.

Tablo 5. CIPS birim kök testi sonuçları (2005–2020)

Panel CIPS testi	Sabitli			Sabitli ve trendli		
Eğitim	-2,895a			-4.061a		
Δ Eğitim	-4,491a			-4.633a		
Büyüme	-1,732			-2.099		
Δ Büyüme	-4,292a			-4.118a		
İşsizlik (25-29)	-1,621			-2.748c		
Δ İşsizlik (25-29)	-4.073a			-4.685a		
İşsizlik (29-34)	-1,591			-1.712		
Δ İşsizlik (29-34)	-3,951a			-3.533a		
Kritik Değerler	10%	5%	1%	10%	5%	1%
	-2,21	-2,34	-2,6	-2,74	-2,88	-3,15

a %1 istatistiksel anlamlılığı gösterir.

c %10 istatistiksel anlamlılığı gösterir.

Tablo 5'te CIPS testinden elde edilen sonuçlar incelendiğinde, eğitim değişkeninin hem sabitli hem sabitli ve trendli modelde düzeyde durağan olduğu, diğer değişkenlerin ise düzeyde durağan olmadığı fakat birinci farklarının alınmasıyla durağanlaştığı görülmektedir.

Birinci farkı alındığında tüm seriler durağan hale geldiğinden değişkenler arasında bir eşbütünleşme ilişkisinin olup olmadığının incelenmesi amacıyla Westerlund ECM panel eşbütünleşme testi uygulanmıştır. Westerlund eşbütünleşme testinden elde edilen sonuçlar tablo 6'da görüldüğü gibidir.

Tablo 6. Westerlund ECM panel koentegrasyon testi sonuçları

Test Edilen İlişki	Gt	Ga	Pt	Pa
Eğitim ve İşsizlik (25-29 yaş)	-2.830c	-38.386a	-4.586	-20.888a
Eğitim ve İşsizlik (29-34 yaş)	-2.366	-49.710a	-3.815	-21.758a
Büyüme ve İşsizlik (25-29 yaş)	-5.532a	-12.921	-13.319a	-14.108b
Büyüme ve İşsizlik (29-34 yaş)	-5.126a	-13.352	-14.392a	-14.919a

a %1 istatistiksel anlamlılığı gösterir.

b %5 istatistiksel anlamlılığı gösterir.

c %10 istatistiksel anlamlılığı gösterir.

Tablo 6'ya göre hem 25-29 yaş grubu hem 29-34 yaş grubunun eğitim ve işsizlik değişkenleri için G_t testi sonucu incelendiğinde 25-29 yaş grubu için H_0 'ın %10 anlamlılık düzeyinde reddedildiği, 29-34 yaş grubu için H_0 'ın reddedilemediği görülmüştür. G_a testi sonucu incelendiğinde ise her iki yaş grubu için H_0 'ın %1 anlamlılık düzeyinde reddedildiği görülmektedir. Diğer bir

deyişle, her iki yaş grubunun eğitim ve işsizlik değişkenleri arasında en az bir yatay-kesit biriminde bir eşbütünleşme ilişkisi vardır. P_t ve P_a test sonuçları incelendiğinde, her iki yaş grubunda P_t için H_0 'ın reddedilemediği ancak P_a için H_0 'ın %1 anlamlılık düzeyinde reddedildiği görülmektedir. Diğer bir deyişle, P_a testine göre tüm panel için %1 anlamlılık düzeyinde bir eşbütünleşme ilişkisi vardır.

Hem 25-29 yaş grubu hem 29-34 yaş grubunun büyüme ve işsizlik değişkenleri için G_t testi sonucu incelendiğinde H_0 'ın %1 anlamlılık düzeyinde reddedildiği, G_a testi sonucu incelendiğinde H_0 'ın reddedilemediği görülmektedir. Diğer bir deyişle, her iki yaş grubu için G_t testi sonucuna göre en az bir yatay-kesit biriminde eğitim ve işsizlik değişkenleri arasında bir eşbütünleşme ilişkisi vardır. P_t test sonuçları incelendiğinde, her iki yaş grubu için H_0 'ın %1 anlamlılık düzeyinde reddedildiği görülmektedir. P_a test sonuçları incelendiğinde 25-29 yaş grubunda H_0 'ın %5 anlamlılık düzeyinde, 29-34 yaş grubunda %1 anlamlılık düzeyinde reddedildiği görülmektedir. Diğer bir deyişle, P_a ve P_t testlerine göre tüm panel için bir eşbütünleşme ilişkisi vardır.

Westerlund eşbütünleşme testi sonucunda seriler arasında eş bütünleşme ilişkisinin olduğu sonucuna varıldığından panel DOLS yöntemi kullanılarak katsayıların tahmin edilmesi amaçlanmıştır. Bu doğrultuda hesaplanan DOLS katsayı tahmin sonuçları tablo 7'de görülmektedir.

Tablo 7. Panel DOLS Katsayı Tahmin Sonuçları

Değişkenler	Katsayı	Standart Hata	t-İstatistiği	P-Değeri
Eğitim-İşsizlik (25-29)	-0.351536	0.205877	-1.707503	0.0988
Büyüme-İşsizlik (25-29)	-0.292040	0.148705	-1.963890	0.0595
Eğitim-İşsizlik (29-34)	-0.158246	0.176974	-0.894176	0.3789
Büyüme-İşsizlik (29-34)	-0.283463	0.127828	-2.217536	0.0349

Tablo 7'de Panel DOLS katsayı tahmin sonuçları incelendiğinde eğitim ve büyüme değişkenlerinin 25-29 yaş işsizlik değişkeni üzerindeki etkilerinin %10 anlamlılık seviyesinde istatistiksel olarak anlamlı olduğu anlaşılmaktadır. Eğitim ve büyüme değişkenlerinin her ikisinin de 25-29 yaş işsizlik oranlarını negatif yönde etkilediği; eğitimde %1'lik bir artışın 25-29 yaş aralığındaki işsizliği %0,35 oranında azalttığı, büyüme değişkenindeki %1'lik artışın ise 25-29 yaş aralığındaki işsizliği %0,29 oranında azalttığı görülmektedir. Eğitim ve büyüme değişkenlerinin 29-34 yaş aralığındaki işsizlik üzerindeki etkisi incelendiğinde ise; eğitim değişkeninin 29-34 yaş işsizlik değişkeni üzerinde anlamlı bir etkisi olmadığı görülürken; büyüme değişkeninin 29-34 yaş işsizlik değişkeni üzerindeki etkisinin %5 anlamlılık düzeyinde istatistikî olarak anlamlı olduğu gözlenmektedir. Büyüme değişkenindeki %1'lik artışın, 29-34 yaş aralığındaki işsizliği %0,28 oranında azalttığı görülmektedir.

Sonuç

İşsizlik beraberinde getirdiği çeşitli olumsuz sonuçları nedeniyle tüm ülkelerin üzerinde önemle durması gereken bir sorundur. İşsiz kalan bireyler hem ekonomik açıdan sıkıntılar yaşamakta hem de psikolojik çöküntüye uğramaktadırlar. İşsizlik nedeniyle bireyler zamanla depresyona girerek kendilerine veya çevrelerindeki insanlara zarar verebilmektedir. Ayrıca işsizliğin yarattığı gerginlik ve stres ortamının yanı sıra bireylerin ekonomik sıkıntılar nedeniyle yeterince beslenememesi, çeşitli sağlık sorunlarıyla karşı karşıya kalmaları da söz konusu olmaktadır. İşsizliğin neden olduğu bu olumsuz etkilerin ortaya çıkmaması için hükümetlerin işsizlik oranını azaltıcı yönde tedbirler almaları oldukça önemli bir husustur.

Dünyadaki nüfusun hemen hemen yarısını kadınlar oluştururken kadın istihdamı erkeklere oranla çok düşük düzeyde kalmaktadır. Bu çalışmada istihdamın iki önemli belirleyicisi olan eğitim ve ekonomik büyüme oranının farklı yaş gruplarındaki kadın istihdamı üzerindeki etkisi ele alınmaktadır. Çalışmada bu amaçla öncelikle yatay-kesit bağımlılık ve homojenite testleri yapılmış, sonrasında bu testlerin sonuçlarından hareketle ikinci nesil birim kök testi olan CIPS birim kök testi kullanılarak serilerin durağanlığı araştırılmıştır. Tüm serilerin birinci farkı alındığında durağan hale geldiği görüldüğünden eş bütünleşme testi yapmanın uygun olduğuna karar verilmiştir. Eş bütünleşme testi olarak Westerlund tarafından 2007 yılında geliştirilen Westerlund eşbütünleşme testi kullanılmış ve bu testten ulaşılan sonuçlara göre seriler arasında eş bütünleşme ilişkisi varlığı görülmüş ve ilişkinin derecesinin belirlenmesi amacıyla panel DOLS katsayı tahmin yöntemi uygulanmıştır.

Panel DOLS yönteminden elde edilen sonuçlara göre eğitim ve ekonomik büyüme değişkenlerinin her ikisinin de 25-29 yaş kadın işsizlik oranlarını negatif yönde etkilediği görülmüştür. Ele alınan eğitim değişkeni en az ön lisans mezunlarını kapsamakta ve 25-29 yaş aralığındaki gençler yüksek öğretimini yeni tamamlayanlardan oluştuğundan eğitim burada kadın işsizliğini azaltan bir unsur olarak karşımıza çıkmaktadır. Eğitim ve büyüme değişkenlerinin 29-34 yaş aralığındaki kadın işsizliği üzerindeki etkisi incelendiğinde ise; eğitim değişkeninin 29-34 yaş kadın işsizliği değişkeni üzerinde anlamlı bir etkisi olmadığı görülürken; büyüme değişkeninin 29-34 yaş kadın işsizliği değişkeni üzerinde negatif yönde etkili olduğu görülmektedir. Burada yaş aralığı daha yüksek olduğundan bu gruptaki bireyler eğitimini yıllar önce tamamlamış bireylerdir. Bundan dolayı eğitimin bu yaş grubundaki bireyleri etkilemesi beklenen bir durumdur. Her iki yaş grubu için ise iktisadi büyüme işsizliği azaltan bir unsur olarak karşımıza çıkmaktadır. İktisadi büyüme dönemlerinde ekonomi canlandığından işsizliğin azalması da beklentilere uygun bir durumdur. Nitekim literatürdeki çalışmalarda genellikle iktisadi büyümenin hem genç işsizliğini hem de yetişkin işsizliğini azaltacağını destekler nitelikte sonuçlara ulaşılmıştır. Bu çalışmada literatürde genel olarak ulaşılan sonuçlardan farklı olarak eğitim düzeyinin genç işsizliğini azaltan ancak yetişkin işsizliğini etkilemeyen bir faktör olduğu tespit edilmiştir.

Çalışmadan elde edilen sonuçlardan da görüldüğü üzere işsizlik, üzerinde durulması gereken önemli bir konudur. Ancak işsizlik ile ilgili çalışmalar yapılırken demografik faktörler de dikkate alınmalıdır. Nitekim istihdamı etkileyen unsurlar tüm bireyler üzerinde aynı etkiyi yaratmamakta, bireylerin yaşı, cinsiyeti, medeni durumu gibi farklı demografik faktörlere göre farklı etkiler göstermektedir. Bu çalışmada genç kadınların işsizliğini etkileyen faktörlerden eğitimin ve ekonomik büyümenin genç kadın işsizliği üzerindeki etkileri ele alınmış ve genç kadınlar ile yetişkin kadınların işsizliğinin eğitim düzeyinden farklı şekillerde etkilendiği görülmüştür.

Yapılan analizlerden elde edilen sonuçlara göre eğitim ve ekonomik büyüme genç kadın işsizliği üzerinde önemli etkilere sahiptir. Bu kapsamda dünya genelinde genç kadın işsizliği sorununun ortadan kaldırılması için kadınlara yönelik etkin eğitim politikalarının gündeme getirilmesi ve istihdamı artıran iktisadi büyümenin sağlanması yönündeki çalışmalara ağırlık verilmesi gerekmektedir. Konjonktürün daralma döneminde ilk işten çıkarılanlar genç kadınlar olmaktadır. Bu konuda çeşitli yasal engellemeler getirilerek işgücü piyasasındaki düzensizlikler ortadan kaldırılmalıdır. Ayrıca ekonomiler genç zihinleri desteklemeli, henüz yeterli sermayeye sahip olmayan ancak güzel fikirlerle yeni iş kurmak isteyen genç kadınlar devletler tarafından desteklenmelidir.

Kaynakça

- Abdioğlu, Z. & Albayrak, N. (2018). Genç İşsizlik, Eğitim ve Ekonomik Büyüme. *Global Journal of Economics and Business Studies*, 7(13), 8-20.
- Arı, A. & Zeren, F. (2011). CO2 Emisyonu ve Ekonomik Büyüme: Panel Veri Analizi. *Yönetim ve Ekonomi*, 18(2), 37-47.
- Belke M. (2020). Genç ve Kadın İşsizliğinde Histeri ve Doğal Oran Hipotezlerinin Test Edilmesi: Avrupa Birliği Ülkeleri için Fourier Panel Birim Kök Testlerinden Kanıtlar. *Gümüşhane Üniversitesi Sosyal Bilimler Enstitüsü Elektronik Dergisi*, 11(Ek), 56-73.
- Breusch, T. S., & Pagan, A. R. (1980). The Lagrange Multiplier Test and its Applications to Model Specification in Econometrics. *The Review of Economic Studies*, 47(1), 239-253. DOI: 10.2307/2297111.
- Brewster, K. L., & Rindfuss, R. R. (2000). Fertility and Women's Employment in Industrialized Nations. *Annual Review of Sociology*, 26, 271-296.
- Budak, S., Yılmaz, V. & Kasap, A. (2018). Makroekonomik Değişkenlerin Otomotiv İthalatına Etkisi: BRICS ve Türkiye Örneği. *Social Mentality And Research Thinkers Journals*, 4(13), 882-892. DOI: 10.31576/smryj.132.
- Cain, G.G. (1966). *Married Women in the Labor Force: An Economic Analysis*. Chicago: University of Chicago Press, 159 s.

- Çemrek, F. & Şeker, T. (2020). Türkiye’de Kadın İşsizlik Oranlarının Yapısal Kırılmalı Birim Kök Testleri ile İncelenmesi. *Ankara Hacı Bayram Veli Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, (Özel Sayı), 117-132.
- Demir, Y. & Görür, Ç. (2020). OECD Ülkelerine Ait Çeşitli Enerji Tüketimleri ve Ekonomik Büyüme Arasındaki İlişkinin Panel Eşbütünlük Analizi ile İncelenmesi. *Ekoist: Journal of Econometrics and Statistic*, 15-33.
- Durmuş, Ö. (2020). *2000–2018 Yılları Arasında Genç İşsizlik Çerçevesinde Kadınların Payının Değerlendirilmesi: Türkiye Örneği*. Bursa Uludağ Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Tezi, Bursa.
- Eren, M. V. (2020). Cinsiyet Eşitsizliğinde Genç kadın İşsizliği ile Ekonomik Kalkınma Arasındaki İlişki: Avrupa Birliği Ülkeleri Üzerine Ekonometrik Bir Analiz. *Journal of Yasar University*, 15(59), 598-614.
- Gasimova, S., Dinçer, M.Z., & Önür Aslan, A. (2022). The Impact of Women’s Employment on Economic Growth in Turkey (1990–2018): Johansen Cointegration Analysis. *Journal of Business Administration and Social Studies*, 6(1), 28-35.
- Goldin, C. D. (1991). The Role of World War II in the Rise of Women’s Employment. *The American Economic Review*, 81(4), 741-756.
- Gomulka, J., & Stern, N. (1990). The Employment of Married Women in the United Kingdom 1970-83. *Economica*, 57(226), 171-199. <https://doi.org/10.2307/2554159>.
- Granger, C. W. J., & Yoon, G. (2002). *Hidden Cointegration* (SSRN Scholarly Paper Sy 313831). <https://doi.org/10.2139/ssrn.313831>.
- Gülmez, A. (2015). OECD Ülkelerinde Ekonomik Büyüme ve Hava Kirliliği İlişkisi: Panel Veri Analizi. *Kastamonu Üniversitesi İİBF Dergisi*, (9), 18-30.
- Günaydın, D. & Çetin, M. (2015). Genç İşsizliğin Temel Makroekonomik Belirleyicileri: Ampirik Bir Analiz. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22(22), 17-34.
- Gürün Karatepe, S. & Arman, M.S. (2019). Türkiye’de Eğitimli Kadın İşsizliğinin Temel Belirleyicileri ve Mevcut İstatistiksel Görünüm, *Sosyal ve Beşerî Bilimler Dergisi*, 11(2), 32-47.
- International Labor Organization (2022). Global Employment Trends for Youth 2022, (2022). Erişim Tarihi: 22 Kasım 2022, İnternet Adresi: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_853321.pdf
- Kao, C. (1999). Spurious Regression and Residual-Based Tests for Cointegration in Panel Data. *Journal of Econometrics*, 90, 1-44. DOI: 10.1016/S0304-4076(98)00023-2.
- Kılıç, M. & İspiroğlu, F. (2019). Araştırma-Geliştirme Harcamaları ve Ekonomik Büyüme İlişkisi: Yükselen Piyasalar Ekonomileri İçin Bir Uygulama. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 7 (2), 255-263. DOI: 10.18506/anemon.429901.

- Klasen, S., Lee, T.T., Pieters., J. & Silva Santos, S. (2020). What Drives Female Labour Force Participation? Comparable Micro-level Evidence from Eight Developing and Emerging Economies, *The Journal of Development Studies*, 57(3), 417-442.
- Kuvvetli Yavaş, H. (2021). Türkiye’de Genç Kadın İşsizliği ve İşgücü Politikaları. *Çalışma ve Toplum*, 1(68), 151-180.
- Küçük Aksu, S. (2022). Toplumsal Cinsiyet Bağlamında Türkiye’de Eğitim ve Kadın İstihdamına Yansımaları. *Anadolu Akademi Sosyal Bilimler Dergisi*, 4(1), 159-177.
- Landes, E. M. (1980). The Effect of State Maximum-Hours Laws on the Employment of Women in 1920. *Journal of Political Economy*, 88(3), 476-494.
- Lee, J. & Strazicich, M.C. (2004). Minimum Lagrange Multiplier Unit Root Test with One Structural Break, *Appalachian State University Working Papers*, 4(17), 1-15.
- Levent, C. & Arvas, M. A. (2019). Sosyo-Ekonomik Faktörlerin Bölgesel Yoksulluğa Etkisi: Düzey-1 Bölgeleri Üzerine Panel Veri Analizi. *Yüzüncü Yıl Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (46), 171-194.
- Levent, C., Arvas, M.A. & İnce Yenilmez, M. (2018). Kadınların İşgücüne Katılımını Belirleyen Faktörlerin Probit Model ile Tahmini: Van İli Örneği. *Sosyal Bilimler Enstitüsü Dergisi*, 42(42), 245-270.
- Liotti, G. (2020). Labour market flexibility, economic crisis and youth unemployment in Italy. *Structural Change and Economic Dynamics*, 54, 150-162. <https://doi.org/10.1016/j.strueco.2020.04.011>.
- Maki, D. (2012). Tests for Cointegration Allowing for an Unknown Number of Breaks. *Economic Modelling*, 29(5), 2011-2015.
- Mincer, J. (1962). Labor Force Participation of Married Women: A Study of Labor Supply. *NBER Chapters*, 63-105.
- Neumark, D., & Postlewaite, A. (1998). Relative income concerns and the rise in married women’s employment. *Journal of Public Economics*, 70(1), 157-183. [https://doi.org/10.1016/S0047-2727\(98\)00065-6](https://doi.org/10.1016/S0047-2727(98)00065-6).
- OECD Statistics. (2022). Erişim Tarihi: 28.11.2022. İnternet Adresi: <https://stats.oecd.org/>.
- Oppenheimer, V. K. (1973). Demographic Influence on Female Employment and the Status of Women. *American Journal of Sociology*, 78(4), 946-961. <https://doi.org/10.1086/225412>.
- Özel, H.A. (2012). Ekonomik Büyümenin Teorik Temelleri. *Çankırı Karatekin Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 2(1), 63-72.
- Öztürk, Ö. (2017). *Üniversite Mezunu Kadınların İşsizlik Süreçlerinin Değerlendirilmesi*. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Tezi, Ankara.
- Pedroni, P. (1999). Critical Values for Cointegration Tests in Heterogeneous Panels with Multiple Regressors, *Oxford Bulletin of Economics and Statistics*, 61(S1), 653-670.

- Pedroni, P. (2001). Purchasing Power Parity Tests in Cointegrated Panels. *Review of Economics and Statistics*, 83(4), 727-731.
- Pedroni, P. (2004). Panel Cointegration: Asymptotic and Finite Sample Properties of Pooled Time Series Tests with an Application to the PPP Hypothesis. *Econometric Theory*, 20(03), 597- 625.
- Pesaran, M. H. (2004). General Diagnostic Tests for Cross Section Dependence in Panels. *SSRN Electronic Journal*. DOI: 10.2139/ssrn.572504.
- Pesaran, M. H. (2007). A Simple Panel Unit Root Test in the Presence of Cross-Section Dependence. *Journal of Applied Econometrics*, 22(2), 265-312.
- Pesaran, M.H., & Yamagata, T. (2007). Testing Slope Homogeneity in Large Panels. *Econometrics*, 142(1), 50. DOI: 10.1016/j.jeconom.2007.05.01.
- Pfau-Effinger, B. (2012). Women's employment in the institutional and cultural context. *International Journal of Sociology and Social Policy*, 32(9/10), 530-543. <https://doi.org/10.1108/01443331211257634>.
- Rosenfield, S. (1989). The Effects of Women's Employment: Personal Control and Sex Differences in Mental Health. *Journal of Health and Social Behavior*, 30(1), 77-91. <https://doi.org/10.2307/2136914>.
- Srivastava, N., & Srivastava, R. (2010). Women, Work, and Employment Outcomes in Rural India. *Economic and Political Weekly*, 45(28), 49-63.
- T.C. Kalkınma Bakanlığı 11. Kalkınma Planı (2019-2023). *İşgücü Piyasası ve Genç İstihdamı*. Özel İhtisas Komisyonu Raporu, Ankara 2018.
- Topçu, M. & Biçimveren, L. (2020). Türkiye'de Bölgesel Genç İşsizlik: Belirleyiciler Cinsiyete Göre Değişken mi? *Journal of Economic Policy Researches*, 7(2), E-ISSN: 2148-3876.
- The World Bank Data (2022). Erişim Tarihi: 24.12.2021, İnternet Adresi: <https://data.worldbank.org/indicator/SE.TER.CUAT.ST.FE.ZS>.
- Türkiye İstatistik Kurumu (2022). Erişim Tarihi: 22 Kasım 2022, İnternet Adresi: <https://data.tuik.gov.tr/Bulten/Index?p=Dunya-Nufus-Gunu-2022>.
- UNICEF (2008). The Child Care Transition, UNICEF Innocenti Research Centre Report Card 8, Florence, Italy.
- van der Lippe, T., & van Dijk, L. (2002). Comparative Research on Women's Employment. *Annual Review of Sociology*, 28, 221-241.
- Westerlund, J. (2005). New Simple Tests for Panel Cointegration. *Econometric Reviews*, 24(3), 297-316. DOI: 10.1080/07474930500243019.
- Westerlund, J. (2006). Testing for Panel Cointegration with Multiple Structural Breaks. *Oxford Bulletin of Economics and Statistics*, 68(1), 101- 132.
- Westerlund, J. (2007). Testing for Error Correction in Panel Data. *Oxford Bulletin of Economics and Statistics*, 69(6), 709-748.

- Westerlund, J. (2008). Panel Cointegration Tests of the Fisher Effect. *Journal of Applied Econometrics* 23(2), 193-233.
- Westerlund, J. & Edgerton, D.L. (2007). A Panel Bootstrap Cointegration Test. *Economics Letters*, 97, 185-190.
- Yardımcıoğlu, F. & Gülmez, A. (2013). Türk Cumhuriyetlerinde İhracat ve Ekonomik Büyüme İlişkisi: Panel Eşbütünleşme ve Panel Nedensellik Analizi. *Bilgi Ekonomisi ve Yönetimi Dergisi*, 8(1), 145-161.
- Yousefy, A., & Baratali, M. (2011). Women, Employment and Higher education schoolings. *Procedia - Social and Behavioral Sciences*, 15, 3861-3869. <https://doi.org/10.1016/j.sbspro.2011.04.386>.
- Zeren, F. & Kılınç Savrul, B. (2017). Kadınların İşgücüne Katılım Oranı, Ekonomik Büyüme, İşsizlik Oranı ve Kentleşme Oranı Arasındaki Saklı Koentegrasyon İlişkisinin Araştırılması. *Yönetim Bilimleri Dergisi*, 15(30), 87-103.
- Zivot, E. & Andrews, D.W.K. (1992). Further evidence on the great crash, the oil-price shock, and the unit-root hypothesis. *Journal of Business & Economic Statistics*, 10, 251-270.



From Descriptive to Prescriptive Analytics: Turkish Airlines Case Study

Musab Talha AKPINAR*

Ankara Yıldırım Beyazıt Üniversitesi

Abdulkadir HIZIROĞLU**

Bakırçay Üniversitesi

Keziban SEÇKİN CODAL***

Ankara Yıldırım Beyazıt Üniversitesi

Abstract

Recent years, evolving technologies have increased importance of data analytics and have extended the potential of using data-driven for decision-making process in different sectors as it has also been shown in civil aviation. The aviation industry supports \$2.7 trillion (3.5%) of the world's GDP thus, it has always been seen to have an inherently strategic role. Propose of this study is an integrated model that combines descriptive analytics (multidimensional analytics) predictive analytics (data mining and more) and prescriptive analytics (MCDM/DEMATEL) in order to extract the critical factors for the improvement of airline baggage optimizations. The data has taken from Turkish Airlines which is one of the biggest 10 airlines in terms of the passenger number. Descriptive analytics results have set a precedent implication of multidimensional reports for service sector. In addition, rules that arise as outcomes of predictive analytics have really significant knowledge for marketing and planning department in civil aviation. Furthermore, they will help to solve some optimization problem in air transportation sector. Owing to prescriptive analytics, displayed results supported by the MCDM (DEMATEL) methods. Therefore, all stages of the analytics have been shown step by step on the real-world data implementation.

Keywords

Analytics, Decision Support Systems, Air Transportation, Civil Aviation, Descriptive, Predictive, Prescriptive

* Asst. Prof., Ankara Yıldırım Beyazıt University, Department of Management Information Systems, takpinar@ybu.edu.tr, ORCID: 0000-0003-4651-7788

** Prof., İzmir Bakırçay University, Department of Management Information Systems, kadir.hiziroglu@bakircay.edu.tr, ORCID: 0000-0003-4582-3732

*** Asst. Prof., Ankara Yıldırım Beyazıt University, Department of Management Information Systems, kseckin@ybu.edu.tr, ORCID: 0000-0003-1967-7751

Tanımlayıcı Analizden Öngörüsül Analize: THY Vaka Çalışması

Özet

Son yıllarda gelişen teknolojiler, veri analitiğinin önemini artırmış ve sivil havacılıkta da görüldüğü gibi farklı sektörlerde karar verme süreçlerinde veri odaklı kullanım potansiyelini genişletmiştir. Havacılık endüstrisi, dünya GSYİH'sının 2,7 trilyon dolarını (%3,5) desteklemektedir. Havalayısıyla her zaman doğası gereği stratejik bir role sahip olduğu görülmüştür. Bu çalışmanın önerisi, havayolu bagaj optimizasyonlarının iyileştirilmesi için kritik faktörleri çıkarmak amacıyla tanımlayıcı analitiği (çok boyutlu analitik), tahmine dayalı analitiği (veri madenciliği ve daha fazlası) ve normatif analitiği (MCDM ve DEMATEL) birleştiren entegre bir modeldir. Veriler, yolcu sayısı bakımından en büyük 10 havayolundan biri olan Türk Hava Yolları'ndan alınmıştır. Tanımlayıcı analitik sonuçları, hizmet sektörü için çok boyutlu raporların emsal teşkil etmesini sağlamıştır. Ayrıca öngörü analitiği sonucunda ortaya çıkan kurallar, sivil havacılıkta pazarlama ve planlama departmanı için gerçekten önemli bir bilgi birikimine sahiptir. Ayrıca, hava taşımacılığı sektöründeki bazı optimizasyon problemlerinin çözülmesine yardımcı olacaklardır. Öngörü analitiği sayesinde, MCDM ve DEMATEL yöntemleri tarafından desteklenen sonuçlar görüntülenir. Bu nedenle, analitiğin tüm aşamaları gerçek dünya veri uygulaması üzerinde adım adım gösterilmiştir.

Anahtar Kelimeler

Analitik, Karar Destek Sistemleri, Hava Taşımacılığı, Sivil Havacılık, Tanımlayıcı, Öngörücü, Kuralcı

Introduction

Developing computer and software technologies and analytics techniques are one of the biggest supporters of aviation (Enrico and et al., 2019). The sector encompasses a huge amount of data, and many airlines and airports cannot manage and process the amount of data they receive, but such data could be used to increase profitability or to revolutionize the passenger experience (Gössling and et al., 2019; Insaurralde and et al., 2022). The vast amount of data produced related to passenger flow, cost reduction and revenue enhancement is too much to handle for most small airline IT departments (Akerkar, 2014).

Air transport has always been seen to have an inherently strategic role (Abdi & Càmara-Turull, 2022). It has obvious direct military applications, but it is also highly visible and, for a period, and in some countries still, was seen as a "flag carrier", a symbol of international commercial presence (Mlepo, 2022). From its earliest days, airlines were seen as having potential for providing high-speed mail services, and subsequently medium and long-term passenger transport. With 35 million flight departures per year, data is critically important for any planning decision made by airlines and airports (Schultz and et al., 2022). Air traffic control, navigation, cargo and airport facilities have also improved considerably, and more recently the underlying management structure of the supplying industries has enhanced efficiency (Yilmaz and et al., 2022).

Air transportation is a major industry in its own right and it also provides important inputs into wider economic, social and political processes. The aviation industry supports \$2.7 trillion (3.5%) of the world's gross domestic product, GDP (Hubbard & Williams, 2017) with contributes \$664.4 billion directly from airlines, \$892.4 billion from tourism and more other such as subsidiary manufacturing industries. Compared with the GDP contribution of other sectors, the global air transport industry is larger than the automotive industry, which accounts for 1.2% of global GDP and chemicals manufacturing 2.1% (Káposzta, 2016). The world's airlines carry over three billion passengers a year and 50 million tons of freight (Kumar, 2022). Providing these services generates 9.9 million direct jobs within the air transport industry and to global GDP (Piccioni and et al., 2022).

Hiding Cost for Airlines

While airlines set the fares and fees for air travel, carrying all materials also come with extra costs. Every item on board makes a plane heavier, which burns more fuel (Bussemaker and et al., 2022). An airliner's cost of operating rises with every laptop (33 cents per flight), pillow (6 cents), or magazine (5 cents) passengers bring along. According to MIT aeronautical engineers Luke Jensen and Brian Yutko researches, used a set of typical flight conditions to analyze how specific items add up on airlines over a normal day. It's shows that during one year on a Boeing 737-800 (which is a one of the most popular narrow body aircraft), even small things add up to big costs on table 1. (Stone, 2017)

Table 1. Carrying Items Cost (calculated based on THY flights in 2017).

Items	One Cost	All Cost (For all Flights)	Total Cost (For all Passengers)
Carry-on Bag (8 Kg)	USD 464,00	USD 148.944,00	USD 32.767.680,00
Video Console	USD 216,00	USD 69.336,00	USD 15.253.920,00
Suitcase (22 Kg)	USD 1.545,00	USD 495.945,00	USD 109.107.900,00
Meal Tray	USD 31,00	USD 9.951,00	USD 2.189.220,00
Water Bottle (500 Ml)	USD 37,00	USD 11.877,00	USD 2.612.940,00
Laptop (2 Kg)	USD 138,00	USD 44.298,00	USD 9.745.560,00
Cell Phone	USD 12,00	USD 3.852,00	USD 847.440,00
Magazine	USD 22,00	USD 7.062,00	USD 1.553.640,00
Total	USD 2.465,00	USD 791.265,00	USD 174.078.300,00

Aviation Business Analytics

Before elaborate the business intelligence (BI), there is a need for mentioning Business Analytics (BA) in order to resolve incomprehensibility. Business intelligence and analytics are two processes that involve different tools and serve different purposes (Patriarca and et al., 2022). BI is the main topic which has cover infrastructure of the systems, analytics, reporting and visualization. At this point, BA is one of the stage the business intelligence process (Baars & Kemper, 2008). In fact, BI includes all components of the data operation, from when data is collected to when it is accessed (Minelli, 2012). Analytics, on the other hand, is the process performed on data that has been delivered by BI for the purpose of generating insights to drive decisions, actions and, eventually, revenue or other impacts (Enholm and et al., 2022).

Recent years, evolving technologies have increased importance of data analytics and have extended the potential of using data-driven in decision-making process (Elgendy and et al., 2022). Business Intelligence (BI) represents analytical tools and systems that allow a company to gather, store, access and analyze corporate data to aid in decision-making models and strategic planning process. BI encompasses internal system and external sources to access the data that enable both decision support applications and databases (Moss & Atre, 2003). Business Intelligence tools are handling spread several service industries; such as “Finance and Insurance, Health, Tourism, Telecom, Transportation” in order to improve operational efficiencies, increase customer retention and develop a solid Customer Relationship Management strategy (Yalcin and et al., 2022). This paper will focus on the all different dimension Business Analytics: Descriptive, Predictive and Prescriptive Analytics respectively and will be shown the applications of civil aviation industry.

Descriptive and predictive analytics are beneficial for decision maker not only aviation industry but also all services sectors (Chen and et al., 2012). Notwithstanding, there’s novel data-driven solution about the operational problems that’s poised to make positive changes: prescriptive analytics. Moreover, prescriptive analytics will start replacing and improving the classic model of predictive analytics (Salah & Srinivas, 2022). Today, much of the airline industry uses data for predictive analytics. For example, predictive works can give specific information in order to operations such as flights profiling with personnel data and statistics. Prescriptive analytics, on the other hand, goes further than making predictions (Susnjak and et al., 2022). It applies business intelligence to prescribe optimal solutions for an operational problem. That is, it clearly tells manages what the next steps should be at any given moment – such as, to optimize is or make a decision depending on multi creation techniques for a simplified example. While using good judgement should always be a priority for airline decision makers, it doesn’t hurt to have an intelligent system that prescribes the next steps (O’hare, 1992).

Briefly, the purpose of the paper demonstrates the application from descriptive to prescriptive analytical process in order to improve usable result examples in air transportation. The subsequent sections of the study are organized as follows: the literature on business analytics in civil aviation industry will be examined in the second part and the methodological framework will be presented in the third section. The empirical findings will be provided in the subsequent part and the evaluation and inferences of the findings will take place in the final section.

Business Analytics and Civil Aviation

Nowadays increasing of the globalization and integration of the world, one of the most notable part of the transportation sector is civil aviation sector, has grown at an average annual 5% since 1980 (IATA, 2016). Air transport provides a significant boost to economic development. An ongoing increase in unique city-pair routes has helped to enable the flow of goods, people, capital, technology, and ideas. The number of unique city-pair connections exceeded 18,400 in 2016, over 700 more than in 2015 and almost double the connectivity by air 20 years ago (Zheng and et al., 2018). It is estimated that aviation supported 67.7 million supply-chain jobs in 2016 and underpinned \$3.0 trillion in value-added output globally. IATA estimates that air travelers spent around \$650 billion in 2016. The value of international trade shipped by air, meanwhile, was \$5.5 trillion in 2016 (O'neill, 2017).

Civil aviation sector is generated large amounts of data that are flights information, passengers' data, cost expenditure input mainly based upon fuels prices and employee cost, the information of airspace of countries and other political relations (Tian and et al., 2021). The huge amount of data lead to utilize of Business Intelligence tools especially diverse Data Mining technics and applications in an aviation industry.

The development of computerized reservations systems (CRSs) began in the 1950s, when American Airlines partnered with IBM in order to that purpose. (McKenney & et al., 1995). To illustrate, "Semi Automated Business Research Environment" which is called as SABRE; supplied airline reservations agents to manage the distribution process, both as well as centralized reservations office and other ticketing offices which are can be city, airport or another country. SABRE was "the first real-time business application of computer technology, an automated system with complete passenger records available electronically to any agent connected to the SABRE system" (Smith & et al., 2001). The airline companies operate to both predictions future customer behavior using historical data and improve a scalable analytics service based on their current requirements (Ayhan & et. al., 2013). In this respect, BI can be very useful in involving several decision-makers with multiple criteria to arrive at optimal operational and financial solution. To illustrate, the empiric

analytics studies examples in civil aviation sector in last three years and their main features has shown in Table 2

Table 2. Empirical Analytics Studies in Civil Aviation Sector in last Three Years

<i>Cite</i>	<i>Type</i>	<i>Domain</i>	<i>Technique</i>	<i>Scope</i>
<i>Mobarakeh et al., 2017</i>	Predictive	Spare Parts	Neural Network	Airport
<i>Amirkolaai et al., 2017</i>	Predictive	Spare Parts	Neural Network	Unspecified
<i>Hazen et al., 2017</i>	Descriptive	Operation	Reporting	Country
<i>Yuan et al., 2017</i>	Predictive	Passenger	Clustering	Country
<i>Jacquillat and Odoni, 2017</i>	Descriptive	Operation	Visualization	Airport
<i>Kasturi et al., 2016</i>	Predictive	Operation	Heuristic Algorithms	Continent
<i>De Luca et al., 2016</i>	Predictive	Spare Parts	Clustering	Airport
<i>Hansman et al., 2016</i>	Predictive	Operation	Clustering	Country
<i>Kalakou et al., 2015</i>	Prescriptive	Airport	Simulation	Airport
<i>Denman et al., 2015</i>	Descriptive	Queue	Exploratory	Airport
<i>Guerra-Gomez et al., 2015</i>	Descriptive	Passenger	Visualization	Country

The descriptive analytics includes historical data analytics using data aggregation and data mining (Belhadi and et al., 2019). Descriptive analytics, which describes the raw data in an intelligible form, is used by 90% of organizations. In this study, not only include descriptive analytics but also contain predictive and prescriptive analytics. In civil aviation and air transportation' studies about business analytics in the last three years has listed on Table 1. Regarding all those empirical studies, descriptive type of studies is predominant and predictive and prescriptive papers have sparsely an impact the relevant literature.

Descriptive analytics

Descriptive analysis is an important first step for conducting Business Analytics (Ain and et al., 2019). It gives an idea of the distribution of data, helps detect outliers, and enable to identify associations among variables, thus preparing for conducting further statistical analyses. The best approach for conducting descriptive analysis is to first decide about the types of variables and then use approaches for descriptive analysis based on variable types. Broadly, variables can be classified into quantitative and categorical. Quantitative variables represent quantities or numerical values while categorical variables describe quality or characteristics of individuals (Kaliyadan & Kulkarni, 2019).

Descriptive statistics are used to describe the basic features of the data in a study (Mishra and et al., 2019). They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form

the basis of virtually every quantitative analysis of data. Descriptive techniques often include constructing tables of means and quantiles, measures of dispersion such as variance or standard deviation, and cross-tabulations or “crosstabs” that can be used to examine many disparate hypotheses.

One of the most popular descriptive analytics is multidimensional data graphs which is also known data cubes. A data cube refers is a three-dimensional (3D) (or higher) range of values that are generally used to explain the time sequence of an image’s data. It is a data abstraction to evaluate aggregated data from a variety of viewpoints. It is also useful for imaging spectroscopy as a spectrally-resolved image is depicted as a 3-D volume. A data cube can also be described as the multidimensional extensions of two-dimensional tables. It can be viewed as a collection of identical 2-D tables stacked upon one another. Data cubes are used to represent data that is too complex to be described by a table of columns and rows. As such, data cubes can go far beyond 3-D to include many more dimensions (Hoffmann and et al., 2019).

Predictive analytics

Predictive analytics is a category of data analytics aimed at making predictions about future outcomes based on historical data and analytics techniques such as statistical modeling and machine learning (Selvan & Balasundaram, 2021). The science of predictive analytics can generate future insights with a significant degree of precision. With the help of sophisticated predictive analytics tools and models, any organization can now use past and current data to reliably forecast trends and behaviors milliseconds, days, or years into the future.

Predictive analytics draws its power from a wide range of methods and technologies, including big data, data mining, statistical modeling, machine learning and assorted mathematical processes (Amalina and et al., 2019). Organizations use predictive analytics to sift through current and historical data to detect trends and forecast events and conditions that should occur at a specific time, based on supplied parameters. With predictive analytics, organizations can find and exploit patterns contained within data in order to detect risks and opportunities. Models can be designed, for instance, to discover relationships between various behavior factors. Such models enable the assessment of either the promise or risk presented by a particular set of conditions, guiding informed decision-making across various categories of supply chain and procurement events. Thanks to predictive analysis, it may predict the impact of specific maintenance operations on aircraft reliability, fuel use, availability and uptime (Ren and et al., 2021).

One of the most popular predictive analytics technics is Data mining (Abu Saa and et al., 2019). It is the process of finding anomalies, patterns and correlations within large data sets to predict outcomes. Using a broad range of

techniques, you can use this information to increase revenues, cut costs, improve customer relationships, reduce risks and more. Clustering analysis is a data mining technique to identify data that are like each other (Gupta & Chandra, 2020). This process helps to understand the differences and similarities between the data. The aim of the clustering is to identify homogeneous subgroups of instance in a population. In this tutorial, we implement a two-step clustering algorithm which is well-suited when we deal with a large dataset. It combines the ability of the K-Means clustering to handle a very large dataset, and the ability of the Hierarchical clustering (HCA – Hierarchical Cluster Analysis) to give a visual presentation of the results called “dendrogram”. This one describes the clustering process, starting from unrefined clusters, until the whole dataset belongs to one cluster. It is especially helpful when we want to detect the appropriate number of clusters.

Cluster is a group of objects that belongs to the same class. In other words, similar objects are grouped in one cluster and dissimilar objects are grouped in another cluster (Jiang and et al., 2020). Clustering is the process of making a group of abstract objects into classes of similar objects. Data mining covers a lot of different tools include Two-Step algorithms. Two-Step Clustering method which is developed in recent years and one of the best methods for data sets containing mixed types of variable.

Prescriptive analytics

Prescriptive analytics is the area of business analytics (BA) dedicated to finding the best course of action for a given situation (Frazzetto and et al., 2019). Prescriptive analytics is related to both descriptive and predictive analytics. While descriptive analytics aims to provide insight into what has happened and predictive analytics helps model and forecast what might happen, prescriptive analytics seeks to determine the best solution or outcome among various choices, given the known parameters (Lepeniotti and et al., 2020).

Prescriptive analytics can also suggest decision options for how to take advantage of a future opportunity or mitigate a future risk and illustrate the implications of each decision option. In practice, prescriptive analytics can continually and automatically process new data to improve the accuracy of predictions and provide better decision options. All of that data being amassed by businesses can be used to describe current trends, predict what’s going to happen next, and most importantly, prescribe the proper course of action a business should take to ensure success in the most efficient way possible through the process of prescriptive analytics.

DEMATEL technique can convert the interrelations between criteria into an intelligible structural model of the system and divide them into a cause group and an effect group (Chen Shyu and Huang, 2017). DEMATEL is a practicable and beneficial tool to analyze the interdependent relationships among

elements in a complex framework and grade them for decision making. Thus, this technique can be used in prescriptive analytics.

DEMATEL is an exhaustive prescriptive method for setting up and analyzing an organic model involving casual correlations among complicated criteria. DEMATEL technique has two main advantages: It effectively analyzes the mutual influences which are direct and indirect effects among separate criteria and understands the complicated cause and effect relations in the decision-making problem. DEMATEL can be used not only to determine the ranking of alternatives, but also to find out critical evaluation criteria and measure the weights of evaluation criteria.

DEMATEL technique can convert the interrelations between criteria into an intelligible structural model of the system and divide them into a cause group and an effect group (Chen Shyu and Huang, 2017). DEMATEL is a practicable and beneficial tool to analyze the interdependent relationships among elements in a complex framework and grade them for decision making. Thus, this technique can be used in prescriptive analysis.

The formulating steps of the classical DEMATEL (Fontela and Gabus, 1976) can be summarized as follows;

Step 1: Generating the direct-relation matrix. For example, five scales for measuring the relationship among different criteria are used: 0 (no influence), 1 (low influence), 2 (normal influence), 3 (high influence) and 4 (very high influence). Decision makers prepare sets of pair-wise comparisons in terms of effects and direction between criteria. The initial data can be obtained as the direct-relation matrix which is a $n \times n$ matrix A where each element of a_{ij} is denoted as the degree in which the criterion i affects the criterion j .

Step 2: Normalizing the direct-relation matrix. Normalization is performed using the following formula,

$$X = k \times A \quad (1)$$

$$k = \frac{1}{\max_{1 \leq i \leq n} \sum_{j=1}^n a_{ij}}. \quad i, j = 1, 2, \dots, n$$

Step 3: Attaining the total-relation matrix. Once the normalized direct-relation matrix X is obtained, the total relation matrix T can be acquired by using Eq. (3), where I is denoted as the identity matrix,

$$T = X(I-X)^{-1} \quad (3)$$

Step 4: Producing a causal diagram. The sum of rows and columns are separately denoted as vector D and vector R through equations (4-6). The horizontal axis vector $(D + R)$ named as "prominence" is made by adding D to R , which reveals the relative importance of each criterion. Similarly, the vertical axis $(D - R)$ called as "relevance" is made by subtracting D from R , which may divide

criteria into a cause and effect groups (Chen, 2012). Generally, when $(D - R)$ is positive, the criterion belongs to the cause group, $(D - R)$ is negative, the criterion represents the effect group. Therefore, the causal diagram can be obtained by mapping the dataset of the $(D + R, D - R)$, providing some insight for making decisions.

$$T = [t_{ij}]_{n \times n} \quad i, j=1, 2, \dots, n \quad (4)$$

$$D = \left[\sum_{j=1}^n t_{ij} \right]_{n \times 1} = [t_i]_{n \times 1}$$

$$R = \left[\sum_{i=1}^n t_{ij} \right]_{1 \times n} = [t_j]_{1 \times n}$$

where vector D and vector R denote the sum of rows and columns in total-relation matrix $T = [t_{ij}]_{n \times n}$.

Step 5: Obtaining the inner dependence matrix. In this step, the sum of each column in total-relation matrix is equal to 1 by the normalization method, and then the inner dependence matrix can be acquired.

Methodology

The study being reported in this paper follows a sequential procedure composed of the steps: (1) data selection and transformation; and (2) model building and interpretation.

In this paper, data has taken from Turkish Airlines which is one of the biggest 10 airlines in terms of the passenger number. Although this airline is not the most points in the globe, but it is the airline that flies to most different countries. Because of this, they have very different passenger and baggage profiles. Dataset is consisted of 855.250 different flights and has included 115.629.955 passengers from 2014 to 2015. The time phrase and domestic flights knowledge, international and local pass passenger information take part in dataset that picked out the flights which are departure from Istanbul. International flights were selected as the most likely to be able to explain the pattern of operation therefore only left about 230.000 records. Lastly, some of them was deleted because of validation and incompleteness of the data as it mentioned before and eventually has been left 229.465 flights which are from Istanbul to international point in during in 2014 and 2015. This flight has different types of attributes such as; time, location, number of the total passenger, number of the luggage, business and infant passenger rates and the distance of arrival airports. The dataset consists of 21 different attributes and more than two hundred flights were questioned on their operational feature. The most accurate, holistic and appropriate data for analysis are considered as 2014 and 2015 data due to reasons such as airport terrorist incidents, moving to a new airport, and pandemics that occurred after 2015.

In data preprocessing step, data has both outlier due to the compressive flights and missing value however they are removed after checking flights codes, because only scheduled flights were taken into account (Ahmad and et al., 2022). Approximately, 21 different flights are omitted because of no passenger and baggage information, which is less than 0.003 % of whole flights. Moreover, for the study, some missing distance and some region values were added which is identified on the Turkish Airlines website. After data preprocessing step, this study focusses on about 230.000 flights from Istanbul to 247 different airports. All these flights took place to 4 continents, 11 regions and 112 different countries.

The three research methodology paradigms and using business intelligence tools are shown on Table 2 detailed with the form of the headings.

Table 3. Summary of the Method.

<i>Types of Analytics</i>	<i>The Main Purpose</i>	<i>Questioned Answers</i>	<i>BI Methods / Techniques and Tools</i>	<i>Variables Used</i>
<i>Descriptive</i>	To describe the data for state main data structure	What is the data pattern of passenger luggage based upon the number and weight?	Exploratory Data Analysis and Multidimensional Reporting / OLAP Cubes	All attributes
<i>Predictive</i>	To determine customer profile and discovering insights about the future	What will be happened on the future behavior that relates to the profile of passenger baggage for different country and flight type?	Data Mining / Twostep Clustering & K-Means Clustering and Association Rules	Number of Baggage Weight of Baggage Arrival Information CI rate, Yclass Rate Number of Passengers
<i>Prescriptive</i>	To support the predictive results, define the attributes' degrees of impact and feeding advice for decision makers with meaningful results	What should be done to give an advice on possible outcomes using optimization and simulation algorithms, such as put forth some association rules depending on all those analytics and their results?	Multiple Criteria Decision Making / DEMATEL	Average Passenger Baggage Quantity Baggage Weight Y (Economy) Class Rate Infant + Child Passenger Rate Flights Number Distance Region Cluster Numbers

In addition to our primary questions above, we may also be looking for answers of the following question: Can be used an online analytical processing and multidimensional cubes in civil aviation sector and is it possible to promotes and support predictive analytics outputs such as association rules, with Decision-Making Trial and Evaluation Laboratory (DEMATEL) method for making futuristic analytics?

The aim of this study is to follow from descriptive to prescriptive analytical process in order to improve usable result examples in air transportation. In descriptive analytics phase, descriptive statistics are employed to describe the basic features of the data in a study and help the systems what happen in the past (Trochim & Donnelly, 2001). Second phase is predictive analytics, which tries to give a recommendation for key decisions based on future outcomes and focuses on answering the question: "What is probably going to happen in the future?". Predictive analytics provides organizations with actionable insights based on data and estimation regarding the likelihood of a future outcome via a variety of techniques, such as machine learning, Data Mining, modelling and game theory (Dhar, 2013). Firstly, TwoStep clustering technique is used to the determined the cluster number. Secondly, K means is one of the common algorithm which uses unsupervised learning method to solve all known clustering issues (Krishna & Murty, 1999; Jain, 2010). It is appropriate for large datasets and it has strong sensitivity to any outliers (Huang, 1998; Zhao, Ma & He 2009). Lastly, about the association rules, the more then 75 % of the results have taken notice. Prescriptive analytics could have a huge effect on all business and how determinations are made and it can impact any industry, organization and systems and help them become more effective and efficient (Delen & Demirkan, 2013). To demonstrate, prescriptive analytics can optimize your scheduling, production, inventory and supply chain design to deliver the right products in the right amount in the most optimized way for the right customers on time. Taking the results from the descriptive and prescriptive analytics throughputs, attributes have been assessed in order to interview with sectoral experts. For the prescriptive analytics phase, DEMATEL method has been developed interview questionnaire and also results reliability and their validity.

Results of Analytics

Descriptive Analytics Results

It is a common knowledge that every item on board makes a plane heavier therefore burns more fuel. An airliner's cost of operating rises with every laptop (33 cents per flight), pillow (6 cents), or magazine (5 cents) you bring along (Stone, 2017). The luggage values in the different flights have difference between them based on distance and countries. To better understand this state of affairs, it is necessary to make the country and the distance-based profiling.

According to dataset, there are about 31 million passengers on 229,465 flights in 2014 & 2015. Their average luggage quantity is 1.12 per person and its weight is 19.21 kg. The multidimensional cubes such as Figure 1, which include 3 main layers; region, time and distance, shows that company's main target is Middle Europe, Middle East and South Europe which have more number of passengers and flights. However, these are more than half of the company

flights the business rate of the America flights has reached about 11 percent therefore the firm can increase the business class seat number or they may focus for the business passenger.

Figure 1. Descriptive Analytics Cube by Flights.

	long	Africa	America	Asia	Europe	
medium	11.895	7.339	13.637			
short	10.046	6.100	32.830	84.815		
1. Quarter	3.884	14.311	44.333	30.788	14.425	1. Q
2. Quarter	6.128	2.887	14.200	29.818	15.929	2. Q
3. Quarter	6.491	3.371	15.573	32.624	16.431	3. Q
4. Quarter	6.582	3.582	15.884	34.819	15.743	4. Q
Total	6.622	3.600	15.121	32.798	62.528	Total
	25.823	13.440	60.778	120.458	33.180	

There is relationship between distance and luggage weights. When people fly long haul, they need more luggage. To explain the data pattern of luggage, the relationship between the distance and luggage have not enough the power of knowledge. For this reason, predictive analytics is used to discover of data pattern.

Predictive Analytics Results

Clustering is the process of grouping the data into clusters, so that objects within a cluster have high similarity in comparison to one another but are very dissimilar to objects in other clusters (Han and Kamber, 2006: 381). Many clustering algorithms exist in the literature. It is difficult to categorize the clustering methods because each category may overlap, so that a method may have features from several categories. In this study, hierarchical methods and partitioning methods are used to determine the clusters.

TwoStep clustering algorithm is a popular algorithm that falls into hierarchical methods. A hierarchical method creates a hierarchical decomposition of the given set of data objects. Partitioning algorithms are clustering techniques that subdivide the data sets into a set of k groups, where k is the number of groups pre-specified by the analyst. There are different types of partitioning clustering methods. The most popular is the K-means clustering (MacQueen 1967), in which, each cluster is represented by the center or means of the data points belonging to the cluster. The K-means method is sensitive to outliers.

In this study, the strategy that is to first apply a hierarchical agglomeration algorithm, which determines the number of clusters and finds an initial clustering, and then use iterative relocation to improve the clustering. Initial cluster

number was determined by using two-step technique as three clusters. K-Means classify technique applied that the cluster numbers picked 3, and iteration numbers picked 100, but only 34 iterations took places. The number of cases in each cluster is shown Table 4.

Table 4. Number of Cases in each Cluster.

Cluster	1	126795.0
	2	85879.0
	3	16791.0
Valid		229465.0

And the average value of clusters is shown in Table 5.

Table 5. Average Values of Cluster

	Cluster		
	1	2	3
Average Baggage Quantity	.9475	1.2386	1.7746
Average Baggage Weight	15.3741	21.8942	34.4425

Lastly, its derived some association rules with generalized rule induction (GRI) algorithms with the cluster results. Association rules meaning is, created by analyzed data for frequent if/then and using some criteria in order to identify support and confidence for most important relationships. Table 5 shows the accuracy rates and the amount of support of the rule occurs.

Table 6. Rules Derived from Generalized Rule Induction (GRI) Algorithms.

Number	Cluster Number	Rules	Support %	Confidence %
1	CN = 1	Child Passenger < 4,5	57.2	78.79
2	CN = 1	Baggage Quantity < 141,5	54.22	76.09
3	CN = 1	Average Child Rate < 0,0272	45.89	77.12
4	CN = 1	Child Passenger < 4,5 and Passenger Number > 73,5	45	78.12
5	CN = 1	Baggage Quantity < 141,5 and Continent = Europe	36.61	86.5
6	CN = 1	Child Passenger < 4,5 and Passenger Number > 73,5 and Continent = Europe	29	84.21
7	CN = 1	Average Child Rate < 0,02725 and Continent = Europe	27.3	85.59
8	CN = 2	Child Passenger Number > 10,5	24.21	76.21
9	CN = 2	Average Child Rate > 0,0819	16.85	77.18
10	CN = 3	Baggage Quantity > 405,5	15.3	80.46

To illustrate the rules, they are related baggage weight and number, child passenger rate, business and economy passenger rate, total passenger number and also concerning location like country or region. Those rules have really significant knowledge for marketing and planning department. Moreover, they will help to solve some optimization problem in air transportation sector.

According to Table 5, in cluster number 1, total number of child and infant passenger is less than 4.5 what confidence rate is approximately 79. This is also important for airlines since they can arrange their flights take into consideration that., The cluster number 2 is included the more than 10,5 child and infant passenger per flight (Confidence rate is 76.21). While cluster number have less than 141 baggage per flight at %77 confidence rate, cluster number 3 have more than 405.5 baggage quantity in each flight at %81 confidence rate. Additionally, there are also lots of different types of rules, such that business class passenger number is less than 8.5 per flight in cluster number 2.

Prescriptive Analytics Results

In this study, the factors to be evaluated are considered based upon expert interviews. Propose of this study is an integrated model that combines descriptive analytics (multidimensional analytics) predictive analytics (data mining and more) and prescriptive analytics (MCDM and DEMATEL) in order to extract the critical factors for the improvement of airline baggage optimizations. We apply the dominance-based rough set approach to extract the essential factors. The decision-making trial and evaluation laboratory method (DEMATEL) with the clustering results are then used to construct the new evaluation and assessment system.

At first step of DEMATEL, attributes impact values have already asked to 8 different experts on working this field. The impact value which is from 0 to 4 (0 means that there are not any affect and 4 means that there are relations with those attributes a very dramatically effective) has collected each different specialist. 8 experts are asked to identify the degree of influence between the factors or elements (criteria) to calculate the average matrix of influence matrix.

Table 7. Total Influence Matrix.

Conditional Attributes	A	B	C	D	E	F	G	H	Total (Y)
A. Average Passenger (Number)	0.466	0.584	0.661	0.564	0.413	0.391	0.604	0.493	4.176
B. Baggage Quantity (Number)	0.610	0.510	0.719	0.521	0.406	0.527	0.658	0.619	4.571
C. Baggage Weight (Kg)	0.559	0.590	0.564	0.559	0.469	0.499	0.633	0.606	4.479
D. Y (Economy) Class Rate (%)	0.671	0.654	0.733	0.492	0.444	0.421	0.687	0.636	4.738
E. Infant + Child Passenger Rate (%)	0.229	0.241	0.338	0.228	0.145	0.161	0.223	0.281	1.846
F. Flights Number (Time)	0.588	0.549	0.597	0.449	0.348	0.328	0.477	0.548	3.883
G. Distance (Km)	0.654	0.614	0.674	0.596	0.360	0.405	0.496	0.506	4.305
H. Region	0.709	0.677	0.757	0.647	0.438	0.535	0.651	0.523	4.937
Total (B)	4.486	4.420	5.043	4.056	3.023	3.267	4.428	4.211	

Following the step of DEMATEL method is created the total influence matrix. The total influence matrix is defined the sum of the rows and the sum of the columns separately which can be denoted as vector r and c . There shows the sum of the direct and indirect effects that factor has received from the other factors. Let $i = j$ and $i, j \in \{1, 2, \dots, n\}$; the horizontal axis vector $(r_i + s_i)$ is then made by adding r_i to s_i , which illustrates the importance of the criterion. Similarly, the vertical axis vector $(r_i - s_i)$ is made by deducting r_i from s_i , which may separate criteria into a cause group and an affected group. In general, when $(r_i - s_i)$ is positive, the criterion is part of the cause group. On the contrary, if $(r_i - s_i)$ is negative, the criterion is part of the affected group. Therefore, a causal graph can be achieved by mapping the dataset of $(r_i + s_i, r_i - s_i)$, providing a valuable approach for decision-making. The sum of influences is given and received on criteria will be shown in Table 7.

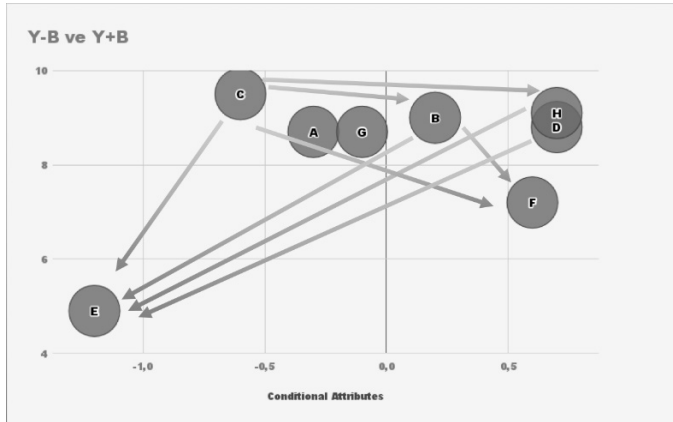
Table 8. Sum of Influences Given and Received on Criteria.

	Y	B	Y+B	Y-B
Average Passenger (Number)	4.176	4.486	8.663	-0.310
Baggage Quantity (Number)	4.571	4.420	8.991	0.151
Baggage Weight (Kg)	4.479	5.043	9.522	-0.564
Y (Economy) Class Rate (%)	4.738	4.056	8.794	0.682
Infant + Child Passenger Rate (%)	1.846	3.023	4.869	-1.177
Flights Number (Time)	3.883	3.267	7.151	0.616
Distance (Km)	4.305	4.428	8.733	-0.124
Region	4.937	4.211	9.148	0.726

The direction of influence between dimensions and criteria can be visualized in Figure 2. After all those analytics, the Integrated Natural Resource Management (INRM) indicates that Baggage Weight (C) is the most effective

attributes can be understood from Figure 2. Moreover, Region (H) factor also may be one of the most effective and also affected ones.

Figure 2. Evaluating the Conditional Attributes Systems.



As a result of the prescriptive analytics, the conditional attributes' degrees of impacts have been identified. Moreover, predictive analytics results (cluster and rule outcomes) have been supported with DEMATEL technique. All those outcomes would give advices for decision makers with meaningful results.

Conclusion

Civil aviation as a notable part of transportation is a growing and a highly competitive sector (Abate and et al., 2020). Air transportation cover excessive different kind of job and department, like engineering issues, marketing, planning, micro/macro-economic issues and optimization. Consequently, the analytics and reporting have become crucial because aviation sector has developed rapidly via the use of information systems and they cannot be unconcerned about all kinds of business analytics. Moreover, automatically and manually accumulating information is impracticable, due to the mass amount of data produced on each flight. Airlines have adapted several business intelligence and analytics implementations in order to support decision-making activities (Phillips-Wren and et al., 2021). However, when we compared, application of business intelligence is insufficient academically. The aviation industry has been rapidly developing and evolving over the years, with a growing demand for air travel and the emergence of new technologies. As a result, airlines are facing increasingly complex challenges in various areas of their operations. Business analytics and reporting have become essential tools for airlines to improve their decision-making process and enhance their overall performance. However, the academic literature on the application of business intelligence in the aviation sector is still limited.

To address this gap, this study proposed an integrated model that combines descriptive, predictive, and prescriptive analytics to extract critical factors for improving airline baggage optimization. The findings of the study demonstrate that descriptive analytics can provide useful insights into passengers' behaviors and preferences, which can be leveraged to develop more effective marketing and planning strategies. Predictive analytics can help airlines forecast potential problems and optimize their operations, while prescriptive analytics can provide actionable recommendations for improving decision-making. The results of the study can have important implications for airlines, as they can help to optimize flight profiling, improve customer satisfaction, and enhance overall performance. However, the study also has some limitations, such as the difficulty of obtaining and handling large amounts of data, and the impact of external factors, such as political and economic crises, on airline operations.

Civil aviation is vital in many industries such as tourism, exotics, and hi-technology. Regarding the developing technology, business analytics process monitoring aims at forecasting potential problems during process execution before they occur so that these problems can be handled proactively. Several predictive monitoring techniques have been proposed in the past (Huang, & Kuo, 2019). However, so far, those prediction techniques have been assessed only independently from each other, making it hard to reliably compare their applicability and accuracy. We empirically analyze and separately put forth that, the three different types of analytics with air transportation secondary data.

Descriptive analytics results have set a precedent implication of multidimensional reports for service sector. In addition, rules that arise as outcomes of predictive analytics have really significant knowledge for marketing and planning department in civil aviation. Furthermore, they will help to solve some optimization problem in air transportation sector. Owing to prescriptive analytics, displayed results supported by the MCDM and DEMATEL methods. Therefore, all stages of the analytics have been shown step by step on the real-world data implementation.

Especially, the issued rules as a result of all analytics can be beneficial for flight profiling and optimization. The descriptive analytics consequences make an impression for profiling passengers and their behaviors. Furthermore, especially regional analytics may serve for purpose of not only long term but also short-term planning. In phase, the framework of the results obtained this article, airlines should use current and difference analytics techniques and they should adapt to evolve data technologies. And also, this study can expand by adding previous years data and it can be more effective for predicting next year situations.

This study has some of limitations and restriction. One of the most significant restraint is acquisition and attainment of the data. Because unlike the USA reach and compass the aviation data is not easy in Turkey or some developing country. Because their operation system and data statistics have open system and have public accessibility. On the other hand, in Turkey, it is very hard to attain this kind of secondary data which has gathered by company own system and acquire them. Especially it is difficult find data which has cover some financial record and passenger or employee personal data. In addition, because of the data has over 1 million rows, it's difficult to handle and contemplate.

And also, external factors have changed the data in these years. Because of the THY is the flag carrier of the Turkey, they are most affected airline company depending on political and peripheral factors. According as geopolitical circumstance in middle east and north Africa, that data was so impressed. Especially civil war in Syria, Libya and Yemen, the company has closed more than 10 flight point which has include one of the busiest line like; Istanbul-Damascus. Furthermore, terror attacks on different place and time in Turkey also affected air transportation in short term. That is also can be different study with these flights and passenger data. Political issues were not taken into account which are not close the work in this area. Besides, also some economic crisis and situation in neighborhood such as, Greece, also could affect the company flight slightly.

To further improve the application of business intelligence in the aviation industry, airlines need to adapt to evolving data technologies and develop more sophisticated analytics techniques. Additionally, future studies could expand on this work by incorporating previous years' data and examining the impact of external factors on airline operations. Overall, the findings of this study demonstrate the potential benefits of integrating different types of analytics in the aviation industry and highlight the need for further research in this area.

Discussion

Data analytics can play a critical role in the air transport sector, as it can help airlines and other companies in the industry make data-driven decisions that can improve efficiency, increase revenue, and reduce costs. Here are a few examples of how data analytics can be used in the air transport sector (Bartle and et al, 2021; Belhadi and et al., 2021; Serrano & Kazda, 2020):

- *Flight scheduling and fleet management: Data analytics can be used to optimize flight schedules and fleet management. By analyzing data on flight patterns, weather conditions, and maintenance schedules, airlines can make more efficient use of their aircraft and crew, which can help reduce costs and increase revenue.*

- *Passenger demand forecasting: Data analytics can be used to forecast passenger demand, which can help airlines plan their schedules and inventory more*

effectively. By analyzing data on historical passenger demand, airlines can predict future demand and make more accurate decisions about how many flights to schedule, how many seats to allocate, and how much cargo to carry.

- Pricing and revenue management: Data analytics can be used to analyze data on pricing, passenger demand, and competitor behavior to develop dynamic pricing strategies that can help airlines increase revenue. For example, using data analytics, airlines can optimize pricing based on factors such as flight time, route, class of service, and passenger demand.

- Maintenance and operational performance: Data analytics can be used to monitor and analyze data on the operational performance and maintenance of an airline's fleet. This can help identify trends, patterns and potential issues with the fleet and help the airline to schedule maintenance and repairs more efficiently, reducing downtime and costs.

- Customer Relationship Management: Data analytics can also be used to analyze data on customer behavior and preferences, which can help airlines improve their customer service and create personalized marketing campaigns. With the help of data analytics, airlines can understand customers' preferences and behaviors and tailor their services to better meet customers' needs.

On the other hand, the COVID-19 pandemic has had a significant impact on the civil aviation industry (Li, 2020; Su and et al., 2022; Arora and et al., 2021). Many countries have implemented travel restrictions and quarantine measures, leading to a significant decline in the number of flights and passengers. This, in turn, has resulted in a decline in revenue for airlines and other related businesses. Many airlines have had to reduce their flight schedules and even temporarily ground their fleet of aircraft. This has led to job losses and furloughs for many employees in the industry, including pilots, flight attendants, and ground staff. Additionally, many airlines have had to seek financial assistance from governments and other organizations in order to stay afloat during the crisis.

Data analytics is revolutionizing the air transport industry by providing insights that enable companies to make data-driven decisions that improve efficiency, increase revenue and reduce costs. However, the COVID-19 pandemic has presented unprecedented challenges to the industry, and it has underscored the need for data analytics to help companies navigate these challenges. The pandemic has led to significant changes in consumer behavior, with many people opting for remote work and virtual meetings. This has impacted the demand for air travel and created uncertainty for the industry's future. However, companies that are leveraging data analytics to monitor these changes in consumer behavior will be better positioned to adapt and thrive.

accurate decisions about how many flights to schedule, how many seats to allocate, and how much cargo to carry. This can help reduce waste and improve operational efficiency, resulting in cost savings and increased revenue. Data analytics can also be used to optimize pricing strategies by analyzing data on pricing, passenger demand, and competitor behavior. Dynamic pricing can be implemented based on various factors such as flight time, route, class of service, and passenger demand. This can help airlines increase revenue and remain competitive in a challenging market. In addition to passenger demand and pricing, data analytics can also help airlines optimize flight schedules and fleet management. By analyzing data on flight patterns, weather conditions, and maintenance schedules, airlines can make more efficient use of their aircraft and crew, which can help reduce costs and increase revenue. Finally, data analytics can help airlines improve customer relationship management by analyzing customer behavior and preferences. With this information, airlines can create personalized marketing campaigns and improve customer service, resulting in higher customer satisfaction and loyalty.

The decline in air travel has also had a ripple effect on other industries, such as tourism and hospitality (Abrar and et al., 2021; Yu and et al, 2020). Hotels, resorts, and other tourism-related businesses have seen a decline in revenue as fewer people are traveling for leisure or business. Airports, too, have seen a decline in revenue from decreased traffic and from concessions and other airport businesses shutting down.

The pandemic has also affected the long-term demand of air travel. Many companies and individuals have found that they can conduct business remotely, and this may permanently impact the need for frequent business travel. The long-term effects on the civil aviation industry are still uncertain, but it's likely that the industry will fully from the impact of the pandemic rapidly. In short, data analytics is becoming a powerful tool for airlines and other companies in the air transport sector. By leveraging data, companies can improve efficiency, increase revenue, and reduce costs, which can help them better compete in a challenging and rapidly changing market. In conclusion, the air transport industry can benefit significantly from data analytics. By leveraging data, companies can improve efficiency, increase revenue, and reduce costs, which can help them better compete in a challenging and rapidly changing market. The COVID-19 pandemic has created unprecedented challenges for the industry, but companies that continue to invest in data analytics will be better positioned to adapt and thrive in the post-pandemic world.

References

- Abate, M., Christidis, P., & Purwanto, A. J. (2020). Government support to airlines in the aftermath of the COVID-19 pandemic. *Journal of air transport management*, 89, 101931.
- Abdi, Y., Li, X., & Càmara-Turull, X. (2022). Exploring the impact of sustainability (ESG) disclosure on firm value and financial performance (FP) in airline industry: the moderating role of size and age. *Environment, Development and Sustainability*, 24(4), 5052-5079.
- Abrar, A., Hazizi, I. F., & Elgharbawy, A. (2021). The impact of COVID-19 on the sustainability of the tourism industry. *Journal of Halal Industry & Services*, 4(1).
- Abu Saa, A., Al-Emran, M., & Shaalan, K. (2019). Factors affecting students' performance in higher education: a systematic review of predictive data mining techniques. *Technology, Knowledge and Learning*, 24(4), 567-598.
- Ahmad, M. W., Akram, M. U., Ahmad, R., Hameed, K., & Hassan, A. (2022). *Intelligent framework for automated failure prediction, detection, and classification of mission critical autonomous flights. ISA transactions*.
- Ain, N., Vaia, G., DeLone, W. H., & Waheed, M. (2019). Two decades of research on business intelligence system adoption, utilization and success—A systematic literature review. *Decision Support Systems*, 125, 113113.
- Akerkar, R. (2014). Analytics on Big Aviation Data: Turning Data into Insights. *IJCSA*, 11(3), 116-127.
- Amalina, F., Hashem, I. A. T., Azizul, Z. H., Fong, A. T., Firdaus, A., Imran, M., & Anuar, N. B. (2019). Blending big data analytics: Review on challenges and a recent study. *Ieee Access*, 8, 3629-3645.
- Amirkolaii, K. N., Baboli, A., Shahzad, M. K., & Tonadre, R. (2017). Demand forecasting for irregular demands in business aircraft spare parts supply chains by using artificial intelligence (AI). *IFAC-PapersOnLine*, 50(1), 15221-15226.
- Arora, M., Tuchen, S., Nazemi, M., & Blessing, L. (2021). Airport pandemic response: an assessment of impacts and strategies after one year with COVID-19. *Transportation Research Interdisciplinary Perspectives*, 11, 100449.
- Ayhan, S., Pesce, J., Comitz, P., Sweet, D., Bliesner, S., & Gerberick, G. (2013, April). Predictive analytics with aviation big data. In *Integrated Communications, Navigation and Surveillance Conference (ICNS)*, 2013 (pp. 1-13). IEEE.
- Baars, H., & Kemper, H. G. (2010, July). Business intelligence in the cloud?. In *PACIS* (p. 145).
- Bartle, J. R., Lutte, R. K., & Leuenberger, D. Z. (2021). Sustainability and air freight transportation: Lessons from the global pandemic. *Sustainability*, 13(7), 3738.
- Belhadi, A., Kamble, S., Jabbour, C. J. C., Gunasekaran, A., Ndubisi, N. O., & Venkatesh, M. (2021). Manufacturing and service supply chain resilience to the COVID-19

- outbreak: Lessons learned from the automobile and airline industries. *Technological Forecasting and Social Change*, 163, 120447.
- Belhadi, A., Zkik, K., Cherrafi, A., & Sha'ri, M. Y. (2019). Understanding big data analytics for manufacturing processes: insights from literature review and multiple case studies. *Computers & Industrial Engineering*, 137, 106099.
- Bussemaker, J. H., Ciampa, P. D., Singh, J., Fioriti, M., Cabaleiro De La Hoz, C., Wang, Z., ... & Mandorino, M. (2022). Collaborative Design of a Business Jet Family Using the AGILE 4.0 MBSE Environment. In *AIAA Aviation 2022 Forum* (p. 3934).
- Chen, H., Chiang, R. H., & Storey, V. C. (2012). Business intelligence and analytics: From big data to big impact. *MIS quarterly*, 36(4). Dalkey, Norman and Helmer, Olaf. 1963. An Experimental Application of the Delphi Method to the Use of Experts. *Management Science*, 9, 458-467.
- Chen, J. C., Shyu, J. Z., and Huang, C. Y. (2017). *Configuring the Knowledge Diffusion Policy Portfolio of Higher Education Institutes*. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(8), 5685-5734.
- Dax, E. C. (1975). Australia and New Zealand. *World history of psychiatry*, 704-728.
- De Luca, M., Abbondati, F., Pirozzi, M., & Žilionienė, D. (2016). Preliminary study on runway pavement friction decay using data mining. *Transportation Research Procedia*, 14, 3751-3760.
- Delen, D. (2014). *Real-world data mining: applied business analytics and decision making*. FT Press.
- Delen, D., & Demirkan, H. (2013). *Data, information and analytics as services*.
- Demands in Business Aircraft Spare Parts Supply Chains by using Artificial Intelligence (AI). *IFAC PapersOnLine*, 50(1), 15221-15226.
- Denman, S., Kleinschmidt, T., Ryan, D., Barnes, P., Sridharan, S., & Fookes, C. (2015). Automatic surveillance in transportation hubs: No longer just about catching the bad guy. *Expert Systems with Applications*, 42(24), 9449-9467.
- Dhar, V. (2013). Data science and prediction. *Communications of the ACM*, 56(12), 64-73.
- Elgendy, N., Elragal, A., & Päiväranta, T. (2022). DECAS: A modern data-driven decision theory for big data and analytics. *Journal of Decision Systems*, 31(4), 337-373.
- Enholm, I. M., Papagiannidis, E., Mikalef, P., & Krogstie, J. (2022). Artificial intelligence and business value: A literature review. *Information Systems Frontiers*, 24(5), 1709-1734.
- Enrico, Z., Mengfei, F., Zhiguo, Z., & Rui, K. (2019). Application of reliability technologies in civil aviation: Lessons learnt and perspectives. *Chinese Journal of Aeronautics*, 32(1), 143-158.
- Fontela, E., and Gabus, A. (1976). *The DEMATEL observer*, DEMATEL 1976 Report. Switzerland Geneva: Battelle Geneva Research Center.
- Frazzetto, D., Nielsen, T. D., Pedersen, T. B., & Šikšnys, L. (2019). Prescriptive analytics: a survey of emerging trends and technologies. *The VLDB Journal*, 28(4), 575-595.

- Gössling, S., Hanna, P., Higham, J., Cohen, S., & Hopkins, D. (2019). Can we fly less? Evaluating the 'necessity' of air travel. *Journal of Air Transport Management*, 81, 101722.
- Guerra-Gómez, J. A., Pack, M. L., Plaisant, C., & Shneiderman, B. (2015). Discovering temporal changes in hierarchical transportation data: Visual analytics & text reporting tools. *Transportation Research Part C: Emerging Technologies*, 51, 167-179.
- Gupta, M. K., & Chandra, P. (2020). A comprehensive survey of data mining. *International Journal of Information Technology*, 12(4), 1243-1257.
- Hazen, B. T., Weigel, F. K., Ezell, J. D., Boehmke, B. C., & Bradley, R. V. (2017). Toward understanding outcomes associated with data quality improvement. *International Journal of Production Economics*, 193, 737-747.
- Hoffmann, J., Maestrati, L., Sawada, Y., Tang, J., Sellier, J. M., & Bengio, Y. (2019). Data-driven approach to encoding and decoding 3-d crystal structures. arXiv preprint arXiv:1909.00949.
- Huang, C. J., & Kuo, P. H. (2019). Multiple-input deep convolutional neural network model for short-term photovoltaic power forecasting. *IEEE access*, 7, 74822-74834.
- Huang, Z. (1998). Extensions to the k-means algorithm for clustering large data sets with categorical values. *Data Mining and knowledge discovery*, 2(3), 283-304.
- Hubbard, P., & Williams, P. (2017). Chinese state-owned enterprises: an observer's guide. *International Journal of Public Policy*, 13(3-5), 153-170.
- IATA. (2016, June). Annual Review 2016, 72nd Annual General Meeting. <http://www.iata.org/about/Documents/iata-annual-review-2015.pdf>, (06.06.2016).
- Insaurralde, C. C., Blasch, E. P., Costa, P. C., & Sampigethaya, K. (2022). Uncertainty-Driven Ontology for Decision Support System in Air Transport. *Electronics*, 11(3), 362.
- Jacquillat, A., & Odoni, A. R. (2017). A roadmap toward airport demand and capacity management. *Transportation Research Part A: Policy and Practice*. ISO 690
- Jiang, L., Zhao, H., Shi, S., Liu, S., Fu, C. W., & Jia, J. (2020). Pointgroup: Dual-set point grouping for 3d instance segmentation. In *Proceedings of the IEEE/CVF conference on computer vision and Pattern recognition* (pp. 4867-4876).
- Kalakou, S., Psaraki-Kalouptsidi, V., & Moura, F. (2015). Future airport terminals: New technologies promise capacity gains. *Journal of Air Transport Management*, 42, 203-212.
- Kaliyadan, F., & Kulkarni, V. (2019). Types of variables, descriptive statistics, and sample size. *Indian dermatology online journal*, 10(1), 82.
- Káposzta, J., Nagy, A., & Nagy, H. (2016). THE IMPACT OF TOURISM DEVELOPMENT POLICY ON THE REGIONS OF HUNGARY. *Региональная экономика. Юг России*, (1), 10-17.

- Kasturi, E., Devi, S. P., Kiran, S. V., & Manivannan, S. (2016). Airline Route Profitability Analysis and Optimization Using BIG DATA Analytics on Aviation Data Sets under Heuristic Techniques. *Procedia Computer Science*, 87, 86-92.
- Kaufman, L., & Rousseeuw, P. J. (1990). Partitioning around medoids (program pam). *Finding groups in data: an introduction to cluster analysis*, 68-125.
- Krishna, K., & Murty, M. N. (1999). Genetic K-means algorithm. *IEEE Transactions on Systems, Man, and Cybernetics, Part B (Cybernetics)*, 29(3), 433-439.
- Kumar, B. R. (2022). Case 9: Beijing Daxing International Airport. In *Project Finance* (pp. 139-144). Springer, Cham.
- Lepenioti, K., Bousdekis, A., Apostolou, D., & Mentzas, G. (2020). Prescriptive analytics: Literature review and research challenges. *International Journal of Information Management*, 50, 57-70.
- Li, L., Hansman, R. J., Palacios, R., & Welsch, R. (2016). Anomaly detection via a Gaussian Mixture Model for flight operation and safety monitoring. *Transportation Research Part C: Emerging Technologies*, 64, 45-57.
- Li, T. (2020). A SWOT analysis of China's air cargo sector in the context of COVID-19 pandemic. *Journal of air transport management*, 88, 101875.
- MacQueen, J. (1967, June). Some methods for classification and analysis of multivariate observations. In *Proceedings of the fifth Berkeley symposium on mathematical statistics and probability* (Vol. 1, No. 14, pp. 281-297).
- McKenney, J. L., Copeland, D. C., & Mason, R. O. (1995). *Waves of change: Business evolution through information technology*. Harvard Business Press.
- Milligan, G. W. (1980). An examination of the effect of six types of error perturbation on fifteen clustering algorithms. *Psychometrika*, 45(3), 325-342.
- Minelli, M., Chambers, M., & Dhiraj, A. (2012). *Big data, big analytics: emerging business intelligence and analytic trends for today's businesses*. John Wiley & Sons.
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of cardiac anaesthesia*, 22(1), 67.
- Mlepo, A. T. (2022). Attacks on road-freight transporters: a threat to trade participation for landlocked countries in Southern Africa. *Journal of Transportation Security*, 15(1), 23-40.
- Mobarakeh, N. A., Shahzad, M. K., Baboli, A., & Tonadre, R. (2017). Improved Forecasts for uncertain and unpredictable Spare Parts Demand in Business Aircraft's with Bootstrap Method. *IFAC Papers OnLine*, 50(1), 15241-15246.
- Moss, L. T., & Atre, S. (2003). *Business Intelligence roadmap: the complete project life-cycle for decision support applications*. Addison-Wesley Professional.
- O'Hare, D. (1992). The 'artful' decision maker: A framework model for aeronautical decision making. *The international journal of aviation psychology*, 2(3), 175-191.

- O'Neill, M. (Ed.). (2017, June). IATA ANNUAL REVIEW 2017. Retrieved December 8, 2017, from <http://www.iata.org/publications/Documents/iata-annual-review-2017.pdf>
- Parker, A. (2007). \$2.7 Trillion Up In The Air: Aircraft manufacturer's predictions; with an infrastructure reanalysis.
- Patriarca, R., Di Gravio, G., Cioponea, R., & Licu, A. (2022). Democratizing business intelligence and machine learning for air traffic management safety. *Safety science*, 146, 105530.
- Pavement Friction Decay Using Data Mining. *Transportation Research Procedia*, 14, 3751-3760. ISO 690
- Phillips-Wren, G., Daly, M., & Burstein, F. (2021). Reconciling business intelligence, analytics and decision support systems: More data, deeper insight. *Decision Support Systems*, 146, 113560.
- Piccioni, C., Stolfa, A., & Musso, A. (2022). Exogenous shocks on the air transport business: The effects of a global emergency. In *The Air Transportation Industry* (pp. 99-124). Elsevier.
- Ramanathan, R., Mathirajan, M., & Ravindran, A. R. (Eds.). (2017). *Big Data Analytics Using Multiple Criteria Decision-Making Models*. CRC Press.
- Ren, Z., Verma, A. S., Li, Y., Teuwen, J. J., & Jiang, Z. (2021). Offshore wind turbine operations and maintenance: A state-of-the-art review. *Renewable and Sustainable Energy Reviews*, 144, 110886.
- Roy, C., Weeks, S., Rouault, M., Nelson, G., Barlow, R., & Van der Lingen, C. (2001). Extreme oceanographic events recorded in the Southern Benguela during the 1999-2000 summer season. *South African Journal of Science*, 97(11-12), 465-471.
- Salah, H., & Srinivas, S. (2022). Predict, then schedule: Prescriptive analytics approach for machine learning-enabled sequential clinical scheduling. *Computers & Industrial Engineering*, 108270.
- Schultz, M., Rosenow, J., & Olive, X. (2022). Data-driven airport management enabled by operational milestones derived from ADS-B messages. *Journal of Air Transport Management*, 99, 102164.
- Selvan, C., & Balasundaram, S. R. (2021). Data Analysis in Context-Based Statistical Modeling in Predictive Analytics. In *Handbook of Research on Engineering, Business, and Healthcare Applications of Data Science and Analytics* (pp. 96-114). IGI Global.
- Serrano, F., & Kazda, A. (2020). The future of airports post COVID-19. *Journal of Air Transport Management*, 89, 101900.
- Smith, B.C., Gunther, D.P., Venkateshwara Roa, B., and Ratliff, R.M. (2001) "E-Commerce and Operations Research in Airline Planning, Marketing and Distribution," *Interfaces*, Vol. 31, No. 2, pp. 37-55.

- Stone, D. (2017, May 16). The Hidden Costs of Flying. Retrieved December 13, 2017, from <https://www.nationalgeographic.com/environment/urban-expeditions/transportation/urban-expeditionsgraphic-V21/>
- Stone, D. (2017, May 16). The Hidden Costs of Flying. Retrieved December 11, 2019, from <https://www.nationalgeographic.com/environment/urban-expeditions/transportation/urban-expeditions-graphic-V21/>.
- Su, M., Hu, B., Luan, W., & Tian, C. (2022). Effects of COVID-19 on China's civil aviation passenger transport market. *Research in Transportation Economics*, 96, 101217.
- Susnjak, T., Ramaswami, G. S., & Mathrani, A. (2022). Learning analytics dashboard: a tool for providing actionable insights to learners. *International Journal of Educational Technology in Higher Education*, 19(1), 1-23.
- Tian, H., Presa-Reyes, M., Tao, Y., Wang, T., Pouyanfar, S., Miguel, A., ... & Iyengar, S. S. (2021). Data analytics for air travel data: a survey and new perspectives. *ACM Computing Surveys (CSUR)*, 54(8), 1-35.
- Trochim, W. M., & Donnelly, J. P. (2001). Research methods knowledge base.
- Wu, C., & Truong, T. (2014). Improving the IATA delay data coding system for enhanced data analytics. *Journal of Air Transport Management*, 40, 78-85.
- Yalcin, A. S., Kilic, H. S., & Delen, D. (2022). The use of multi-criteria decision-making methods in business analytics: A comprehensive literature review. *Technological Forecasting and Social Change*, 174, 121193.
- Yilmaz, M. K., Kusakci, A. O., Aksoy, M., & Hacioglu, U. (2022). The evaluation of operational efficiencies of Turkish airports: An integrated spherical fuzzy AHP/DEA approach. *Applied Soft Computing*, 119, 108620.
- Yu, K. D. S., & Aviso, K. B. (2020). Modelling the economic impact and ripple effects of disease outbreaks. *Process Integration and Optimization for Sustainability*, 4(2), 183-186.
- Zheng, Y., Lai, K. K., & Wang, S. (2018). *Forecasting air travel demand: Looking at China*. Routledge.



Flexibility and Advantages of Turkish Maarif Foundation in Global Education Market due to its Hybrid Structure

Metin ÇELİK*

Ankara Hacı Bayram Veli University

Abstract

Turkish Maarif Foundation (TMF), established in 2016 with a special law, is Türkiye's newest public diplomacy agency, providing formal and non-formal education abroad on behalf of Türkiye. TMF is defined as a "hybrid public diplomacy agency" in this article, as it is established as a private law legal entity but also has some public legal entity features. Since TMF operates abroad, it faces the challenges of adapting to domestic legislation, which may differ in each country. In addition, potential political and economic crises in the host countries where educational activities are carried out by TMF, the ever-changing global education market, and competition with globally influential international school networks with centuries of experience complicate TMF's activities. TMF can overcome these difficulties with the flexibility brought by its new generation and hybrid structure. With the flexibility and advantage of its hybrid structure, TMF can create different legal entities and offer country-specific curriculums; on the other hand, it can facilitate interlocutors in diplomatic negotiations with the appearance of a public legal entity. This article argues that its hybrid structure provides TMF flexibility and advantages in overcoming challenges in international politics and the global education market.

Keywords

Turkish Maarif Foundation, Hybrid public diplomacy agency, Türkiye's public diplomacy, Global education market, Education diplomacy

* Asst. Prof., Ankara Hacı Bayram Veli University, FEAS, Dept. of International Relations, metincelik@gmail.com, ORCID 0000-0002-3514-7833.

Hibrit Yapısı Sayesinde Türkiye Maarif Vakfı'nın Küresel Eğitim Pazarındaki Esnekliği ve Avantajları

Öz

Türkiye Maarif Vakfı (TMV) Türkiye adına yurtdışında örgün ve yaygın eğitim faaliyetleri gerçekleştirmek amacıyla 2016'da özel bir kanunla kurulmuş, Türkiye'nin en yeni kamu diplomasisi aygıtıdır. Bu makalede TMV bir özel hukuk tüzel kişiliği olarak kurulmasıyla birlikte kamu tüzel kişiliğinin bazı özelliklerini de barındırması sebebiyle "hibrit bir kamu diplomasisi aygıtı" olarak tanımlanmaktadır. TMV faaliyetlerini yurtdışında gerçekleştirdiği için her ülkenin değişen yerel resmî mevzuatına uyum sağlama zorluğuyla yüzleşmektedir. Ayrıca, faaliyet gösterdiği ülkelerde olası siyasi ve ekonomik krizler, uluslararası eğitim pazarının sürekli değişen yapısı, köklü uluslararası eğitim ağlarıyla rekabet de TMV'nin faaliyetlerini zorlaştırmaktadır. TMV bu zorlukları yeni nesil ve hibrit yapısının imkan tanıdığı esneklikle aşabilmektedir. TMV hibrit yapısının verdiği esneklik ve avantajla ülkelerin taleplerine uygun hukuki tüzel kişilikler oluşturabilmekte, özel müfredatlar hazırlayabilmekte, diğer taraftan kamu tüzel kişiliği görünümüyle diplomatik müzakerelerde muhataplık konusunda kolaylıklar elde edebilmektedir. Bu makale TMV'nin uluslararası siyaset ve uluslararası eğitim pazarında karşılaştığı zorlukları hibrit yapısının kazandırdığı esneklik ve avantajla aşabildiğini iddia etmektedir.

Anahtar Kavramlar

Türkiye Maarif Vakfı, Hibrit kamu diplomasisi aygıtı, Türkiye'nin kamu diplomasisi, Küresel eğitim pazarı, Eğitim diplomasisi

Introduction

Today, Türkiye has become one of the first countries to come to mind regarding prevalence, continuity, and effectiveness in global public diplomacy. Türkiye's emphasis on public diplomacy, especially in the last two decades, has played a significant role in its foreign policy. Particularly, Türkiye has been conducting highly effective public diplomacy worldwide through its state-owned agencies, i.e. TİKA, YEE, YTB, and AFAD, ranging from restoration, infrastructure, and development assistance to humanitarian assistance aid, from the promotion of the Turkish language and culture to international student scholarships. Turkish Maarif Foundation (TMF) is the latest addition to this public diplomacy family, representing Türkiye in the global education market through its formal and non-formal educational institutions worldwide.

When the geography of the activities of these Turkish state-owned public diplomacy agencies is considered as a whole, it is seen that Türkiye's public diplomacy activities are taking place in almost all United Nations (UN) member states. Effective public diplomacy significantly contributes to Türkiye's internationalization, promotion and dissemination of the Turkish language, culture, history, and art. Through public diplomacy, first, Türkiye consolidates its influence in its historical and cultural near geography, such as Central Asia, the Caucasus, the Balkans, and the Middle East and then establishes a sphere of influence in distant regions, such as Africa, Latin America, Southeast and Far East Asia. In this respect, public diplomacy is one of the essential tools of Türkiye's entrepreneurial and humanitarian foreign policy.

TMF further strengthens Türkiye's effective public diplomacy by bringing it to the global education market. Education-oriented relations enable the establishment of long-term and deep-rooted relations between societies than political, commercial, or military relations. Therefore, powerful states attach importance to international education and international schools. Through international schools, states can educate the youth of other states, who are the "decision-makers of tomorrow" and gain the sincerity and trust of these youth. For this reason, Türkiye also wanted to make its traditional and public diplomacy more effective by entering the global education market with TMF.

Established by a law passed by the Turkish Grand National Assembly (TBMM) in 2016, TMF is a public foundation that carries out educational activities abroad on behalf of Türkiye. TMF has been instrumental in Türkiye's entry

into the global education market, which it had not been involved in before, and has also played an influential role in closing the Fetullahist Terrorist Organization's (FETO) schools abroad. Therefore, TMF is important in Türkiye's public and educational diplomacy and its traditional diplomacy.

TMF opens and operates international schools abroad at all levels of formal education, from pre-school to higher education. In addition, TMF also carries out non-formal education activities with its education centers. In summary, TMF's field of activity is abroad, causing it to face numerous challenges. First, TMF opens educational institutions abroad to the extent permitted by the host country's legislation on "opening international schools" and must create different legal entities for each country. Second, since the education policy of each country may differ, TMF can create different curricula by negotiating with the ministries of education of the host countries. Third, some host countries' economic and political crises can also directly affect TMF. Finally, the fact that TMF schools officially represent Türkiye abroad also imposes essential responsibilities on TMF.

TMF is structured with the flexibility and equipment to meet these challenges. TMF was designed both official enough to represent Türkiye and flexible enough to operate in the changing and competitive structure of the global education market. Thus, TMF was created as a public foundation established by law. As a result, TMF is a private law legal entity, but it also has some characteristics of a public legal entity.

According to Law No. 6721, TMF's founding law, the President of Türkiye appoints seven of the twelve members of the Board of Trustees, the decision-making body of the TMF. In comparison, five members are representatives appointed by the Ministries of National Education, Foreign Affairs, Treasury and Finance and the Council of Higher Education. The other main body of the TMF, the Audit Board, comprises representatives from the Ministries of National Education and Treasury and Finance. According to the same law, the public budget allocation is the most significant share of TMF's revenues. In this respect, TMF is supervised and monitored by the public. In addition, the TMF enjoys the tax, duty and fee exemptions and exceptions granted to public legal entities. Its senior executives can also use diplomatic and service passports granted to public legal entities. These features of public legal entities provide TMF with significant advantages in its foreign operations and diplomatic negotiations.

While Türkiye's other public diplomacy agencies with public legal personality, i.e. TİKA, YEE, and YTB, are all affiliated, related or associated with a public institution or organization in the state organization structure, TMF is not. TMF can also be considered a new-generation public diplomacy agency with this autonomous structure.

In conclusion, the criteria such as being a public foundation, having the characteristics of a public and private legal entity, its autonomous structure, and operating private schools abroad on behalf of Türkiye make TMF different from Türkiye's other public diplomacy agencies. Therefore, this article defines TMF as a "hybrid public diplomacy agency" since it has some characteristics of a public legal entity despite being established as a foundation, which is a private law legal entity.

With the flexibility and advantage of its hybrid structure, TMF can create different legal entities in each country under its "Foundation Deed" and prepare curricula with rich content per the demands of the host countries. In addition, with its autonomous structure, TMF can take rapid action and make quick decisions in response to the changes in the global education market and international politics, which have highly variable dynamics.

On the one hand, TMF carries out formal and non-formal education activities abroad on behalf of Türkiye, on the other hand, it raises awareness in the international community about Türkiye's history, culture, politics and social structure, teaches Turkish to the young generations of the host countries in its schools and introduces Türkiye from the right sources. It achieves all these objectives in the face of fierce competition in the global education market and crises in global politics. The flexibility provided by its hybrid structure is essential to this capability.

In this article, TMF, a public foundation, is defined as a hybrid public diplomacy apparatus due to its structure that combines the characteristics of public and private law legal entities. It is argued that this hybrid form gives TMF advantages in many of its activities and enables it to find rational and sustainable solutions in disadvantaged situations due to analyzing its strengths and weaknesses.

Reasons for the Establishment of TMF

Turkish Maarif Foundation is a public foundation established by Law No. 6721, adopted by the Turkish Grand National Assembly (TBMM), to carry out formal and non-formal education activities abroad on behalf of Türkiye. With authority granted by Law No. 6721, TMF opens and operates fee-based international schools abroad. Established by Türkiye as a public foundation, TMF is the only institution other than the MoNE authorized to open formal international schools abroad on behalf of Türkiye (Law No. 6721, Art. 2.3). Article 1 of Law No. 6721 lists TMF's objectives as international educational activities such as carrying out activities at all levels of education from pre-school to higher education, providing scholarships, opening facilities such as schools, training centers and dormitories, R&D activities, developing methods and publications. As can be seen from this, TMF was established to become an actor in the global education market of the twenty-first century.

Therefore, the widespread public perception that "TMF was established only to fight against FETÖ" does not reflect the purpose of TMF's establishment. A review of TMF's public documents and press releases reveals that the fight against FETÖ is one of the TMF's objectives. However, TMF also defines itself as reflecting Türkiye's development and political and economic achievements in foreign policy. (Akgün & Özkan, 2020).

When Law No. 6721, the texts shared by TMF, and the statements made by TMF officials are analyzed, it is possible to summarize the reasons for the establishment of TMF in three main points as follows:

- i. To contribute to Türkiye's active, entrepreneurial, and humanitarian foreign policy in line with the changes in international politics and to strengthen Türkiye's public diplomacy,
- ii. By utilizing the effectiveness of public diplomacy to ensure that Türkiye becomes an influential actor in the global education market, an area that Türkiye previously neglected,
- iii. To prevent the educational activities of FETÖ, a terrorist organization which claims to carry out educational activities abroad on behalf of Türkiye.

Türkiye's active, entrepreneurial, and humanitarian foreign policy of the last two decades and public diplomacy, which is the essential complement and supporter of this foreign policy, are the main reasons that paved the way for the establishment of TMF. The rupture in the international system with the end of the Cold War created opportunities for Türkiye and it started to implement an active foreign policy to improve its relations with Central Asia, the Caucasus, the Balkans, and the Middle East in terms of its cultural, linguistic, religious, historical roots and ties. Turkish Cooperation and Coordination Agency (TIKA) is precisely the result of Türkiye's inability to remain indifferent to these new opportunities. Türkiye established TIKA in 1992 and began implementing major infrastructure investments and development programs in the newly independent Turkic States. Simultaneously, the Great Student Project, launched in 1992, offered higher education in Türkiye to 10.000 students from Turkic States and neighboring related communities in its first year (Çelik, 2022b: 190). The Türkiye-centered active foreign policy discourse of Turgut Özal, Süleyman Demirel and İsmail Cem in the 1990s was further implemented in the field during the AK Party (The Justice and Development Party) governments in the 2000s, and public diplomacy has become an indispensable and most active part of Türkiye's traditional foreign policy in the last two decades. In the 2000s, Türkiye's profile as a mediator in international political crises, a solution partner in humanitarian crises and disasters, a generous donor in international development aid, and an important center and destination country in international education mobility started to rise rapidly.

In this period, Türkiye's public diplomacy, which focused on development assistance and humanitarian aid, began to include cultural and educational issues. Yunus Emre Foundation (2007) and the Yunus Emre Institute (YEE), which started its operations in 2009 under Yunus Emre Foundation, started to carry out non-formal education activities to promote and disseminate the Turkish language and culture internationally. Presidency for Turks Abroad and Related Communities (YTB), established in 2010, although carries out its activities on Turks living abroad and related communities, is known chiefly for its Turkish Scholarships Program, an updated and institutionalized form of the Great Student Project in the 1990s. Thus, in the 2010s, Türkiye emphasized culture and education in its foreign policy and actively used state-originated public and cultural diplomacy agencies.

The primary purpose that encourages states to engage in cultural interaction and sharing and to express their culture is to attract and persuade other states and societies and to create a sympathetic or friendly international public opinion (Çelik, 2022a: 165). In line with this desire, Türkiye established TMF to establish contact with the youth of other nations in 2016. Thus, while TİKA's project-based educational support and YEE's Turkish language and culture courses contribute to Türkiye's internationalization strategy in the field of non-formal education, YTB's Turkish Scholarships contribute to Türkiye's internationalization strategy in education in the field of international student mobility; TMF's activities that focus on formal education in addition to non-formal education, namely its educational activities carried out by opening pre-school, primary, secondary and higher education institutions abroad, make a significant contribution to Türkiye's public, cultural and educational diplomacy. Türkiye's internationalization strategy in education has been strongly implemented through international student mobility, non-formal and formal education activities. As a result, TMF was established to increase Türkiye's political and cultural influence in its near abroad, to raise young people who know Türkiye and to establish long-term cultural and goodwill-based ties with other societies.

The second reason for the establishment of TMF is related to the fact that states like Türkiye, which want to implement effective policies on a global scale, attach importance to educational activities abroad, especially international school networks. Economically and politically powerful states focus on opening international schools from pre-school to primary and secondary education (K-12), higher education institutions, cultural centers, international student mobility and scholarship programs abroad for purposes such as language teaching, culture transfer, cultural interaction, promoting and endearing themselves to the international public, and raising and influencing the young generations of the other countries. These initiatives are the relevant country's most critical and influential public diplomacy tools. International schools opened by states abroad enable the state to teach, promote and transmit its language, culture, and values to the host country's public, to create a

favorable attitude in the host country, and to establish long-lasting bonds of trust, culture, and sincerity with other countries. (TMF, 2019: 19).

The third reason and catalyst for establishing TMF was the fight against Fetullahist Terrorist Organization (FETÖ). Presenting itself as a religious community and a civil society initiative, FETÖ focused on the education sector in the 1970s and started to open schools abroad in the 1990s. FETÖ-affiliated schools abroad have been used as a tool for FETÖ to recruit human resources; establish contacts with the political, military, commercial and intellectual elites of other countries; act as a front for money transfers and money laundering; cover up intelligence and espionage activities; appear sympathetic to the world, gain a positive image and legitimize its activities (Akgün & Çelik, 2022: 318-319, 321). More importantly, these FETÖ-affiliated schools have become centers of black propaganda and lobbying against Türkiye in the international arena, especially since 2012, following the FETÖ's attempts to destabilize politics in Türkiye and the revelation of its attempts as a parallel state organization. TMF has been one of Türkiye's most effective initiatives against these policies of FETÖ (TMF, 2022a). The TMF prevented FETÖ-affiliated schools abroad from using the name "Turkish Schools" to portray themselves as the legitimate representative of Türkiye and ensured the closure of the FETÖ-affiliated schools, which were an essential source of income and personnel (Akgün, 2022: 59). According to January 2023 data, 228 of the 444 educational institutions operated by the TMF abroad consist of FETÖ-affiliated schools in twenty different countries previously closed after the TMF's diplomatic and legal initiatives then started to be operated by the TMF (TMF, 2023a).

TMF's Activities

TMF's activities are listed in Articles 1 and 2 of Law No. 6721. In addition, in all corporate documents of TMF, its activities are summarized under four main headings: Education and training, support to education, publishing and program development, and providing scholarships and housing (TMF, 2022d: 23; TMF, 2021a).

TMF's education and training activities include pre-school, primary, secondary, and higher education in formal education, courses, study centers and cultural centers in non-formal education. According to the data shared in the "Maarif in the World" section of TMF's corporate website (<https://turkiye-maarif.org>), which includes statistics on its activities around the world, as of January 2023, TMF has 425 schools at pre-school, primary and secondary education levels, one university, 21 training centers and 37 dormitories in 51 countries (TMF, 2023a). In some countries, TMF has only schools, some only a training centers, and some have both schools and a training centers. This data shows that the TMF's emphasis in its educational activities is on the K-12 level, i.e. schools where formal education is provided at pre-school, primary and secondary levels. TMF schools are legitimate, legal, education-licensed,

fee-paying international schools, which are opened by TMF based on memorandums of understanding (MoU) or international agreements signed with the country it operates. In TMF schools, citizens of the host country and other countries and Turks abroad receive education (Türkben, 2022: 229; Presidency of Communication, 2022: 607-608). In higher education, TMF has a university only in Albania. According to the TMF's corporate website, non-formal education activities are provided at Maarif Education Centers opened in twelve countries. In these centers, certified activities such as evening schools and weekend courses are carried out (Türkben, 2022; Anadolu Ajans, 2022).

Table 1: Number of TMF's educational institutions by country

Afghanistan 44	Equatorial Guinea 4	Kyrgyzstan 7	South Africa 3
Albania 8	Ethiopia 18	Madagascar 4	Sudan 6
Australia 3	Gabon 4	Mali 28	Syria 2
Azerbaijan 3	Gambia 4	Mauritania 9	Tanzania 13
Bosnia and Herzegovina 10	Georgia 4	Niger 13	Togo 8
Brundi 3	Ghana 2	North Macedonia 6	TRNC 2
Cameroon 16	Guinea 9	Pakistan 85	Tunisia 4
Canada 1	Hungary 3	Romania 8	USA 4
Chad 6	Iraq 15	Senegal 13	Venezuela 9
Congo 4	Ivory Coast 4	Serbia 12	
Dem. Rep. Of Congo 3	Jordan 2	Sierra Leone 3	
Djibuti 2	Kosovo 7	Somalia 7	

Source: TMF, 2022e

Table 2: Number of TMF's training centers by country

Afghanistan 7	Belgium 2	Colombia 1	Germany 2
Austria 1	Bosnia and Herzegovina 1	Ethiopia 1	Mali 1
Belarus 1	Cameroon 1	France 2	Tunisia 1

Source: TMF, 2022e

TMF's education support activities include establishing libraries, laboratories, art and sports facilities, and career guidance and counselling services. Regarding publishing and program development, TMF develops a curriculum called the International Maarif Program, which includes its educational methods and procedures; prepares academic publications, periodical academic and popular journals in international education and organizes international conferences. TMF also provides scholarships to its successful students and establishes student dormitories and staff residences to meet their housing needs (TMF, 2023b).

TMF as a Hybrid Structured Public Diplomacy Agency

Although states can use public institutions, NGOs, universities, international companies, research, cultural centers, think tanks, media or opinion leaders in public diplomacy, public agencies/institutions are usually the major executive of public diplomacy. The leading executive of Türkiye's education and cultural diplomacy are also public agencies. TİKA was established in 1992 under the Ministry of Foreign Affairs and became part of the Prime Ministry in 1999. YTB was established in 2010 under the Prime Ministry. Following April 16, 2017, a referendum on constitutional amendments, both institutions were restructured as public legal entities under the Ministry of Culture and Tourism with a special budget under the Presidential Government System that was implemented in July 2018 (see Presidential Decree No. 4). YEE, on the other hand, is an organization established in 2009 under the Yunus Emre Foundation, which was established as a public foundation in 2007, and operates under the Ministry of Culture and Tourism.

Unlike TİKA, YTB and YEE, Turkish Maarif Foundation is not affiliated, related or associated with any public institution or organization. In this respect, TMF is an autonomous organization. In essence, TMF is a public foundation established by the public administration through law, which also undertakes public duties and is authorized to carry out public works and actions on behalf of the public. Foundations established by law in Türkiye are exceptional, and there are four in total. Before TMF, two public foundations were established by law: The Turkish Armed Forces Foundation, established by Law No. 3386 dated 17.6.1987 and the Yunus Emre Foundation, established by Law No. 5653 dated 5.5.2007. And Antalya Diplomacy Forum Foundation was established by Law No. 7430 dated 4.1.2023, after the TMF.

TMF, which defines itself as a “non-profit foundation working for public benefit” (TMF, 2019: 12), has a private law legal entity under Law on Foundations No. 5737 due to its “foundation status”. It can be seen in Law No. 6721. Article 6 of Law No. 6721 states that “...in cases where there are no provisions in this law, the provisions of the Turkish Civil Code No. 4721 and the Law on Foundations No. 5737 shall apply”. Since TMF, as a private law legal entity, also has some characteristics of a public legal entity, i.e. it is established as a hybrid form of private and public law legal entities, TMF is defined as a “hybrid public diplomacy agency” in this article. In the use of hybrid, the literature defines public diplomacy activities conducted by public institutions together with international non-governmental organizations (NGOs) as hybrid public diplomacy (Marchetti, 2017), except for formal diplomatic talks between state representatives (track one diplomacy) and informal diplomacy conducted by non-state actors (track two diplomacy), the description of informal diplomatic talks conducted by state representatives (track one and a half diplomacy) as hybrid diplomacy (Mapendre, 2000) is adapted to the combination of public and private legal entities in TMF.

The aspects of TMF that show the characteristics of a public legal entity can be briefly summarized as follows:

- i.** Established by a law adopted by the TBMM,
- ii.** Two-thirds of the Board of Trustees to be appointed by the President,
- iii.** Representatives of public institutions and organizations taking part in its organs,
- iv.** Its budget is allocated from the Public Budget,
- v.** Benefiting from exemptions and exceptions granted to public legal entities,
- vi.** Recruitment from public institutions.

TMF’s founding law, Law No. 6721, was adopted on 17.06.2016 and entered into force after being published in the Official Gazette dated 28.06.2016 and numbered 29756. Article 123 of the Turkish Constitution states that “a public legal entity shall be established by law or presidential decree”. In this respect, although the fact that an administrative unit is established by law alone is insufficient for that unit to acquire public legal personality, it strengthens it to have the characteristics of a public legal entity.

However, Article 3 of Law No. 6721 defines the organs of TMF as the Board of Trustees, the Board of Directors, and the Audit Board. The Board of Trustees, the decision-making body of TMF, is composed of twelve members, seven of whom are appointed by the President, and five of whom are appointed by the Ministry of National Education, the Ministry of Foreign Affairs, the Ministry of Finance, and the Council of Higher Education (Art. 3.2). The Audit Board, which audits the activities and accounts of the TMF on behalf of the Board of Trustees, is composed of five full and five substitute members, including

representatives of the Ministry of National Education and the Ministry of Finance (Art. 3.6). Therefore, representatives of the relevant public institutions and organizations serve in the principal organs of TMF.

On the other hand, Articles 5.3 and 5.4 of Law No. 6721 grant TMF the exemptions and exceptions from taxes, duties and fees granted to public legal entities, and Articles 4.2 and 4.3 grant those who serve in TMF's organs, as well as school administrators and teachers assigned abroad, the right to use diplomatic passports and service passports under Articles 13 and 14 of the Passport Law No. 5682, as granted to public legal entities. These rights, exemptions and exceptions granted to TMF significantly contribute to TMF's appearance as a public legal entity.

According to Article 5.2 of Law No. 6721, TMF's revenues consist of income from overseas education activities, income from evaluating its recognizable and immovable assets, conditional and unconditional donations, and in-kind and in-cash aids, with the major share being the amount allocated from the public budget. In addition, to create and develop its resources, TMF also generates income from commercial activities through Maarif International Education Institutions Joint Stock Company (MUEKAŞ) and accepts conditional and unconditional donations (TMF, 2022d: 27). The allocation from the public budget is transferred to TMF through the MoNE. For example, the Presidential Decrees published in the Official Gazette authorized the transfer of 1.2 billion TL from the general budget in 2021 (Official Gazette, 03.03.2021, P.3492) and 1.8 billion TL in 2022 (Official Gazette, 25.05.2022, P.5611). Thus, both the supervision of the TMF through public institutions and close cooperation with public institutions are ensured.

Finally, the human resources of TMF are met through the recruitment of contracted personnel within the framework of Labor Law No. 4857 and through assignments from public institutions (TMF, 2022d: 39). However, according to Additional Article 1 of Law No. 6721, TMF can assign civil servants and academic staff from public institutions for a period of two years if needed. Thus, TMF can employ specialized and qualified civil servants in international education, education training, diplomacy, international law and management. In this employment process, the periods working at TMF are considered to have been spent in the civil service, and there is no loss in the social security rights of the personnel assigned from the public sector. In this respect, TMF is also considered as a public legal entity.

Although TMF has some characteristics of a public legal entity due to the characteristics mentioned above and is closely supervised by the public, it is a public foundation in Türkiye that carries out its activities under the provisions of the Turkish Civil Code No. 4721 and the Law on Foundations No. 5737. However, the fact that it also shows substantial indications of being a public legal entity allows TMF to be considered a hybrid structure incorporating public and private law legal entities.

TMF's Challenges and Overcoming These Challenges with the Flexibility Provided by its Hybrid Structure

Although TMF has become a global education network operating international schools in 51 countries in just seven years, it should be noted that this has been a challenging process. There are significant challenges for TMF, such as operating abroad and therefore having to act within the territorial sovereignty of other countries, educating the young generations of other countries. Therefore, the host countries' sensitivity and strict control reflex balance the countries' demands with the standards of global education models, creating unique curriculum options without forgetting TMF's mission and implementing it to satisfy all countries. In addition to all these, international education has become a global market, each actor has different missions, and the fierce competition requires TMV to be a flexible structure that can make quick decisions and generate different scenarios. At the same time, TMF has the responsibility to represent Türkiye abroad. The solution was a public foundation status established by law. With the hybrid structure that its status as a public foundation gives it, TMF can develop unique solutions to overcome the challenges outlined above.

Adapting to Different Domestic Legislations of Host Countries

TMF's education activities fall under the sovereignty of other countries, and therefore the start of its education activities is subject to the official approval of the host country. Along with official approval, education is a sensitive issue for every country. Each country is sensitive when deciding on educating its young people in international schools ruled by another country. This sensitivity also complicates the procedure of opening an international school.

Since the schools opened by TMF abroad have the status of foreign schools or international schools in the host countries, the opening processes, status and functioning of TMF educational institutions are realized according to the domestic legislation, and official approval of the host country and the domestic legislation of each country on this issue may vary. For example, international schools to be opened by foreigners in Türkiye are subject to Law No. 5580 on Private Education Institutions. Law No. 5580 categorizes international schools that can be opened in Türkiye as international private schools, foreign schools and minority schools. TMF's education activities abroad overlap with the definition of "foreign schools" in Law No. 5580. Article 5.b of Law No. 5580 stipulates that foreign schools' acquisition of land, expansion of capacity, and transfer of land to the MoNE or foundations established under the Civil Code are subject to the permission of the Presidency. According to Article 8 of the same law, a Turkish person qualified to teach the Turkish language and culture courses must be employed as the Turkish vice principal in these schools (Karagöz, 2022: 207-208). As seen in the case of Türkiye, countries' domestic legislation may contain qualified conditions and difficulties in

opening international schools. Countries may require different statuses such as foundation, non-profit international company, for-profit company, non-governmental organization (NGO) initiative, locally established international investor or public institution to open a foreign international school. On the other hand, international schools may also require different conditions, such as local curriculum, foreign curriculum, and foreign language curriculum (Kitaev, 1999; CIMEA-EU, 2022).

A significant challenge for the TMF is to create a status under the domestic legislation of each country and to produce solutions on legal and legitimate grounds in terms of local and international legal responsibilities and obligations for each country. In response to this challenge, TMF, with its hybrid structure, can create legal entities with statuses per different domestic legislation of countries. Founding Law No. 6721 allows TMF to establish, take over or acquire partners in economic enterprises abroad, if deemed necessary, under the domestic legislation of the relevant country (Art. 5.1). In addition, TMF can also carry out activities as a non-profit organization with its private law legal personality. For example, as in Pakistan (Anadolu Ajans, 2021), TMF can also be recognized as a public institution to the extent permitted by the domestic legislation of some countries. On January 13, 2021, Turkish Minister of Foreign Affairs Mevlüt Çavuşoğlu and Pakistani Minister of Education Shaukat Mahmud signed a Memorandum of Understanding (MoU), which transformed TMF's legal entity in Pakistan from a non-governmental organization (NGO) to a public institution (Ministry of Foreign Affairs, 2021). TMF's ability to change its private legal entity from an NGO to a public legal entity in the same country was made possible first with the Pakistani government's approval and then with the hybrid structure that allows TMF to switch between these legal entities. This legal infrastructure allows TMF to open schools with a status suitable for each country, which is not available in public institutions.

Competitiveness in the Global Education Market

According to ISC data, which closely monitors the global education market, as of January 2023, 6.5 million students are receiving education in 13.192 international schools worldwide, with a market volume of 56 billion dollars (ISC Research, 2023). A more detailed analysis of ISC data reveals that international schools have exploded in the last two decades. While the number of international schools increased from 2584 in 2000 to 8709 in 2013 and 13192 in 2023, the economic size of the global education market increased from 5 billion dollars in 2000 to 34 billion dollars in 2013 and 56 billion dollars in 2023 (ISC Research, 2023). In other words, the number of international schools has increased fourfold, and the financial size of the market has increased ten times in the last two decades. These increases in the number and financial size of international schools show the importance societies attach to international education. It is important to note that this global education market

is dominated by private international school networks that are widespread worldwide. However, states continue to determine the policy and content of the global education market to a large extent.

Today, the most widespread educational networks of these international schools established by states are France's AEFÉ, Germany's ZfA, the UK's BSO, and in recent years China's Confucius Institutes and Classrooms, while Türkiye joined this competition with TMF in 2016. Having entered the global education market in June 2016, TMF's primary competitors appear to be state-sponsored or state-owned international schools, rather than private international school networks.

AEFE is a public institution established in 1990 under the auspices of the French Ministry of Foreign Affairs to manage and monitor the schools opened by France worldwide in the early twentieth century. In 2022, 390.000 students attended AEFÉ's 566 schools in 138 countries. The budget of AEFÉ, whose language of instruction is French, is 1 billion Euros in 2022 and is allocated mainly from the public budget (AEFE, 2023). ZfA, Germany's international school network, was established in 1968 to centrally manage the schools Germany established abroad after the First World War. The ZfA is a flexible public diplomacy agency that operates under the auspices of the Federal Office for Administrative Affairs (BCA), i.e. the German government and the German Foreign Ministry, and has some autonomy. According to 2022 data, there are 1200 schools under the management and supervision of ZfA and ZfA activities are supported mainly by the public budget (ZfA, 2023). Instead of establishing publicly funded international schools like France and Germany, the UK has developed a British Schools Overseas (BSO) system under the Ministry of Education, which oversees international schools established by British multinational companies, encouraging private enterprise. According to this system, British private school associations and accreditation organizations such as IB, COBIS, CIS, and FOBISIA, which started to spread worldwide in the 1930s, operate under the supervision of BSO. In 2022, 193 BSO-supervised British schools in 48 countries (BSO, 2023). China entered the international education market in the 2000s. The Chinese Ministry of Education established the "Chinese National Office for the Teaching of Chinese as a Foreign Language", or Hanban, in 1987, and Hanban established Confucius Institutes, cultural centers, in 2004. In K-12 formal education, Confucius Classrooms were subsequently established (Çelik, 2022a: 173). As of 2020, there are 550 Confucius Institutes and 1172 Confucius Classrooms in 162 countries (CIEF, 2023).

Considering the AEFÉ, ZfA, BSO and Confucius Classrooms, TMF's competitors in the global education market are deeply rooted and powerful institutions. As of January 2023, TMF is only in its seventh year of operation. While French, German and British international schools have at least a century of

experience, today's institutional structures of AEFÉ (33 years), ZfA (55 years), BSO (50 years) through IB, CIS and COBIS, and Confucius Classrooms (20 years) and their activities in over a hundred countries pose the most crucial challenge for TMF. Especially AEFÉ, ZfA and BSO's long years of experience, being recognized as institutions providing quality and qualified education, being internationally accredited institutions, being integrated with qualified universities, their languages of instruction (English, French, German) being globally accepted languages and being demanded even for the study of these languages, and especially their large financial structures supported by the public budget cause them to have a significant share in the global education market. As a relatively new entrant to the global education market, competition with these deeply rooted and powerful institutions poses a severe challenge. Another challenge of the competition is related to financial capacity. For example, while AEFÉ's 2022 budget is 1 billion Euros (AEFÉ, 2023), TMF's 2022 budget is 1.8 billion TL (Official Gazette, 25.05.2022, S.5611), approximately 90 million Euros. Although making comparisons based on budgets alone will not lead to an accurate analysis, considering that AEFÉ has 390000 students in 2022 while TMF has 52.000 students, the budget per student in AEFÉ schools is 2565 Euros while this figure is 1730 Euros in TMF. To strengthen its budget and create new sources of income in this competitive environment, TMF can establish economic enterprises such as MUEKAŞ based on Article 5.2 of Law No. 6721.

A final dimension of competition is in the curriculum. In its schools in the host country, TMF implements three different curriculums: local, international and the International Maarif Program. Regardless of which of these curricula is implemented, the content of each curriculum, which is decided together with the host country's ministry of education, consists of five topics: Modern science, social sciences, information technology, foreign language teaching, local cultural values (TMF, 2019: 20; TMF, 2021d). While the first three pillars are the standard content of all international schools, TMF differentiates itself from other international schools in the last two pillars, giving it an advantage over the competition. The language of instruction in TMF schools is decided jointly by TMF and the Ministry of Education of the host country. Although Ministries of Education usually demand education in the local language, TMF schools also teach Turkish and at least one foreign language (Türkben, 2022: 230). Thus, in TMF schools, students learn at least three languages: their local language, Turkish and a foreign language. They also learn about their own traditions, culture, and social and physical environment. With this five-pillar model, TMF President Prof. Birol Akgün states that TMF aims to "raise new generations who can follow global developments, who are well-equipped and have global ambitions, who have learned and assimilated their national values, who are aware of their local culture and traditions, who have learned about Türkiye from the right sources and who are sympathetic to Türkiye" (Karakuş, 2021).

The fact that TMF schools include course content that enables students to learn their mother tongue and cultural values along with Turkish and a foreign language makes TMF more sympathetic to the public opinion of the host country. It facilitates the acceptance of TMF compared to the French, German, English, and Chinese language requirement in AEFÉ, ZfA, BSO, and Confucius Classes (Çelik, 2022a: 175). Especially in countries with a history of colonialism, TMF offers modern international education standards for those who must learn the language and culture of the colonial state. It also allows them to learn their language and culture in formal education. It is seen that TMF aims to educate its students in a formation that is equipped with global skills while simultaneously internalizing national values and managing to remain local (Akgün & Özkan, 2020: 67). In the case of Africa, where colonialism was most intense, TMF had schools in five countries in Africa in 2016, while this number has increased to twenty-five countries as of January 2023 (TMF, 2023a). Therefore, TMF's enrichment of curriculum content, respect for local languages and cultures, and humanitarian values in its approach to competition in the global education market turn the competition process in its favor.

“Alternative Curriculum Options” Meeting the Demands of the Host Countries

The curriculum approved by the Ministry of Education of the host country is implemented in TMF schools. While creating the curriculum, TMF acts by balancing the demand of the host country, the standards and needs of the global education market, and the responsibility of teaching the Turkish language and culture with the mission of representing Türkiye. Each country prioritizes its local curriculum, and TMF schools mainly follow the host country's local/national/official curriculum. However, in some TMF schools, the International Baccalaureate (IB) and Cambridge programs are also implemented, and TMF integrates its unique educational content into these curricula (Türkben, 2022: 230) and develops its unique curriculum called the International Maarif Program (Akgün & Çelik, 2022: 335). The International Maarif Program (International Maarif-IM) is TMF's unique education program developed with the motto of "raising virtuous and good people", covering the areas of curriculum, accreditation, learner profile, educational approach, assessment, evaluation, and guidance (TMF, 2021b; Gürçan, 2022). Within the scope of the IM (TMF, 2022b), which has started to be implemented in some pilot schools, teaching programs for teaching Turkish as a foreign language (TMF, 2020), Maarif preschool education (TMF, 2021c), Turkish culture and civilization (TMF, 2022c) have been prepared so far.

As seen, TMF can implement alternative curriculum options in its schools, including local, international, and IM, within its strategies and protocols with the host country's ministry of education. TMF's hybrid structure allows it to obtain legal personality under the local legislation of the relevant country and to produce content per the education program accepted by the local authorities.

TMF is also able to implement multiple and alternative curriculums within the same country. For example, TMF has 85 schools in Pakistan (TMF, 2023a), some of which follow the local Pakistani curriculum, while others follow the Cambridge program. TMF's ability to choose between different curriculums and to offer different curricular options to host countries is made possible by its hybrid structure, which could be more stable but open to change.

Rapid Decision-Making in International Political Crises

Another advantage of its hybrid structure is seen in its rapid decision-making process. The fact that the TMF is not affiliated, related or associated with any public institution and that it is autonomous in this respect provides significant advantages in terms of adapting to international political crises and the dynamic structure of international education, rapid decision-making and implementation, and acting as a public and private law legal entity (Akgün & Çelik, 2022: 330). With the advantage of its hybrid structure, the TMF, as a private law entity, is not bound by the heavy controls and procedures that public administrations must comply with, thus gaining practicality in its actions; it can also act powerfully and effectively with aspects of public legal personality such as public representation, power, cooperation, authority, exemptions, and exceptions.

According to January 2023 data, the geographical distribution of the countries where TMF's educational institutions are located according to continents is as follows: 9 countries in Asia, 13 countries in Europe, 25 countries in Africa, and four countries in North and South America (TMF, 2023a). As can be seen, TMF, which has educational institutions on all continents except Antarctica, is closely affected by regional and global political events and crises. Among the countries where TMF's educational institutions are located are some economically, socially, and politically unstable and underdeveloped countries. Seventeen of these countries are included in the UN's economic classification of "Least developed countries-LDCs" (UNCTAD, 2022), and Pakistan, along with these 17 countries, is also included in the "Low Human Development" group (UNDP, 2021), which is a sub-category of the Human development index (HDI), in the UN's social development index. Countries that are LDCs in the economic development index rankings generally overlap with countries that are low in the HDI rankings, and LDCs often experience chronic problems such as political violence and instability, economic inadequacy, infrastructure problems, and social unrest (Akgün & Çelik, 2007: 65-66).

The fact that some of the TMF educational institutions are in LDCs and countries ranked low in the HDI ranking makes it essential for the TMF to take rapid decisions and show flexibility in political, economic, and social situations instability in these countries. In this respect, due to its hybrid structure, TMF can take and implement decisions quickly in times of instability and crisis.

For example, Afghanistan is a low-ranked country regarding both LDC and HDI. The national reconciliation government established in Afghanistan under the Bonn Agreement signed on December 5, 2001, continued with the Hamid Karzai and Ashraf Ghani governments. However, on August 15, 2021, the Taliban regained control of the country after twenty years (Çelik, 2021: 140). TMF started its activities in Afghanistan in 2017 (TMF, 2022d: 70) and was one of the first organizations to negotiate with the new Afghan government (Taliban) after the change of government in August 2021 (Anadolu Ajans, 2023; Anadolu Ajans, 2022). In such risky and transitional periods, TMF's status as a public foundation and its ability to take quick decisions allow it to change the course of negotiations, offer different alternatives to local authorities, and make necessary changes in line with new expectations. With the advantage of its hybrid structure, TMF also contributes to the negotiations between official institutions in Türkiye-Afghanistan relations (track one diplomacy), indirectly through its status as a foundation or NGO (track two diplomacy), and through an intermediate solution or unofficial diplomacy (track one and a half diplomacy).

Conclusion

Turkish Maarif Foundation was established with a law to carry out education and training activities abroad on behalf of Türkiye. Türkiye, limited to non-formal education with YEE and international student mobility with YTB, started formal education activities abroad for the first time with TMF. The diplomatic mission schools opened abroad by MoNE under the auspices of the Ministry of Foreign Affairs should be considered an exception. Because in MoNE affiliated schools abroad, only Turks abroad are educated in Turkish and with the MoNE curriculum taught by Turkish teachers. Therefore, these schools' diplomas and course contents are only valid in Türkiye.

The educational institutions operated by TMF abroad are international schools that educate the citizens of the host country and other countries, including Turks, within the legal boundaries determined through negotiations with the ministries of education of the host countries, and whose diplomas are valid in the host country. In this respect, TMF represents Türkiye in the "international school management" in which Türkiye was not previously involved as a state and is the only institution other than the MoNE to open formal educational institutions abroad on behalf of Türkiye.

TMF was established, in June 2016, in a political conjuncture during the July 15 (2016) coup attempt by FETÖ. The revelation that FETÖ was a parallel state organization operating against Türkiye was the catalyst that stimulated the establishment of TMF. For this reason, one of TMF's major tasks is closing FETÖ-affiliated schools abroad through diplomatic and legal initiatives. However, TMF is also the result and implementer of Türkiye's active, humanitarian and entrepreneurial foreign policy. The world has watched closely Türkiye's

public diplomacy performance in the last two decades. Türkiye, which has made a name for itself internationally in infrastructure investments, humanitarian aid, and cultural activities, has also entered the global education market with TMF.

To fulfil these missions, adapt to each country's various domestic legislation, take risky and fast decisions in international crises, and compete with deeply rooted international educational networks, TMF was designed as a public foundation established by law. As a public foundation, TMF is a private law legal entity with some characteristics of a public legal entity. For this reason, TMF is defined as a hybrid public diplomacy agency in this article.

The features of TMF as a public legal entity are as follows: It was established by Law No. 6721 adopted by TBMM; seven out of twelve members of the Board of Trustees, the main decision-making body, are appointed by the President, while five members are representatives appointed by the Ministries of National Education, Foreign Affairs and Finance and the Council of Higher Education; representatives from the Ministries of National Education and Finance serve on the Audit Board; its budget is significantly allocated from the Public Budget and transferred through the MoNE. These features show that TMF is closely monitored and supervised by the public, and TMF conducts activities on behalf of and for the benefit of the public in close cooperation with the public.

In addition, some exemptions, exceptions, and practices mentioned in the relevant articles of Law No. 6721 are only available for public legal entities. For example, Articles 4.2 and 4.3 of Law No. 6721 allow TMF to use diplomatic passports and service passports granted to public institutions by Passport Law No. 5682; Articles 5.3 and 5.4 of Law No. 6721 grant TMF the exemptions and exceptions from taxes, duties and fees granted to public institutions; and Additional Article 1 of Law No. 6721 allows TMF to employ public personnel in the areas it needs. Therefore, even though it was established as a private law legal entity, TMF has the characteristics of a public legal entity to a significant extent. Hence, with the advantage of its hybrid structure, TMF is free of the heavy controls and procedures that public administrations must comply with, thus gaining practicality in its actions. It can act powerfully and effectively with aspects of public legal personality such as public representation, power, cooperation, authority, exemptions, and exceptions.

Its hybrid structure provides TMF flexibility and ease in overcoming challenges in international politics and the global education market. In this way, TMF can create a status per the form required by the host country in the face of domestic legislation that varies in each country and to open and operate schools under the domestic legislation. In addition, TMF can compete with similarly established and publicly supported international school networks such as AEFÉ, ZfA, BSO and Confucius Institutes, which are strong in experience,

recognition, accreditation, and financial strength in the global education market. Thanks to its hybrid structure, TMF can offer host countries a choice of local, international or IM curricula and diversify the language of instruction in its schools. Moreover, regarding finances, TMF can enrich its income items, open economic enterprises abroad or establish partnerships, apart from the allocation mainly made from the public budget. Finally, with the flexibility of its hybrid structure, TMF can find solutions that maintain disrupt the activities of its schools in countries experiencing international political, economic, and social crises and adapt to political changes in host countries with its rapid decision-making capability.

With TMF's international school network spread across 51 countries from Europe to Asia, Africa to the Americas, Türkiye not only takes part in the international education sector but could raise international students who speak Turkish and know Turkish culture. In this respect, TMF is Türkiye's most important, youngest and most dynamic public diplomacy apparatus. TMF provides significant advantages in providing education services to 52 thousand students in 444 educational institutions in 51 countries in a short period of only seven years, teaching them the modern-age skills of international education while teaching them Turkish and carrying out its educational activities without interruption despite international crises. Consequently, TMF, a public foundation, has a hybrid structure as a private law legal entity with the characteristics of a public legal entity. With the flexibility provided by this hybrid structure, TMF can quickly produce solutions to overcome the difficulties it encounters in its international education activities.

References

- AEFE. (2023, Ocak 8). The Agency for French Education Abroad. <https://www.aefe.fr/agency-french-education-abroad-0>
- Akgün, B. (2022). Bir Soğuk Savaş Örgütü Olarak FETÖ'nün Yurtdışı Eğitim Yapılanması ve Türkiye Maarif Vakfı. *Kriter*, 7(70), 58-60.
- Akgün, B., & Çelik, M. (2007). Küreselleşme Çağında Üçüncü Dünyayı Yeniden Okumak. *Avrasya Etüdlere*, 13(31-32), 39-73.
- Akgün, B., & Çelik, M. (2022). Türkiye Maarif Vakfı: FETÖ ile Eğitim Yoluyla Yurt Dışında Mücadele. B. Duran, & C. D. Uzun, *15 Temmuz Sonrası Türkiye: Siyaset, Hukuk, Dış Politika, Güvenlik* (s. 311-344). Ankara: SETA.
- Akgün, B., & Özkan, M. (2020). Turkey's entrance to international education: The case of Turkish Maarif Foundation. *Insight Turkey*, 22(1), 59-70.
- Anadolu Ajansı. (2021, Ocak 16). Pakistan'da kamu kurumu statüsü kazanan Türkiye Maarif Vakfı eğitim faaliyetlerine hız verecek. <https://www.aa.com.tr/tr/dunya/pakistanda-kamu-kurumu-statusu-kazanan-turkiye-maarif-vakfi-egitim-faaliyetlerine-hiz-verecek/2112073>

- Anadolu Ajans. (2022, Haziran 17). Türkiye Maarif Vakfı, 6 kıtadaki 428 eğitim kurumuyla uluslararası marka oldu. <https://www.aa.com.tr/tr/egitim/turkiye-maarif-vakfi-6-kitadaki-428-egitim-kurumuyla-uluslararasi-marka-oldu/2615996#>
- Anadolu Ajans. (2023, Şubat 9). Çavuşoğlu, Taliban hükümetinin Dışişleri Bakan Vekili Muttaki ile görüştü. <https://www.aa.com.tr/tr/gundem/cavusoglu-taliban-hukümetinin-disisleri-bakan-vekili-muttaki-ile-telefonda-gorustu/2497884>
- BSO. (2023, Ocak 8). British schools overseas: accredited schools inspection reports. <https://www.gov.uk/government/publications/british-schools-overseas-inspection-reports/british-schools-overseas-accredited-schools-inspection-reports>
- CIEF. (2023, Ocak 8). Global Network of the Chinese International Education Foundation. <https://cief.org.cn/qq>
- CIMEA-EU. (2022). Transnational Education in 4 Countries of the Adriatic Region: Regulation, Quality Assurance and Information Provision. <http://www.adren.info/wp-content/uploads/2022/05/Pubblicazione-TNE.pdf>
- Çelik, M. (2021). Afganistan'daki ulus inşası projesinin yirminci yılında başarısızlıkla sonuçlanmasının nedenleri (2001-2021). *Türkiye Günlüğü*, (148), 139-145.
- Çelik, M. (2022a). International Schools in the Context of Cultural Diplomacy: Actors and New Approaches. B. Akgün, & Y. Alpaydın, *Education Policies in the 21st Century* (s. 161-190). Singapore: Palgrave Macmillan.
- Çelik, M. (2022b). Türkiye'nin Kültürel Diplomasisinde Uluslararası Eğitimin Rolü Nedir? B. Akgün, & M. Çelik, *50 Soruda Eğitimin Uluslararasılaşması ve Türkiye* (s. 187-194). Ankara: Altınbaş Üniversitesi Yayınları.
- Dışişleri Bakanlığı. (2021, Ocak 15). Sayın Bakanımızın Pakistan'ı ziyareti, 13-14 Ocak 2021. <https://www.mfa.gov.tr/sayin-bakanimizin-pakistan-i-ziyareti-13-1-2021.tr.mfa>
- Gürcan, A. (2022). Türkiye Maarif Vakfı eğitim modeli: Uluslararası Maarif Programı (IM) ve öğrenen profilinin amacı ve özellikleri nelerdir? B. Akgün, & M. Çelik, *50 Soruda Eğitimin Uluslararasılaşması ve Türkiye* (s. 237-244). İstanbul: Altınbaş Üniversitesi Yayınları.
- <https://turkiyemaarif.org>. (2022).
- İletişim Başkanlığı. (2022). *Türkiye*. İstanbul: Cumhurbaşkanlığı İletişim Başkanlığı Yayınları.
- ISC Research. (2023, Ocak 14). Data on international schools. <https://iscresearch.com/data/>
- Karagöz, A. (2022). Türkiye'deki Uluslararası Okulların Statüsü Nedir? B. Akgün, & M. Çelik, *50 Soruda Eğitimin Uluslararasılaşması ve Türkiye* (s. 203-209). İstanbul: Altınbaş Üniversitesi Yayınları.
- Karakuş, A. (2021, Şubat 22). Maarif Vakfı Başkanı Akgün Milliyet'e konuştu: Türkçe'ye inanılmaz bir ilgi var. <https://www.milliyet.com.tr/yazarlar/>

abdullah-karakus/maarif-vakfi-baskani-akgun-milliyete-konustu-turkceye-ina-nilmaz-bir-ilgi-var-6437527

- Kitaev, I. (1999). Private education in Sub-Saharan Africa. UNESCO. Paris: International Institute for Educational Planning/UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000117631/PDF/117631eng.pdf.multi>
- Mapendre, J. (2000). Track One and a Half Diplomacy and the Complementarity of Tracks. *Culture of Peace Online Journal/COPOJ*, 2(1), 66-81.
- Marchetti, R. (2017). *Partnerships in International Policy-Making: Civil Society and Public Institutions in European and Global Affairs*. London: Palgrave Macmillan.
- Resmî Gazete, 03.03.2021, S.3492. (2021, Şubat 4). 3/2/2021 tarihli ve 3492 sayılı Cumhurbaşkanlığı Kararının Eki. <https://www.resmigazete.gov.tr/eskiler/2021/02/20210204-13.pdf>
- Resmî Gazete, 25.05.2022, S.5611. (2022, Mayıs 26). 25/05/2022 tarihli ve 5611 sayılı Cumhurbaşkanlığı Kararının Eki. <https://www.resmigazete.gov.tr/eskiler/2022/05/20220526-16.pdf>
- Türkben, A. (2022). Türkiye Maarif Vakfı'nın Yurtdışındaki Eğitim Kurumlarının Kap-samı Nedir? B. Akgün, & M. Çelik, *50 Soruda Eğitimin Uluslararasılaşması ve Türki-ye* (s. 229-236). Ankara: Altınbaş Üniversitesi Yayınları.
- TMF. (2019). *Türkiye Maarif Vakfı 2016-2019 Özet Faaliyet Raporu*. İstanbul: Türkiye Maarif Vakfı.
- TMF. (2020). *Türkçenin Yabancı Dil Olarak Öğrtimi Programı*. İstanbul: Türkiye Maarif Vakfı.
- TMF. (2021a). *Beşinci Yılında Türkiye Maarif Vakfı*. İstanbul: Türkiye Maarif Vakfı.
- TMF. (2021b). *Uluslararası Maarif Programı: Çerçeve Belgesi*. İstanbul: Türkiye Maarif Vakfı.
- TMF. (2021c). *Maarif Okul Öncesi Eğitim Programı*. İstanbul: Türkiye Maarif Vakfı.
- TMF. (2021d, Kasım 5). İstanbul Eğitim Zirvesi. <https://turkiyemaarif.org/post/-turkiye-maarif-vakfi-baskani-prof-dr-birol-akgun-istanbul-egitim-zirvesinin-egiti-min-temel-sorunlarinin-ve-yeni-yaklasimlarinin-tartisildigi-geleneksel-bir-ulus-lararasi-platform-olmasini-arzu-ediyoruz-2330?lang=tr>
- TMF. (2022a). "Prof. Dr. Birol AKGÜN: 2023 Hedefimiz BM üyesi ülkelerin en az yarısında okullar açmak". <https://turkiyemaarif.org/post/-prof-dr-birol-akgun-2023-he-defimiz-bm-uyesi-ulkelerin-en-az-yarisinda-okul-acmak-2166?lang=tr>
- TMF. (2022b, Eylül 24). "Türk Kültürü ve Medeniyeti Ders Programı İçin Uzmanlar Maarif'te Buluştu". <https://turkiyemaarif.org/post/7-turk-kulturu-ve-medeniye-ti-ders-programi-icin-uzmanlar-maarifte-bulustu-2247?lang=tr>
- TMF. (2022c). *Türk Kültürü ve Medeniyeti Dersi Öğretim Programı*. İstanbul: Türkiye Maarif Vakfı.

TMF. (2022d). *Türkiye Maarif Vakfı 2021 Faaliyet Raporu*. İstanbul: Türkiye Maarif Vakfı.

TMF. (2022e). *Türkiye Maarif Vakfı 2022 Aralık Eğitim Kurumları Raporu, (Kurum İçi Rapor)*, İstanbul: Türkiye Maarif Vakfı.

TMF. (2023a). Dünyada Türkiye Maarif Vakfı. <https://turkiyemaarif.org/page/2018-DUNYADA-MAARIF-16>

TMF. (2023b). "Maarif Yayınları". <https://turkiyemaarif.org/list/1580-YAYINLARI-MIZ-242>

UNCTAD. (2022, Kasım 1). UN list of least developed countries. <https://unctad.org/topic/least-developed-countries/list>

UNDP. (2021, Kasım 1). Human Development Index (HDI). <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>

ZfA. (2023, Ocak 8). Die Zentralstelle für das Auslandsschulwesen (ZfA). https://www.auslandsschulwesen.de/Webs/ZfA/DE/Die-ZfA/Ueber-uns/ueber-uns_node.html



The Effect and Measurement of Public Relations On Brand Equity

İsnur İnci ARMUTLU

İstanbul Nişantaşı University

Abstract

The present study examines public relations (PR), its impact on concepts such as corporate communications, and integrated marketing, and its role in creating, maintaining, and shaping brand equity. Also, the interaction between the company's reputation and brand equity is one of the other essential criteria examined in this study. After examining the techniques for measuring corporate reputation and brand equity, we used two models of Fombrun's Reputation Quotient and Aaker's Brand Equity to measure these two criteria. We have included GSM operators such as Turkcell, Vodafone, and Avea. Using questionnaires, end users and dealers (as the internal stakeholder) were asked about the brand equity and items related to the company's reputation. Interviews were conducted with 300 dealers as required by PR's "Stakeholder Theory" in-house staff study. We also surveyed 400 end users. Our research showed that public relations affect brand equity, and this effect varies based on stakeholders.

Keywords

Public relations, Brand equity, Reputation management, Marketing communication

* Asst. Prof. İstanbul Nişantaşı University, Faculty of Economics, Administrative and Social Sciences, Department of New Media and Communication, isnurinci.armutlu@nisantasi.edu.tr; ORCID: 0000-0003-0351-2493

Halkla İlişkilerin Marka Değerine Etkisi ve Ölçülmesi

Öz

Bu çalışma, halkla ilişkilerin (PR), kurumsal iletişim ve bütünleşik pazarlama kavramları üzerindeki etkisi ve özellikle de marka değerini yaratma, sürdürme ve şekillendirmedeki rolünü incelemektedir. Ayrıca kurum itibarı ile marka değeri arasındaki etkileşim de bu çalışmada incelenen diğer temel kriterlerden biridir. Araştırmamızda kurumsal itibar ve marka değerini ölçme teknikleri inceledikten sonra, Fombrun'un İtibar Katsayısı ve Aaker'in Marka Değeri araştırmaları olmak üzere iki model kullanılmıştır. Turkcell, Vodafone, Avea gibi GSM operatörlerini dahil edilerek, anketler hazırlanmış, son kullanıcılara ve bayilere (iç paydaş olarak) marka değeri ve kurum itibarıyla ilgili sorular sorulmuştur. PR'ın "Paydaş Teorisi" kapsamında kurum içi personel çalışması gereği 300 bayi ve 400 son kullanıcı araştırmaya dahil edilmiştir. Araştırmamız, halkla ilişkilerin marka değerini etkilediğini ve bu etkinin paydaşlara göre değiştiğini kanıtlamıştır.

Anahtar Kelimeler

Halkla İlişkiler, Marka Değeri, İtibar Yönetimi, Pazarlama İletişimi

Introduction

Public relations and branding efforts inevitably work in an integrated manner for institutions and brands to position themselves and reach their target audiences with the strategies and tactics they have determined. *Public relations* is defined as communication activities to maintain the organization's image and communicate with the general public (Algharabat et al., 2020:3). In recent years, the definition and role of organization public relations have been expanded to broader scopes such as public relations, marketing communication activities, and advertising. These communication activities' convergence is for responding to the changing business environment that has faced organizations with problems such as loss of shareholder value, reduction of customer trust, and organizational support, which has forced many organizations to review their communication process with customers (Chakraborty, 2019:7). In large organizations, this convergence of communication in public relations is manifested in response to the economic recession. Studies show that public relations can be influential in reducing advertising budgets in the short and long term (Ebrahim, 2020:15).

Another significant factor is the exponential growth of social media and consumer awareness. For example, Keller and Brexendorf (2019:16) believe that integrating marketing and public relations activities is due to the arrival and acceptance of media and increased consumer social awareness. Recent research also shows this issue. A study conducted on 100 large global companies showed that the impact of public relations could be more than advertising in acquiring brand equity (Keller and Brexendorf, 2019:21). These results indicate that in today's market, appropriate brand promotions and integrated programs are good options for contact points for the organization with the customers. PR brings to life the underlying brand attitudes and promises by telling authentic stories and supporting honesty in advertising images (Machado et al., 2019:18).

Although the primary purpose of public relations is organizational communication in line with the organization's goals, this concept is increasingly defined as influencing people. This has become a significant issue due to the transition of the market to a consumer-centered informal economy characterized by two-way conversations between consumers and between consumers and organizations (Ramesh et al., 2019:27). In addition, social awareness among consumers is increasing, and now they emphasize the nature of

the organization instead of simply paying attention to its products in the form of services or products (Shanahan et al., 2019:21). Also, extensive consumer pessimism and the waste of consumer confidence and trust by the last decade's events caused businesses to review their advertising communications and marketing strategies, one of the results of which has been the integration of the public relations department with corporate brand initiatives (Verčič and Ćorić, 2018:54).

On the one hand, public relation is vital in supporting the strength and value of an organization's brands to all stakeholders (Ebrahim, 2020:17). Therefore, it should establish effective relationships with key audiences such as customers and shareholders because they affect the business results by purchasing products and investing in the organization's development projects. According to Chakraborty (2019:46), companies in the top 200 of Fortune's Amazing Companies list have invested twice as much in their public relations departments as others. With its ever-expanding framework and task areas, public relations has an important place in terms of advising the management level of the institution, strengthening mutual communication with stakeholders, and adding value to the institution with corporate communication reflecting the corporate identity, especially creating a reputation (Hafez, 2018:15). Continuous updating of observable attitudes, behaviors, and ideas with a focus on communication between companies and stakeholders is one of the main goals of this area. Therefore, public relations provides significant benefits by creating initiatives during the "value creation" process.

The position of public relations has been discussed in the framework of management and communication for more than 100 years. With the role of public relations in supporting marketing, its impact on an enormous social scope is the focus of these discussions (Caywood, 2012:125). Public relation is a method a person or business uses to communicate more effectively and efficiently with the audience it serves or targets. It is the whole of the attitudes and behaviors applied systematically and in a specific direction to make a business or person respected and liked by its external and internal customers (Friend and Zehle, 2004:212).

In the definitions of public relations, strategic communication management, which constitutes the essence of public relations, is also included. Accordingly, modern public relations is seen as a "strategic communication management," aiming to improve not only the consumers related to an organization but also the relations of that organization with various internal and external target groups (Neal and Strauss, 2008:162). In the comprehensive literature research conducted by Porcu et al. (2019:76), it has been revealed that public relations are frequently used with the expressions of institution/organization, administration, and masses/public. However, in the same article, the dimensions of public relations are the area of interest, starting point, image, and interaction. In this context, the primary points of public relations are

persuasion, advocacy, informing the public, cause-effect relationships, image and reputation management, and relationship management. Public relations aims to strengthen the bond of an institution with the target audience and, if necessary, to manage relations with the target audience based on this bond. In this connection is established through communication, it tries to realize the organization's goals and convey its corporate philosophy and identity (Akçay et al., 2020:32).

For this reason, the function of public relations in management is crucial. Because public relations has a feature that increases the institution's effectiveness, it is evaluated as a form of management. One of the essential points that emerged as a result of studies is that public relation is the tool that provides emotional value and consultancy to the management at a point that conveys the ethical and social responsibility awareness of the institution (Juska, 2021:18).

On the other hand, communication plays a vital role in institutions in terms of creating a functional corporate culture, ensuring coordination between units, solving problems, providing motivation, and eliminating conflicts. Therefore, care should be taken to ensure that all communication sectors within the institution are open (Friend and Zehle, 2004:116). Otherwise, the information belonging to the institution will reach the institution's stakeholders through different sectors and in different ways and may allow the formation of an undesirable corporate image (Karaosmanoglu and Salman, 2019:96). Another important issue for a brand is marketing, which is foreseen to be included in public relations. In particular, marketing, marketing communication, integrated marketing communication, advertising, and public relations are sometimes intertwined and sometimes separated (Kılıç and Yolbulan Okan, 2021:32).

Moreover, marketing communication components effectively bring the brand to a different position in consumer perception and create brand equity. In the communication process with the consumer, thanks to the feedback received from the consumer, it is ensured that the brand is shaped by their expectations (Kushwaha et al., 2020:55). In this process, the image and reputation of the organization and the brands gain importance. It can be said that preferences have changed because the brand means more than the product. Therefore, as well as the marketing communication process, public relations studies that support it are undeniably important regarding the perception of corporate power and trust (Llopis-Amorós et al., 2019:25).

Although public relations is a more comprehensive discipline than marketing communication, it can also contribute to marketing activities as an element of the integrated marketing concept (Maulana et al., 2021:43). However, this situation should not cause marketing activities to be seen above public

relations activities. According to new definitions, public relations and marketing can be seen as a single function (Nankali et al., 2020:156). Another interpretation that opposes this view is that they act separately from each other on their own (Caywood, 2012). Further, it is argued that the two functions have separate positioning or are even contradictory with each other (Öztürk and Batum, 2019:27). While marketing communication includes activities such as price, promotion, product, and positioning, the scope of public relations is quite different. Public relations consists of lobbying, corporate advertising, publicity, press advocacy, management consulting, and various public interest activities (Pinar et al,2020).

Marketing communication and public relations also contribute to communication through mass media. In parallel with today's technological developments, the number and qualities of mass media are changing. As well as the quality of media tools and forms of dissemination, the quality of the content of the media is also a factor in the formation of public opinion through public relations (Porcu et al., 2020:32). The effects of mass media on individuals in society have led those working in public relations to direct their attention to these tools. Because by making use of these tools, explanatory and guiding messages can be sent to broader masses instantly or in a very short time, with less effort. This type of communication focuses on the positive development of impersonal indirect communication between the target audience and the organization (Rodríguez-Molina et al., 2019:13).

Furthermore, brand equity is a concept that is frequently discussed and emphasized within the framework of marketing, public relations, and management (Schultz, 2020:69). Regarding brand equity, besides the financial savings of the brand, the emotional dimension in the consumer perception is also taken into account (Šerić et al., 2020:7). Brand equity is the increased or decreased value offered to an institution or its customers through a product or service, an intangible and tangible asset connected to a brand, its name, or its symbol (Friend and Zehle, 2004:315). This concept includes brand loyalty, awareness, perceived quality, and associations. According to another expression, the concept of brand equity is the additional value added to the product and the consumer by the positive impressions created by a strong brand name and symbol in the mind of the consumer (Sezgin et al., 2019:34). The abovementioned value makes the market value of the product and the business more valuable than the business's assets due to positive impressions.

A corporate reputation is a perceptual representation of a company's past actions and future prospects that describes the firm's overall appeal to all of its key constituents when compared with other leading rivals. The reputation that constituents ascribe to a company is the aggregate of many personal judgements about the company's credibility, reliability, responsibility, and trustworthiness (Fombrun, 1996:72). On the other hand, it is also possible

to evaluate the reputation as a brand image in the marketing literature. Accordingly, the perception of the services and products of the institution or brand is at a point that reflects on its general reputation. According to Schultz (2020:97), it can also be said that the concepts of brand equity and equivalence impact the formation of a strong reputation. Reputation is a perceptual concept that builds customer loyalty and is an asset often emphasized in the marketing discipline. Companies with a strong reputation find the opportunity to further expand their market share by being quickly accepted by the target audiences. Van Riel and Fombrun (2007:112) reveal that reputation is indispensable in creating brand equity. According to them, a positive reputation is the sum of positive images that will provide a competitive advantage to the organization and brand equity. Therefore, similar strategic ways should be followed to build brand equity. From a marketing point of view, reputation generally includes a structure that includes the consumer's knowledge of the institution or brand, the performance, and actions of the institution or brand, and gives equivalence to brand equity. From this perspective, reputation can be used to build 'value.' It would be correct to see reputation as a marketing tool to build trust and loyalty through long-term and continuous persuasive communication efforts (Sezgin et al., 2019:13).

Marketing communication and public relations must work in a common platform and strategic framework when the product or brand is mentioned. Therefore, in this study, when the GSM brands are considered, the information given at the point of sale, sufficient and detailed information obtained from the call centers, and the contribution of these brands to society in terms of social responsibility, become essential criteria in creating brand equity.

Method

Purpose of the research

The primary purpose of this research is to prove the existence of the relationship between reputation management and brand equity concerning the expanding functions of public relations and to demonstrate that communication studies are mutually supportive in an integrated platform. Apart from the public relations reputation management components, *the relationship between sponsorship, corporate advertising, crisis management, other public relations activities, and value creation is also intended to be handled as a separate section.* Based on these arguments, two hypotheses are put forward in the study:

H1= *Reputation management and brand equity factors differ according to consumer and dealer sectors.*

H2= *Public relations, especially reputation management, have an impact on brand equity and its sub-elements.*

Research Model

The models that form the basis of the research are the Consumer Based Brand Equity Model developed by Aaker (2012) to explain brand equity and the Reputation Coefficient Model, a reputation measurement technique developed by Fombrun (2005) to understand public relations functions. Aaker’s Brand Equity Measurement Model and the Reputation Coefficient Model developed by Fombrun is introduced in the following.

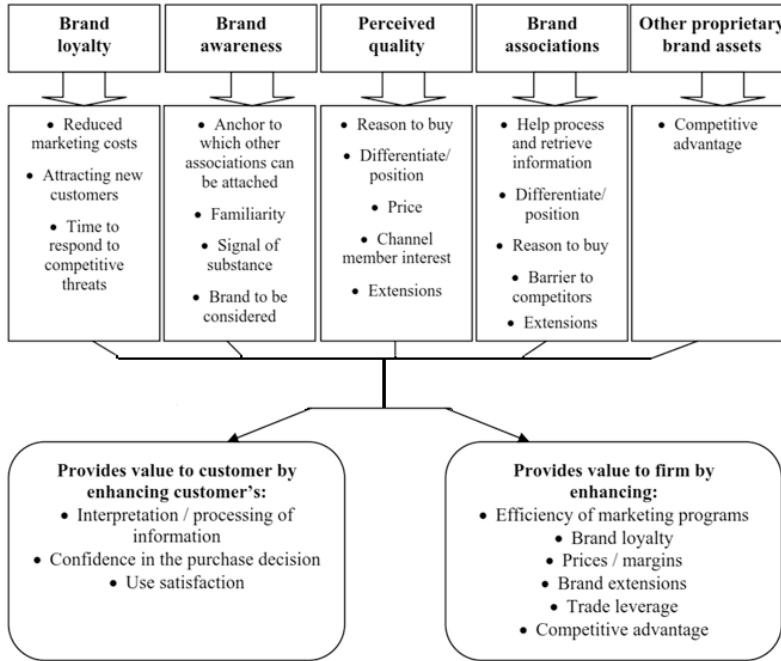


Figure 1: Consumer-Based Brand Equity Model

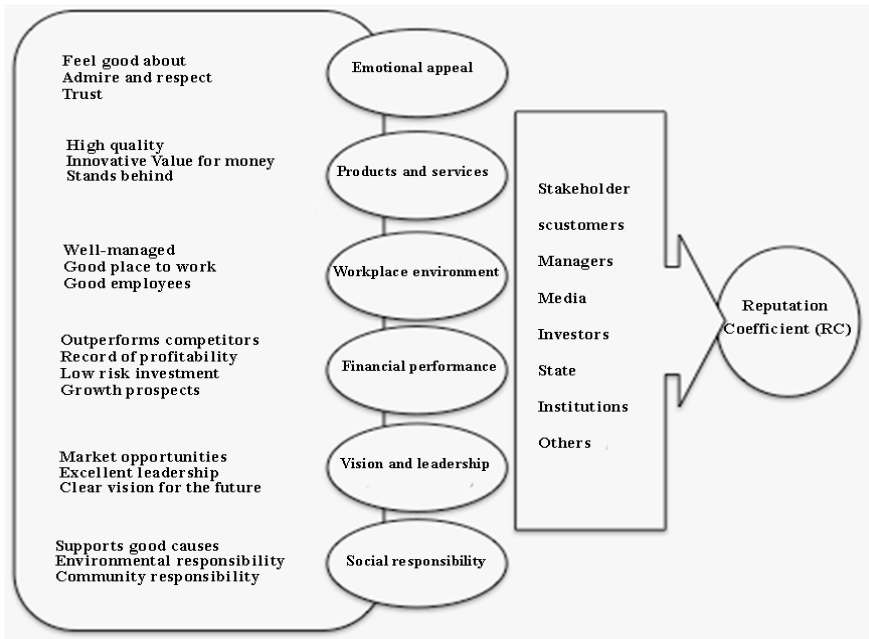


Figure 2: *Reputation Coefficient Model*

In the present research, 410 end consumers and 300 dealer employees were interviewed. Turkcell, Avea, and Vodafone consumers participated in the study equally regarding the socioeconomic distribution, and a non-random sample, quota sampling, was used. In the quota sampling, the socioeconomic status distribution of Turkey is taken as a basis.

The research was carried out within the provincial borders of Istanbul. GSM users and dealers in different Istanbul districts were included in the study as the SES distribution was taken as a basis. In order to obtain statistically significant results, 100 dealer employees belonging to each brand were interviewed. While some of the dealers are corporate dealers that sell single brands, some of them are dealers that represent more than one brand. On the other hand, these dealers are based on the brand they sell primarily and are included in the research.

Data Collection

A face-to-face survey technique was used in this study. The research was conducted with Turkcell, Avea, and Vodafone dealer employees and end consumers who are users of these brands in the GSM sector, a sector with high brand awareness. Based on the stakeholder theory (Freeman et al., 2010:134), the brand perceptions of the service or product consumer of an institution/brand and the people working in that institution, their love for

the institution, loyalty, and the like could be different from each other. For this reason, it was considered correct to examine the point of view of these brands from different perspectives. The same questionnaire was used to understand the difference in perception among the consumers. Since the dealer employee is considered an in-house employee, their socioeconomic status has not been considered.

Analysis

First of all, descriptive statistics are given. Then, the scales of reputation and brand equity, which are the subject of the research, are discussed, and the mean and standard deviations of these scales are presented. In order to answer the first hypothesis, firstly, consumer and dealer averages of reputation management and brand equity scales were taken, and the significance tests of these average differences were made with a t-test. To answer the second hypothesis, correlation analysis was made between the scales, and then, the extent to which reputation management explained brand equity was revealed by regression analysis based on dealers and consumers.

Regressions include an analysis of the perceived quality in the general framework and the consumer and the dealer; an analysis of brand loyalty in the general framework and consumer and dealer, and a consumer and dealer sector analysis of brand association and brand awareness titles. Demographic information was also presented with frequency tables.

Findings

Considering the market shares of the brands for the dealers, it was decided to negotiate with the dealers on an equal basis for each brand since low numbers that were not significant for the research were revealed. With this distribution, 58% of the study consists of the final consumer and 42% of the dealers. The demographic information of the study participants is shown in the table below.

Table 1: Demographic information of the study participants

Demographic features	Consumer		Dealer		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
The population of the study	410	57.75	300	42.25	710	100
Operators						
Turkcell	151	36.83	104	34.67	255	35.92
Vodafone	124	30.24	104	34.67	228	32.11
Avea	135	32.93	92	30.67	227	31.97
Total	410	100	300	100	710	100
Age						
Under 25	96	23.41	144	48.00	240	33.80
26-35 years	136	33.17	124	41.33	260	36.62
36-45 years	102	24.88	22	7.33	124	17.46
46-55 years	40	9.76	8	2.67	48	6.76
56 years old and more	36	8.78	2	0.67	38	5.35
Total	410	100	300	100	710	100
Gender						
Male	207	50.48	230	76.67	487	68.59
Female	203	49.1	70	23.33	223	31.41
Total	410	100	300	100	710	100
Education Status						
Illiterate- Primary Education	132	32.2	9	3.00	141	19.86
Secondary- College	186	45.6	241	80.33	428	60.28
University-Doctorate	92	22.2	50	16.67	141	19.86
Total	410	100	300	100	710	100
Marital status						
Single	206	50.24	207	69	413	58.17
Married	204	49.76	93	31.00	297	41.83
Total	410	100	300	100	710	100
Occupation Status						
Unemployed	99	24.15	19	6.33	118	16.63
Housewife	42	10.24	1	0.33	43	6.06
Occasional work	30	7.32	1	0.33	31	4.37
Employee	124	30.24	192	64.00	316	44.51
Self-employed	30	7.32	8	2.67	38	5.36
Specialist	34	8.3	15	5.00	49	6.91
Manager	13	3.18	27	9.00	40	5.63
Business owner	21	5.12	37	12.33	58	8.16
Freelancer	17	4.15	0	0.00	17	2.39
Total	410	100	300	100	710	100

According to Table 1, the majority of the study participants were between 25-35 years old (36.62%), male (68.59%), secondary-college education (60.28%), single (58.17%), and employee (44.51%).

In our research, the socioeconomic status (SES) distributions of consumers were examined. The distribution of SES was not considered because we considered the dealers as internal stakeholders of the institution. The AB group had a rate of 22% in the study. The rate in the C1 group was 41%. There were 24% of participants from the C2 group and 13% from the DE group.

In the first part, questions based on the corporate reputation components of public relations developed by Fombrun and other public relations activities that we have added to our research, the overall average is relatively high. These results reveal the positive impact of public relations activities on corporate reputation. Table 2 shows the public relations corporate reputation details:

Table 2: Public Relations Corporate Reputation

Public Relations Corporate Reputation						
	General		Consumer		Dealer	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
I have good feelings about the institution	4.18	0.862	4.03	0.850	4.39	0.834
I trust the institution	4.12	0.891	3.97	0.895	4.33	0.843
I admire and respect the institution	3.96	0.959	3.80	0.985	4.19	0.873
Offers high-quality products and services	4.19	0.845	4.07	0.845	4.36	0.817
Develops innovative products and services	4.21	0.771	4.08	0.756	4.39	0.757
Stands behind its products and services	4.14	0.864	4.01	0.863	4.33	0.831
The products and services are worth the money I paid	4.09	0.902	3.93	0.914	4.32	0.838
It is a financially strong company	4.44	0.724	4.32	0.738	4.60	0.675
It is an institution that makes correct and sound investments	4.24	0.724	4.11	0.737	4.42	0.668
Promises future growth	4.27	0.762	4.12	0.770	4.48	0.703
Outperforms its competitors financially	4.22	0.815	4.08	0.847	4.41	0.730
The company clearly communicates the vision	4.31	0.721	4.19	0.751	4.49	0.641
Has excellent leadership qualities	4.12	0.792	4.03	0.816	4.23	0.744
Recognizes and evaluates advantages in market opportunities	4.20	0.771	4.11	0.762	4.32	0.768
It is the leading institution in its sector	4.18	0.840	4.13	0.810	4.25	0.877
It is an institutionalized institution.	4.41	0.721	4.27	0.745	4.61	0.638
well managed	4.22	0.847	4.11	0.796	4.35	0.891
It has the characteristics of being an institution to work with	4.17	0.854	4.04	0.852	4.34	0.826
It has good employees	4.16	0.898	4.04	0.863	4.31	0.920
Does good work for society	4.16	0.809	4.05	0.745	4.31	0.865
The company contributes the most to different fields, such as education	4.05	0.937	3.99	0.894	4.13	0.987

The company provides employment and job opportunities in Turkey.	4.17	0.791	4.03	0.778	4.36	0.771
I saw advertisements reflecting the institution's power in the press.	4.35	0.725	4.23	0.742	4.52	0.667
It is an institution that manages the process well in case of any problem	4.10	0.792	4.03	0.785	4.19	0.794
Engages in effective sponsorship activities	4.21	0.806	4.07	0.796	4.39	0.785

Among the corporate reputation components, the most significant factor in the general sector is the expression '*financially strong organization*' with an average of 4.44. In the dealer sector, this average is even more, with an average of 4.60. For the consumer part, this feature ranks first with the highest average. The importance of this feature comes to the fore even more in evaluating dealers as internal stakeholders. Therefore, being an employee in financially strong organizations gains importance in terms of trust and reputation. The averages of brand equity are shown in Table 4.

Table 3: Brand Equity Averages

Brand Equity Averages						
	General		Consumer		Dealer	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
This brand is my first choice	4.20	0.964	4.15	0.876	4.27	1.071
I recommend this brand to others	4.18	0.806	4.06	0.789	4.34	0.801
If I were to buy this service again, I would choose this brand again	4.10	0.868	4.06	0.799	4.14	0.953
Even if I have problems with this brand, I would not buy another brand	3.83	1.134	3.76	1.093	3.92	1.184
Even if other brands offer better offers, my decision about this brand will not change	3.80	1.117	3.76	1.085	3.85	1.159
It's a brand I identify with	3.93	1.025	3.86	0.964	4.02	1.097
It is the first brand that comes to mind when it comes to the GSM sector	4.12	0.946	4.05	0.923	4.20	0.970
I know the tariffs and campaigns well	4.20	0.856	3.95	0.905	4.54	0.652
I am aware of advertisements and promotions	4.25	0.782	4.03	0.788	4.54	0.671
Overall I am satisfied with using this brand	4.28	0.775	4.18	0.747	4.42	0.793
I am satisfied with the service I received for the price I paid for this brand	4.10	0.880	4.00	0.863	4.24	0.885
Customer service provides quality service	3.90	0.963	3.87	0.928	3.94	1.008
It offers its customers advantages in many areas with various offers	4.16	0.800	4.05	0.790	4.30	0.793
There are dealers everywhere.	4.34	0.719	4.21	0.725	4.53	0.667
It offers its customers the latest technological products	4.27	0.724	4.16	0.737	4.42	0.679
Turkey's leading GSM operator	4.14	0.942	4.08	0.935	4.22	0.946
It is a reliable brand	4.24	0.747	4.11	0.759	4.41	0.692
It is an innovative brand	4.25	0.748	4.14	0.749	4.39	0.722
It is a prestigious brand	4.33	0.728	4.22	0.739	4.48	0.687
It is the most popular brand among operators	4.20	0.839	4.12	0.815	4.31	0.859
It is the operator that best understands, listens, and offers solutions to its customers	4.12	0.818	4.01	0.782	4.28	0.841

Considering the averages of brand equity, the highest values in the general sector are the values of *'the presence of a dealer everywhere,' 'prestigious brand,' 'offering the most innovative products to its customers,'* and *'being satisfied with brand use in general'*. In the Brand Equity values, the average of the dealer sector is similar to the reputation components. In the consumer part, the highest average belongs to the *'prestigious brand'* and *'dealers' ubiquity'*. In addition, providing the latest technological services to its customers and being innovative are among the significant values. Looking at these features, it is not surprising that the main features that primarily constitute brand equity in the GSM sector for the consumer are performance and distribution, such as product performance and distribution power.

The correlation study, which is one of the main points of our research, to see the relationship between public relations, reputation management, and brand equity, is given in the table below in general terms. In the next tables, the most interactive points are marked by considering the brand equity components and reputation factors separately. These tables have been examined on the basis of consumers and dealers, and general.

When the tables are examined, it is revealed that the values with the highest correlation with each other are *brand equity - brand association*, and *corporate reputation - vision and leadership*, with a rate of 77%. Another correlation at the same rate is between *brand equity - perceived quality and corporate reputation - products and services*. Another correlation is seen between brand-perceived quality and corporate reputation products and services. It is possible to say that there is a similar link between perceived quality and vision and leadership. In this correlation of 75%, it would be appropriate to say that the perception of quality in the brand has increased in connection with the vision of the institution. In the overall picture, the lowest correlation is between brand equity - brand loyalty and corporate reputation - financial performance. The order and sequence of consumer correlation is shown in the table 5 which is placed at appendix.

In the consumer sector, it is seen that there is an 80% correlation between public relations, reputation management, and brand equity, between brand equity - *perceived quality and corporate reputation - products and services*. It is quite natural that these headings appear in relation to an important consumer expectation, such as the innovation and penetration of products. Apart from that, there is a similar correlation with a percentage of 80% between *brand association and vision and leadership*. In terms of brand equity associations, brand equity features such as being Turkey's leading GSM operator specifically for the GSM sector, having a reliable brand identity, being innovative and prestigious, and being popular among operators create parallelism with the innovative vision and leadership of the institution.

In the dealer sector, the highest correlation is seen between *brand equity – brand association and corporate reputation – vision and leadership*. The brand association includes the associations of the brand towards emotions and attitudes and the brand's prestigious and innovative features. In this title, there is also a feature that gains importance for internal stakeholders, such as being in the leading brand position. Likewise, vision and leadership reveal the vision and strength of the organization.

In terms of the dealer sector, the interaction of these two features means that the institution, in a sense, represents its own employees. The title of perceived quality that follows has interactions with products and services and vision and leadership. In the dealer sector, brand loyalty and financial performance are minimally correlated with the consumer. To evaluate this in general, it is possible to say that brand loyalty is not related to the financial structure, but to the general point of view of the brand. Among the reputation components, the working environment, which gains importance especially for the dealer sector and has a very high average for the dealer sector apart from correlation, is not very high in brand correlation. Brand association and corporate reputation - public relations, which are not important in the consumer sector, are moderately interactive for the dealer sector. The sponsorship activities of the institution can be effective in points such as its attitude during the crisis, corporate advertisements, the prestige and innovation of the brand according to the dealer sector, and emotional attitudes. The regression overview is shown in table 7.

In summary, when looking at the general regression analysis, it is revealed that the strongest interaction between reputation values are public relations vision and leadership expressions, and brand association expressions from brand equities expressions. As seen in the previous correlation analysis, it is obvious that these two expressions are meaningful data on both general, consumer, and dealer basis. However, in the dealer sector, the emotional expression of public relations is high, based on the fact that other subjects with the highest interaction are evaluated as internal stakeholders. This expression is also high in consumer expressions. The expression of an ineffective working environment in the consumer sector is highly effective for the dealer sector. Because the in-house working environment is naturally important for the dealers to be considered as internal stakeholders of the institution. Another important point is that the expression of brand loyalty, which is not meaningful for the consumer in the brand loyalty part, is meaningful for the dealer sector.

Conclusion

In this study, the financial, emotional, and functional components of the institution are examined. In our research, in addition to the reputation criteria that support the public relations dimension, other activities such as corporate advertising, crisis management, and sponsorship are also compared with the

brand equity criteria. Our research covers three institutions in the GSM sector and was conducted to understand the perceptions of different stakeholders, including the final consumer and dealer. As a result of the research, both reputation values and brand equity criteria were evaluated within themselves, the two values were compared with each other by correlation analysis, and finally, the accuracy and power of these data were proven by performing regression analyses.

Our results supported the hypothesis that *public relations has an effect on brand equity and this effect differs on the basis of stakeholders*. In the averages of both models, the averages of the dealer sectors are higher, being close to or above the general averages. The reason for this is that more than the relationship or expectation that consumers establish with the brand or institution, the dealer sector, that is, the employees of the institution, are internal stakeholders. Dealers naturally have more information and communication about the institutions they work with. On the other hand, the general image and perceptions of the consumers, apart from the knowledge and experience they have in the name of the institution and the brand, are more prominent.

The main focus of the research data was to analyze how the components of public relations and brand equity are distributed among themselves. Among the components of corporate reputation, the most important factor in the general sector was the statement 'financially strong organization'. This average has come to the fore in the dealer sector even more. For the consumer part, this feature ranked first with the highest average. Based on this, it is seen that the financial performance of institutions is a very critical element in terms of maintaining their reputation. The fact that 'financial performance' has the highest average among these values, which includes corporate reputation and other factors, is also supported by the theoretical literature. Corporate advertisements, annual reports, and employment and investment news prepared by institutions are also important in terms of feeding this value.

When the brand equity components are evaluated in themselves, the most important criterion is the 'brand association' in terms of both the general consumer and the dealer. Every brand has different connotations. One brand may be conservative, another reliable, and another innovative. This separation in the minds can be considered as the first step of whether or not to classify the person according to their own tendencies and prefer the brand. For this reason, the fact that the most prominent criterion among the brand equity criteria is 'brand association' is also consistent with the theoretical framework. In our research, under the brand association criteria, there are sub-explanations related to the GSM sector; to be the leading GSM operator, to be a reliable brand, to be innovative, to be a prestigious brand, to be popular, and to offer the best service to its customers. It is natural that these associations regarding the sector and products come to the fore in the consumer part among the

brand equity criteria. In the dealer section, it would be correct to assume that brand associations stand out because they make a difference in perception.

It is also an important result that different stakeholders have different perceptions, which is the second hypothesis of our research. The working environment, which is not an important factor for consumers, turned out to be meaningful in terms of brand loyalty in the dealer sector. The opportunities that an institution provides to its internal stakeholders emphasize the importance of building corporate identity and culture.

One of the striking results of the research is that *social responsibility* is meaningful data only on the basis of perceived quality. Brand equity includes both functional and intangible values of perceived quality, product, and service. The identification of social responsibility with perceived quality is actually meaningful in terms of both functional and emotional dimensions. It is possible to talk only about the conclusion that social responsibility is not important enough to create brand awareness, does not affect brand loyalty, does not take place in associations, the effect of the conditions of social responsibility, and the process of announcing them to the masses. Social marketing can be done with advertising activities as well as social responsibility expenditure. This can make the social responsibility 'sincere' phenomenon questioned. Also, it is also possible that the social responsibility activities are not sufficiently announced.

As a result of our research, it can be summarized that public relations have an effect on brand equity, and this effect varies on the basis of stakeholders. Accordingly, it can be said that public relations is a communication activity that should be evaluated from a broader perspective. Due to the constructivist approach, it is argued that public relations is the most effective force in the process of creating the desired reality. It can be predicted that public relations will gain more importance in the future and become more effective in strategy and implementation.

Appendix

Table 4: Order and sequence of General Correlation

Brand equity	Corporate reputation	Correlation*	N	Correlation sequence
Brand equity - Brand Association	Corporate Reputation - Vision and Leadership	0.771	707	77%
Brand equity - Perceived Quality	Corporate Reputation - Products and Services	0.766	708	77%
Brand equity - Perceived Quality	Corporate Reputation - Vision and Leadership	0.750	708	75%
Brand equity - Brand Association	Corporate Reputation - Financial Performance	0.710	704	71%
Brand equity - Perceived Quality	Corporate Reputation - Emotional Bond	0.702	707	70%
Brand equity - Brand Awareness	Corporate Reputation - Vision and Leadership	0.692	708	69%
Brand equity - Brand Association	Corporate Reputation - Products and Services	0.692	707	69%
Brand equity - Perceived Quality	Corporate Reputation - Social Responsibility	0.691	703	69%
Brand equity - Perceived Quality	Corporate Reputation - Financial Performance	0.690	705	69%
Brand equity - Brand Awareness	Corporate Reputation - Products and Services	0.666	708	67%
Brand equity - Perceived Quality	Corporate Reputation - Public Relations Other Activities	0.661	708	66%
Brand equity - Brand Loyalty	Corporate Reputation - Vision and Leadership	0.656	708	66%
Brand equity - Brand Awareness	Corporate Reputation - Financial Performance	0.651	705	65%
Brand equity - Brand Association	Corporate Reputation - Social Responsibility	0.650	702	65%
Brand equity - Brand Loyalty	Corporate Reputation - Products and Services	0.649	708	65%
Brand equity - Perceived Quality	Corporate Reputation - Working Environment	0.649	705	65%
Brand equity - Brand Loyalty	Corporate Reputation - Emotional Bond	0.648	707	65%
Brand equity - Brand Association	Corporate Reputation - Public Relations Other Activities	0.644	707	64%
Brand equity - Brand Association	Corporate Reputation - Emotional Bond	0.635	706	64%
Brand equity - Brand Association	Corporate Reputation - Working Environment	0.623	704	62%
Brand equity - Brand Awareness	Corporate Reputation - Public Relations Other Activities	0.619	708	62%
Brand equity - Brand Awareness	Corporate Reputation - Emotional Bond	0.609	707	61%
Brand equity - Brand Awareness	Corporate Reputation - Social Responsibility	0.599	703	60%
Brand equity - Brand Awareness	Corporate Reputation - Working Environment	0.595	705	60%
Brand equity - Brand Loyalty	Corporate Reputation - Social Responsibility	0.593	703	59%
Brand equity - Brand Loyalty	Corporate Reputation - Working Environment	0.590	705	59%
Brand equity - Brand Loyalty	Corporate Reputation - Public Relations Other Activities	0.581	708	58%
Brand equity - Brand Loyalty	Corporate Reputation - Financial Performance	0.558	705	56%
P<0.01				

Table 5: Order and sequence of Consumer Correlation

Brand equity	Corporate reputation	Correlation*	N	Correlation sequence
Brand equity - Perceived Quality	Corporate Reputation - Products and Services	0.800	409	80%
Brand equity - Brand Association	Corporate Reputation - Vision and Leadership	0.800	408	80%
Brand equity - Perceived Quality	Corporate Reputation - Vision and Leadership	0.772	409	77%
Brand equity - Brand Association	Corporate Reputation - Financial Performance	0.749	406	75%
Brand equity - Perceived Quality	Corporate Reputation - Financial Performance	0.729	407	73%
Brand equity - Perceived Quality	Corporate Reputation - Emotional Bond	0.720	409	72%
Brand equity - Perceived Quality	Corporate Reputation - Public Relations Other Activities	0.715	409	72%
Brand equity - Brand Loyalty	Corporate Reputation - Vision and Leadership	0.706	409	71%
Brand equity - Perceived Quality	Corporate Reputation - Social Responsibility	0.703	404	70%
Brand equity - Brand Association	Corporate Reputation - Products and Services	0.702	408	70%
brand equity - Brand Awareness	Corporate Reputation - Vision and Leadership	0.701	409	70%
Brand equity - Brand Loyalty	Corporate Reputation - Products and Services	0.689	409	69%
Brand equity - Brand Loyalty	Corporate Reputation - Emotional Bond	0.686	409	69%
Brand equity - Perceived Quality	Corporate Reputation - Working Environment	0.682	407	68%
brand equity - Brand Awareness	Corporate Reputation - Products and Services	0.673	409	67%
Brand equity - Brand Association	Corporate Reputation - Public Relations Other Activities	0.661	408	66%
Brand equity - Brand Association	Corporate Reputation - Social Responsibility	0.655	403	66%
brand equity - Brand Awareness	Corporate Reputation - Financial Performance	0.652	407	65%
brand equity - Brand Awareness	Corporate Reputation - Public Relations Other Activities	0.646	409	65%
Brand equity - Brand Association	Corporate Reputation - Working Environment	0.646	406	65%
Brand equity - Brand Loyalty	Corporate Reputation - Financial Performance	0.644	407	64%
Brand equity - Brand Awareness	Corporate Reputation - Emotional Bond	0.644	409	64%
Brand equity - Brand Association	Corporate Reputation - Emotional Bond	0.643	408	64%
Brand equity - Brand Loyalty	Corporate Reputation - Social Responsibility	0.634	404	63%
Brand equity - Brand Awareness	Corporate Reputation - Working Environment	0.626	407	63%
Brand equity - Brand Awareness	Corporate Reputation - Social Responsibility	0.625	404	63%
Brand equity - Brand Loyalty	Corporate Reputation - Working Environment	0.618	407	62%
Brand equity - Brand Loyalty	Corporate Reputation - Public Relations Other Activities	0.616	409	62%
P<0.01				

Table 6: Order and sequence of Dealer Correlation

Brand equity	Corporate reputation	Correlation*	N	Correlation sequence
Brand equity - Brand Association	Corporate Reputation - Vision and Leadership	0.695	299	70%
Brand equity - Perceived Quality	Corporate Reputation - Products and Services	0.689	299	69%
Brand equity - Perceived Quality	Corporate Reputation - Vision and Leadership	0.688	299	69%
Brand equity - Perceived Quality	Corporate Reputation - Social Responsibility	0.647	299	65%
Brand equity - Brand Association	Corporate Reputation - Products and Services	0.643	299	64%
Brand equity - Perceived Quality	Corporate Reputation - Emotional Bond	0.639	298	64%
brand equity - Brand Awareness	Corporate Reputation - Vision and Leadership	0.624	299	62%
Brand equity - Brand Association	Corporate Reputation - Social Responsibility	0.611	299	61%
Brand equity - Brand Loyalty	Corporate Reputation - Emotional Bond	0.606	298	61%
Brand equity - Brand Association	Corporate Reputation - Financial Performance	0.606	298	61%
Brand equity - Brand Loyalty	Corporate Reputation - Products and Services	0.602	299	60%
brand equity - Brand Awareness	Corporate Reputation - Products and Services	0.601	299	60%
Brand equity - Brand Loyalty	Corporate Reputation - Vision and Leadership	0.597	299	60%
Brand equity - Perceived Quality	Corporate Reputation - Financial Performance	0.585	298	59%
Brand equity - Brand Association	Corporate Reputation - Emotional Bond	0.578	298	58%
Brand equity - Brand Association	Corporate Reputation - Public Relations Other Activities	0.578	299	58%
Brand equity - Perceived Quality	Corporate Reputation - Working Environment	0.574	298	57%
Brand equity - Brand Association	Corporate Reputation - Working Environment	0.558	298	56%
brand equity - Brand Awareness	Corporate Reputation - Financial Performance	0.553	298	55%
Brand equity - Brand Loyalty	Corporate Reputation - Working Environment	0.550	298	55%
Brand equity - Brand Loyalty	Corporate Reputation - Social Responsibility	0.541	299	54%
Brand equity - Brand Loyalty	Corporate Reputation - Public Relations Other Activities	0.535	299	54%
Brand equity - Perceived Quality	Corporate Reputation - Public Relations Other Activities	0.533	299	53%
Brand Equity - Brand Awareness	Corporate Reputation - Social Responsibility	0.511	299	51%
Brand Equity - Brand Awareness	Corporate Reputation - Working Environment	0.509	298	51%
Brand Equity - Brand Awareness	Corporate Reputation - Public Relations Other Activities	0.501	299	50%
Brand Equity - Brand Awareness	Corporate Reputation - Emotional Bond	0.463	298	46%
Brand equity - Brand Loyalty	Corporate Reputation - Financial Performance	0.447	298	45%
P<0.01				

Table 7: Regression Overview

	General				Consumer				Dealer			
	Perceived quality	Brand Loyalty	Brand Association	Brand Awareness	Perceived Quality	Brand Loyalty	Brand Association	Brand Awareness	Perceived Quality	Brand Loyalty	Brand Association	Brand Awareness
Model	SET	SET	SET	SET	SET	SET	SET	SET	SET	SET	SET	SET
	Beta	Beta	Beta	Beta	Beta	Beta	Beta	Beta	Beta	Beta	Beta	Beta
Public relations / emotional bond I have good feelings about the institution. I have confidence in the institution. I admire and respect and appreciate the institution.	0.154	0.274	0.091	0.11	0.124	0.316	0.09	0.197	0.172	0.24	0.091	(-) 0.060
Public Relations / products and services It offers high quality products and services. Develops innovative products and services. It stands behind its products and services. Their products and services are worth the money I paid.	0.249	0.078	0.011	0.15	0.31	0.043	0.084	0.084	0.168	0.118	0.131	0.251

Public Relations / financial performance It is a financially strong company. It is an institution that makes correct and sound investments. It promises future growth. It shows superior financial performance than its competitors.	0.055	0.067	0.157	0.138	0.067	0.04	0.206	0.091	0.047	(-) 0.125	0.082	0.108
Public Relations/vision leadership The institution clearly announces the vision. It has excellent leadership qualities. Recognizes and evaluates advantages in market opportunities. It is the leading institution in its sector. It is an institutionalized institution.	0.235	0.278	0.364	0.242	0.207	0.299	0.404	0.237	0.258	0.224	0.317	0.29
Public Relations / social responsibility It does good work for society. It is the company that contributes the most to different fields such as education and sports. It is the company that provides employment and offers job opportunities in Turkey.	0.120	0.08	0.044	0.018	0.096	0.081	0.018	0.041	0.171	0.073	0.112	0.022

Public relations/ work environment It is well managed. It has the characteristics of being an institution to work for. It has good employees.	0.059	0.105	0.048	0.059	0.072	0.089	0.082	0.091	0.052	0.109	0.019	0.053
Public Relations/other factors I come across advertisements reflecting the power of the institution in the press. It is an institution that manages the process well in case of any problem or crisis. Engages in effective sponsorship activities.	0.096	0.105	0.115	0.156	0.12	0.042	0.091	0.15	0.055	0.196	0.158	0.123

References

- Aaker, D. A. (2012). *Building strong brands*, Simon and Schuster.
- Akçay, E. E., Kooli, K., & Gaber, H. R. (2020). Does perceived social responsibility affect consumer attitudes towards global brands? Lessons from the Nescafé Case in Turkey. *Journal of Customer Behaviour*, 19(3), 226-251.
- Algharabat, R., Rana, N. P., Alalwan, A. A., Baabdullah, A. & Gupta, A. (2020). Investigating the antecedents of customer brand engagement and consumer-based brand equity in social media. *Journal of Retailing and Consumer Services*, 53, 101767.
- Caywood, C. L. (2012). *The handbook of strategic public relations and integrated marketing communications*.
- Chakraborty, U. (2019). The impact of source credible online reviews on purchase intention: The mediating roles of brand equity dimensions. *Journal of Research in Interactive Marketing*, 13(2), 142-161.

- Ebrahim, R. S. (2020). The role of trust in understanding the impact of social media marketing on brand equity and brand loyalty. *Journal of Relationship Marketing*, 19, 287-308.
- Fombrun, C. J. (1996). *Reputation: Realizing Value from the Corporate Image*. Harvard Business School Press, Boston, Massachusetts.
- Fombrun, C. J. (2005). Corporate reputations as economic assets. *The Blackwell handbook of strategic management*, 285-308.
- Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmar, B. L., & De Colle, S. (2010). *Stakeholder theory: The state of the art*.
- Fried, G. & Zehle, S. (2004). *Guide to business planning*, Profile Books Limited.
- Hafez, M. 2018. Measuring the impact of corporate social responsibility practices on brand equity in the banking industry in Bangladesh: The mediating effect of corporate image and brand awareness. *International Journal of Bank Marketing*, 36(5), 806-822.
- Juska, J. M. (2021). *Integrated marketing communication: advertising and promotion in a digital world*, Routledge.
- Karaosmanoglu, E. & Salman, G. G. (2019). Corporate brand communication in higher education. *Strategic Brand Management in Higher Education*. Routledge.
- Keller, K. L. & Brexendorf, T. O. (2019). Measuring brand equity. *Handbuch Markenführung*, 1409-1439.
- Kılıç, F., & Yolbulan Okan, E. (2021). Storytelling and narrative tools in award-winning advertisements in Turkey: an interdisciplinary approach. *Journal of Marketing Communications*, 27(8), 881-896.
- Kushwaha, B. P., Singh, R. K., Varghese, N., & Singh, V. N. (2020). Integrating social media and digital media as new elements of integrated marketing communication for creating brand equity. *Journal of Content, Community & Communication*, 11(6), 52-64.
- Llopis-Amorós, M. P., Gil-Saura, I., Ruiz-Molina, M. E., & Fuentes-Blasco, M. (2019). Social media communications and festival brand equity: Millennials vs Centennials. *Journal of Hospitality and Tourism Management*, 40, 134-144.
- Machado, J. C., Vacas-De-Carvalho, L., Azar, S. L., André, A. R. & Dos Santos, B. P. (2019). Brand gender and consumer-based brand equity on Facebook: The mediating role of consumer-brand engagement and brand love. *Journal of Business Research*, 96, 376-385.
- Maulana, M., Kriyantono, R., & Prasetyo, B. D. (2021). Implementation of Marketing Communication Strategy for Alcoholic Products in Social Sensitivity and Legal Protection. *International Journal of Science and Society*, 3(3), 221-238.
- Nankali, A., Palazzo, M., Jalali, M., Foroudi, P., Amiri, N. S. & Salami, G. H. (2020). Integrated Marketing Communication in B2B2C Area. *Beyond Multi-sector Marketing*. Emerald Publishing Limited.

- Neal, W. D. & Strauss, R. (2008). *Value creation: the power of brand equity*, South-Western Cengage Learning.
- Öztürk, M., & Batum, T. P. (2019). How Housing Brands Use Social Media in Their Marketing Communications?: A Content Analysis. *Yönetim Bilimleri Dergisi*, 17(33), 111-135.
- Pinar, M., Girard, T., & Basfirinci, C. (2020). Examining the relationship between brand equity dimensions and university brand equity: An empirical study in Turkey. *International Journal of Educational Management*, 34(7), 1119-1141.
- Porcu, L., del Barrio-García, S., Alcántara-Pilar, J. M., & Crespo-Almendros, E. (2019). Analyzing the influence of firm-wide integrated marketing communication on market performance in the hospitality industry. *International Journal of Hospitality Management*, 80, 13-24.
- Porcu, L., del Barrio-García, S., Kitchen, P. J., & Tourky, M. (2020). The antecedent role of a collaborative vs. a controlling corporate culture on firm-wide integrated marketing communication and brand performance. *Journal of Business Research*, 119, 435-443.
- Ramesh, K., Saha, R., Goswami, S. & Dahiya, R. (2019). Consumer's response to CSR activities: Mediating role of brand image and brand attitude. *Corporate Social Responsibility and Environmental Management*, 26, 377-387.
- Rodríguez-Molina, M. A., Frías-Jamilena, D. M., Del Barrio-García, S., & Castañeda-García, J. A. (2019). Destination brand equity-formation: Positioning by tourism type and message consistency. *Journal of Destination Marketing & Management*, 12, 114-124.
- Schultz, D. E. (2020). *From Advertising to Integrated Marketing Communications. A Reader in Marketing Communications*. Routledge.
- Šerić, M., Ozretić-Došen, Đ., & Škare, V. (2020). How can perceived consistency in marketing communications influence customer-brand relationship outcomes?. *European Management Journal*, 38(2), 335-343.
- Sezgin, M., & Cesur, (2019). Website Usage In Digital Public Relations-An Analysis Of It Companies In Turkey. *International Journal Of Ebusiness And Egovernment Studies*, 11(2), 134-149.
- Shanahan, T., Tran, T. P., & Taylor, E. C. (2019). Getting to know you: Social media personalization as a means of enhancing brand loyalty and perceived quality. *Journal of Retailing and Consumer Services*, 47, 57-65.
- Van Riel, C. B. & Fombrun, C. J. (2007). *Essentials of corporate communication: Implementing practices for effective reputation management*, Routledge.
- Verčič, A. T. & Čorić, D. S. (2018). The relationship between reputation, employer branding and corporate social responsibility. *Public Relations Review*, 44, 444-452.



A Woke Approach to User-generated Content: How Product Involvement and Gender Influence What We Post

Kemal Cem SÖYLEMEZ*

Abstract

Although gender is often used as a dummy control variable in user-generated content research, online community researches often conduct study communities of products that are disproportionately used by male users. Similarly, existing studies also focus on communities of high-involvement products, although online communities of low-involvement products are emerging. Continuing the work of Soylemez (2021a), this study used ELM and equity theory and examined how two personal factors (gender and product involvement) affect the relative generation of brand-oriented content and community-oriented content. A four-condition experiment was designed to test the hypotheses, and 120 Clickworker users who engaged with an online brand community in the 30 days prior to the experiment participated in the study. While the study found no significant difference between genders, it found that members of high-involvement product communities generate more brand-oriented content than community-oriented content, while members of low-engagement product communities generate more community-oriented content than brand-oriented content. There is a significant interaction between gender and product participation. The managerial implications such as differentiation and theoretical implications such as the benefit of equity theory in online brand community research have been also discussed.

Keywords

User-generated content, online brand communities, product involvement, gender.

* Independent Researcher, kemalcemsoylemez@gmail.com, ORCID: 0000-0003-1607-7208

Öz

Her ne kadar cinsiyet, kullanıcılar tarafından oluşturulan içerikler arařtırmalarında kukla bir kontrol deęiřkeni olarak kullanılsa da, bu arařtırmalar genellikle orantısız bir biçimde erkekler tarafından kullanılan ürünlerin çevrimiçi topluluklarında yürütölmektedir. Benzer şekilde düşük katılımlı ürünlerin çevrimiçi toplulukları ortaya çıksa da mevcut çalışmaların kahir ekseriyeti yüksek katılımlı ürünlerin çevrimiçi topluluklarını incelemektedir. Söylemez (2021a)'nin çalışmasının devamı niteliğindeki bu çalışma, Detaylandırma Olasılığı Modeli (DOM) ve Eşitlik Kuramı'ndan faydalananak iki kişisel faktörün (cinsiyet ve ürün katılımı) marka odaklı ve topluluk odaklı içeriklerin göreceli üretimini nasıl etkilediğini arařtırdı. Hipotezleri test etmek için dört koşullu bir deney tasarlandı ve deneyden önceki 30 gün içinde çevrimiçi bir marka topluluęuyla etkileşim kuran 120 Clickworker kullanıcısı çalışmaya katıldı. Çalışma, cinsiyetler arasında anlamlı bir fark bulmazken, yüksek katılımlı ürün topluluklarının üyelerinin topluluk odaklı içerikten daha fazla marka odaklı içerik ürettiğini, düşük etkileşimli ürün topluluklarının üyelerinin ise marka odaklı içerikten daha fazla topluluk odaklı içerik ürettiğini buldu. Cinsiyet ve ürün katılımı arasında anlamlı bir etkileşim vardır. Çalışmada çevrimiçi marka topluluęu arařtırmalarında eşitlik teorilerinin faydaları gibi teorik sonuçlar ve farklılaştırma stratejisinin faydaları gibi yönetsel çıkarımlar da tartışılmıştır.

Anahtar Kelimeler

Kullanıcı tarafından yaratılan içerik, çevrimiçi marka toplulukları, ürün katılımı, cinsiyet

Introduction

Online brand communities are specialized, non-geographic communities based on a structured set of social relationships between admirers of a brand (Muniz & O'guinn, 2001). Members of the online brand community contribute and utilize the collective intelligence of communities by generating content (Laroche et al., 2012). User-generated content (UGC) in online brand communities has not only enabled social commerce but also facilitated prosumer marketing and co-branding (Wang, 2021).

Although the online brand community literature is growing every year, there are still two major gaps in the literature. First, an overwhelming percentage of online brand community studies are conducted by studying online communities of products particularly favored by men, such as motorcycles (Madupu & Cooley, 2010; Felix, 2012), cars (Luedicke & Giesler, 2007) and electronics (Soylemez, 2021b). Although gender is often used as a dummy variable in these online brand community studies, the influence of gender on the relative generation of different user-generated content types cannot be fully understood, as female members in these communities are likely to embrace the male-dominated subculture to be accepted in the community. The best way to understand how the women participants of online brand communities generate content is not to analyze how woman Harley Davidson owners behave in their online community where they are outnumbered 1 to 10. Therefore, a study that puts gender at the center is needed to fully understand the role of gender in content generation in online brand communities.

Another issue is that while Soylemez (2021a) and Soylemez (2021b) have examined various personal, brand, product, and contextual factors that influence the relative generation of different types of UGC, product engagement is an unstudied area. As with gender, surveys often examine communities of high-involvement products such as cars which consumers spend 5-digit figures to own the brand. However, brands of low-involvement products are investing in online brand communities too. It is therefore possible that these low-involvement product communities exhibit different dynamics than the over-analyzed, high-involvement product communities.

Based on ELM and the equity theory, the research question of this paper is stated as below.

RQ: What is the relationship between gender and product involvement, and the relative contribution of brand-oriented content and community-oriented content?

The research objectives are explored through three hypotheses that examine the impact of gender and product involvement on the relative generation of different types of UGC. A four-condition experiment was designed to test the hypotheses, and 120 Clickworker users who engaged with an online brand community in the 30 days prior to the experiment participated in the study. The methodology of Soylemez's previous studies had been utilized as well when it is applicable. Based on the results, managerial implications and future research directions are also discussed. Exploring customer behavior in social networks and harnessing the power of consumer engagement are hot topics in interactive marketing (Wang, 2021); therefore, it is hoped that the study will expand knowledge in this area.

Literature Review and Theoretical Development

User-generated Content Types

User-generated content is defined as any type of brand related content, including but not limited to photos, comments, and videos created by users (Itani, El Haddad, Kalra., 2020). In an online brand community, the brand and the community are the two stakeholders that members can choose as a target group (Haikel-Elsabeh et al., 2019). Soylemez (2021a) argues that it is possible to classify user-generated content according to the target audience, i.e. brand-oriented content and community-oriented content.

Brand-oriented content is UGC that directly targets the brand and provides added value to the brand. Some examples of brand-oriented content are suggestions, complaints, or discussions of brand-related news (Soylemez, 2021b). Members seem to communicate with each other, aware that other members do not have the resources to respond to complaints or utilize their suggestions. By communicating with other members, they try to force the brand to develop new products and address grievances. So, if the brand wants to use the community for co-creation tasks; it shall cultivate factors that produce more brand-oriented content (Soylemez, 2021a). Members can also target other members, for example by providing advice on how to use the products more effectively. This community-focused content also indirectly provides brand value, as community-based troubleshooting means less customer service burden and high community interaction increases brand loyalty (Soylemez, 2021a). So if the brand wants to designate the community as a meeting place for fans or an informal resource hub; therefore it must adopt a strategy that maximizes the generation of community-oriented content. Understanding the distinction between different types of content allows brands to tailor their online marketing strategies to the expectations of their online communities (Soylemez, 2021a).

Gender

Gender socialization theory suggests that, in addition to sex-specific skills, women and men acquire sex-specific personality traits, self-concepts, and value sets (Mason & Mudrack, 1996). In general, gender differences in online settings are fairly well-researched. The literature suggests that male-dominated newsgroups are often characterized by large amounts of factual, interrelated exchanges, and impersonal discourse, while female-dominated newsgroups often display textual patterns of social interdependence (Van Doorn & Van Zoonen, 2008). Men tend to read reviews to confirm their already established opinions and ignore comments that invalidate those opinions, while female participants are more open to information and strive to minimize discrepancies by paying attention to opposing opinions (Chung & Monroe, 1998). The blogging literature suggests that women are more interested in the social aspects of blogging and men in information, opinion, and greater technical sophistication (Pedersen & Macafee, 2007). Female bloggers emphasize participation and male bloggers emphasize information (Schler et al., 2005). Women are more likely to share personal issues such as family matters, while men are more likely to discuss public issues such as politics and sports on social media (Wang et al., 2013). Males tend to have longer, more hostile, and self-promoting posts that contain strong affirmations, put-downs, and sarcastic style, and females have a supportive and mitigating style, including appreciation; and community activities, thanks, apologies, and questions (Herring, 1996).

In the context of the online brand community, the results are less clear. Scientists are divided on whether gender differences play an important role or whether the gender gap closes (Islam & Rahman, 2017). Although they are many studies about online brand communities, the relevance of gender differences was given little attention (Akar & Topcu, 2011; Rialti et al., 2017). Gender differences in the commitment of the online brand community are pointed out for future research results (Hammedi et al., 2015) and in early development stage (Islam & Rahman, 2007). Recent studies also show that the moderation of gender decreases (Krishnapillai & Ying, 2017). Equity theory argues that people value social exchanges based on the fairness they perceive in the relationship (Adams, 1965). In the context of the online brand community, the brand and the community are two significant stakeholders. Consumers show positive affection towards individuals or organizations that acknowledge them and provide positive feedback and reward for their contributions to them (Williams & Hazer, 1986; Shore & Tetric, 1991; Gruen et al., 2000). Therefore, members generate more brand or community-oriented content based on their relationship with these stakeholders. It turns out that women are more trusting towards other members (Bae & Lee, 2011; Mansour & Farmanesh, 2020) and use online brand communities for social

support, while men increase and protect social standing (Awad & Ragowsky, 2008; Fan & Miao, 2012), therefore, female participants are expected to prioritize community. Furthermore, male participants also appear to generate more brand-oriented content than community-oriented content (Soylemez, 2021a; Soylemez, 2021b). Therefore, the following hypothesis is proposed:

H1: Male members generate more brand-oriented content than community-oriented content, whereas female members generate more community-oriented content than brand-oriented content.

Product Involvement

Elaboration Likelihood Model (ELM) theorizes the attitude change caused by persuasive communication methods (Petty & Cacioppo, 1986). According to ELM, there are two main routes to persuasion namely the central and peripheral routes. The central route is associated with rational thinking about message content such as product details (Heinze, 2010). Meanwhile, peripheral pathway processing deals with peripheral signals such as emotion or other unrelated factors (Lee & Hong, 2016). Level of product involvement refers to how personally important or interested someone is in consuming a product (Zaichkowsky, 1986). Low-involvement products are often within lower price ranges and do not bring much risk to the buyer, if they realize that their purchase decision was a mistake (Mangold & Faulds, 2009; Kim et al., 2017). Meanwhile, high-involvement products are often expensive, and wrong purchase decisions create more problems for the buyer (Ansarin & Ozuem, 2015). Thus, the low-involvement product purchase decision process is heuristic, short and often handled by peripheral route, while high-involvement product purchase decisions take a long time and come with a long rational thinking process (Elliot & Percy, 2007)

In the context of online brand communities, consistent results about how product involvement influences online brand community practices are hard to find (Hassan & Casaló Ariño, 2016). However, there are two approaches that can be utilized. From the brand perspective, high-involvement brands try to manage their online brand communities with the purpose of staying in touch with customers. They engage with their community members by coming up with attractive offers, and discount coupons and by responsive behavior (Viskovich et al., 2018). Although brand communities are more common for high-involvement products, relevant literature also started to pay attention to the online brand communities of low-involvement products (Schau, Muñiz & Arnould, 2009).

From the members' perspective, involvement level is known to affect information processing (Dholakia, 2001). As product involvement increases, consumers seek more information (Suh & Yi, 2006). Moreover, members of high-involvement product communities are also likely to engage in defensive

behaviors for the brand against unsatisfied customers (Hassan & Casaló Ariño, 2016). Customers of high-involvement products are more influenced by the arguments from past customers in online consumer reviews than customers of low-involvement products (Sarathy & Patro, 2013). Members of high-involvement product community members are likely to utilize their central route more often and are expected to search and generate more brand-oriented content such as product information to make sure that they will not experience buyer remorse. Members of low-involvement product communities often do not seek product information because the risks are marginal (Sarathy & Patro, 2013). Even when they do, they are often drawn to posts that are not product-focused and require less cognitive effort (Barreto & Ramalho, 2019). Also, members of product communities with low involvement do not perceive self-relevance to the brand, in contrast to members of high-involvement product communities (Chang, Hsieh, and Tseng, 2013). These members will likely use their peripheral route and they will not be very interested in product-related information. In this case, brands are likely to encourage social interactions between users to create a strong sense of identity in customers, as their products are not as important to customers as high-engagement products. Thus, the following hypothesis is proposed:

H2: Members of high-involvement product communities generate more brand-oriented content than community-oriented content, whereas members of low-involvement product communities generate more community-oriented content than brand-oriented content.

Literature also suggests that stereotypical gender differences may manifest differently in different product involvement levels when it comes to the brand preference (Friedmann & Lowengart, 2019). Thus, an interaction is possible.

H3: Male participants of high-involvement product communities have highest content orientation, whereas female participants of low-involvement product communities have lowest content orientation.

Methodology

Procedure

The experiment was designed as a four-condition study that investigates the impact of gender and product involvement on the generation of different types of user-generated content. A group of 120 Clickworker users who engaged with an online brand community in the last 30 days prior to the experiment participated in the study. Seventy of the participants were females (58%) and fifty of them were males (42%) with a median age of 25-34. Eighty two percent of the participants has studied at least in a college and fifty three percent of the participants had a full-time job with a median income range of \$40,000-\$49,999.

First, participants were asked about their genders. Then, participants were randomly assigned either a high-involvement condition or a low-involvement

condition. Gillette disposable razors were chosen for representing low-involvement products and Trek Bikes were selected for high-involvement products. In the second step, participants' familiarity, knowledge, attitude, and involvement level toward their assigned brand were measured. And finally, the participants were asked to imagine themselves in an online brand community of the male/female variant of their assigned product. After reading the scenario, participants were shown the same six content types that were used in (Soylemez, 2021a) and (Soylemez, 2021b) and asked how likely they would post content similar to those types in their assigned communities.

Measures

Content Orientation

To determine content orientation, participants were asked to what extent they are likely to post particular types of content in the online brand community on a 7-point scale. The six content types that were used in Soylemez (2021a) were used in the experiment. Content orientation was calculated in the same way, by dividing the average brand-oriented content score to the average community-oriented content score. A higher content orientation score indicates a higher inclination toward posting brand-oriented content as opposed to community-oriented content, while a lower content orientation score indicates a higher inclination toward posting community-oriented content as opposed to brand-oriented content.

Product Involvement

Product involvement was measured by the 10-item-long Personal Involvement Inventory Score (Zaichkowsky, 1994). In 7-Point Likert scale, a higher score indicates higher involvement, while a lower score indicates lower involvement. After scores of the scale's reverse items were reversed, the average scores for both high-involvement products and low-involvement products were calculated. For the binary product involvement variable, the low-involvement category is coded as 0 and the high-involvement category as 1.

Gender

Female products/participants are coded as 0 and male products/participants are coded as 1.

Control Variables

As control variables, socio-economic status and real-life online brand community experiences (number of communities they are a member of, duration of membership, anonymity features, the existence of formal reputation systems) of the participants were used.

Analysis

For the manipulation check, a multiple regression with product involvement score as the dependent variable; product involvement type (binary), familiarity, knowledge, and attitude as the independent variables was performed. Results showed that there is indeed a significant difference in product involvement scores between the high involvement condition and low involvement condition ($t(115)=2.831$, $p=0.005$, $\beta= 0.511$) (See Table 1: Product involvement manipulation check results)

Table 1: Product Involvement Manipulation Check Results

Dependent Variable: Product Involvement Score					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0,277	0,475		-0,583	0,561
Involvement (Binary)	0,511	0,181	0,204	2,831	0,005
Familiarity	0,351	0,107	0,290	3,280	0,001
Knowledge	-0,192	0,124	-0,148	-1,546	0,125
Attitude	1,118	0,121	0,665	9,260	0,000

The difference was also checked for each gender. Although product involvement was significant for the male participants ($t(45)=2.279$, $p=0.027$, $\beta= 0.602$), it was not significant for the female participants ($t(65)=1.529$, $p=0.131$, $\beta= 0.409$).

To analyze the relationship between gender and product involvement and types of user-generated content, a multiple regression with content orientation as the dependent variable; gender, product involvement type and control variables as the independent variables was performed. Gender of participants was found to have an insignificant positive effect on content orientation ($t(103)=0.388$, $p=0.699$, $\beta= 0.040$); thus, it can be stated that H_1 is not supported, which shows that there is no significant difference between male and female participants regarding the relative generation of brand-oriented content and community-oriented content. Product involvement level was found to have a significant positive effect on content generation ($t(103)=1.980$, $p=0.05$, $\beta= 0.261$), which shows that members of high-involvement product online brand communities have a greater focus on brand-oriented content relative to community-oriented content, while members of low-involvement product online brand communities have a greater focus on community-oriented content relative to brand-oriented content. Thus, it can be said that H_2 is supported. (See Table 2: Main model regression results)

Table 2: Main Model Regression Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1,109	0,329		3,376	0,001		
Gender (B)	0,040	0,104	0,048	0,388	0,699	0,548	1,824
Involvement (B)	0,261	0,132	0,295	1,980	0,050	0,375	2,667
Interaction	-0,305	0,173	-0,267	-1,765	0,081	0,363	2,751
NoC	-0,005	0,012	-0,045	-0,454	0,651	0,844	1,185
LoM	-0,022	0,029	-0,072	-0,749	0,455	0,892	1,121
Anon_1	0,108	0,109	0,105	0,992	0,324	0,735	1,361
Anon_2	-0,303	0,146	-0,218	-2,073	0,041	0,753	1,328
Anon_3	0,106	0,093	0,112	1,140	0,257	0,855	1,169
Anon_4	-0,097	0,105	-0,097	-0,930	0,354	0,758	1,319
Age	-0,003	0,042	-0,008	-0,080	0,936	0,797	1,254
Education	-0,010	0,031	-0,032	-0,307	0,760	0,750	1,334
Employment	-0,021	0,031	-0,066	-0,684	0,495	0,889	1,125
Income	-0,001	0,013	-0,004	-0,040	0,968	0,816	1,225
Familiarity	-0,029	0,056	-0,067	-0,513	0,609	0,489	2,046
Knowledge	0,067	0,069	0,146	0,976	0,331	0,369	2,712
Attitude	0,055	0,063	0,093	0,871	0,386	0,730	1,369

Product involvement-gender interaction has a significant but negative effect ($t(103)=-1.765$, $p=0.081$, $\beta= -0.305$) within the 90 percent confidence interval, which suggests that male participants of high-involvement product communities have the lowest content orientation (more community-oriented content), and female participants of low-involvement product communities have the highest content orientation (more brand-oriented content).

An ANCOVA was conducted for further details. ANCOVA results suggest that, female participants in high-involvement product communities have higher content orientation than their counterparts in low-involvement product communities ($MD=0.261$, $F(1,103)=3.920$, $p=0.050$). Thus, H_3 is not supported. (See Table 3: ANCOVA Results for Interaction)

Table 3: ANCOVA Results for Interaction

Dependent Variable: BOC/COC							
Gender	I (Involvement)	J (Involvement)	Mean Difference (I-J)	Std. Error	Sig. ^e	95% Confidence Interval for Difference ^e	
						Lower Bound	Upper Bound
Female	Low	High	-,261 ^a	0,132	0,050	-0,523	0,000
	High	Low	,261 ^a	0,132	0,050	0,000	0,523
Male	Low	High	, ^{b,c,d}				
	High	Low	, ^{b,c,d}				
Dependent Variable: BOC/COC							
Involvement	I (Gender)	J (Gender)	Mean Difference (I-J)	Std. Error	Sig. ^e	95% Confidence Interval for Difference ^e	
						Lower Bound	Upper Bound
Low	Female	Male	-,040 ^a	0,104	0,699	-0,247	0,166
	Male	Female	,040 ^a	0,104	0,699	-0,166	0,247
High	Female	Male	, ^{b,c,d}				
	Male	Female	, ^{b,c,d}				

Among the control variables, the ability to use aliases/nicknames was found to have significant and negative effects on content generation ($t(103) = -2.073$, $p = 0.041$, $\beta = -0.303$), which suggests that the members in online brand communities, where they have to use their real names, generate more brand-oriented content than community-oriented content, whereas the members in online brand communities in which they can use aliases/nicknames, generate more community-oriented content than brand-oriented content. One possible explanation could be that the mandatory usage of real names compels the users to take more serious manners while engaging with the community. Another explanation could be that the communities that do not allow their members to use nicknames are often brand-hosted communities where members are aware that their contents are closely monitored by the brand.

Conclusions and Discussion

While content generation is a popular dependent variable in the literature, previous studies have often assumed that user-generated content is monolithic and that all content is intended for the same audience. However, community members generate both brand-oriented content and community-oriented content (Soylemez, 2021b). Both types of content create value for brands directly or indirectly (Carvalho & Fernandes, 2018) and a good balance between the two is important for the health of online communities. Brands must develop a better understanding of the factors driving the generation of each type of content to maximize the benefits they receive from communities.

In this paper, the impact of gender and product involvement on the generation of different types of user-generated content was examined. Based on the equity theory, it is argued that male participants are likely to perceive the brand as the greater stakeholder than the community, and consequently

generate more brand-oriented content, and female participants are likely to perceive the community as the greater stakeholder than the brand, thus generating more community-oriented content. The experiment showed that there is no significant difference in terms of content orientation between genders. Recent studies also show that the moderation impact of gender is declining (Krishnapillai & Ying, 2017); thus, it can be said that the insignificant findings of this study are in parallel with the literature.

Based on equity theory and ELM, it is argued that the members of high-involvement product communities are likely to see the brand as the greater stakeholder than the community, and consequently generate more brand-oriented content, and the members of low-involvement product communities are likely to see the community as the bigger stakeholder than the brand, generating more community-oriented content. The experiment showed that this was indeed the case. Although it is difficult to determine how product engagement influences online brand community dynamics (Hassan & Casaló Ariño, 2016), the results are promising.

Another finding of the study is that there is a significant negative interaction between gender and product involvement. Female participants in high-involvement product communities are found to have higher content orientation (more brand-oriented content) than their counterparts in low-involvement product communities. Although this finding is the opposite of H₃, it still demonstrates that male and female members generate different types of content depending on product involvement level.

Theoretical Implications

This research should help marketing scientists in several ways. This study attempted to advance the study by Soylemez (2021a), which categorizes user-generated content based on audience. The equity theory holds that people value social exchanges based on the fairness they perceive in the relationship, and in social exchanges, self-interest and interdependence are key principles (Lawler and Thye, 1999). In terms of gender and product participation, it is argued that members focus on generating different types of content to maintain equality. Although equity theory is rarely used in research on online brand communities (Kamboj & Rahman 2017), the theory offers explanations for differences among members' behaviors. Thus, this study brings new perspectives to the theory by analyzing how members maintain equity between the inner aspects of themselves and the inner aspects of others.

Another contribution of the study is that it is the first study that focuses on gender in the generation of different types of user-generated content rather than using it as a control variable. Many studies of online brand communities conduct their research by investigating product communities that are primarily used by men. Online brand communities are known to create their own

rituals and subcultures (Cova & Pace, 2006). Thus, studying how women generate content in a Harley-Davidson community where the majority of members are men does not give us an accurate picture of how female members interact with an online brand community in general. Moreover, even though the impact of gender in online settings is decreasing (Krishnapillai & Ying, 2017), this study places gender at the center and expands knowledge by filling a gap in the literature.

The study also expands the work of Soylemez (2021a) studying how product involvement influences the relative generation of different types of UGCs. The involvement of the product is a relatively unexplored territory in the literature on the online brand communities, since most of the online brand communities concern high involvement products (Schau, Muñoz & Arnould, 2009). The literature on the online brand community often correctly presupposes that members seek self-security for the brand and seek information when they join the online brand communities. However, this are often not the case for communities of low-involvement products. Therefore, the dynamics analyzed according to the communities of high-involvement products may not be true for the communities of low-involvement products. Thus, this study brings a new point of view to the literature. In addition to that, the study also investigated how male and female participants engage with online brand communities in different involvement settings.

Managerial Implications

This research is expected to help marketing practitioners in various ways. First, this study provides opportunities for marketing managers to develop strategies based on the level of product involvement. Although the product involvement level varies for each person (Park & Keil, 2019), certain characteristics of the product make these variations limited and the involvement enduring (Lou & Xie, 2021). Information-based strategies are closer to being optimal for highly involved members since they are more predisposed to examining product information in detail (McMillan, Hwang & Lee, 2003), while socialization-based strategies that provide entertainment value to the members could be more suitable for lowly involved members (Lou et al., 2019). Literature suggests that more symbolic and high-involvement brands benefit significantly from building their own communities (Liao & Wang, 2020).

Companies may have different expectations from online brand communities, thus should adjust their strategies according to the tendencies of online brand community members. For some brands, online brand communities are strategic resources for product development and various co-creation activities that inspire the company. In that case, brands should put extra effort into certain actions such as inviting community members to exclusive events, offering member-only discounts and giving early access to new products. Meanwhile, some brands regard brand communities as informal gathering places where

members can get socialized. In that case, the brand should put in extra effort by organizing social activities for online brand community members. Since product involvement is positively associated with higher brand-oriented content generation, the brands can either double down or redirect members' tendencies. A good example of successful high-involvement product communities is Lego Ideas. Lego Ideas is not only a space where people can feel a sense of belonging but also a center for co-creation. Lego encourages its community members to submit their product ideas, launch them, and even give them a percentage of the sales. Thanks to its community, Lego keeps its edge in the toy industry.

Understanding the impact of gender helps the relative generation of different types of UGC marketers to determine whether they need gender-based strategies for men and women. Marketers must apply different strategies for better performance for each gender (Friedmann & Lobengart, 2019). Although gender in the study turned out to be insignificant, the interaction between gender and product involvement was significant. Female participants in high-involvement product communities have higher content orientation than their counterparts in low-involvement product communities. For high-involvement brands that aim to target female participants shall apply the relevant policies depending on their expectations from the community. For example, if the brand wants to designate the community as a co-innovation hub as LEGO does, it shall consider utilizing extrinsic rewards to encourage its members.

Limitations and Further Studies

This research has several drawbacks that need to be examined by future research. The first problematic aspect of the study is the partial results in the manipulation check. Although selected products were perceived differently in the overall sample, female participants have not considered bikes and disposable shavers differently. Another limitation of the study was that the post format (text, picture, video, etc.) used in the experiment has not been specified. However, Barreto and Ramalho (2019) showed that the media type moderates customer engagement in different product involvement settings.

Future studies can extend this study by investigating the effects of members' experiences with other communities. Although this study investigated how members try to maintain equity within a specific community, the equity theory also argues that individuals also try to maintain equity against their peers outside the community. It would also be interesting for future studies to examine whether the findings of this study are applicable to offline brand communities. Although online and offline brand communities have some fundamental differences, it is possible that similar dynamics could be observed in real-life discussions in offline brand communities. In face-to-face communications, some members tend to talk more about the focal brand and its latest products, while some members prefer to engage in social networking depending on brand/product- and contextual-level factors.

Community characteristics regarding consumer attitudes and behaviors towards a brand community and the brand are a popular stream of research in the online brand community literature (Wang, 2021). Future studies could also advance this research by examining other community-level factors, such as community orientation. It's worth investigating anti-brand communities, where members come together to demote certain brands or product categories. These brand communities can have different dynamics. Future studies could also complement this study by examining the impact of different product classifications such as product versus product. services, search vs. experience vs. credence goods, prevention- vs. promotion-oriented products, and different stages of the product lifecycle.

References

- Adams, J. S. (1965). *Inequity in social exchange*. In *Advances in experimental social psychology* (Vol. 2, pp. 267-299). Academic Press.
- Akar, E., & Topçu, B. (2011). An examination of the factors influencing consumers' attitudes toward social media marketing. *Journal of Internet Commerce*, 10(1), 35-67.
- Bowen, G. (Ed.). (2014). Computer-mediated marketing strategies: social media and online brand communities: social media and online brand communities. Igi Global, 1-27.
- Awad, N. F., & Ragowsky, A. (2008). Establishing trust in electronic commerce through online word of mouth: An examination across genders. *Journal of Management Information Systems*, 24(4), 101-121.
- Bae, S., & Lee, T. (2011). Gender differences in consumers' perception of online consumer reviews. *Electronic Commerce Research*, 11(2), 201-214.
- Barreto, A. M., & Ramalho, D. (2019). The impact of involvement on engagement with brand posts. *Journal of Research in Interactive Marketing*. 13(3), 277-301.
- Carvalho, A., & Fernandes, T. (2018). Understanding customer brand engagement with virtual social communities: A comprehensive model of drivers, outcomes and moderators. *Journal of Marketing Theory and Practice*, 26(1-2), 23-37.
- Chang, A., Hsieh, S. H., & Tseng, T. H. (2013). Online brand community response to negative brand events: the role of group eWOM. *Internet Research*. 23(4), 486-506.
- Chung, J., & Monroe, G. (1998). Gender differences in information processing: an empirical test of the hypothesis-confirming strategy in an audit context. *Accounting & Finance*, 38(2), 265-279.
- Cova, B., & Pace, S. (2006). Brand community of convenience products: new forms of customer empowerment—the case “my Nutella The Community”. *European Journal of Marketing*. 40(9/10), 1087-1105
- Dholakia, U. M. (2001). A motivational process model of product involvement and consumer risk perception. *European Journal of Marketing*. 35 (11/12), 1340-1362

- Elliot, R. & Percy, L. (2007), *Strategic Brand Management*, Oxford University Press, Oxford.
- Fan, Y. W., & Miao, Y. F. (2012). Effect of electronic word-of-mouth on consumer purchase intention: The perspective of gender differences. *International Journal of Electronic Business Management*, 10(3), 175.
- Felix, R. (2012). Brand communities for mainstream brands: the example of the Yamaha R1 brand community. *Journal of Consumer Marketing*. 29(3), 225-232
- Friedmann, E., & Lowengart, O. (2019). Gender segmentation to increase brand preference? The role of product involvement. *Journal of Product & Brand Management*. 28(3), 408-420
- Haikel-Elsabeh, M., Zhao, Z., Ivens, B., & Brem, A. (2019). When is brand content shared on Facebook? A field study on online Word-of-Mouth. *International Journal of Market Research*, 61(3), 287-301.
- Hammedi, W., Kandampully, J., Zhang, T. T. C., & Bouquiaux, L. (2015). Online customer engagement: Creating social environments through brand community constellations. *Journal of Service Management*. 26(5), 777-806
- Hassan, M., & Ariño, L. V. C. (2016). Consumer devotion to a different height: How consumers are defending the brand within Facebook brand communities. *Internet Research*. 26(4), 963-981
- Herring, S. C. (1996), Gender Differences in CMC: Bringing Familiar Baggage to the New Frontier, *CyberReader*, Allyn & Bacon, Boston, Massachusetts, 144-454.
- Heinze, T. (2010). Cue congruency and product involvement effects on generation Y attitudes. In *Research in Consumer Behavior*. Emerald Group Publishing Limited.
- Islam, J. U., & Rahman, Z. (2017). The impact of online brand community characteristics on customer engagement: An application of Stimulus-Organism-Response paradigm. *Telematics and Informatics*, 34(4), 96-109.
- Itani, O. S., El Haddad, R., & Kalra, A. (2020). Exploring the role of extrovert-introvert customers' personality prototype as a driver of customer engagement: does relationship duration matter?. *Journal of Retailing and Consumer Services*, 53, 101980.
- Kamboj, S., & Rahman, Z. (2017). Understanding customer participation in online brand communities: Literature review and future research agenda. *Qualitative Market Research: An International Journal*. 20(3), 306-334
- Kim, Y., Moon, H. S., Kim, J. K., Lim, S. H., Sung, J., Kim, D., & Noh, G. Y. (2017). Analyzing the effect of electronic word of mouth on low involvement products". *Asia Pacific Journal of Information Systems*. 27, 139-155.
- Krishnapillai, G., & Ying, K. S. (2017). The Influence of Electronic-Word-of-Mouth on Travel Intention among Foreign Students in Malaysia: Does Gender Really Matter?. *International Review of Management and Marketing*, 7(1), 475-483.

- Laroche, M., Habibi, M. R., Richard, M. O., & Sankaranarayanan, R. (2012). The effects of social media based brand communities on brand community markers, value creation practices, brand trust and brand loyalty. *Computers in Human Behavior, 28*(5), 1755-1767.
- Lawler, E. J., & Thye, S. R. (1999). Bringing emotions into social exchange theory. *Annual Review of Sociology, 25*(1), 217-244.
- Lee, J., & Hong, I. B. (2016). Predicting positive user responses to social media advertising: The roles of emotional appeal, informativeness, and creativity. *International Journal of Information Management, 36*(3), 360-373.
- Liao, J., & Wang, D. (2020). When does an online brand community backfire? An empirical study. *Journal of Research in Interactive Marketing, 14*(4), 413-430
- Lou, C., & Xie, Q. (2021). Something social, something entertaining? How digital content marketing augments consumer experience and brand loyalty. *International Journal of Advertising, 40*(3), 376-402.
- Lou, C., Xie, Q., Feng, Y., & Kim, W. (2019). Does non-hard-sell content really work? Leveraging the value of branded content marketing in brand building. *Journal of Product & Brand Management, 28*(7), 773-786
- Lüdicke, M. K., & Giesler, M. (2007). Brand communities and their social antagonists: insights from the Hummer case. *Consumer Tribes, 275-295*.
- Madupu, V., & Cooley, D. O. (2010). Cross-cultural differences in online brand communities: An exploratory study of Indian and American online brand communities. *Journal of International Consumer Marketing, 22*(4), 363-375.
- Mangold, W. G., & Faulds, D. J. (2009). Social media: The new hybrid element of the promotion mix. *Business Horizons, 52*(4), 357-365.
- Mason, E. S., & Mudrack, P. E. (1996). Gender and ethical orientation: A test of gender and occupational socialization theories. *Journal of Business Ethics, 15*(6), 599-604.
- Mansour, O., & Farmanesh, P. (2020). Does gender matter? Acceptance and forwarding of electronic word of mouth: A moderated mediation analysis. *Management Science Letters, 10*(7), 1481-1486.
- McMillan, S. J., Hwang, J. S., & Lee, G. (2003). Effects of structural and perceptual factors on attitudes toward the website. *Journal of Advertising Research, 43*(4), 400-409.
- Muniz, A. M., & O'guinn, T. C. (2001). Brand community. *Journal of Consumer Research, 27*(4), 412-432.
- Park, S. C., & Keil, M. (2019). The moderating effects of product involvement on escalation behavior. *Journal of Computer Information Systems, 59*(3), 218-232.
- Pedersen, S., & Macafee, C. (2007). Gender differences in British blogging. *Journal of Computer-Mediated Communication, 12*(4), 1472-1492.
- Petty, R. E., & Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion. In *Communication and persuasion* (pp. 1-24). Springer, New York, NY.

- Rialti, R., Zollo, L., Pellegrini, M. M., & Ciappei, C. (2017). Exploring the antecedents of brand loyalty and electronic word of mouth in social-media-based brand communities: do gender differences matter?. *Journal of Global Marketing*, 30(3), 147-160.
- Sarathy, P. S., & Patro, S. K. (2013). The role of opinion leaders in high-involvement purchases: An empirical investigation. *South Asian Journal of Management*, 20(2), 127.
- Schau, H. J., Muñoz Jr, A. M., & Arnould, E. J. (2009). How brand community practices create value. *Journal of Marketing*, 73(5), 30-51.
- Schler, J., Koppel, M., Argamon, S., & Pennebaker, J. W. (2006, March). Effects of age and gender on blogging. In *AAAI spring symposium: Computational approaches to analyzing weblogs* (Vol. 6, pp. 199-205).
- Soylemez, K. C. (2021a). Impact of individual and brand level factors in generation of different user-generated content. *Journal of Consumer Marketing*. 38(4), 457-466.
- Soylemez, K. C. (2021b). 4W of user-generated content: why who we are and where we post influence what we post. *Journal of Research in Interactive Marketing*.15(3), 386-400
- Suh, J. C., & Youjae, Y. (2006). When brand attitudes affect the customer satisfaction-loyalty relation: The moderating role of product involvement. *Journal of Consumer Psychology*, 16(2), 145-155.
- Wang, C. L. (2021). New frontiers and future directions in interactive marketing: inaugural Editorial. *Journal of Research in Interactive Marketing*. 15(1),1-9
- Wang, Y. C., Burke, M., & Kraut, R. E. (2013, April). Gender, topic, and audience response: An analysis of user-generated content on Facebook. In *Proceedings of the SIGCHI conference on human factors in computing systems* (pp. 31-34).
- Van Doorn, N., & Van Zoonen, L. (2008). Theorizing gender and the Internet: Past, present, and future. In *Routledge handbook of internet politics* (pp. 277-290). Routledge.
- Viskovich, J. (2018). Online Brands and Social Media Communities How Brands Can Engage and Establish Relationships with Customers via Online Brand Communities. *Journal of Accounting & Marketing*. 7 (4), 299.
- Zaichkowsky, J. L. (1994). The personal involvement inventory: Reduction, revision, and application to advertising. *Journal of Advertising*, 23(4), 59-70.
- Zaichkowsky, J. L. (1986). Conceptualizing involvement. *Journal of Advertising*, 15(2), 4-34.

Appendix

A: Post Types

Brand-oriented content

- 1) Give feedback on how the brand can improve its products
- 2) Complain about an issue you had with a product.
- 3) Offer ideas on new products that the brand can develop

Community-Oriented Content

- 1) Answer other users' questions about a product
- 2) Welcome a new user to the community.
- 3) Offer tips on how to best use a product

B: Nomenclature

NoC: Number of Communities

LoM: Length of Membership

Anon_1: Users have anonymity.

Anon_2: Users can use alias/nicknames.

Anon_3: Users have a profile picture

Anon_4: The community has a formal reputation system.



Turquality Support: A Study of Firms in İstanbul*

Meltem KORKMAZ**

Recep Tayyip Erdoğan University

Ebru NERGİZ***

İstanbul Gelişim University

Abstract

Countries provide to improve their social and economic structure and to raise the country to modern countries through development. Ensuring and sustaining development is directly dependent on economic power. The financing and promotion of foreign trade, which is one of the important dynamics of economic power, is provided in line with appropriate opportunities. The aim of this study is to interpret Turquality's contribution to branding and company expectations through the interview form, which helps our country achieve its sustainable development goals. In the study, 10 of 112 companies operating in and around İstanbul were selected by random sampling method. Appointment meetings were held with the senior managers responsible for the Turquality processes of these companies in different sectors. In this context, the data were arranged and analyzed using "Open Analysis" and "NVivo" qualitative analysis methods. It has been concluded that the enterprises have expectations from the Turquality program on issues such as "accelerating the payments, reducing the formalities, providing freight and R&D support".

Keywords

International Trade, Turquality, Government Incentives.

* Ethical Statement: Ethical approval for the questionnaire used in the study was obtained from the Ethics Committee of Ankara Hacı Bayram Veli University (approval number: 11054618-302.08.01-E.8395, approval date: 05/04/2019).

** Res. Asst., Recep Tayyip Erdoğan University, Fındıklı School of Applied Sciences, meltem.korkmaz@erdogan.edu.tr ORCID: 0000-0002-7073-6430

*** Assoc. Prof., İstanbul Gelişim University, Faculty of Applied Sciences, energiz@gelisim.edu.tr ORCID: 0000-0003-2486-2388

Turquality Desteđi: İstanbul'daki İşletmelere Yönelik Bir Çalışma

Özet

Ülkeler toplumsal ve ekonomik yapısını geliştirmeyi, ülkeyi çağdaş ülkelere yetiştirmeyi kalkınma vasıtası ile sağlamaktadır. Kalkınmanın sağlanması ve sürekli hale getirilmesi doğrudan ekonomik güce bağlıdır. Ekonomik gücün önemli dinamiklerinden biri olan dış ticaretin finansmanı ve teşviki, elverişli imkânlar doğrultusunda sağlanır. Bu çalışmanın amacı, ülkemizin sürdürülebilir kalkınma hedeflerine ulaşmasına yardımcı olan Turquality'nin markalaşmaya katkısı ve firma beklentilerini görüşme formu üzerinden yorumlamaktır. Çalışmada İstanbul ve çevresinde faaliyet gösteren 112 şirketten 10'u tesadüfi örnekleme yöntemiyle seçilmiştir. Farklı sektörlerde yer alan bu firmaların Turquality süreçlerinden sorumlu üst düzey yöneticileri ile randevulu görüşmeler yapılmıştır. Bu kapsamda veriler düzenlenmiş, "Açık Analiz" ve "NVivo" nitel analiz yöntemleri kullanılarak analiz edilmiştir. İşletmelerin Turquality programından "ödemeleri hızlandırma, formaliteleri azaltma, navlun ve ar-ge desteđi verilmesi" gibi konularda beklentileri olduğu sonucuna ulaşılmıştır.

Anahtar kelimeler

Uluslararası Ticaret, Turquality, Devlet Teşvikleri.

Introduction

International trade has started to respond to the needs of countries with the expansion of service borders. Through development, countries can improve their social and economic structures and make them modern countries. Ensuring and sustaining development is directly dependent on economic power. The financing and promotion of foreign trade, which is one of the important dynamics of economic power, is provided in line with appropriate opportunities. It is possible to reach certain levels of standards and to produce on time with the use of correct financing methods. Countries that want to promote exports use this financial institution to meet their needs.

Achieving rapid and sustainable economic growth is one of the most important issues for developing countries. One of the healthiest methods of achieving economic growth is to increase exports. Creating brands that are accepted in world markets is of great importance in the development of exports. The incentives of countries to increase exports and the creation of world brands provide a significant increase in export figures.

The fact that Turkey's country image does not have an important place in the world ranking and that Turkish brands cannot enter the world rankings has made it mandatory for the state to support businesses in branding with the Turquality program. The aim of the Turquality program is to increase exports by providing the necessary training and support to companies that do not have much experience in global markets. In Turkey, these incentives are defined as aids for branding, while similar aids in other countries are defined as support for increasing exports.

The aim of this study is to reveal the contribution of Turquality support, which is one of the export incentives in Türkiye, to the financing of companies as well as branding, and to discuss the expectations of companies from Turquality support. In this study, the Turquality program and the place of government incentives in the financing of foreign trade were discussed, and the expectations of the companies that received support within the scope of Turquality in Istanbul and its surroundings were evaluated.

Literature

Government Aid in European Union Competition Policy

State aid, which is one of the most effective means of the state's intervention in the economy, refers to all kinds of aid from state resources to public enterprises and private enterprises. The European Union regulates state aid in Articles 87 and 89 of the Treaty of Rome within the Competition Law (İlhan, 2010). A company receiving government support may gain a distortive advantage over its competitors. Therefore, Article 107 TFEU¹ generally prohibits State aid unless exceptionally justified. Under Article 6 of Commission Regulation (EC) 794/2004, the European Commission must publish, annually, a State aid synopsis ("State aid Scoreboard" or "Scoreboard") based on the expenditure reports provided by Member States (Table 1).

1 Article 107 (ex Article 87 TEC): "1. Save as otherwise provided in the Treaties, any aid granted by a Member State or through State resources in any form whatsoever which distorts or threatens to distort competition by favouring certain undertakings or the production of certain goods shall, in so far as it affects trade between Member States, be incompatible with the internal market. 2. The following shall be compatible with the internal market: (a) aid having a social character, granted to individual consumers, provided that such aid is granted without discrimination related to the origin of the products concerned; (b) aid to make good the damage caused by natural disasters or exceptional occurrences; (c) aid granted to the economy of certain areas of the Federal Republic of Germany affected by the division of Germany, in so far as such aid is required in order to compensate for the economic disadvantages caused by that division. Five years after the entry into force of the Treaty of Lisbon, the Council, acting on a proposal from the Commission, may adopt a decision repealing this point 3. The following may be considered to be compatible with the internal market: (a) aid to promote the economic development of areas where the standard of living is abnormally low or where there is serious underemployment, and of the regions referred to in Article 349, in view of their structural, economic and social situation; (b) aid to promote the execution of an important project of common European interest or to remedy a serious disturbance in the economy of a Member State; (c) aid to facilitate the development of certain economic activities or of certain economic areas, where such aid does not adversely affect trading conditions to an extent contrary to the common interest; (d) aid to promote culture and heritage conservation where such aid does not affect trading conditions and competition in the Union to an extent that is contrary to the common interest; (e) such other categories of aid as may be specified by decision of the Council on a proposal from the Commission."

Table 1. Aid by main objectives in current prices (Million euro (current prices))

Country	2016	2017	2018	2019	2020
Belgium	2.591,34	2.340,83	3.767,27	4.662,92	6.381,79
Bulgaria	678,96	772,75	639,74	395,34	837,33
Czechia	2.571,21	2.952,49	3.715,95	3.441,18	4.875,21
Denmark	4.549,83	4.504,15	4.683,43	4.453,18	7.706,73
Germany	43.266,45	45.497,17	46.509,87	52.312,99	114.942,46
Estonia	182,02	247,15	277,94	339,05	458,28
Ireland	754,92	878,42	923,28	1.143,15	2.194,74
Greece	905,06	585,80	611,46	1.112,87	7.073,97
Spain	3.025,42	3.777,99	4.802,98	8.058,18	16.370,30
France	16.094,93	22.422,14	21.829,01	24.168,39	53.544,05
Croatia	554,36	730,67	820,64	751,76	1.350,47
Italy	3.945,06	5.232,60	8.229,18	8.593,53	36.797,62
Cyprus	128,01	116,35	104,88	110,88	233,64
Latvia	610,73	981,78	319,96	329,91	877,05
Lithuania	432,17	540,47	740,28	899,70	1.208,50
Luxembourg	193,49	157,77	164,47	193,07	457,69
Hungary	2.631,55	3.462,73	2.985,02	2.663,56	5.440,34
Malta	124,18	178,45	352,03	305,80	632,85
Netherlands	2.882,16	2.943,13	3.272,42	3.392,45	7.766,96
Austria	1.993,82	1.958,63	1.911,65	2.020,26	5.806,01
Poland	4.814,51	7.313,06	6.143,27	5.982,71	25.181,47
Portugal	737,02	1.073,21	1.164,45	1.074,71	3.510,05
Romania	1.088,78	968,50	1.152,27	1.464,33	5.280,23
Slovenia	331,88	381,37	432,70	417,09	1.613,28
Slovakia	386,30	280,88	463,03	612,46	1.653,59
Finland	2.070,23	2.241,47	2.347,24	2.267,93	3.159,40
Sweden	3.648,34	4.416,84	4.300,57	3.927,27	4.869,91
United Kingdom	9.545,82	10.997,80	11.139,05	12.148,43	64.101,92
Total	110.738,55	127.954,6	133.804,04	147.243,1	384.325,84

Source: European Commission, 2022

The definition of state aid made by the World Trade Organization is; According to the Agreement on Subsidies and Remedies, by the government or any public agency, government practice involves a direct transfer of funds, such as grants, loans and shares, or potentially involves a direct transfer of funds or obligations, such as a loan guarantee; an accrued government income is forgiven or not collected; the state provides or purchases goods or services in matters other than general infrastructure; the government makes payments or guarantees to a funding mechanism or entrusts a private entity with the task of performing certain functions; In cases where income or price support is given in any way within the meaning of Article 16 of GATT 1994, which provides for the abolition of export incentives, and a benefit is obtained as a result of all these, the financial contribution is considered state aid (Rubini, 2004: 160).

Türkiye in 1980 after switching to open to the outside and industrialization model of development, in order to encourage exports in the context of measures relating to the financial condition, exceptions, direct financial expenditure has benefited from the support tools such as low-interest loans. But in this case, the World Trade Organization (WTO) Agreement signed at the end of 1994, that Turkey's member status, and further the European Union (EU) since entered the Customs Union era, made after the export to occur directly defined as a financial payment "cash incentives" or, in other words, today's incentives, which are defined as "subsidies banned and based on foreign sales performance" have been abolished (Gürsoy, 2006:295). Instead of the cash supports mentioned here, the supports provided by the Undersecretariat of Foreign Trade based on the WTO and EU norms have come into effect. These programs have been developed by people who export in Turkey to cover the requests and was launched with a new shape. (Kemer, 2003: 295).

Branding of Turkish goods abroad, placing Turkish goods image and turquality support

This support is based on the notification on supporting activities for branding Turkish products abroad and embedding the image of Turkish goods.

Incentive tools used in the implementation of incentive programs are as follows: (Oktay, 2008: 158):

- Trademark registration and protection expenses,
- Expenses related to promotional, marketing and advertising activities,
- Rent, legal consultancy, service purchase expenses and real estate commission expenses regarding the foreign unit,
- Rent and / or commission expenses related to showrooms,
- Rent and / or commission expenses related to the departments,
- Certification expenses,
- Decoration expenses related to the stores opened through franchising,
- Promotion, advertisement, marketing, rent, decoration, service procurement expenses, real estate agency commission expenses, legal consultancy expenses regarding Turquality stores,
- Expenses for using the phrase "Turquality-From Turkey",
- Expenses made to use the phrase "Made in Turkey".

The Undersecretariat of Foreign Trade realized that a positive "Turkish Made" image was not created and developed the Turquality program. Turquality is derived from the words "Turkish" and "Quality" and the color turquoise was chosen for the logo, based on the idea that it symbolizes Turkish culture. (Ministry of Commerce, 2020). In Table 2, the publishing and beneficiary organizations regarding the branding of Turkish goods abroad and the establishment of the image of Turkish goods are given.

Table 2. Branding of Turkish goods abroad, placing Turkish goods image and Turquality support

Official newspaper date	11/5/2006
Notification Number	2006/4
Implementing Agency	Undersecretariats of Foreign Trade, General Secretariats of Exporters' Unions authorized by the Undersecretariat
Support Period	5 years (Turquality Support Program, 4 years (Brand Support Program)
Beneficiaries	Exporters' Unions, Producer Unions, Industrial and / or commercial activities companies located in Turkey, Turkish fashion designers and Turquality store operator and / or operators, Producer Unions.

Source: Republic of Türkiye Official Newspaper, 2019.

The purpose, mission and objectives of the Turquality program

The purpose of Turquality;

- Turkey's highly competitive and branding potential of the product group, sales to service up to after-sales services for the marketing of production to cover all the processes of all management information, being a global player in their brands and creating a Turkish product image through these brands ensuring institutionalization and development in international markets is a state-supported branding program. Mission of Turquality;
- To create a national locomotive in global Turkish brands
- To strengthen the brand power and corporate infrastructure of companies
- Creating brand awareness and awareness within the country.
- Turquality of Goals;
- Providing financial resources to companies that have the potential to become a global brand.
- To support the development of companies and brands in order to create global Turkish brands with strategy, operations, organization and technology consultancy.
- Providing training support to the management units of companies within the scope of the program.
- To create a positive image of Türkiye abroad and carry out activities to promote communication and promotion.
- To increase the brand awareness of Turkish businesses.
- To provide intelligence support for Turkish companies to act within the scope of market information.
- Being a catalyst and incubator for selected Turkish brands.

It emphasizes the importance of branding in Turkey in line with the stated objectives, mission and goals. (Republic of Turkey Ministry of Commerce Turquality, 2020).

Turquality support and brand supports

The companies supported under Turquality are divided into two: Turquality and Brand Support. The support provided to companies in Brand Support is slightly more limited than the Turquality program. The companies in the Brand Support program are smaller companies than the companies in the Turquality program. Companies applying in the same way as the Turquality Program can be included in the Brand Support Program after the evaluation. The following expenses of the aforementioned companies for their respective brands are supported. In the Turquality program, there is no limit for most of the support provided. In addition, companies are supported for a total of 10 years, 5 + 5. By providing the necessary documents, the following expenses of the companies evaluated by the Turquality Program management consultancy firm and decided to receive Turquality Support by the Ministry of Trade are supported. Turquality supports within the scope of the communiqué no. 2006/4 provided are shown in Table 3.

Table 3. Support Types Under the Turquality Support Program

Support Type	Limit			Length / Piece
	2017 Support Limit	2018 Support Limit (CPI + Yi-PPİ) / 2	2019 Support Limit (CPI + Yi-PPİ) / 2	
Patent, utility model and industrial design registration, trademark registration / renewal / protection	unlimited	unlimited	unlimited	5 years per target market
Promotion expenses	unlimited	unlimited	unlimited	5 years per target market
Store rent	unlimited (for a maximum of 50 stores at the same time)	unlimited (for a maximum of 50 stores at the same time)	unlimited (for a maximum of 50 stores at the same time)	5 years per target market
Store basic installation / decoration / concept architecture expenses	800,000 TL/ (Stores with rental support)	909.560 TL/ (Stores with rental support)	1.154.000 TL/ (Stores with rental support)	5 years per target market
Office, warehouse, showroom, after-sales service, aisle / shelf / decorated corner rental	unlimited	unlimited	unlimited	5 years per target market
Office, warehouse, showroom, after-sales service, aisle / shelf / decorated corner basic installation / decoration / concept architecture expenses	800.000 TL/ unit	909.560 TL/ unit	1.154.000 TL/ unit	5 years per target market
Market entry documents, certification, licensing, testing / clinical testing	2.000.000 TL/year	2.273.900 TL/year	2.887.000 TL/year	5 years per target market
Franchise decoration / installation / concept architecture expenses	400,000 TL / store (for a maximum of 100 stores)	454.780 TL / store (for a maximum of 100 stores)	577.000 TL / store (for a maximum of 100 stores)	5 years per target market

Franchise rent	800.000 TL / Year / Store (Maximum 100 stores)	909.560 TL / Year / Store (Maximum 100 stores)	1.154.000 TL / Year / Store (Maximum 100 stores)	1.264.000 TL / Year / Store (Maximum 100 stores)	Maximum 2 years for the same store (target market based) 5 years per target market
Consultancy for building institutional infrastructure (Annex 13A)	2.000.000 TL / Year	2.273.900 TL / Year	2.887.000 TL / Year	3.164.000 TL / Year	first 5 years
Consultancy exclusively for target markets (Annex 13B)	unlimited (for up to 10 people at the same time)	unlimited (for up to 10 people at the same time)	unlimited (for up to 10 people at the same time)	unlimited (for up to 10 people at the same time)	5 years per target market
Employment	unlimited	unlimited	unlimited	unlimited	first 5 years
Market research study and reports	unlimited	unlimited	unlimited	unlimited	5 years per target market
Fair	unlimited	unlimited	unlimited	unlimited	unlimited
Storage Service	unlimited	unlimited	unlimited	unlimited	5 years per target market
Development roadmap study	800.000 TL	800.000 TL	800.000 TL	800.000 TL	One-off

Source: Republic of Turkey Ministry of Commerce Turquality, 2020.

Companies within the scope of Turquality support program

Within the scope of Decision No. 5973, 198 brands of 187 companies benefit from the TURQUALITY Support Program, and 123 brands of 118 companies benefit from the Brand Support Program. Within the scope of Decision No. 2564, 25 brands of 23 companies benefit from the TURQUALITY Support Program, and 30 brands of 30 companies benefit from the Brand Support Program. Within the scope of Decision No. 5447, 8 companies benefit from the e-TURQUALITY (Stars of Informatics) Support Program.

112 of the companies that benefit from Turquality support operate in the province of Istanbul. The distribution by sectors is given in Table 4 and the distribution by sectors for the province of Istanbul is given in Table 5;

Table 4. Distribution of Turquality support program by sectors

Sector	Number of companies	Number of brands
Natural Stone, Ceramic and Sanitaryware	9	10
Electric Electronic	14	13
Gastronomy	5	4
Ready-to-Wear	24	25
Processed Agricultural Products	19	17
Chemistry	25	25
Machine	4	3
Jewelry and Gems	6	5
Furniture	15	12
Automotive-Main Industry	5	5
Automotive-Sub-Industry	15	12
Plastic Products	3	3
Textile	19	15
Transport / Logistics	9	8
Other	51	51

Source: Republic of Türkiye Ministry of Commerce Turquality, 2022.

Table 5. Distribution of Turquality support program by sectors in Istanbul province

Sector	Number of companies
Natural Stone, Ceramic and Sanitaryware	3
Electric Electronic	10
Gastronomy	3
Ready-to-Wear	18
Processed Agricultural Products	8
Chemistry	15
Machine	1
Jewelery and Gems	5
Furniture	2
Automotive-Main Industry	4
Automotive-Sub-Industry	4
Plastic Products	2
Textile	7
Transport / Logistics	10
Other	20

Source: Republic of Türkiye Ministry of Commerce Turquality, 2022.

When Table 4 and Table 5 are examined, it is seen that the majority of companies in Istanbul are in the ready-made clothing and chemical industry. The Turquality program, which constantly renews and develops itself, continues to add value to companies as a holistic development tool that includes all players from its partners and senior managers of companies that have the potential to become a world brand.

Research Method

A general survey model based on qualitative data is used in this study, which aims to determine the opinions of company managers who receive Turquality support, regarding the effect of the Turquality Support Program on the financing of companies. In this study, in which the financial contribution of the companies benefiting from the activity was investigated, firstly the literature was searched on related subjects. The expressions about the variables in the research, and the data were collected through the interview questionnaire. The interview questions used in the study were formed as open-ended questions. Interview questions were prepared in order to measure the opinions of the participants about the contribution of the Turquality program to the financing and the participants were asked to give the most appropriate answers. Within the scope of the research, a total of 11 questions were asked to the participants about the effect of financing within the scope of the

Turquality Support Program. Information was collected about the support program by meeting face to face with the top managers of the companies.

The scope and limitations of the research: The scope of the study consists of companies that receive support from the Turquality program. As it will be difficult to meet face to face with all businesses within the scope of the study, the main mass of the research consists of 10 companies selected from random sectors from 112 enterprises operating in and around Istanbul, which have received Turquality support. The sectoral distribution of the companies evaluated in Table 6 is categorized.

Table 6. Sectoral distribution of evaluated companies

Sector	Number
Chemistry	1
Processed Agricultural Products	1
Electric-Electronic	2
Ready-to-Wear	2
Plastic Products	1
Textile	1
Other	2
Total	10

In the light of the information obtained from the website of the Ministry of Commerce Turquality, there are brands that benefit from a total of around 230 Turquality support in Turkey, the number of companies operating in and around Istanbul is 112. 10 enterprises out of 112 companies, which meet 10 percent of them, were selected by random sampling method. Random sampling is when the researcher chooses a part of the universe according to the determined sample size. Sampling is a random sampling of students who go to any faculty and have a certain number of students (Arlı ve Nazik, 2001, s.75). One of these enterprises is in chemistry, one in processed agricultural products, two in electrical-electronics, two in ready-made clothing, one in plastic products, one in textile and two in other sectors. Interviews were made with senior managers responsible for Turquality processes of these companies by appointment. The evaluation questions were directed to the managers and a general evaluation was made in line with the answers received. Since the companies do not want their brands to be mentioned in this study, the names of the companies are not shared in the study.

Data analysis: Data are analyzed using qualitative analysis methods. In this context, the data were organized, synthesized by dividing them into various

analysis units, and patterns were revealed among the statements made. Although content analysis was used among the qualitative data analysis types, various comparisons were made and the situations that occurred over time were revealed. In the study, the data collected from the interviews with the participants were analyzed with the technique called "open analysis" by coding and concept formation processes (McKeone, 1995). In this technique, which is a form of content analysis, the dominant messages and subject in the text are defined. Support was received from NVivo qualitative research program in the coding and conceptualization process. The process followed in open analysis for the analysis of the interview text is similar to the open coding system prepared by Strauss ve Corbin (1990). In-depth interviews with the participants in the data sample of the study contributed to the systematic evaluation and interpretation of these qualitative texts. In line with the discourse of the interviews with each participant, the assignments to the code tags were made with open coding.

Finding

Within the scope of the study, interviews were held to determine the opinions of the enterprises that receive Turquality support and the importance of the Turquality program in their efforts to become a global brand. The results of the interview are summarized below.

Companies were asked to first evaluate why they were included in the Turquality program, what procedures they went through with this program, and these procedures. Afterwards, questions were asked about what supports they benefited from after they were included in the program and what other supports should be available in addition to these supports. Finally, it was asked to share the numerical values of the supports received by the enterprises. However, none of the companies shared this information.

When asked why businesses are included in the Turquality program in the first two questions, all of the enterprises answered as creating their own brands. Three of these enterprises replied that they wanted to complete their institutionalization and standardize all procedures besides branding. In the third question, a question was asked to the companies about whether they are satisfied with the process and operation of the Turquality program. Two companies did not answer this question, while others mentioned that the process was slow and not too controlled. The necessity of monitoring projects online has also been emphasized by companies. It was mentioned that only the stages after the first application was made online, but it could not be followed online. In addition to these, it was also argued that only the reports prepared by the audit firm were taken into consideration in the applications, whereas the enterprises should be visited.

When asked what procedures they went through, it was observed that they all went through the same procedure, regardless of brand support or Turquality full support. Consultants were assigned to each business first, and business analyzes were carried out with these consultants. All of the enterprises stated that they completed these analyzes in 5-6 months. With this analysis, the organizational chart, work flow chart, strategic business plan of the business were created and both the current situation of the business was revealed and future plans for the business were prepared. After these studies, the audit firm appointed by the Ministry of Commerce comes to the company to conduct inspections and presents the report they prepared about the enterprise to the ministry. After the preparation and evaluation of these reports, companies are invited to the undersecretary level if they apply for the brand support program, and at the minister level if they apply for the Turquality full support program. After the interviews, it is decided whether the companies will be included in the scope of support. Companies find all these procedures they go through useful for institutionalization.

Companies mentioned that all the procedures they went through to be included in the support were not easy. They emphasized that they were especially uncomfortable because these procedures took too long. For this problem, it was emphasized that the staff working under the Turquality support program should be increased and their qualifications should be improved. But they also mentioned that the work done is beneficial both for institutionalization and for identifying and correcting the deficiencies.

While Turquality's full support program lasts 10 years, the brand support program lasting 4 years is considered a short time for branding. It has been determined that companies within the scope of brand support benefit from patent, promotion and marketing, certification, consultancy and market research supports. On the other hand, companies with Turquality full support stated that they benefit from all support items.

The adequacy of the supports provided to the enterprises and what other supports should be were asked. The companies that distribute to all buyers from a single point have answered this question as the necessity of freight support. Because freight has an important place among the expenditure items they make, and this support is very important in terms of relieving businesses. In addition, answers were received in the form of covering their transportation and accommodation expenses for market research and fairs and having R&D support.

Table 7. Support types that businesses benefit according to their support scope

Support Type	Brand Support	Turquality Support
Patent, utility model and industrial design registration	✓	✓
Promotion, advertising and marketing	✓	✓
Office / warehouse / shop / restaurant / cafe rent		✓
Office / warehouse / shop / restaurant / cafe basic setup costs / architectural concept		✓
Rayon rent		✓
Showroom rental / decoration		✓
Certification	✓	✓
Franchise decoration		✓
Franchise rent		✓
Consultancy	✓	✓
Designer / cook / chef recruitment		✓
Expenses related to market research study and reports	✓	✓
Development Roadmap		✓

In Table 7, the types of support that businesses benefit from are given according to their support scope. All businesses answered the question about the benefits provided by the Turquality support program to their businesses in the form of institutionalization. In addition to institutionalization, it has been determined that the performance evaluation of employees and works has become easier and institutional resource planning programs have started to be used. The enterprises in the brand support program, on the other hand, gave answers in order to provide the opportunity to see and correct the deficiencies and to obtain information about new markets.

Finally, the enterprises were asked about the amount of aid they received from the state and the change in their market shares together with these aids. The enterprises did not share the numerical data of the supports received from the state within the scope of the survey. Along with the support received by the enterprises, data regarding the changes in their sector and market shares were not shared.

Results and Discussion

A brand is like a summary of the stages from the first time a product or service is designed to the time it is put into use by the consumer. Besides, it is a future-oriented investment for businesses. If all processes from the production of the product or service to its packaging / presentation, from pricing to public relations can be set up and managed properly, branding provides businesses with a great advantage over their competitors. However, the opposite of this situation also carries the risk of causing great losses to businesses.

Due to reasons such as the disappearance of borders due to globalization and technological developments, saturated and small local markets, excess production and excess capacity, foreign market opportunities and the instinct to gain competitive advantage, businesses have felt the necessity to open up to global markets and create brands that are accepted in these markets. Being a global brand provides businesses with advantages such as increasing their trade volume and having a sustainable competitive advantage. Day by day, it is very important to have global brands for businesses as well as developing and developing countries.

With the increase of economic competition in the world, the number of countries aiming at sustainable exports and high added value and having an established brand image in the global market is increasing. In order for them to fulfill all these goals and to contribute positively to the global image of the countries, businesses are supported by their countries with some export-oriented incentives. The Turquality program was created to encourage businesses with global brand potential. With this program, it aims to increase exports to Turkish businesses that do not have much knowledge and experience about global markets. It is predicted by the authorities that the number of companies included in this program will never reach tens of thousands. The upper limit is estimated to be around 250-300 businesses.

When companies are included in the support program, they enter the items suitable for the expenditures to be made with the help of a road map for the relevant year. The state creates a budget according to the expenditure items of the companies. After the audit process is completed in a very detailed and comprehensive manner, financial resources are provided to businesses that will receive Turquality support. After the expenditures are examined by the exporters' association, they are checked and approved for the second time by the experts of the Undersecretariat, the enterprises are paid by the Central Bank. In Table 8, the expectations of the enterprises from the Turquality program are categorized.

Table 8. Expectations of businesses from the Turquality program

	Brand	Turquality
Accelerating Payments	✓	✓
Reducing Formalities	✓	✓
Advance of Advertising and Promotion Expenses	✓	
Providing National Supports	✓	
Extension of Support Periods	✓	
Providing Freight Support	✓	✓
Providing R&D Support	✓	✓
Creating National Brand Support	✓	

As a result, export incentive measures and state aids in exports are the leading measures for the development of the country's economy and increase in its volume. Such practices help to produce quality goods and thus increase the income to be earned. This supports the goal of creating global brands.

References

- Akdeve, E., & Karagöl, E. T. (2013). *Geçmişten Günümüze Türkiye'de Teşvikler ve Ülke Uygulamaları*. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi, (37), 329-350.
- Arlı, M., & Nazik, H. (2001). *Bilimsel araştırmaya giriş*. Ankara: Gazi Kitabevi.
- Bhoga, T. S., & Trivedi, A. K. (2008), *International Trade Finance A Pragmatic Approach*. UK: Palgrave Macmillan .
- Commission Regulation (EC) No 794/2004 of 21 April 2004 implementing Council Regulation (EC)No 659/1999 laying down detailed rules for the application of Article 93 of the EC Treaty.
- Elitaş, C. (2016). *Uluslararası Ticaret ve Finansman*. Ankara : Gazi Kitabevi .
- European Commission (2022, November). Aid by main objectives in current prices, Access address: https://webgate.ec.europa.eu/comp/redisstat/databrowser/view/AID_SCB_OBJ/default/table?lang=en&category=AID_SCB_OBJ
- Gürsoy, Y. (2006). *Dış Ticaret İşlemleri Yönetimi*. Bursa : Ekin Kitabevi.
- İlhan, B. (2010). Avrupa Birliği Rekabet Politikasında Devlet Yardımları ve Türkiye'nin Uyumu. *Sayıştay Dergisi*, (76), 101-132.
- Kemer, O. B. (2003). *Pratik Dış Ticaret Teknikleri Teori-Uygulama*. Bursa: Alfa Yayınevi.
- Mckeone, D. H. (1995). *Measuring Your Media Profile*. London, England: Gower Press.

- Oktay, N. (2008), *Dış Ticarete Giriş*. Eskişehir: Anadolu Üniversitesi Yayınları.
- Republic of Türkiye Official Newspaper (2019, July). Access address: <http://www.resmigazete.gov.tr/eskiler/2017/06/20170601-13.htm>
- Republic of Türkiye Official Newspaper (2019, January). Access address: <http://www.resmigazete.gov.tr/eskiler/2006/05/20060524-8.htm>
- Republic of Türkiye Official Newspaper (2019, November). Access address: <http://www.resmigazete.gov.tr/eskiler/2017/11/20171126-7.htm>
- Republic of Türkiye Official Newspaper (2020, October). Access address: <http://www.resmigazete.gov.tr/eskiler/2006/10/20061021-20.htm>
- Republic of Türkiye Official Newspaper (2020, March). Access address: <http://www.resmigazete.gov.tr/eskiler/2008/03/20080319-11.htm>
- Republic of Türkiye Ministry of Commerce Turquality (2020, March). Access address: <https://ticaret.gov.tr/destekler/ihracat-destekleri/markalasma-ve-turqualit-y-destegi>
- Republic of Türkiye Ministry of Commerce Turquality (2020, April). Access address: <https://www.turquality.com/destekler/turquality-destekleri>
- Republic of Türkiye Ministry of Commerce Turquality (2020, April). Access address: <https://www.turquality.com/destekler/marka-destekleri>
- Republic of Türkiye Ministry of Commerce Turquality (2022, November). Access address: <https://www.turquality.com/markalar/turquality-destek-programi-kapsamindaki-firmalar>
- Republic of Türkiye Ministry of Commerce Turquality (2020, June). Access address: İhracat Destekleri: <https://ticaret.gov.tr/>
- Rubini, L. (2004). The International Context of EC State Aid Law and Policy: The Regulation of Subsidies in the WTO, *The Law of State Aid in the European Union*. Oxford University Press.
- Strauss, A., & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage Publications.
- Tekoğlu, S. (2013). *Forfeiting, Dış Ticaret ve Finansmanı*, İstanbul: Beta Yayınları.
- Treaty on the Functioning of the European Union - *Part Three: Union Policies and Internal Actions - Title VII: Common Rules On Competition, Taxation and Approximation of Laws* - Chapter 1: Rules on competition - Section 2: Aids granted by States - Article 107 (ex Article 87 TEC).
- Turkish Statistical Institute (2020, March). Access address: Turkish Statistical Institute - TÜİK: <http://www.tuik.gov.tr/UstMenu.do?metod=temelist>

Extensive Summary

Countries can improve their social and economic structure and educate the country to modern countries through development. Ensuring and sustaining development depends directly on economic power. Financing and promotion of foreign trade, which is one of the important dynamics of economic power, is provided in line with convenient opportunities. Achieving standards to a certain level requires the use of the right financing methods with on-time and on-time production. Countries that want to promote export use this financial organization to meet their needs.

The brand is like a summary of the stages from the very beginning of the design of a product or service to the use of the consumer. It is also a future-oriented investment for businesses. If all processes from production to packaging / presentation of products or services, from pricing to public relations can be correctly constructed and managed, branding gives enterprises a great advantage over their competitors. However, the reverse of this situation carries the risk of causing large losses to enterprises.

The aim of this study is to interpret Turquality's contribution to branding and company expectations through the interview form, which helps our country achieve its sustainable development goals. In this study, the state incentives in export, Turquality program and the place of state incentives in financing foreign trade were discussed and suggestions were made on behalf of Turquality program in the light of the information obtained as a result of the interviews with the companies receiving support within the scope of Turquality in and around Istanbul.

This research, which aims to determine the opinions of the company managers who receive Turquality support regarding the effect of the Turquality Support Program on the financing of firms, is a research in the general screening model based on qualitative data. Within the scope of Decision No. 5973, 198 brands of 187 companies benefit from the TURQUALITY Support Program, and 123 brands of 118 companies benefit from the Brand Support Program. Within the scope of Decision No. 2564, 25 brands of 23 companies benefit from the TURQUALITY Support Program, and 30 brands of 30 companies benefit from the Brand Support Program. Within the scope of Decision No. 5447, 8 companies benefit from the e-TURQUALITY (Stars of Informatics) Support Program.

In this study, the financial contribution of the companies benefiting from the activity was searched and firstly literature review was made on related subjects. Published books, journals, articles, theses and some research results and statistical information were obtained. The relevant parts of these resources and studies have been discussed, examined and evaluated for use in the study. Data about the research were collected by means of interview questionnaire. The interview questions used in the study were formed as open-ended

questions. Interview questions; The aim of the study was to measure the participants' opinions about the contribution of Turquality program to finance and they were asked to give the most appropriate answers. Within the scope of the research, 11 questions were asked to the participants about the impact of financing under the Turquality Support Program.

The data are analyzed using qualitative analysis methods. In this context, the data were arranged, divided into various analysis units and synthesized and patterns were revealed among the statements made. Although content analysis is used among the qualitative data analysis types, various comparisons have been made to reveal the situations that have occurred over time. In the study, the data collected from the interviews with the participants were analyzed with the technique called "open analysis yapılarak by making coding and concept formation processes (McKeone, 1995).

In the questions asked, the companies were first asked why they were included in the Turquality program, what procedures they went through and evaluated. Afterwards, questions were asked about the support they received after joining the program and what other support should be available in addition to these supports. Finally, it was requested to share the numerical values of the supports received by the enterprises. But none of the businesses shared this information.

When the first two questions were asked why they were included in the Turquality program, all of the enterprises responded by creating their own brands. In the third question, companies were asked whether they are satisfied with the process and operation of the Turquality program. While the two companies did not answer this question, others mentioned that the process was slow and did not go too much under control.

When businesses were asked what procedures they went through, it was observed that all of them went through the same procedure, regardless of brand support or Turquality full support. Each company has been assigned a consultant first and analyzes have been made with these consultants. All of the enterprises stated that they completed these analyzes in a long time like 5-6 months. With this analysis, the organizational chart, work flow chart, strategic business plan of the enterprise have been prepared and both the current situation of the enterprise has been revealed and the plans for the future have been prepared.

The adequacy of the supports given to the enterprises and what other supports should be asked. Firms distributing to all buyers from a single point answered this question as the necessity of freight support. Because freight has an important place among the expenditure items and this support is very important in terms of comforting enterprises. All the enterprises answered the question asked about the benefits of the Turquality support program in the form of institutionalization.

As a result of this study, some suggestions are made in order to increase the benefits provided by Turquality program to the enterprises within the scope of support:

- The enterprises interviewed within the scope of the study stated that the payments for the expenditures covered by the support lasted at least 6 months. In line with this statement, the enterprises stated that the expenditures made were made within the facilities of the enterprise. Accelerating these payments means that businesses will accelerate their efforts on behalf of branding.
- In the Turquality support program, it was mentioned that formalities and bureaucratic procedures take a lot of time. Therefore, it is recommended to shorten and simplify the processes related to the application of support by enterprises.
- The enterprises covered by the support mostly spend on promotion, advertising and marketing activities. These expenditures are important for entering the global markets, operating and growing.
- Most of the companies are located in Turkey. However, the support program covers only the expenses of the enterprises abroad. With increasing competition, it is important to provide national support in order to protect the advantages of enterprises and reduce production costs.
- In addition to the support given to the companies that make production only in the country and export to the world from this point, freight support should also be provided.

As a result, export promotion incentives and state aid in exports are the main measures for the development and increase of the economy of the country. Such practices help to produce quality goods and thus increase the income to be earned. This supports the goal of creating global brands. It is also one of the most important objectives of this program, the name of Turkey is to become a brand known for quality. Only 10% of 112 companies that received Turquality support in and around Istanbul were included in this study.



Examination of Attitudes of Healthcare Professionals in Turkey towards Covid-19 Vaccines*

Sedat BOSTAN**

Karadeniz Teknik Üniversitesi

Dilruba İZGÜDEN***

Süleyman Demirel Üniversitesi

Mahmut AKBOLAT****

Sakarya Üniversitesi

Ramazan ERDEM*****

Süleyman Demirel Üniversitesi

Abstract

Vaccination is an effective method for ensuring herd immunity during the Covid-19 pandemic. In order to expand the scope of vaccination, it is essential to vaccinate healthcare professionals and to guide society about vaccination. This study aims to examine the attitudes of healthcare professionals towards Covid-19 vaccines. The study data were collected with the Covid-19 Vaccine Attitude Scale. 420 health workers participated in the study. It has been determined that the vast majority of healthcare professionals are vaccinated, and they would prefer the Pfizer/Biontech vaccine if possible. It has been determined that healthcare professionals recommend vaccination, and at this point, physicians come to the fore the most. There are healthcare professionals who are not vaccinated and have doubts about the Covid-19 vaccine. It is recommended that studies be carried out to address the concerns of healthcare professionals who are suspicious of Covid-19 vaccines and avoid being vaccinated.

Keywords

Covid-19, Covid-19 Vaccine Attitude, Covid-19 Anti-Vaccination, Healthcare Professionals, Turkey

* This article is an expanded version of the abstract presented at the 4th International 14th National Health and Hospital Administration Congress between 14-17 October 2021.

** Prof., Karadeniz Technical University, Department of Health Management, sedatbostan@odu.edu.tr, ORCID: 0000-0002-9439-8448

*** Asst. Prof., Süleyman Demirel University, Department of Health Management, dilrubaizguden@sdu.edu.tr, ORCID: 0000-0002-6938-8854

**** Prof., Sakarya University, Department of Health Management, makbolat@sakarya.edu.tr, ORCID: 0000-0002-2899-6722

***** Prof., Süleyman Demirel University, Department of Health Management, ramazanerdem@sdu.edu.tr, ORCID: 0000-0001-6951-3814

Türkiye'deki Sağlık Çalışanlarının Covid-19 Aşılarına Yönelik Tutumlarının İncelenmesi

Öz

Aşılama, Covid-19 pandemisinde sürü bağışıklığının sağlanmasında etkili bir yöntemdir. Aşılama kapsamının genişlemesi adına sağlık çalışanlarının aşılama ve toplumdaki bireyleri aşılama konusunda yönlendirmesi önemlidir. Bu araştırmada, sağlık çalışanlarının Covid-19 aşılarına yönelik tutumlarının incelenmesi amaçlanmaktadır. Çalışma verileri Covid-19 Aşı Tutum Ölçeği ile toplanmıştır. Araştırmaya 420 sağlık çalışanı katılmıştır. Araştırma sonucunda sağlık çalışanlarının büyük çoğunluğunun aşı olduğu, imkân olsaydı Pfizer/Biontech aşısını tercih edecekleri tespit edilmiştir. Sağlık çalışanlarının aşılama önerdiği ve bu noktada hekimlerin öne çıktığı görülmüştür. Aşı olmayan sağlık çalışanlarının bulunduğu, bu kişilerin Covid-19 aşılarına şüpheyle yaklaştıkları anlaşılmıştır. Sağlık çalışanları içindeki Covid-19 aşılarına şüphe duyanların, endişelerinin giderilmesi yönünde çalışmaların yapılması önerilir.

Anahtar Kelimeler

Covid-19, Covid-19 Aşı Tutumu, Covid-19 Aşı Karşıtlığı, Sağlık Profesyonelleri, Türkiye

Introduction

The Covid-19 pandemic has resulted in high case numbers and mortality rates worldwide (WHO, 2021a). The disease has affected many people globally and has staggering societies in health, social and economic aspects. Drug and vaccine studies are carried out to prevent the devastating effects of the disease and to control the Covid-19 pandemic. It is necessary to ensure herd immunity to end the pandemic. In this way, the risk of transmission should also be reduced. Ensuring this is possible by the natural immunity that may occur over time or by vaccination on a global scale (Randolph & Barreiro, 2020: 738-741; Polack et al., 2020: 2603-2604).

Vaccination plays a significant role in preventing the spread of diseases. Vaccination is considered as a significant public health tool in preventing the spread of the disease and ensuring the immunization of communities, especially during epidemics. It is essential to have a high rate of vaccination to ensure herd immunity (Omer et al., 2009: 1981; Weigel, 2014: 1009). The World Health Organization has included vaccine hesitancy (the reluctance or refusal of individuals to be vaccinated despite the availability of a vaccine for the disease) among the “10 threats to global health” (WHO, 2021b). The World Health Organization has included this situation among the “10 threats to global health” (WHO, 2021b). Although hesitations about vaccination are seen as individual concerns, the results are social. The World Health Organization Strategic Advisory Group of Experts on Immunization has emphasized that vaccine hesitation and rejection are critical to global health. One of the determining factors in vaccination is healthcare professionals. It is stated that the lack of knowledge and hesitations of healthcare professionals about vaccination also affect vaccine hesitancy in society. It was emphasized that the vaccination of healthcare professionals, in particular, and their recommendation to their patients has a significant role in immunization practices (Dubé et al., 2014: 6652-6654; Sage Working Group on Vaccine Hesitancy, 2014: 12). Verger et al. (2020: 6) in their study on the attitudes of healthcare professionals in France, Belgium and Canada towards Covid-19 vaccines; stated that it is important because the first group to be vaccinated is health workers and they are the first to experience this situation. Researchers who offered suggestions to increase the confidence of healthcare professionals in vaccines and to eliminate my concerns, underlined the importance of healthcare professionals at the point of community immunization. Li et al. (2021: 1) also emphasized the importance of the issue by expressing that the hesitancy of healthcare workers about vaccination is a public health threat.

The safety and effectiveness of vaccines is another determining factor in the vaccination decisions of individuals. Vaccine studies have been initiated and are currently continuing to control the pandemic (Polack et al., 2020: 2603-2604). As a result of the vaccine studies carried out, covid-19 vaccine types developed with various production technologies have been introduced to the market (T.R. Ministry of Health, 2021a). The covid-19 vaccination program in Turkey was started on January 14, 2021, with the vaccination of healthcare professionals at the first stage. CoronaVac/Sinovac and Pfizer/BioNTech vaccines are currently administered within the scope of the vaccination program (Gürbüz et al., 2021: 54; T.R. Ministry of Health, 2021b). The production technologies of the two vaccines differ from each other. CoronaVac vaccine, also known as Sinovac, is among the inactivated vaccines, and it is stated that it is safer in the first place since the killed virus is injected into the body. Pfizer/BioNTech vaccines are among the mRNA vaccines (T.R. Ministry of Health, 2021a). Studies have revealed that two doses of BNT162b2 produced by Pfizer/Bionetch provide 95% protection against covid-19 at the age of 16 and above (Polack et al., 2020: 2603).

This study aims to examine the attitudes of healthcare professionals towards Covid-19 vaccines. Healthcare professionals are a group of great importance, both because they are the first group to be vaccinated and because their attitudes towards vaccination are a significant determinant in the implementation of vaccination in the general population. Therefore, healthcare professionals were included in the study, and their beliefs and hesitations about the benefit of Covid-19 vaccines and their behavior of suggesting vaccination were evaluated. The vaccination status of healthcare professionals and which Covid-19 vaccine they had were also examined. As stated, there are various types of vaccines (CoronaVac/Sinovac, Pfizer/BioNTech, Moderna, Sputnik, Johnson & Johnson etc.) within the scope of the Covid-19 pandemic vaccination program, and the researchers evaluated which Covid-19 vaccine would be preferred by healthcare professionals if they had a choice.

Materials and methods

This study was carried out to determine the reasons that are effective in the confidence of healthcare professionals in Covid-19 vaccines and their preferences, the trust of healthcare professionals in vaccines in the fight against Covid-19, whether healthcare professionals recommend the vaccine, and their doubts about the vaccine.

In this quantitative study, a five-point Likert questionnaire technique was used. The literature reviewed for a scale to be used in the study, but it was determined that the existing questionnaires and scales did not explain the study objectives. Hence, first of all, a scale development study was carried out to achieve the purpose of the study. In this study, "Covid-19 Vaccine Attitude

Scale” was developed. The scale development study was published as a separate paper and article for the benefit of other researchers (İzğüden et al., 2022).

In this study, the attitudes of healthcare professionals about covid-19 vaccines were measured with the “Covid-19 Vaccine Attitude Scale” developed in the previous study. The scale consists of 24 items and four factors. Table 1 shows the results of the validity and reliability analysis of the study in which the scale was developed and the results of confirmatory factor analysis and reliability analysis of this study.

Table 1. Validity and reliability analysis results of the scale

Factor Analysis		Scale Study	Health Worker Study (This work)
Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)		,920	,894
Bartlett's Test of Sphericity	Approx. Chi-Square	9120,816	7891,621
	Df	276	276
	Sig.	0,000	0,000
Total Variance Explained	%	72,907	67,89
Factor Load Range	734	879	613/895
Factors	Number of Items	Cronbach's Alpha	Cronbach's Alpha
The effect of determinants on Covid-19 vaccine preference	12	0,951	0,928
Belief in the benefits of Covid-19 vaccines	5	0,924	0,919
Behavior of recommending Covid-19 vaccines	4	0,952	0,941
Doubt about Covid-19 vaccines	3	0,792	0,774
Total	24	0,894	0,862

As seen in Table 1; the scale study and the Cronbach alphas of the dimensions in this study were close to each other. In this context, it has been determined that the first three dimensions (The effect of determinants on Covid-19 vaccine preference, Belief in the benefits of Covid-19 vaccines, Behavior of recommending Covid-19 vaccines) in the table are highly reliable and the last one dimension (Doubt about Covid-19 vaccines) are quite reliable (Kayış, 2005). The KMO value of the study was found to be 0.894 and the variables were found to be suitable for factor analysis at a significantly good level (Field, 2018).

The universe of the study consists of healthcare professionals working in Turkey. The convenience sampling method was used to determine the sample

of the study. In addition, there is various calculation methods used in determining the sample size (Karagöz, 2014). In such methods, it is considered sufficient to collect data from 384 individuals with a confidence interval of 95% (Coşkun et al., 2020). In the study, valid data were collected from a total of 420 healthcare professionals.

Data obtained from healthcare professionals were analyzed with SPSS descriptive, inferential, and significance tests such as frequency analysis, ANOVA, Tukey, t-test, and correlation test. How the Covid-19 vaccine attitudes of the participants differed according to independent variables such as demographic characteristics and their status regarding the Covid-19 vaccine were analyzed by ANOVA and t-Test, and the variables with statistically significant differences are given in the tables.

Results

The distribution of healthcare professionals according to various independent variables within the scope of the study is as follows. A total of 420 healthcare professionals participated in the study. It was determined that 66.2% of the participants were female, 64% were married, 46% were 34 years old and under, 41.7% were 35-50 years old, and 12.4% were 51 years old and over. In terms of profession, 17.1% of the participants are physicians, 40.7% are nurses, and 42.1% are other health professionals (pharmacists, medical secretaries, psychologists, etc.). Among the healthcare professionals who participated in the study, 64% work in hospitals, 8% in provincial/district health directorates, 6.9% in universities, 6% in family medicine, 5.7% in community health centers, and 9% in other healthcare institutions. The rates in the demographic data are compatible with the demographic characteristics of healthcare professionals in Turkey.

Table 2 shows the situation regarding the covid-19 vaccines of healthcare professionals. As can be seen in Table 2, 60% of the healthcare professionals have served Covid-19 patients in their institution. Also, 64.8% of the healthcare professionals did not catch the Covid-19 disease, and 26.2% lost a relative due to this disease.

As can be seen in Table 2, 42.5% of the healthcare professionals had Sinovac, and 33.7% had Biontech and Sinovac vaccines. Also, it was determined that 13.2% of the healthcare professionals did not get vaccinated and 10.6% of them had the Biontech vaccine. In addition, when healthcare professionals were asked about which Covid-19 vaccine they would prefer if they had a choice, 46.7% of them stated that they would prefer the Biontech vaccine, and 25.4% of them stated that they did not want to have any vaccine.

Table 2. Characteristics of healthcare professionals regarding covid-19 and vaccination

Variables	n	%
Have you served a Covid-19 patient?		
Yes	252	60
No	168	40
Have you had the Covid-19 disease?		
Yes	148	35.2
No	272	64.8
Have you lost a relative to Covid-19 disease?		
Yes	110	26.2
No	310	73.8
Have you had the flu vaccine before?		
Yes	158	37.6
No	262	62.4
Have you had the Covid-19 vaccine?		
Yes	361	86
No	59	14
Which Covid-19 vaccine did you have?		
Pfizer-Biontech	44	10.6
Sinovac	177	42.5
Biontech ve Sinovac (Both)	140	33.7
I didn't get vaccinated	55	13.2
If possible, which vaccine would you like to have?		
Pfizer-Biontech	196	46.7
Sinovac	69	16.4
Moderna	3	0.7
Sputnik	4	1
Johnson & Johnson	3	0.7
None	106	25.4
Other (Turkish Vaccine)	36	8.6

It was determined that 37.6% of the healthcare professionals had the flu vaccine and 86% had the Covid-19 vaccine. It was examined whether there is a relationship between the healthcare professionals' status of being vaccinated against influenza and their status of being vaccinated against Covid-19. As a result of the correlation analysis ($r= 0.172$, $p=0.000$) performed between the two variables, it was found that there was a low level of a positive and significant relationship between healthcare professionals' status of getting the flu vaccine and getting the Covid-19 vaccine.

Based on the data provided by the participating healthcare professionals, the statistical values of the Covid-19 vaccine attitude scale dimensions and the arithmetic mean and standard deviation distributions of each expression in

the scale were calculated. As can be seen in findings, it has been observed that the highest level of agreement among the expressions in the dimension of the effect of the determinants in the choice of Covid-19 vaccine is in the statement “*Scientific publications on the subject are effective in my choice of coronavirus vaccine*” (3.77). When the mean scores of the statements are examined in general, the mean of 3.00 and above indicate that participants tend to agree with the relevant statements. It has been determined that the mean score of the effect of the determinants in the Covid-19 vaccine preference of the healthcare professionals is 3.58, and the determinants are effective in the vaccine preference.

The dimension of recommending Covid-19 vaccines (3.82) has the highest mean score among the dimensions in the Covid-19 vaccine attitude scale and has the highest level of agreement of healthcare professionals. It has been determined that healthcare professionals recommend Covid-19 vaccines. It has been determined that healthcare professionals recommend Covid-19 vaccines mostly to the group aged 50 and over (3.88).

It has been found that the dimension of belief in the benefits of Covid-19 vaccines has a mean of 3.63, and healthcare professionals believe that the vaccine will benefit. From the statements in the dimension, “I believe that coronavirus vaccines will reduce the number of intensive care patients.” (3.95) was the expression with the highest agreement of healthcare professionals. The dimension of suspicion about Covid-19 vaccines (2.70) is the dimension with the lowest agreement level among the dimensions in the Covid-19 vaccine attitude scale. As seen in the previous dimension, healthcare professionals believe in the benefits of vaccines and remain below average in the dimension of suspicion.

The results of the t-test and ANOVA test performed to detect statistically significant differences in the Covid-19 Vaccine Scale according to independent variables are given below. The first dimension of the scale, “The effect of determinants on Covid-19 vaccine preference”, was analyzed according to independent variables. In this dimension, a statistically significant difference was found between the groups only according to the gender of the participants ($t=3.073$, $p=0.002$). No statistically significant difference was found according to other variables. It has been found that apart from being male or female, healthcare professionals have a common attitude regarding the determinants of covid-19 vaccines. According to gender, female healthcare professionals stated that they considered the effect of determinants in vaccine preferences more than male healthcare professionals.

Table 3 shows the significant differences in the dimension of “Covid-19 vaccine recommendation behavior” of healthcare professionals according to independent variables. While a statistically significant difference was found between the groups according to the demographic variables of the “profession”

($F=16.542$, $p=0.000$) and “the institution they work” ($F= 2.284$, $p=0.046$), no significant difference was found according to other variables. It was observed that the scores of the physicians were higher than the other groups. Also, it was determined that the Covid-19 vaccine recommendation behavior of the healthcare professionals working in family medicine was higher compared to those in the other group. It is a situation that can be seen as positive that physicians, who are an important factor in increasing vaccination rates on a social basis, have a higher rate of recommending vaccination compared to other groups. In addition, the high level of vaccination recommendation behaviors of health personnel working in family medicine will have an increasing effect on the spread of the vaccine, since the health institutions where people frequently apply for the first time and where health follow-ups are made are family physicians. It can also be thought that the values of the individuals included in these two groups are higher than the other groups due to the roles they undertake on the basis of social health. There was no significant difference found according to other demographic variables.

In the dimension of the Covid-19 vaccine recommendation behavior of healthcare professionals, a statistically significant difference was found between the groups according to the vaccine-related variables including serving Covid-19 patients ($t= 2.022$, $p=0.044$), having Covid-19 disease ($t= 1.996$, $p= 0.047$), having a flu vaccine ($t= 2.366$, $p= 0.018$), and Covid-19 vaccination status ($t= 10.094$, $p= 0.000$). It has been observed that the Covid-19 vaccine recommendation behavior is higher of those who provide services to patients compared to those who do not, those who have had the disease compared to those who have not the disease, those who have had the flu vaccine compared to those who have not, and those who have Covid-19 vaccine compared to those who have not.

Also, the Covid-19 vaccine recommendation behavior of healthcare professionals significantly differed according to the type of Covid-19 vaccine they get ($F= 42.163$, $p= 0.000$). It was determined that the group who had the Biontech and Sinovac vaccines recommended Covid-19 vaccines more than the others. The group that did not get the Covid-19 vaccine remained at the lowest level in recommending the vaccine. This situation can be interpreted as follows; the behavior of recommending the vaccine is also related to the vaccination status of the people at some point. Since vaccination in Turkey is with Sinovac and Biontech vaccines, it is natural for people who have these vaccines to recommend vaccines. In addition, it is usual for the group that does not want to be vaccinated to similarly do not recommend vaccinations.

Table 3. Comparison of covid-19 vaccine recommendation behavior dimension according to independent variables

Variables	\bar{X}	S	Test Value	p
Profession				
Physician	4.49	0.662	F= 16.542	0.000
Nurse	3.75	0.814		
Other Healthcare Professionals	3.67	1.051		
The institution they work				
Hospital	3.86	0.898	F= 2.284	0.046
University	3.90	0.914		
Family medicine	4.16	0.636		
Provincial/district health directorate	3.62	0.1.135		
Community Health Center	3.72	0.911		
Other	3.45	1.198		
Have you served a Covid-19 patient?				
Yes	3.90	0.906	t= 2.022	0.044
No	3.70	0.998		
Have you had the Covid-19 disease?				
Yes	3.95	0.904	t= 1.996	0.047
No	3.74	0.968		
Have you had the flu vaccine before?				
Yes	3.96	0.764	t= 2.366	0.018
No	3.73	1.038		
Have you had the Covid-19 vaccine?				
Yes	4.00	0.793	t= 10.094	0.000
No	2.78	1.093		
Which Covid-19 vaccine did you have?				
Pfizer-Biontech	3.96	0.768	F=42.163	0.000
Sinovac	3.84	0.806		
Biontech ve Sinovac (Both)	4.25	0.697		
I didn't get vaccinated	2.74	1.110		

Table 4 shows significant differences in the dimension of “belief in the benefits of Covid-19 vaccines” of healthcare professionals according to independent variables. A statistically significant difference was found between the groups in terms of demographic variables such as gender ($t= -2.608$, $p= 0.009$), age ($F= 3.882$, $p= 0.021$), and profession ($F= 5.368$, $p= 0.005$). No significant difference was found according to other demographic variables. It has been determined that male participants have higher scores than female participants, 51 and older age group have higher scores than other age groups, and physicians have higher scores than other healthcare professionals. In the previous analysis results, it was seen that physicians were the group that most recommended vaccination during the Covid-19 period. The result obtained here is also related to this. Physicians recommend vaccines because they believe in the benefits of vaccines.

In the dimension of the belief in the benefits of Covid-19 vaccines, a statistically significant difference was found between the groups according to the vaccine-related variables, including getting the flu vaccine ($t= 2.529$, $p= 0.012$) and getting the Covid-19 vaccine ($t= 8.972$, $p= 0.000$). It has been determined that those who have the flu vaccine have a higher belief in the benefits of Covid-19 vaccines than those who do not have the flu vaccine and those who have the Covid-19 vaccine than those who do not have the Covid-19 vaccine.

The belief in the benefits of the Covid-19 vaccines differs significantly according to the Covid-19 vaccine type that healthcare professionals get ($F= 30,201$, $p= 0.000$). It has been determined that those who have not been vaccinated have a lower belief in covid-19 vaccines than others. This is due to the fact that people who do not believe in the benefits of vaccines tend not to get vaccinated.

Table 4. Comparison of beliefs in the benefits of covid-19 vaccines dimension according to independent variables

Variables	\bar{X}	S	Test Value	p
Gender				
Female	3.55	0.880	t= -2.608	0.009
Male	3.80	0.796		
Age (Year)				
≤34	3.56	0.841	F= 3.882	0.021
35-50	3.60	0.908		
≥51	3.93	0.693		
Profession				
Physician	3.92	0.653	F= 5.368	0.005
Nurse	3.68	0.752		
Other Healthcare Professionals	3.50	0.976		
Have you had the flu vaccine before?				
Yes	3.77	0.760	t= 2.529	0.012
No	3.54	0.906		
Have you had the Covid-19 vaccine?				
Yes	3.78	0.728	t= 8.972	0.000
No	2.78	1.038		
Which Covid-19 vaccine did you have?				
Pfizer-Biontech	3.83	0.791	F= 30.201	0.000
Sinovac	3.75	0.760		
Biontech ve Sinovac (Both)	3.84	0.605		
I didn't get vaccinated	2.71	1.087		

Table 5 shows significant differences in the dimension of “Doubt about the Covid-19 vaccines” of healthcare professionals according to independent variables. A statistically significant difference was found between the groups in terms of demographic variables such as gender (t= 2.178, p= 0.030), the institution they work (F= 4.083, p= 0.001), and profession (F= 6.848, p= 0.001). No significant difference was found according to other demographic variables. As a result of the Tukey test, it was determined that female healthcare professionals were more suspicious of Covid-19 vaccines than males and other healthcare professionals were more suspicious than physicians. This finding also supports other findings. Since the physicians believed in the benefits of the vaccines and recommended the vaccine, their suspicion of the vaccine was seen at a lower level compared to the other group. Also, it has been determined that the level of suspicion about vaccines is higher in the healthcare professionals working in the community health center compared to those working in the provincial/district health directorate, family medicine, and universities.

It was observed that the Covid-19 vaccination status of healthcare professionals caused a significant difference in the extent of doubt about the vaccines. It was determined that the reason for this difference between the groups was due to the higher scores of those who did not get vaccinated. Also, the doubt about the Covid-19 vaccines significantly differs according to the type of Covid-19 vaccine that healthcare professionals get ($F= 7.515$, $p= 0.00$). Those who have not been vaccinated have more doubt about the Covid-19 vaccines than others.

Table 5. Comparison of doubt about the covid-19 vaccines dimension according to independent variables

Variables	\bar{X}	S	Test Value	p
Gender				
Female	2.76	0.702	t= 2.178	0.030
Male	2.59	0.797		
Profession				
Physician	2.44	0.698	F= 6.848	0.001
Nurse	2.64	0.676		
Other Healthcare Professionals	2.84	0.776		
The institution they work				
Hospital	2.78	0.738	F= 4.083	0.001
University	2.37	0.676		
Family medicine	2.41	0.618		
Provincial/district health directorate	2.47	0.748		
Community Health Center	3.02	0.728		
Other	2.65	0.687		
Have you had the Covid-19 vaccine?				
Yes	2.63	0.701	t= -4.878	0.000
No	3.13	0.797		
Which Covid-19 vaccine did you have?				
Pfizer-Biontech	2.48	0.596	F= 7.515	0.000
Sinovac	2.63	0.678		
Biontech ve Sinovac (Both)	2.70	0.769		
I didn't get vaccinated	3.11	0.808		

Discussion

The study was conducted with a total of 420 healthcare professionals, 72 physicians, 171 nurses, and 177 other healthcare professionals (pharmacists, medical secretaries, psychologists, etc.). In the study, the Covid-19 Vaccine Attitude Scale was used as a data collection tool. The data obtained from the participants were evaluated and the results were interpreted.

The vaccination of healthcare professionals and their vaccination recommendations are essential for the vaccination on a social basis (Dubé et al., 2014). As a result of the study, it has been determined that the vast majority of healthcare professionals, 86%, have had the Covid-19 vaccine. As Kurtuluş and Can (2021) stated, the vaccination of healthcare professionals, whom society considers as role models, is essential in controlling the pandemic. In the study conducted by Kurtuluş and Can, it was determined that almost half of the healthcare professionals were reluctant to be vaccinated, and it was stated that this would create a disadvantage in society.

Within the scope of the study, it was determined that the Covid-19 vaccine recommendation behavior dimension has the highest agreement level among the dimensions of the Covid-19 vaccine attitude scale and that healthcare professionals recommend vaccination to people during the Covid-19 pandemic period. Head et al. (2020: 707) revealed that if healthcare providers recommend getting the Covid-19 vaccine, the rate of vaccination of people increases. As a result of the analyzes, it was determined that the Covid-19 vaccine recommendation behaviors of physicians are at a higher level than nurses and other healthcare professionals. It is supported by study results that the attitudes of physicians towards vaccination and their vaccination advice to people in communities are extra important (Bovier et al., 2001: 4760; Weigel, 2014: 1015).

It has been observed that older age groups and physicians have a higher belief that Covid-19 vaccines will eliminate the negative effects of the pandemic. Another finding of the study, the fact that the physicians among the healthcare professionals are the group that recommends the vaccine the most, supports each other in this regard. Physicians believe in the benefits of Covid-19 vaccines and recommend vaccination to patients and their relatives. Another result that supports the consistency of the findings is that physicians have lower levels of suspicion about Covid-19 vaccines compared to other healthcare professionals. Also, it was determined that healthcare professionals recommended the most for the age of 50 and above to have the Covid-19 vaccines. The reason for this is considered to be due to the fact that the elderly are in the disadvantaged group in terms of the course of the disease and mortality rates, as mentioned in the study of Ek et al. (2020). In the study, it was observed that the behavior of suggesting vaccination of the participants who had the Covid-19 disease was at a higher level.

It was observed that the majority of the participants get the Sinovac vaccine. The reason for this is that the first vaccine to come to Turkey is Sinovac (Okçay, 2021: 13) and the first group to be vaccinated is healthcare professionals (T.R. Ministry of Health, 2021b). Also, when the participants were asked about which Covid-19 vaccine they would prefer if they had a choice, it was observed that the majority of the participants would prefer the Biontech vaccine.

During the study process, the statements of the healthcare professionals as *"We had Sinovac vaccine because the existing vaccine is Sinovac, but if Biontech was available, I would have preferred it at that time"* were noted by the researchers. In their study on the Turkish population, Yılmaz et al. (2021) was revealed that in the case of vaccine preference, the domestic vaccine constitutes more confidence than the imported vaccines. In this study, the domestic vaccine preference of healthcare professionals showed a lower participation tendency with a rate of 8.6%. In the study of Yılmaz et al. (2021), besides the preference for the vaccine to be produced in Turkey, it is also among the results that the vaccine produced in Germany was preferred. By considering the mean of the effect size of the determinants in the Covid-19 vaccine preference, it has been revealed that the factors such as the country where the vaccine is produced, the brand and company of the vaccine, the opinions of experts and government officials are effective in the vaccine preferences of the healthcare professionals. In addition, it has been observed that the most effective factor in the vaccine preference of healthcare professionals is the scientific studies on vaccines. It is considered that this is due to the fact that since the participants are in the health sector and have more knowledge of the subject, they rely on scientific publications instead of being under the influence of the infodemic which is false information and fake news due to the lack of information about the disease and fear-like situations during the pandemic period (Akyüz, 2020).

As a result of the analyzes, it was concluded that there is a significant relationship between healthcare professionals getting the flu vaccine and getting the Covid-19 vaccine. Another result of the study is that healthcare professionals who have flu vaccines have a higher level of recommending Covid-19 vaccines and their belief that Covid-19 vaccines will be beneficial compared to those who do not get the flu vaccines. Supporting the findings, Wang et al. (2020) also revealed that people who have had the flu vaccine before are more likely to accept the Covid-19 vaccine.

It was observed that healthcare professionals believed that Covid-19 vaccines would be beneficial. Healthcare professionals think that Covid-19 vaccines will reduce the number of cases, the number of intensive care patients, and mortality rates, and they believe that the pandemic period will be overcome in this way. Aktekin (2021) also stated that with full vaccination, the number of cases, hospitalization and intensive care unit admission rates, and mortality rates decreased. It was determined that participants' doubt about the Covid-19 vaccines is at a low level. The view that vaccines can be used as a commercial tool has come to the fore as the most significant element of doubt. The analyzes have shown that compared to others, healthcare professionals who do not have vaccinations are more suspicious of Covid-19 vaccines, have a low level of belief that the vaccines will be beneficial, and are also hesitant to recommend the vaccine. It has been found that people who have doubts

about vaccinations prefer not to be vaccinated. In the study of Li et al. (2021: 1), it is stated that health workers generally have a positive attitude towards future Covid-19 vaccines, and that vaccine hesitations have not completely disappeared. Although the rate of unvaccinated healthcare professionals is low, as stated above, this rate should be considered significant. Health system and agency officials should set up programs to address the concerns of unvaccinated healthcare professionals.

References

- Aktekin, M. (2021). *The Impact of Immunization Studies on the Covid-19 Outbreak, in Status of Covid-19 Vaccination and Immunization Services in Turkey During the New Coronavirus Pandemic Process*. Turkish Medical Association-Status of Covid-19 Vaccination and Immunization Services in Turkey During the New Coronavirus Pandemic Process, 77-82.
- Akyüz, S.S. (2020). Misinformation Outbreak: Fake News Circulation in Turkey During COVID-19 Pandemic. *Mediterranean Journal of Communication*, 34, 422-444.
- Bovier, P. A., Chamot, E., Gallacchi, M. B., & Loutan, L. (2001). Importance of Patients' Perceptions and General Practitioners' Recommendations in Understanding Missed Opportunities for Immunisations in Swiss Adults. *Vaccine*, 19(32), 4760-4767.
- Dubé, E., Gagnon, D., Nickels, E., Jeram, S., & Schuster, M. (2014). Mapping Vaccine Hesitancy—Country-Specific Characteristics of A Global Phenomenon. *Vaccine*, 32(49), 6649-6654.
- Ek, S., İlhanlı, H., & Kahraman, S. Ö. (2020). The Weak Ring of COVID-19: Elderly Population. *Turkish Geographical Review*, (76), 33-44.
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics*. 5. Basım. SAGE Publications Ltd.
- Gürbüz, S., Aydın, S., & Çöl, M. (2021). *Covid-19 Vaccine Studies and Applications*. Turkish Medical Association-Status of Covid-19 Vaccination and Immunization Services in Turkey During the New Coronavirus Pandemic Process, 45-60.
- Head, K. J., Kasting, M. L., Sturm, L. A., Hartsock, J. A., & Zimet, G. D. (2020). A National Survey Assessing SARS-Cov-2 Vaccination Intentions: Implications for Future Public Health Communication Efforts. *Science Communication*, 42(5), 698-723.
- İzğüden, D., Akbolat, M., Bostan, S., & Erdem R. (2022). COVID-19 Vaccine Attitude Scale: Validity and Reliability Study: Methodological Study. *Türkiye Klinikleri Journal of Health Sciences*, 10.5336/healthsci.2021-86319.
- Karagöz, Y. (2017). *SPSS and AMOS applied scientific research methods and publication ethics*. Nobel Publication.
- Kayış, A. (2005). *Güvenilirlik Analizi, SPSS Uygulamalı Çok Değişkenli İstatistik Teknikleri*. Kalaycı, Ş. (Ed.), 5.Basım. Asil Yayınevi. Ankara.
- Kurtuluş, Ş., & Can, R. (2021). What Do Health Care Professionals Think About Covid-19 Vaccine Applications: A University Example. *Journal of Harran University Faculty of Medicine*, 18(1), 29-34.

- Li, M., Luo, Y., Watson, R., Zheng, Y., Ren, J., Tang, J., & Chen, Y. (2021). Healthcare workers' (HCWs) attitudes and related factors towards COVID-19 vaccination: A rapid systematic review. *Postgraduate Medical Journal*, 1-7.
- Okay, P. (2021). *Emergency Use Approval*. Turkish Medical Association-COVID-19 Pandemic 10th Month Evaluation Report, 11-14.
- Omer, S. B., Salmon, D. A., Orenstein, W. A., Dehart, M. P., & Halsey, N. (2009). Vaccine Refusal, Mandatory Immunization, and The Risks of Vaccine-Preventable Diseases. *New England Journal of Medicine*, 360(19), 1981-1988.
- Polack, F. P., Thomas, S. J., Kitchin, N., Absalon, J., Gurtman, A., Lockhart, S., ... & Gruber, W. C. (2020). Safety and Efficacy of The BNT162b2 mRNA Covid-19 Vaccine. *New England Journal of Medicine*, 383(27): 2603-2615.
- Randolph, H. E., & Barreiro, L. B. (2020). Herd Immunity: Understanding COVID-19. *Immunity*, 52(5), 737-741.
- Sage Working Group on Vaccine Hesitancy. (2014). Report of the Sage Working Group on Vaccine Hesitancy: https://www.asset-scienceinsociety.eu/sites/default/files/sage_working_group_revised_report_vaccine_hesitancy.pdf [24.12.2022].
- T.R. Ministry of Health. (2021a). Covid-19 Vaccine Information Platform. *COVID-19 Vaccine Production Technologies*: <https://covid19asi.saglik.gov.tr/TR-77709/covid-19-asisi-uretim-teknolojileri.html> [15.07.2021].
- T.R. Ministry of Health. (2021b). Covid-19 Vaccine Information Platform. *COVID-19 Vaccine National Implementation Strategy*: <https://covid19asi.saglik.gov.tr/TR-77706/covid-19-asisi-ulusal-uygulama-stratejisi.html> [15.07.2021].
- Wang, J., Jing, R., Lai, X., Zhang, H., Lyu, Y., & Knoll, M. D. (2020). Acceptance of Covid-19 Vaccination During The Covid-19 Pandemic in China. *Vaccines*, 8, 482.
- Weigel, M., Weitmann, K., Rautmann, C., Schmidt, J., Bruns, R., & Hoffmann, W. (2014). Impact of Physicians' Attitude to Vaccination on Local Vaccination Coverage for Pertussis and Measles in Germany. *The European Journal of Public Health*, 24(6), 1009-1016.
- WHO-World Health Organization. (2021a). WHO Coronavirus (COVID-19) Dashboard: <https://covid19.who.int/> [13.07.2021].
- WHO-World Health Organization. (2021b). Ten Threats to Global Health in 2019: <https://www.who.int/news-room/spotlight/ten-threats-to-global-health-in-2019> [16.07.2021].
- Verger, P., Scronias, D., Dauby, N., Adedzi, K. A., Gobert, C., Bergeat, M., Gagneur, A. & Dubé, E. (2021). Attitudes of healthcare workers towards COVID-19 vaccination: a survey in France and French-speaking parts of Belgium and Canada, 2020. *Euro-surveillance*, 26 (3), 1-8.
- Yılmaz, H. İ., Turğut, B., Çıtlak, G., Mert, O., Paralı, B., Engin, M., Aktaş, A., & Alimoğlu, O. (2021). People's View of COVID-19 Vaccine in Turkey. *Dicle Med J*, 48 (3), 583-594.



The Historical Background of Critical Pedagogy*

Özkan AYBAR**

Muş Alparslan University

Zeynep KANTARCI BİNGÖL***

Muş Alparslan University

Abstract

This article aims to reveal the historical foundations of critical pedagogy. The advocacy of the critically oriented educational philosophy known as critical pedagogy is made by philosophers and thinkers working on education such as Antonio Gramsci, Henri Giroux, Ivan Illich and Paulo Freire, who were influenced by Marxism and critical theory. The main source of critical pedagogy is the critical theory that criticizes the enlightenment and positivism put forward by the philosophers of the Frankfurt School. The main interest of critical theory is the political, social and economic movements and struggles of its age, critical theory did not directly address education. However, since the problems and determinations they have put forward are also related to education, this situation has caused them to cross paths with critical pedagogy. Critical pedagogy, which specifically points to the political dimension of education, has drawn attention to the relationship between knowledge and power, its reflection on education in general and school in particular, and its repercussions in society. Therefore, critical pedagogy finds its roots in critical theory and is inspired by it.

Keywords

Critical Pedagogy, Frankfurt School, Critical Theory.

* This article is prepared by making use of the master's thesis titled "*Paulo Freire's Conception of Education in the Context of Critical Pedagogy*", which was completed in 2022 by Özkan Aybar at Muş Alparslan University, Institute of Social Sciences, Department of Philosophy, supervised by Assoc. Prof. Dr. Zeynep Kantarcı Bingöl.

** Graduate Student, Muş Alparslan University, Institute of Social Sciences, Department of Philosophy, aybarozkan65@gmail.com, ORCID: 0000-0002-3809-5450

*** Assoc. Prof. Dr., Muş Alparslan University, Faculty of Science and Literature, Department of Philosophy, z.kantarci@alparslan.edu.tr, ORCID: 0000-0003-3778-1659

Eleştirel Pedagojinin Tarihsel Arka Planı

Öz

Bu makale eleştirel pedagojinin tarihsel dayanaklarını ortaya koymayı amaçlamaktadır. Eleştirel pedagoji olarak bilinen eleştirel yönelimli eğitim felsefesinin savunuculuğu Marksizim ve eleştirel teorinin etkisinde kalan Antonio Gramsci, Henri Giroux, Ivan Illich ve Paulo Freire gibi eğitim üzerine çalışan filozof ve düşünürler tarafından yapılmaktadır. Eleştirel pedagojinin temel kaynağını, Frankfurt Okulu filozoflarınca ortaya konulan Aydınlanmayı ve pozitivistliği eleştiren, eleştirel teori oluşturmaktadır. Eleştirel teorinin başlıca ilgisi çağındaki siyasi, sosyal ve ekonomik hareketler ve mücadelelerdir, eleştirel teori doğrudan eğitime yönelmemiştir. Bununla birlikte onların ortaya koymuş olduğu problemler ve tespitler eğitim ile de ilgili olduğu için bu durum eleştirel pedagoji ile yollarının kesişmesine neden olmuştur. Özellikle eğitimin siyasal boyutuna işaret eden eleştirel pedagoji, bilgi ve iktidar arasındaki ilişkiye, bunun genelde eğitime ve özelden okula yansımalarına, toplumdaki yankılarına dikkat çekmiştir. Bu nedenle eleştirel pedagoji köklerini eleştirel teoride bulmakta ve ondan ilham almaktadır.

Anahtar Kelimeler

Eleştirel Pedagoji, Frankfurt Okulu, Eleştirel Teori.

Introduction

The most distinctive feature of human is his being thinking and acting creature. The environment and family in which one is born first shape the mentality of a person. Even while being a baby, the name his family gave him, the religion he would choose, the life he would live were determined. This determination affects the child's lifestyle. If the family has a structure that accepts and implements democratic values, the child is promoted to take responsibility and gain self-confidence. The child brought up in this way grows up as a more liberal, self-confident and responsible individual in the future. If the parents are democratic in their attitudes and behaviors, their children grow up in a comfortable and free family environment, then children become aware of their own uniqueness, seek the possibilities of revealing their existing characteristics and of self-realization. Individuals growing up in this way become individuals who think and behave healthier at their future ages. Parents adopting democratic attitudes and behaviors consider the positive behaviors of the child, not the negative ones, and reinforce these behaviors of the child. Undoubtedly, there are families that do not accept democratic values in family life. Children are kept under constant surveillance in families wherein democratic attitudes and behaviors are not displayed, oppression is applied, strict rules are applied, and authoritarian behavior towards children is acted. Children who are not likely to have a constructive discussion with their parents, share their wishes with them, or whose wishes are not taken into account, even if they share, are obliged to follow the rules (Kavurgacı & Selvitopu, 2019: 106). Children growing up in this way appear as individuals who are introverted, constantly dependent on others, and do not give much importance for their freedom. Although children are framed according to their parents' upbringing, their learning behaviors are not limited to the family environment and their parents. Indeed, children are not only brought up in the family environment, they do not just learn from their parents. After a certain age, a child continues his education in schools. School has the greatest influence on shaping children and young individuals after a certain age. These schools raise individuals according to the education system and approach determined by countries, societies and the political thought that has authority in the country. On the other hand, there are many flows throughout history and countless educational understandings revealed by these movements, and education and philosophy are in a close relationship. The element that unites philosophy and education is the human element. Philosophy is

a product of human thought and man is a living being in need of education. Philosophy examines man as a whole; education examines man as a being in need of education. Philosophy determines the desired goals; education is to bring individuals to these determined goals. Philosophy creates a system of qualifications and values for education; education strives for a system and activities that aim how to reach these and let individuals gain them (Ekiz, 2013: 74). Education becomes more conscious and better in quality when people know what they are about to learn and why they are learning. A person who cannot benefit from the accumulation of philosophical thought cannot sufficiently benefit from transforming and improving feature of education (Özgen, 2012: 17). Understanding and gaining value of philosophy depends on a better understanding of education, and a better understanding of education depends on a better understanding of philosophy. According to Cevizci, it seems unlikely to carry out education without giving a philosophical answer to the question of why, how and what kind of a man we will raise in today's world. Therefore, it becomes increasingly important to understand and ground educational activities on a philosophical basis (Cevizci, 2019: 7). As can be understood, philosophy and education are unseparably linked. The absence of education makes philosophy, and the absence of philosophy makes education incomplete, so philosophy and education are two important fields that complement each other.

Critical Pedagogy in Terms of its Basic Characteristics

In the 17th and 18th centuries in Western societies, the effort to purge old and traditional thoughts and organize individual and social life with a new understanding based on the mind is described as Enlightenment. In the new world order created under the guidance of the mind with the Enlightenment, we can understand that emotions and desires remained in the background because of the world wars, the destruction brought by technological developments, the poverty and misery suffered by the exploited peoples or people exploited with industrialization. In addition, the concepts of religion, language and racial superiority that emerged after the transition to the nation-state structure, as well as similar situations such as the superiority of the white over the blacks or the superiority of the European civilization over all other civilizations, brought about a constant inner turmoil, unrest and brutality in the world. It is understood that the developing and changing world order under the guidance of the mind cannot create a good standard of living for everyone. It has been realized that in addition to being an intelligent being, man is also an emotional and desireful being. Critical theory emerged as a reaction or a challenge to this situation, and thus, critical pedagogy also carried the flag forward with the inspiration it received from critical theory. Critical pedagogy, which has its roots in the 19th century, emerged in the 20th century as a reaction to the classical educational philosophies as well as to the analytical philosophy of education. Critical pedagogy has set out to analyze the

problems posed by classical and analytical educational philosophies and to find solutions to these problems. With this aspect, critical pedagogy is almost entirely a critical and analytical activity (Cevizci, 2019: 201). Critical pedagogy seeks to construct a new interpretation of education. While doing this, it turns to different definitions by reviewing the existing definitions of education (Aksakallı et al., 2018: 962). Critical pedagogy, on the one hand, displays a destructive attitude towards education through the filter of criticism on its foundations of the traditional understanding of education; on the other hand, it follows a constructive role by putting forward thoughts on how the education to replace should be (Kaya & Altan, 2019: 68). Criticism of critical pedagogy, which takes its power, meaning and orientation primarily from criticism, is based on taking criticism as a revolutionary and transformative tool. For example, critical pedagogy aims to transform the student for goals outside the system. On the contrary, the fact that critical pedagogy is populist and revolutionary suggests that it is a versatile political pedagogical approach (İnal, 2020: 69,114). The purpose of criticizing in critical pedagogy is to pull individuals out of the grip of ideological pressures and to raise them as free and social individuals. This is why critical pedagogy, which is based on change and questioning and makes the dialectical method the focal point, is warm to the opinion that people can change their lives and existence with their own actions (Aslan & Kozikoğlu, 2015: 2). Educational activities and especially the location of the school are the issues mostly occupying the agenda of critical pedagogy. Education and schools are both areas where power relations are reproduced and areas where resistance is exhibited through various identities. Because, according to critical pedagogues, education provides opportunities in a more democratic world imagination against privileges (Taşgın & Küçüköğlü, 2017: 1190). As Giroux points out, critical pedagogy aims to develop and consolidate the awareness of democracy in order not to create representatives who will be complicit with the logic of national and international markets that turn people into money and objectify, by educating students who are aware of the commodification-oriented capital culture of the government (Demirtürk, 2017: 19). Individuals with critical thinking awareness do not fall into the traps of profit-oriented political thoughts and capital-owning institutions. Because they are aware of the purpose of these structures to approach the individual and how they do it, and they realize this with critical thinking and questioning. Educators proceed the minefield of educational contradictions in the contemporary pedagogical landscape. Teachers and students, on the one hand, discover that schools pursue education for democratic purposes; on the other hand, they see schools have authority and realize anti-democratic social control purposes on behalf of certain groups and individuals. Sometimes participants learn that schools are based on collaborative values, but others understand that a competitive ethics prevails in high-risk exam-oriented teaching programs (Kincheloe, 2018: 39). Since education is one of the ideological apparatus of the state, it provides the reproduction of

society in a way that will serve the policies of the sovereign power. With the help of schools, the state protects cultural and economic capital, creates forms of consciousness for the continuation of tradition and social control, and establishes a hierarchical society thanks to these. In addition, norms, values and ideologies in accordance with national policies are produced in schools and thus they restructure the society (Yakut Özek, 2019: 1537-1538). Teachers and students may not be aware that the education concepts adopted by the educational institutions they are emboldened in are not impartial. The education provided strives to create a good supporter for political ideology, a good worker for a capital establishment, or a good citizen in the nation-state structure. In such a situation, critical education and the critical awareness it will create is a very important antidote against the activities of standardization, suppression and alienation. Teachers have a great responsibility in critical education. Critical teachers should understand not only the vast literature on the subject, but also the political structure of the school. Besides, they should have a wide field of education within the culture. TV, radio, popular music, movies, the internet, youth subcultures, etc. The way power works in constructing identities and suppressing private groups; the mode of operation of social arrangements (*modus operandi*); complex processes of racism, gender bias, class bias, cultural bias, heterosexism, religious intolerance, etc.; cultural experiences of students; different teaching styles; forces shaping curricula; conflicting aims of education and so on. All these situations, which can be listed as (Kincheloe, 2018: 41), are the problems that critical education opposes and tries to eliminate. Since teachers are the protagonists of education, they must be aware of them and struggle against them. The most important trump in the hands of teachers in the struggle against them is love. Critical pedagogy is used to increase our capacity to love, to bring the power of love into our daily lives and social institutions, and to rethink the mind in a human and interrelated way. Knowledge, in this environment, takes a form relatively different from the accepted mainstream. Critical knowledge works at multiple levels, trying to relate to the bodily and emotional and to relieve human suffering (Kincheloe, 2018: 43). Love is a very important factor that holds people, folks and great societies together and against evil and negativity. No matter what or whom people approach with the slightest love inside, they always encounter a positive reaction. When the teacher approaches the student with love, this student becomes a more confident, more relaxed, freer and more successful one. If a gardener looks after the sapling with love and if the veterinarian touches the animal to be healed with love and compassion, both yield very positive results. Love is the lifeblood of the sapling and medicine to the animal. That's why, the teacher should approach the student with love in the way of creating critical awareness. The famous educator Paulo Freire calls this love "radical love". For Freire, love is primarily and strictly dialogical. It isn't an interest or emotion insulated from the everyday world, including its dark side, but is artificially born out of an act of daring, courage, and

critical contemplation. Love isn't only the honey that ignites the revolutionary, but also the creative act of a painter who paints the oil of study and action with a palette of muscle and soul (Freire, 2019a: 27). According to Freire, an educator who adopts a critical pedagogy is a libertarian educator. Although a person reflects what he is, and some try to hide his negative sides, it may not be possible to achieve this in emotional situations where he feels wrathfulness, sadness or surprise. Therefore, an oppressive individual tries to keep the other person under pressure, a violent person applies violence to the other; whereas a free individual reflects and imposes the requirements of freedom on the other person. Educator libertarian, on the other hand, focuses strictly on generalities similar as particular autonomy, tone- knowledge, tone-consummation, toneoperation and control, tone- confidence and the multifaceted development of personality (Aksakallı et al., 2018: 963). Because, the purpose of critical scientific thought is not to increase absolute knowledge, but to liberate the individual (Kavurgacı & Selvitopu, 2019: 105). An education in which the rough and hierarchical relationship between the preceptor and the educated is destroyed and the subjects who have come an object are delivered, adopts a pluralistic approach that moves from the individual and cares about their creative capabilities; therefore, a critical pedagogy can be realized (Kesik & Bayram, 2015: 902).

The main features of critical pedagogy can be listed as follows:

- a)** Critical Pedagogy is Based on a Social and Educational View on Justice and Equality: Preceptors should be concerned not only with the problems of academy education, class and education policy, but also with openings that give social justice and mortal life (Kincheloe, 2018: 45). For critical revolutionary preceptors, the comprehensive struggle for republic requires working with scholars who'll make revolutionary knowledge and collaborative action as a means of defying our recrimination in the unattractive verity of capital designed to separate the worker from their labor (McLaren & Jaramillo, 2009: 84). Critical pedagogy does not only deal with education and training, but also makes great efforts to establish justice and equality.
- b)** Critical Pedagogy is Grounded on the Belief that Education is Political: Education is a political exertion, whether one is tutoring in Bangladesh or Bensonhurst, Senegal or Shreveport, or East Timor or West New York (Kincheloe, 2018: 48). Numerous governments may change the class according to their own point of view so as to consolidate their authority, and may put educational understandings that won't harm their authority. For example, a conservative government imposes a religion-based education approach. The leftist, on the other hand, imposes a secular education approach in which religion remains in the background. Nationalist, on the other hand, imposes an understanding

of education centered on the homeland, nation and nation-state. Students suffer great harm in their understanding of education, which is constantly changing according to the pleasure and thought of the government. Numerous scholars may not be suitable to acclimatize to these educational understandings. Critical pedagogy and preceptors are trying to exclude this problem.

- c) Critical Pedagogy Dedicated to Alleviating People's Suffering:** Critical pedagogy is devoted to vocalizing and embodying these affective, emotional, and living confines of everyday life in a way that connects students to people as individuals and in groups. In this case, supporters of critical pedagogy are particularly concerned with groups and individuals who suffer, whose lives are affected by discrimination and poverty. Critical Preceptors who take action on these issues probe the causes of similar suffering in their approaches to power, which has ideological, hegemonic, correctional, and nonsupervisory confines (Kincheloe, 2018: 54). The economic situation of people living in developed countries varies greatly. Some classes are extremely poor, and some classes do not know where and what to spend their money on. While people living in poverty and misery suffer, people living in wealth continue their lives unaware of the situation of other groups who suffer so much. As a matter of fact, Freire describes this situation he witnessed as follows:

A wealth of New York City, next to thousands and thousands of homeless people, including families with children, who spend the night in their cars or under bridges and in overcrowded shelters, allowing some people to flaunt their wealth by paying \$27,000 for a serving of chocolate ice cream in upscale restaurants (Freire, 2019b: 11).

- d) Pedagogy that Prevents Students from Being Harmed:** Critical pedagogy cannot tolerate these mechanisms of social and educational stratification that harm students who are so badly marginalized socially, linguistically and economically. The cultural background of African Americans, poor Appalachians, and Latino students is deemed inferior to the background of the dominant culture by middle-class, white schools. Because of such perspectives, students from such backgrounds understand that success in school can only happen when they reject their ethnic and/or class background and accompanying cultural knowledge (Kincheloe, 2018: 58). Critical pedagogy seeks to protect and support students who are subject to discrimination and marginalization on the grounds of ethnicity, religion and gender.
- e) The Importance of Generative Themes:** Critical pedagogy focuses on the use of generative themes so as to be likely to read the words, the world, and the problem-posing process. It invokes Paulo Freire's idea of generative themes that help students read words and the world.

This practice for reading words and the world assists students in decoding to understand the world around them through published texts. Thus, a synergetic relationship emerges between words and the world (Kincheloe, 2018: 59).

In terms of literacy, the clear ones are never as clear as they seem. A necessary but disturbing questioning is hidden in every word (Freire & Macedo, 1998: 8). Powers and communities in power add a hidden curriculum to the educational perspective they want to impose. It may not be possible to comprehend and realize this with a natural perspective and a natural questioning. Still, when anatomized with a critical reading-jotting and interpretation system, it'll be understood that the situation is much more different than it appears. According to Illich, the hidden curriculum affects not only the student's school life, but also his entire life. It educates scholars in line with the demands of society. No matter how the dominant culture defines effects, it strives to bring them in as they are. It hinders the libertarian goals of education. Since it's an administrator, it causes the educational purposes of the institution to be lost (Kantarci Bingöl & Aybar, 2021: 640).

It educates scholars in line with the demands of society. As the dominant culture defines effects, it strives to gain them as they are. It hinders the libertarian pretensions of education. Since it's a administrator, it causes the educational purposes of the academy to be lost (Kantarci Bingöl & Aybar, 2021: 640). It educates scholars in line with the demands of society. As the dominant culture defines effects, it strives to gain them as they are. It hinders the libertarian pretensions of education. Since it's a administrator, it causes the educational purposes of the academy to be lost (Kantarci Bingöl & Aybar, 2021: 640).

- f) **Teachers as Researchers:** In the current educational system, knowledge is produced by high-ranking experts in a place away from school. If critical school education reform is to be carried out, this situation must change. Teachers should have more to say about educational culture; they should be treated with more respect. If the aim is to reach a new level of educational rigor and quality, teachers should join the researcher culture. In such a democratized culture, critical teachers are scholars who understand the power-related implications of various educational reforms. In this context, they appreciate the benefits of research, and they make connections between understanding and the forces that shape education falling outside of their own immediate experiences and perceptions. As these insights are built, teachers begin to understand what they know through their prior experience. By keeping this always in mind, they gain a gradually increasing mindfulness on how they can contribute to education via researches (Kincheloe, 2018: 62).

As the teachers are the cornerstones of basic education, they should be the free ones who read, search, fond to teach.

- g)** Teachers as Students' Investigators: Freire asserts that all teachers should engage in a constant dialogue with the students so that they inquire existent knowledge and problematize traditional power relations that serve to marginalize specific groups and individualities. In these research dialogues conducted with students, critical teachers listen carefully to what they have to say about their communities and the problems that surround them, and help students frame their problems within broad social, cultural, and political contexts so as to solve them (Kincheloe, 2018: 64). Students are like treasures waiting to be discovered. In order to discover this treasure, there is a must for free teachers, who are knowledgeable, inquisitive, and can touch the heart of the student. Critical pedagogy entrusts students to these teachers.
- h)** Marginalization and Critical Pedagogy: Critical pedagogy deals with the lives and requirements of individualities who are at the fringe of society and face oppression and marginalization. It isn't only concerned with the lives and requirements of students coming from the mythic centers of the social order. Therefore, critical teachers seek out students' voices, texts, and perspectives that were previously excluded from the system. Mainstream scientists and the education they support often exclude the marginalized ones in order to concentrate on the so-called typical ones. There are many excluded voices from the suburb today, particularly in US society and education. Poor, non-native English speakers, gay, lesbian and bisexual, physically barred, non-athletic, non-white, overweight, shy and short students frequently find themselves oppressed at schools in various ways (Kincheloe, 2018: 70-71). Those who are excluded because of such differences will never be subjected to violence and marginalized oppression in any way, thanks to critical pedagogy
- i)** The Importance of Resisting the Dominant Power: Critical pedagogy is committed to defying the dangerous effects of the dominant power. Defenders of critical pedagogy seek to expose oppressive forms of power and struggle against rough forms in socio-profitable class elitism, Eurocentric ways of looking at the world, patriarchal oppression, and worldwide imperialism (Kincheloe, 2018: 84). In numerous countries, it's seen that the political authorities take over the seats with the pledge of republic, after a certain period of time, and place their own testament on an authoritarian base by using full authority. In the same vein, they turn into an oppressive regime over time. Critical pedagogy teaches ways and means of resisting such oppressive regimes.
- j)** Avoiding Empire-Building: Critical pedagogy recognizes and opposes current worldwide efforts to build a new American Empire. The

emerging forms of United States colonialism and imperialism in our current era push critical pedagogues to examine how American power functions under the guise of democracies being established all over the world (Kincheloe, 2018: 92). United States of America blamed Osama Bin Laden and occupied Afghanistan after the attack of twin towers. In the following period, in 2003, he occupied Iraq by promising to bring democracy to Iraq by using weapons of mass destruction as an excuse to overthrow Saddam Hussein and invade Iraq. In addition to all these, there are examples of Vietnam, Venezuela, Syria, and Libya. Critical pedagogy strives to raise people who can stand up against such promising occupations with the critical consciousness it aims to create in people.

Historical Development of Critical Pedagogy

The period between the last quarter of the 17th century and the first quarter of the 19th century in Europe, in which the mind is guided and is always with the aphorism of progress, is called the Enlightenment period. In the enlightenment period, the mind is the main guide, all the work is done under the leadership of the mind. In the Enlightenment period, the functioning of nature doesn't operate with the laws of nature, but within the frame of the laws set by man. In human life shaped within this framework, religious beliefs have been set aside. Later, with the reforms realized under the guidance of the mind, the developed countries of the world reached a great growth rate by going further in assiduity and technology in the process that continued with the Industrial and the French Revolution. Great developments and advances in this industry and technology have created a great economic competition. In order to make economic profit, the need for more overtime and more labor has emerged. The economic competition that took place in this way also created a class distinction. On the one hand, the heads or the ruling class who expand their wealth, and on the other, the working class whose labor is exploited by the rich and which is in poor profitable condition. In Marx's words, the bourgeois class that owns the means of product and the exploited riffraff class surfaced. With the development of assiduity, the number of people migrating from pastoral to civic areas has also increased vastly. As a result of this migration, conditions such as unplanned urbanization, cheap labor and the exploitation of labor have led to more worker deaths and impoverishment.

As Cevizci stated, the reflection of science in the field of technology as a process in which it will create an unlimited development in material and physical conditions has led to urbanization in Europe and the rapid emergence of poor suburbs in cities. It has been determined that the workers living in these neighborhoods lag far behind the poor peasants of the feudal period in terms of living norms. Again, the belief that the French Revolution would start a

new era of reason and democratic freedom ended with the victory of terror, and then absolutist governments took the stage (Cevizci, 1999: 90). As can be seen, the sanguinity of the Enlightenment has led to the understanding that the idea of freedom and a good world order promised by the Enlightenment study is deceptive, leaving its place to the poverty and misery brought about by urbanization, profitable competition, and unjust income distribution.

After this period, which is called the collapse of the Enlightenment, the critical proposition or Frankfurt School, which surfaced as a response to the destruction caused by the enlightenment, aimed at extending a hand to find a result to the mournings of people and to save them from the swamp they fell into. The mindset of the Frankfurt School or critical theory constitutes the origin or basic infrastructure of critical pedagogy. Critical pedagogy, Latin American doctrines of emancipation, the pedagogy of Brazilian educator Paulo Freire, the antiimperialist struggle of Che Guevara and other revolutionary movements, the sociology of knowledge are each deduced from the critics of the Frankfurt School (McLaren, 2007: 110).

In his book, *Critical Pedagogy*, Joe L. Kincheloe explains the points at which critical theory constitutes the basic infrastructure of critical pedagogy as follows (Kincheloe, 2018: 104-115):

Critical Enlightenment: Critical Theory analyzes contending power interests between groups and individuals in a society by revealing who wins and who loses in specific situations. Privileged groups have an interest in promoting the status quo in order to maintain their own advantage.

Critical Liberation: Liberation followers try to gain the power to control their own lives in solidarity with a justice-acquainted community.

Rejection of Economic Determinism: Tradition doesn't accept the orthodox Marxist idea that the base determines the superstructure, in the sense that profitable factors mandate the nature of all other aspects of mortal actuality.

Criticism of Instrumental or Technical Rationality: Critical Theory views necessary/ specialized rationality as one of the most cathartic features of contemporary society.

The Influence of Desire: Critical Theory rejects the traditional psychoanalysis' tendency to see the existent as a rational and independent being and gives new tools to reevaluate the inner commerce between the various axes of emotion.

The Concept of Immanence: Critical theory is always concerned with what could be, with what is inherent in various ways of thinking and perceiving.

Reconceptualized Theory of Power-Hegemony: It is intensively concerned with the need to understand the various and complex ways in which power works to dominate and shape knowledge.

Reconceptualized Critical Theory of Power-Ideology: According to critical theorists, the creation of hegemony cannot be separated from the production of ideology.

Reconceptualized Critical Theory of Power-Linguistic/Discursive Power: Critical theorists could understand that language isn't a glass of society. Language is an unstable social practice whose meaning changes according to the environment in which it's used.

Focusing on the Connections Among Culture, Power, and Domination: Critical theorists argue that culture, the product and transmission of knowledge, should always be viewed as a field of struggle as a process of contention. Popular culture, through its television, film, videotape games, computers, music, cotillion and other products, plays a decreasingly important part in critical studies of power and domination.

Centrality of Interpretation-Critical Interpretation: Learning from the hermeneutic tradition and postmodern review, critical theorists have redefined claims to textual authority. There's no pure, unchanging interpretation; in fact, no methodology, social or educational proposition, or digressive form can claim a privileged position that entitles it to knowledge product.

The part of Cultural Pedagogy in Critical Proposition: Artistic product is frequently thought as of a form of education, as artistic construction builds knowledge, shapes values, and constructs identity. Pedagogy is just a useful term used in the traditional context to refer to teaching and schooling. By using the term "artistic pedagogy", critical instructors specifically relate to the ways in which dominant artistic agents produce certain hegemonic ways of seeing.

In order to understand the basic thesis of critical pedagogy, it is important to examine the ideas that guided the formation of critical pedagogy. To do so, it is necessary to look at the historical course that critical pedagogy has taken. Critical pedagogy is rooted in critical theory and expands by embracing critical discourses. Critical theory or the Frankfurt School, which is a contemporary movement or movement, was founded in Frankfurt in 1923, but was exiled from Germany in 1933 and continued its studies in America, and then re-emerged in Frankfurt in the early 1950s (Cevizci, 1999: 364). At a time when the ravages of World War I, the economic depression represented by inflation and unemployment in postwar Germany, and the failure of strikes and demonstrations in Germany and Central Europe during the same period affected political sensibilities, there was an urgent need to reinterpret the world from the perspective of these critical theorists (Kincheloe, 2018: 98).

During World War I and the following process, many people were killed. With the development of technology, new weapon technology caused mass human massacres. Some of the survivors of the war died due to poverty, misery and epidemics. People who had to work in order to survive with poverty and misery were also exploited by the colonial powers and alienated from their own self and labor. Critical theorists emerged as a reaction against these facts and events. Critical theory seeks to heal the powerlessness of people who have been excluded and destroyed because of poverty, misery, religion, language, and race. In this sense, critical theory is a theory that hears the cries of those who have been killed, the poor communities colonized and enslaved by World War I and subsequent World War II, and challenges that order. This aspect of the theory gave rise to the critical pedagogy that emerged later.

The ideas of important thinkers such as Grünberg, Horkheimer, Habermas, Adorno, Fromm and Marcuse have guided the formation of critical theory. The Frankfurt School, which started with the administration of Grünberg, made important developments during the Horkheimer period. Horkheimer stated the necessity of establishing a new unity between philosophy and science, science and criticism, fact and value, analyzed traditional and critical theory in order to provide foresight in this regard, understood and evaluated Hegel, and turned him into a gain for critical theory (Cited in Yakut Özek, 2019: 1536). The Frankfurt School was interrupted by the rise to power of Adolf Hitler and the outbreak of World War II. During this period the activities of the Frankfurt School ceased and many theorists, especially Horkheimer, were expelled from Germany. Theorists first migrated to Geneva, Switzerland, and later to the United States upon the invitation they received. These critical theorists who settled in California were shocked by American culture. Critical theorists, disturbed by the complete acceptance of the experimental practices put forward by American social science researchers, have reacted to the positivist social science tradition, which believes that such research can define and accurately measure any dimension of human behavior (Kincheloe, 2018: 99). Because, according to positivism, theory cannot be a study beyond description, it is based on perceptible things and only the description of the connection between them. It aims to reflect reality that is factual as it is. The accuracy of a theory can be judged by the extent to which it coincides with actual reality. The accuracy of a theory is related to the correct reflection of actual reality in the theory. In other words, positivism asserts actual reality as it is. It is enough that something exists and seems real; they need not be analyzed. They accept the facts as they are, as something that does not change and does not transform. Critical theory, on the other hand, argues that social facts are different from those of nature, i.e., they are not fixed but are historical products (Balkız, 2004: 139). According to critical theory, scientific knowledge can only be obtained through criticism and questioning. On the other hand, according to positivist theory, scientific knowledge can be derived

from actual reality. This is an understanding that critical theorists do not accept and reject. The Enlightenment, as most social scientists advocate, came together with science and art, as well as positivism based on experimental observations. According to critical theorists, instrumental reason and positivism do not take into account the social context that gave rise to them and do not question themselves. Instrumental reason presents itself as absolute reason and positivist science presents itself as the ultimate true knowledge type (Balkız, 2004: 141). However, the victory of reason over dogmatic ideas and science over metaphysics has overshadowed the development of social and human sciences. In this context, members of the Frankfurt School criticized the positivist view with an anti-positivist attitude. Adorno and Horkheimer neither fully accepted nor rejected positivism. Both thinkers have confirmed that positivism makes a positive contribution to autonomy from theology and metaphysics by replacing religious and abstract thoughts with sensory experiences (Kavurgacı & Selvitopu, 2019: 100). In addition, the Frankfurt School, criticized positivism, stating that the positivist method and reason deprived individuals of the critical mind necessary for their enlightenment and freedom (Begtimur, 2018: 51). The positivist, in the sense used by the Frankfurt School, accepts an empiricist description of the natural sciences. In addition, it adopts the view that the origin of all knowledge has the same informational structure as the natural sciences. If all theories in the natural sciences have an “objectifying” nature, then it is to argue that all knowledge is “objectifying” knowledge. Therefore, positivism can be seen as a “rejection of recursion,” that is, a denial that theory can be both recursive and informative. Critical theories are particularly susceptible to the philosophical error embodied in positivism (Geuss, 2018: 13).

According to the Frankfurt School, the main features of critical theory consist of three basic theses (Geuss, 2018: 12):

1. Critical theory is specifically designed to guide human behavior. One of these positions is to bring enlightenment to those who believe in these theories. It is to help them identify where their true interests lie. The other is that these theories have a liberating aspect. It frees the subject, at least in part from self-coercion, and self-frustration of conscious human behavior.
2. Critical theories have informative content; they are forms of information.
3. Critical theory is fundamentally different epistemologically from the natural sciences. In the natural sciences, theories are “objectifying”; critical theories are reflexive.

These characteristics suggest that critical theory is a reflexive theory that provides a kind of enlightenment and liberating information to its doers (Geuss, 2018: 13).

The main goal of critical theory is to create a new epistemological tradition and to discuss social problems on political, social, historical, philosophical and cultural grounds respectively. The purpose of this culture of debate is to reveal the will for a free society by transforming through theoretical guidance the relations of power, exploitation and domination organized within the framework of pressure and force that each member of society has established for himself, others, objects and nature (Cited by Odabaş, 2018: 214). Critical pedagogy strives to realize the afore-mentioned goals through educational tools.

Grünberg was an active figure for critical theory between 1923 and 1930. He is an Austrian Marxist historian with an international fame. He put forward the idea of Marxism as a social science. Grünberg emphasized that the materialist understanding is not really a philosophical system, nor does it aspire to be the one, and underlined that the object to which it is directed is not abstract, yet the concrete world that is evolving and changing data (Bottomore, 1994: 9).

Between the years of 1930 and 1933 is the Horkheimer era for critical theory. Critical theory owes very much to Horkheimer. Because it is Horkheimer who provided the orientation, unit of inquiry, focus of attention, development of critical theory and its place in the history of thought as a vital theory. Frankfurt School or critical theory is identified with his name (Kızılçelik, 2006: 52). Horkheimer transformed the goals that remained only in theory during the Grünberg era, both in theory and practice (Kavurgacı & Selvitopu, 2019: 101). In all of his works, including the *Eclipse of Reason* and the *Dialectic of Enlightenment*, he leads criticism towards the dominant pragmatist philosophy in the United States and its positivism underlined on its bases. In his work entitled *Dialectic of Enlightenment*, Horkheimer elucidated what his goal was to try to understand why humanity does not reach a humanlike state rather than sink into a new swamp (Begtumur, 2018: 53).

Among his critiques is the ones related to the media of his day such as radio, film and cinema in the context of the cultural industry. According to him, these instruments constitute a system. Each coincides in itself and all together. Therefore, he dismisses these instruments on the grounds that they provide continuity to the existing system and protect and legitimize the dominant ideology of that system (Horkheimer & Adorno, 2010: 163; Begtimur, 2018: 53).

One of his work by Horkheimer's leadership is the adoption of an interdisciplinary approach. The adoption of his interdisciplinary approach also heralds another feature of this period. Under the umbrella of the Frankfurt School, economists, sociologists, philosophers, political scientists, psychologists, historians, musicologists, writers and lawyers find the opportunity to work together. This fact is clearly observed upon consideration the interest of those defenders who advocate a critical theory. For example, Horkheimer was

interested in philosophy and sociology; Adorno, music, cinema, philosophy and aesthetics; Pollock, economics and politics; Erich Fromm, psychology, social philosophy and sociology; Marcuse, philosophy and politics; Franz Neumann, law and politics; Walter Benjamin, literature and history (Güven, 2019: 24). During Horkheimer's directorship, the methodological orientation and research program of the Frankfurt School became quite evident. The school's research program focuses on searching culture and leisure, lifestyle, music, sports, entertainment, and so on, and trying to establish a relationship between disciplines, have an attempt to with a tendency to study and try to understand the individuals, and, to a certain extent, to have the identity of an "non-orthodox Marxist social theory". In this context, the methodological dialogue of critical theory can be determined as follows (Kızılçelik, 2006: 86-88):

1. Critical theory weakens the boundaries between competing disciplines /sciences / fields and opposes framing the lines.
2. Critical theory emphasizes the interconnectedness and interdependence between society and culture, economics, politics and philosophy.
3. Critical theory differs from traditional and contemporary social scientific theories with a multidisciplinary perspective and attempts to develop dialectical and materialist social theory. This project requires a joint transdisciplinary synthesis of sciences, politics and philosophy. In this framework, critical theory is not related to few disciplines, but transdisciplinary. At this point, critical theorists are thinkers/philosophers, who are knowledge-loaded beings who use various disciplines to develop theories on issues such as authority, family, fascism, and the transition to state capitalism. Thus, critical theorists are in an effort to construct a new interdisciplinary/transdisciplinary social theory by criticizing the consistency and validity of the arguments of heterogeneous scientific formations.
4. Critical theorists put forward that the economy plays a constitutive role in all social stages.
5. Critical theory seeks to abolish the established or realized boundaries between philosophy and social theory, and on the other hand, it seeks to eliminate the separations between theory and politics. At this level, critical theory sees itself both as a social theory of the contemporary era that constantly attempts to criticize and conceptualize new social conditions, and as a historical theory that separates the boundaries between various processes of history, following Marx and Hegel. Therefore, critical theory is a social theory that aims to describe and criticize the current forms of social structuring as well as taking place as a historical theory closely related to socio-historical transformation/change and development. In particular, critical theory as historical the-

ory can be embodied as an attempt to grasp the boundaries between prior and current stages of socioeconomic development by conceptualizing new socio-historical conditions and context that necessitate revision of previous radical theory and policy. In this period, in general terms, cultural and intellectual superstructure came to the fore instead of economic-based explanations. Frankfurt School theorists have worked on a wide spectrum, putting forward arguments on different but related issues. In short, the study subjects and areas of interest of critical theorists became prominent in the period of Max Horkheimer. It was not until the Max Horkheimer era that the Frankfurt School was able to become an independent school, and it was during this period that it was able to define both its methodological direction and its research and examination program, as well as to form its core staff (Olcay, 2012: 60-61).

Critical theory gained its true identity with Horkheimer. During this period, the main representatives of critical theory became clear. Theorists from different disciplines joined the staff of the school during the Horkheimer era and contributed to the knowledge of critical theory. With the contribution of theorists from different disciplines and the effort of Horkheimer, critical theory became known as an interdisciplinary/transdisciplinary working method. Hereby, this collaboration among different disciplines shaped the methodological program and understanding of social theory at the Frankfurt School. The focus shifted from economics to philosophy. Critical theorists investigated the cultural, psychological, sociological and philosophical aspects of an event as well as its economic dimension. For example, critical theorists did not consider it sufficient to define fascism, one of the school's main areas of interest, as a natural consequence of capitalism's economic policies, but always analyzed the ideological, psychological, and cultural aspects of fascism. The field of research of members of the Frankfurt School expanded. For example, they have worked on different subjects such as fascism, Nazism, prejudice, labor movements, culture, positivism, culture industry, psychoanalysis, enlightenment, reason, authoritarian personality, society, anti-democratic propaganda and manipulation. A significant part of the works whose influence continues to this day were written during the Horkheimer period. In other words, most of the philosophical terminology of the school was formed in this period (Kızılcelik, 2006: 162-163).

The period from 1930 to 1950 was the era of the Frankfurt School in the United States. As known, fascism was on the rise in Germany in the early 1930s. The fact that the members of the Frankfurt School were being Jews- and Marxists-oriented at the same time created a negative situation for them, which put some pressure on them and forced them to leave the country where

they had studied (Kızılçelik, 2006: 89). They continued their research by correspondence in German. The fact that they published these works in English and French, in addition to those written in German, revealed that they did not recognize Americanization. Adorno and Horkheimer, in the preface to their work entitled *The Dialectic of Enlightenment*, because of which could not be published during World War II until 1947, stated that their goal was nothing less than to understand why humanity had fallen into a new kind of barbarism rather than rising to a more human level, and they blamed it on barbarism. They aimed for the Enlightenment. According to Adorno and Horkheimer, the practical form of progress that the Enlightenment aimed for was regression. The thought defended in the *Dialectic of Enlightenment* is its self-destruction of enlightenment (Horkheimer & Adorno, 2010; 10-12; Kavurgacı & Selvitopu, 2019: 102). As the political climate in the United States changed, a process of disintegration began among members of the Frankfurt School (Olçay, 2012: 59). As a result, a return to Germany took place in the years 1950 and 1970. With the growing influence of the Frankfurt School in the United States after World War II, municipalities and official circles in Frankfurt insisted that members return to Frankfurt. Although the theorists of the Frankfurt School have different reasons for returning, the most important reason for their return is that they aim to raise a new generation of students in Germany (Kavurgacı & Selvitopu, 2019: 103).

During this period, Adorno was one of the most important representatives of critical theory. Adorno, like Horkheimer, deals with the mass media within the framework of the culture industry. Adorno's criticisms focused on films, radio and magazines, which were the most famous communication tools of his time. In the dialectic of the cultural industry and the Enlightenment, we can see much of his critique of the mass media (Begtumur, 2018: 56). Adorno says the following about the media in his most famous work, *The Culture Industry Cultural Management*:

Today, culture infects everything with similarity. Movies, radios and magazines form a system. Each of these areas is unanimity of thought in oneself and together. Even the aesthetic expressions of political oppositions converge in eagerly conforming to this steel rhythm. Cinema and radio do not have to present themselves as art nowadays. They use the fact that they are no different than any other company as ideology to justify the nonsense they intentionally create. They call themselves the industry, and doubts about the societal necessity of ready-to-eat products are dissipated when figures on the income of incumbent general managers are made public (Adorno, 2016: 48).

The 1970s are the Habermas era in critical theory. Habermas developed new criticisms away from the influence of Marxism. The philosopher dealt with critical theory with a language in which symbols are used, not with the complexities of realistic thinking of beings (Odabaş, 2018; 220; Kavurgacı &

Selvitopu, 2019: 104). With the deaths of Adorno and Horkheimer, the collapse of the radical student movement of the 1970s, and the global upheaval of Marxist theory, the era of the Frankfurt School ended. In a sense, the School's existence as a form of Marxist worldview ended, and its connection to Marxism gradually became less and less relevant and no relation is left to the political movement (Kızılcelik, 2006: 119).

Habermas criticized capitalism, modernism and instrumentalized reason. He claimed that the Enlightenment movement created an authoritarian order that scrutinizes the masses and that this enlightenment project can be saved by critical reasoning. Besides, he was also an early and persistent critic of positivism. Habermas accused positivism of serving the interests of the ruling class. According to him, true human emancipation is possible only through a critical mind. The enormously expanded communication potential is neutralized primarily through forms of organization that secure one-way, i.e., non-reversible means of transmission. Whether a mass culture adapted to the mass media opens up forces for a regressive integration of consciousness certainly depends not on whether market laws interfere more and more deeply with the production of culture, but on whether or not communication in the first place isolates people and makes them alike (Begtumur, 2018: 59).

One of Habermas's most important qualities is his critical attitude towards every issue. Although, on the one hand, this attitude is understood as a post-modern one, on the other, his criticism of the orientation towards science and technique as an ideology and his statement that he can give birth to a new humanist thought through student protests by clearly talking about the future of human nature leads to the formation of an ambiguous identity (Akyüz, 2004: 4; Yakut Özek, 2019: 1543). His critique of research close to science and technology does not mean that he is against development; on the contrary, he seeks to raise awareness of the existential problems that await people in the future (Yakut Özek, 2019: 1543).

According to Habermas, mass media such as radio, film and television gradually destroy this state of the reader who distances himself from the printed letters. This distance, as well as suggesting the condition that the appropriation of the writing is private, also makes possible an exchange-based publicity regarding the text being read. As the form of communication differs in these new media, these media have become more influential than the press has ever been (Steinberg, 1958: 122; Begtimur, 2018: 60). Media tools become in such interesting manner that they have penetrated both people's consciousness and the works they read. For Habermas, capitalism creates an order that completely examines societies and assumes that societies can get rid of this control system with critical reasoning. On the other hand, Habermas argues that the mass media actually creates a public world, whereas this world is actually an illusion. Because, according to him, reasoning in the public space created by the media for readers has been replaced by pleasure and joy (Begtumur, 2018: 60).

Some Prominent Names in Critical Pedagogy

In order to understand the basic tenets of critical pedagogy, it is important to examine the ideas and work of some figures in this tradition.

Antonio Gramsci (1891-1937)

Antonio Gramsci is a Sardinian who lived between 1891 and 1937. The island of Sardinia has an agriculture-based economy, poverty is rampant, illiteracy is high, magic and luck are believed to a large extent, and the Sardinian identity is strong (Mayo, 2011: 19). This situation is effective in the formation of Gramsci's thoughts. Indeed, Gramsci was a political activist who was actively involved in the Italian leftist and labor movements of the 1920s and 1930s. Despite being elected to the Italian Parliament, Gramsci was arrested by the new fascist regime in Italy and sentenced to twenty years in prison. He died at a very early age in prison in 1937. During his ten years in prison, Gramsci wrote continuously, producing works known as the *Prison Letters*. In these writings, Gramsci delved into Italian fascism and the strategies for defeating it. The *Prison Letters* were not published in Italy until the late 1940s, but were translated into English in the late 1950s. As a matter of fact, Gramsci's influence in North America was not experienced until the 1960s. The most important idea to emerge from the *Prison Letters* is Gramsci's concept of hegemony. As critical theoretical concepts have been discussed before, hegemony is a central concept of critical pedagogy in the effort to understand power. As Gramsci wrote from prison, hegemony referred to the process used by the dominant power holders to preserve and maintain their power. A key aspect of this process is the manipulation of public opinion to gain consensus. Hegemony works best when people begin to simply force themselves to see the world from the ruler's perspective (Kincheloe, 2018: 123).

Gramsci's main problematic is the question of how classes or social groups acquire and maintain dominance in a society. The aim of sociological thought, which focuses on understanding power, is the discovery of opposition possibilities and the path to a stable counter-power. According to Gramsci, "the successful overthrow of the bourgeoisie, in which it is in political struggle, depends on the satisfactory analysis of how this class holds power" (Okur, 2014: 137). Essentially, the logic inherent is that if the person knows how s/he is under pressure, s/he can eliminate this pressure in the next step. This is exactly what Gramsci wants to do and have done.

For Gramsci, any hegemonic relation is indeed relation of education. To him, the institutions involved in the educational process are those that constitute the cultural foundations of power and form the basis for the formation of civil society. These are ideological social institutions such as law, education, media, mass media, and religion. In Western societies, the state is surrounded by a network of these institutions, and these institutions are the supporters of the state. When the state is shaken, the net of these institutions emerges as

a strong position area or system for sense of national existence (Mayo, 2011: 53). Examining the concept of hegemony by associating it with education is considered valuable in terms of critical education approaches. According to him, the ruling class, which holds the power, uses education as a tool of domination and has control. School and education take on the form desired by the dominant ideology, however the dominant power wishes. Thus, the growing generation forms the cement of hegemony, and school and education provide the reconstruction of hegemony. Getting rid of this situation can only be possible thanks to a critical consciousness, and this is possible with a critical education. Gramsci's educational reforms, like Freire's understanding of education that would be later influential, are more humane and at the same time inclusive of the oppressed.

As an alternative to what Gramsci perceives as a bourgeois and clerical model of educational reform, he proposes a common basic education that would impart a general, humanistic and formative culture. According to Gramsci, such a curriculum would provide a comprehensive basis for possible specialization. Thus, students will reach one of the school education styles, productive study or specialized schools through repeated experience in the vocational orientation from a style of state school education. Public schools or schools of liberal arts or general culture education should introduce young men and women to social activities after they have reached a certain level of maturity or after they have acquired the capacity for intellectual and practical activity, independent orientation and initiative. In Gramsci's educational formula, working-class youth not only receive the same preparatory training as young people from other classes, but also acquire the power of basic thinking and the power to problematize traditional worldviews (Borg, et al., 2011: 27). Education is fundamental to the special meaning Gramsci gives to the word "hegemony". Here hegemony refers to the social situation that dominates all aspects of social reality or is the supporter of a single class (Mayo, 2013: 49). The existence and sustainability of hegemony depends on the existence of education. The more the educational style is suitable for establishing hegemony, the longer its sustainability will be.

In the United States, Ronald Reagan in 1980s and George W. Bush in the first decade of the 21st century used the concept of hegemony to get agreement on right-wing policies. In both cases, religion was used to gain the loyalty of individuals who were denied access to education and public services, which did not serve the economic interests of free market policies. Ronald Reagan and George W. Bush said, "We are Christians like you, and we are here to protect you from the myriad forces that try to remove America from its traditional values" (Kincheloe, 2018: 124). With the concept of hegemony, Gramsci actually tries to reveal how the governments hold power. In Italy, Benito Mussolini held power with the idea of dominating the Mediterranean and fascism. In Nazi Germany, Adolf Hitler established his hegemony with the

idea of glorifying the superior German race and dominating Europe. In the USSR, Vladimir Lenin established his hegemony with the idea of establishing socialism. A critical consciousness is required to analyze this concept of hegemony and sees the underlying thoughts and the problems that these thoughts cause, and this is possible with critical education.

Lev Vygotsky (1896-1934)

Vygotsky, who comes from a Jewish family, was born in Russia. During his time in Moscow, he worked in the fields of linguistics, sociology, psychology, philosophy, and art. Vygotsky began his career as a psychologist in 1917 and began systematic research in psychology in 1924 before dying of tuberculosis ten years later, at age 38, in 1934. Vygotsky was not well known in the Western world at first, and his name began to be mentioned with the translation of *Thoughts and Language*. In our age, he is among the main names of developmental psychology, especially learning theories (Aliyeva, 2011: 18).

Vygotsky is a central figure in the development of critical psychology, a critical theory of learning that can be used in critical pedagogy. In psychology, scholars believe that there is a close relationship between the social context in which one lives and the psychological processes one experiences. Therefore, when psychometricians administer IQ tests, they measure not only a person's cognitive abilities, but also the cultural relationship between the student's social context and the social situation in which the test is being developed. In this case, the well-known term "developmental proximal domain" is used. The proximal developmental domain represents the social context in which learning takes place. This social context shapes the potential for learning that each student possesses. With this method, critical teachers can better understand why some students are more successful in the classroom while others fail (Kincheloe, 2018: 126).

Vygotsky handles the child from birth in a historical, social and cultural context. Children in context learn from adults or more skilled peers to use the psychological and technical tools of culture, in other words, to learn. Language, counting, writing, graphs, maps, and other conventional signs are psychological tools. Physical tools such as computers and calculators are also technical tools. Adult or more skilled peers guide children to the zone of proximal development (Atak, 2017: 170). This method actually reveals that the student's failures are not innate, but rather result from environmental effects. When the student is purified from these effects, he will also show what kind of success he will achieve. The problems of oppressed and marginalized students can be revealed in this way. Vygotsky states the social situation of development as a kind of specific relationship of a certain period with the child and those around him, especially the social ones (Aliyeva, 2011: 91). In the most fundamental aspect of Vygotsky's work, critical teachers learn that educators must understand the social, cultural, political, ideological, and economic forces that

influence cognitive development. Individuals who are aware of this complex process can begin to understand the way their consciousness is constructed and their relationship produced with school education (Kincheloe, 2018: 127).

According to Vygotsky, children cannot develop alone in an isolated environment. It is essential for children to be in a social framework, even a set of frameworks, for their development. This framework is established by bringing together two key elements that emerge from the social relationships and interactions between society as a whole and specific institutions of society, such as the family, school, and economic markets, in the form of social organizations or conceptual and symbolic systems developed in cooperation with the cultural heritage of society. The following are some of the most important elements of the framework (Nicolopoulou, 2004: 147). One of the most basic purposes of critical pedagogy is to help people who have finished their education or who have not been educated due to environmental factors. This stage of education should not be limited to schools. This is due to the fact that education can take place in any environment and in all spheres of life. Therefore, it is necessary to know the environmental factors that affect a person from childhood to adulthood, and to provide the level of education accordingly.

Henry Giroux (1943-)

The concept of critical pedagogy as we know it today was made possible by Giroux's work in the late 1970s and 1980s. Giroux used Freire's work, Pierre Bourdieu's cultural capital, Aronowitz's studies of radical democracy, and the critical theory of the Frankfurt School to create critical pedagogy as a research field and practice. Giroux sought to move away from determinism, revealing how schooling can be a driving force of both domination and liberation. In the spirit of democratic pedagogy, Giroux explored examples of how awareness could be raised in the classroom. In essence, critical pedagogy, as Giroux established, is a discourse of educational possibility (Kincheloe, 2018: 140).

Giroux uses education as broadly as possible and expresses it in a way that includes three basic features. The first essential feature is that education is political. Second, such an education has properties that go beyond the institution. Third, it contains all kinds of collectively produced experiences. Giroux concentrates on the types of oppression that are particularly effective in daily life within the collective experiences. It resolves the culture that causes bullying and discrimination and offers suggestions for the development of dynamic alternative forms of culture (Kaymak, 2016). Giroux's idea that education is political overlaps with Freire's. Freire says that education is not neutral, it always serves one side and therefore is political. In fact, he argues that it has to be kind of political and that impartial education is not possible. For example, if the educational concept serves the government or power, then the

entire curriculum will contain propaganda for power, and if it is something like critical pedagogy, then it must side with the oppressed, the excluded, and the marginalized.

For Giroux, critical pedagogy illuminates the relationship between power and authority. Critical learning is a field of struggle for rights and social justice. For education to become such a field today, especially in confronting neoliberalism, fundamentalism, and militarism, the relationship between knowledge and power must be clarified. Such education is a form of resistance against all forms of discrimination and inequality. It is impossible to mention about impartial and objective education outside of political power and values. Thus, education is a characteristic of politics in the broadest sense. Naturally, education encompasses all experiences that are produced collectively and have characteristics that transcend educational institutions. Ideally, learning and action should be directed toward the elimination of class, social, and gender oppression. This requires a focus on the political function of education and, as Gramsci states, on creating organic intellectuals and developing active citizenship, which is necessary for antihegemony (Kaymak, 2016).

According to Giroux, the U.S. is unable to adapt to changing world conditions. In his article published entitled *Why Teachers Matter in Dark Times?* in *Truthout Newspaper*, he argues that Americans now live in a historical period that destroys thought and ignorance determines social consciousness and identity. He exemplifies this claim as follows: "While the President of the Republican Party, Donald Trump, announces that he loves those who do not read, he implies that he prefers to remain ignorant rather than being engaged people with a critical mind, taking initiative, and boasts of not reading books." (Demirturk, 2017: 15-16). As seen in the last presidential election of the USA, ignorance and herd psychology are indispensable trump cards of fascist governments. The audience that entered the parliament building at the call of Donald Trump and looted many places is actually similar to the audience Giroux mentioned above while expressing his thoughts. This reveals that Giroux, one of the most important representatives of critical pedagogy, is a very good social analyst.

Ivan Illich (1926-2002)

Ivan Illich was born in Vienna in 1926. He studied theology and philosophy at the Gregorian University in Rome (Illich, 2012: 7). He held the position of vice-chancellor at a Catholic university in Puerto Rico until 1960. In his work, *Deschooling Society*, published in 1970, he criticized the schools by stating that they were monopolized by the industrial society. In this work, Illich said that the minds, not the society, should be deschooled. According to Illich's opinion; schools raise individuals who are loyal to the existing authority and adopt the established order. Thus, schools provide ideological education.

Illich, who asserts that schools always train workers with degrees, emphasizes that people have job opportunities according to their degrees so that they can work in the labor market. In this case, class and status differences arise in society. In the form of graduates and non-graduates, the school feeds the class society, grades individuals, and therefore intensifies social grouping. The school legalizes the social hierarchy and provides inequality instead of creating equality. Therefore, the increase in schools is as dangerous for societies as the increase in weapons (Toker Gökçe, 2012: 140). According to Illich, thanks to school, neither learning can advance nor equality because educators insist on documenting teaching in packages. Moreover, the curriculum has always been established to adopt the social hierarchy (Sönmez, 2019: 160).

Illich states that the best quality learning is outside of school. What kind of life style everyone will put forward is best learned outside of school. Because schools raise children as loyal individuals to authority and serve to protect the current order. For Illich, who states that schools are only institutions that give diplomas, school takes the child away from life, steals his dreams and kills his talents.

We all learn to speak, to think, to love, to feel, to play, to curse, to politics, to work, without the influence of an educator. Even children who are under the supervision of a teacher day and night are no exception to this rule. Orphans, idiots, and teachers' own children have acquired most of their knowledge outside of the educational process planned for them. Teachers do not actively seek to enhance the learning activities of the poor. Poor families who want to send their children to school have little interest in the information they learn, let them alone the certificates they receive or the money they earn (Illich, 2012: 45).

According to Illich, a person can learn outside of school, in the family, in the circle of friends, at work and in the environment in which he grew up. Saying that school spans a whole lifetime and is a waste of time, Illich states that people have the misconception that schools are the place where their knowledge and skills can be obtained. Illich disagrees with the idea that education and training can only take place at school. Because this idea means that schools are a tool that causes the institutionalization of values. For Illich, most learning happens spontaneously, by chance, and most deliberate learning is not the result of programmed instructions. In fact, people don't realize that they get a lot of information outside of school. Looking at children, it is seen that they learn most of what they learn not from school, but from their family, neighborhood, circle of friends, television, and media (Kantarıcı Bingöl & Aybar, 2021: 634).

Alexander Sutherland Neill (1883-1973)

Neill was born in Scotland in 1883 to a family of educators. Desiring to become an educator with the great contribution of his family, Neill graduated from Edinburgh University in 1912 and served as the principal at Gretna Green School in Scotland in 1914. The experiences he gained during his years as a director increased his dissatisfaction with the education system. For this reason, he founded a school called *Summerhill* in England in 1921, where he could put his ideas into practice (Toker Gökçe, 2012: 138). Neill tried to establish a social environment free of crime, hopelessness and unhappiness in his school of freedom, which he named *Summerhill*. According to him, *Summerhill* will be a tool in this regard (İnal, 1992: 812).

Neal believes that the deaths from world wars and subsequent epidemics and economic crises were caused by the moral education received in schools. As a matter of fact, Neill's thought of "I believe that it is moral education that makes the child bad. I understood that when I dismantle the moral education of a bad boy, he is automatically a good boy." (Spring, 2014: 96) is clearly understood from his statement. Children are good from birth, but if left alone, they are mischievous by nature, curious, easily confused, irresponsible, selfish, and can make mistakes. However, he is sincere in every situation. Starting from this, Neill argues that there should be no authority, discipline and beating in school. According to him, the education system should be provided with self-management in a free environment (Sönmez, 2019: 222).

According to Neill, the child should be a happy street sweeper rather than an angry student. He advocates full democracy and self-government at school. To him, the child, who already comes from oppressive family conditions, suppresses his feelings and cannot express himself when he encounters pressure at school. As a result, they become unhappy, hopeless and aggressive. Moral education, which asks the child to restrain his feelings, therefore, makes the child worse. Yet, children should be recognized with all their aspects. Their tendencies, skills, feelings and thoughts should be revealed. For this to happen, the child must be educated freely. This can only be achieved through free education (Toker Gökçe, 2012: 138). Freedom can only happen when people have their own thoughts and beliefs or have the right to choose those thoughts and beliefs. The main function of the free school should be to provide the institutionalization required by this understanding. The ideal of freedom will be learned through research in school. Otherwise, liberation cannot be achieved by dictating one's ideal to the other (İnal, 1992: 812).

At *Summerhill School*, children take responsibility for their own education. Students are free to enter and exit classes at school. They attend classes whenever they want. However, when they enter the lesson, they have to follow the rules of that lesson. Children can play whenever they want. For this reason, *Summerhill School* is also called "do whatever you want". At this school,

children are provided with an environment that helps them define who they are and who they want to become. *Summerhill's* main goal is the well-being of the children. Children are given the opportunity to experience a full range of emotions, free from adult judgment and interference. Children are provided with a democratic environment in which they can assert themselves and change their rules whenever they wish. Students can participate in all decisions at school. Students and teachers have an equal say in the general assembly of the school. In particular, the general board of the preschool consists of children. With these features, Neill and his school reflect the *Summerhill* democratic school understanding (Toker Gökçe, 2012: 138). In short, Neill is in favor of a libertarian education that aims at the happiness of the child. He believes that the child should be responsible for his own education. Emphasizing that the child's interests, talents, feelings and thoughts should be discovered and recognized in all aspects, Neill emphasizes the existence of an educational environment where the child can show himself. Such an environment should give the child an opportunity to get to know himself and help him make a decision about what he will become in the future.

Paulo Freire (1921-1997)

What we understand today as critical pedagogical thought originated with Freire, who was born in Recife, Brazil, in 1921 and learned by observing the poverty and oppression in the lives of the poor farmers he lived with. This experience helped him build his work to improve the lives of marginalized people. Freire was one of the most famous educators in the world until the 1970s, beginning with his educational work in Recife. Peter McLaren has described Freire as "the opening philosopher of critical pedagogy". Indeed, all subsequent studies in critical pedagogy had to cite his work (Kincheloe, 2018: 129-130). Although Freire is known in educational circles as an outstanding educator, he has also managed to attract the interest of educators and readers with diverse philosophical and political views. This is because it encourages them to reconsider the philosophical and psychological foundations of education in general and adult education in particular, as well as to question their own learning and teaching practices (Ayhan, 1995: 193). Freire, who occupies a very important place in critical pedagogy, represents, according to Daniel Schugurensky, a turning point in Latin America. He says there is a before and after Freire. Carlos Alberto Torres says: we can be with or against Freire, but we cannot be without Freire (Mayo, 2012: 19). Freire argues that the goal of social life is the humanization of the world. To Freire, an inhuman world is a world that is unaware of itself and the social forces that determine its existence. He calls this situation a *culture of silence* (Spring, 2014: 59).

Freire argues that teaching is always political and that teachers are necessarily political agents. Teaching is a political act, and there is no other way. According to Freire, teachers must incorporate this dimension into their work

and place social, cultural, economic, political, and philosophical critiques of sovereign power at the center of their curriculum. His conception of cultural practice, characterized as informed action, requires the creation and use of curricula and teaching strategies that not only create a better learning environment, but also a better society. He developed coding to equip students with a broader conceptual lens through which they can look at their lives and social situations. These coding represent pictures and photographs as part of a research process that addresses students' social, cultural, political, and economic environments. The pictures in this coding process depict problems and contradictions in the students' lives. Freire uses these pictures to alert students to think about what they mean in their lives (Kincheloe, 2018: 130-131). Throughout his life, Freire has always been on the side of the oppressed and defended them. This advocacy is at the heart of his understanding of education. Freire referred to traditional methods of education as banking education. This understanding of the banker is based on the distinction between theory and practice and argues that the accumulation and storage of theoretical information in the human mind, detached from life, alienates us from the social world in particular (Cevizci, 2019: 221). Freire, who describes the traditional understanding of education as "banker education", constitutes a turning point in education criticism. The basis of his criticism is the deep gap that traditional education has opened between theory and practice. According to him, traditional educational understandings fill the minds with detached information from life, encourage adaptation and acceptance rather than being questioning, and encourage being competent rather than curious and creative. In this method of teaching, the teacher transmits knowledge to the student and the student remembers and receives information. Here, the teacher constructs the investment in the investor student. According to Freire, these educational understandings are based on alienating people. In this system, students are encouraged to adapt to the world rather than question it. The more students accept their assigned role, the more likely they are to accept the world. For this reason, the education process is a domestication process for him. The banking approach in education encourages necrophilia, not life-loving (Freire, 2019b: 94-95). It adopts the problemposing education model as opposed to the banker education model. The problem-posing training exercise rejects the handouts and brings the communication to life. This work reflects the special nature of consciousness. The emancipatory or problem-defining understanding of education consists of cognitions, not information transfers (Freire, 2019b: 98). In this educational approach, students think about problems related to the world. Freire considers education as a process of helping consciousness. In this system, students are active, curious and creative, not passive learners. Lessons are not in the form of teacher transferring information, they are a meeting place where teacher and student research together (Toker Gökçe, 2012: 138). In this educational model,

teachers and students are in constant dialogue, trying to understand and read the world through words and vocabulary. While doing this, the teacher should approach the student with love. For Freire, this love is radical love.

Conclusion

Critical pedagogy, which sprouted in the last century, is an education approach that still maintains its popularity. Critical pedagogy focuses on creating a more equitable and just world through people's awareness, liberation, and overcoming insurmountable conditions. For this, it has built its foundations from the political, ideological, cultural, philosophical and economic developments and their reflections. Therefore, it has a versatile and wide spectrum of criticism.

Critical theory proposed by thinkers of the Frankfurt School, who did not remain silent on the problems, confusions and distortions that arose with modernization, made a significant contribution to the development of critical pedagogy. Critical theory, with its great influence in elucidating social problems, aims to transform society and liberate people. For this reason, problems such as authority, domination, communication processes, and instrumentalization of reason constitute the agenda of critical theory. Although the Frankfurt School did not work directly on education, the results and determinations it reached while discussing the issues it dealt with were also very closely related to education. Therefore, critical theory is the main source of critical pedagogy. It would not be wrong to see critical pedagogy as the educational equivalent of critical theory since it deals with the ideas and criticisms that critical theory has put forward by establishing its connection with education. Even though critical pedagogy has a relevant and realistic critique, it is hardly said that has earned its place in practice. However, critical pedagogy has the potential to offer solutions for most of the problems we live in today's world. It would not be wrong to listen to the voice of critical pedagogy in dealing with problems such as students who cannot express themselves, individuals tamed by education, education as a colonial tool, the teacher's hegemony over the student, the exploitation of societies by the ruling classes, and oppression and violence. When considered that what we need most are individuals who think critically and act freely, it can be said that it would be appropriate to give more space to the ideas of critical pedagogy in education systems in order to raise such individuals.

References

- Adorno, T. (2016). *Kültür endüstrisi kültür yönetimi*. (Çev. Nihat Ülner & Mustafa Tüzel). İstanbul: İletişim Yayıncılık.
- Aksakallı, A. & Salar, R. & Turgut, Ü. (2018). Eleştirel pedagoji ilkelerine göre yapılan fen öğretiminin öğrencilerin akademik başarılarına etkisi. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 6(6), 961-971.
- Akyüz, H. (2004). Eleştirel toplumsal kuram ve Jürgen Habermas. *Kazım Karabekir Eğitim Fakültesi Dergisi*, 10, 1-10.
- Aliyeva, T. (2011). *Lev Vygotsky'nin bilişsel gelişim teorisi açısından çocuklarda dini gelişim*. (Yayımlanmamış Yüksek Lisans Tezi). Erciyes Üniversitesi.
- Aslan, M. & Kozikoğlu, İ. (2015). Pedagojik formasyon eğitimi alan öğretmen. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 15(1), 1-14.
- Atak, H. (2017). Piaget ve Vygotsky'nin kuramlarında çocukların toplumsallaşma süreci. *Psikiyatride Güncel Yaklaşımlar*, 9(2), 163-176.
- Ayhan, S. (1995). Paulo Freire: Yaşamı, eğitim felsefesi ve uygulaması üzerine. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 28(2), 193-205.
- Balkız, B. (2004). Frankfurt Okulu ve eleştirel teori: Sosyolojik pozitivistimin eleştirisi. *Sosyoloji Dergisi*, 12, 135-158.
- Begtimur, M. E. (2018). Frankfurt Okulu ve kitle iletişim araçları eleştirisi. *Kuram ve Uygulamada Sosyal Bilim Dergisi*, 2(2), 50-63.
- Borg, C. & Buttigieg, J. & Mayo, P. (2011). Gramsci ve eğitim. (Çev. Selim Sezer). İstanbul: Kalkedon Yayınları.
- Bottomore, T. (1994). *Frankfurt Okulu*. (Çev. Ahmet Çiğdem). Ankara: Vadi Yayınları.
- Cevizci, A. (1999). *Felsefe sözlüğü*. İstanbul: Paradigma Yayınları.
- Cevizci, A. (2019). *Eğitim felsefesi*. İstanbul: Say Yayınları.
- Demirtürk, E. L. (2017). *Eleştirel pedagoji bir öğrenme ve değişim yolculuğu*. Ankara: Cedit Neşriyat Yayınları.
- Ekiz, D. (2013). Eğitimin felsefi temelleri, (Eds. H. Özmen, & D. Ekiz), *Eğitim bilimine giriş* içinde (s. 66-78). Ankara: Pegem Akademi.
- Freire, P. & Macedo, D. (1998). *Okuryazarlık sözcükleri ve dünyayı okuma*. (Çev. Serap Ayhan). Ankara: İmge Kitabevi.
- Freire, P. (2019a). *Kültür işçileri olarak öğretmenler: Öğretmeye cesaret edenlere mektuplar*. (Çev. Çağdaş Sümer). İstanbul: Yordam Kitap.
- Freire, P. (2019b). *Ezilenlerin pedagojisi*. (Çev. Dilek Hattatoğlu & Erol Özbek). İstanbul: Ayrıntı Yayınları.
- Geuss, R. (2018). *Eleştirel teori Habermas ve Frankfurt Okulu*. (Çev. Ferda Keskin). İstanbul: Ayrıntı Yayınları.

- Güven, Ö. (2019). *Frankfurt Okulu'nun araçsal akıl eleştirisi*. (Yayımlanmamış Yüksek Lisans Tezi). Mardin Artuklu Üniversitesi SBE.
- Horkheimer, M. & T. W. Adorno (2010). *Aydınlanmanın diyalektiği*. (Çev. Nihat Ülner & Elif Öztarhan Karadoğan). İstanbul: Kabalcı Yayınevi.
- Illich, I. (2012). *Okulsuz toplum*. (Çev. Kübra Öztürk). İstanbul: Şule Yayınları.
- İnal, K. (1992). Bazı paradigmalarda eğitim ve özgürlük ilişkisi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 25(2), 795-820.
- İnal, K. (2020). *Modernite, yurttaşlık ve eleştirel pedagoji*. Ankara: Töz Yayınları.
- Kantarcı Bingöl, Z. & Ö. Aybar (2021). *Sıra dışı bir eğitim tartışması: Okulun ölümü*. FLSF Felsefe ve Sosyal Bilimler Dergisi, 31, 631-652.
- Kavurgacı, Ş. & Selvitopu, A. (2019). Frankfurt Okulu bağlamında eleştirel teori ve eğitim. *Uluslararası Karamanoğlu Mehmetbey Eğitim Araştırmaları Dergisi*, 1(2), 99-108.
- Kaya, H. E. & B. Altan (2019). Paulo Freire'nin pedagojisi temelinde yetişkin engelli bireylerin eğitimi: Bağcılar Belediyesi engelliler sarayı örneği. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 6(7), 64-82.
- Kaymak, M. (2016). Birgün kitap. Birgün.net: <https://www.birgun.net/haber/egitimi-aractanamaca-donusturen-dusunur-103339> (Erişim Tarihi: 19.08.2021).
- Kesik, F. & Bayram, A. (2015). Eğitim sisteminin eleştirel pedagoji perspektifinden bir değerlendirmesi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 11(3), 900-921.
- Kızılçelik, S. (2006). *Frankfurt Okulu*. Ankara: Anı Yayınları.
- Kincheloe, J. L. (2018). *Eleştirel pedagoji*. (Çev. Kemal İnal). İstanbul: Yeni İnsan Yayınevi.
- Mayo, P. (2011). *Gramsci, Freire ve yetişkin eğitimi, dönüştürücü eylem fırsatları*. (Çev. Ahmet Duman). Ankara: Ütopya Yayınları.
- Mayo, P. (2012). *Özgürleştiren praksis*. (Çev. Hasan Hüseyin Aksoy & Naciye Aksoy). Ankara: Dipnot Yayınları.
- Mayo, P. (2013). Antonio Gramsci ve yetişkin eğitimine katkısı. (Der. Peter Mayo), *Gramsci ve eğitsel düşünce içinde* (s. 47-77), (Çev. Onur Gayretli). İstanbul: Kalkedon Yayınları.
- McLaren, P. (2007). *Kapitalistler ve işgalciler imparatorluğa karşı eleştirel bir pedagoji*. (Çev. Barış Baysal). İstanbul: Kalkedon Yayınları.
- McLaren, P. & N. Jaramillo (2009). *Pedagoji ve praksis*. (Çev. Kemal İnal & Kadir Asan). İstanbul: Kalkedon Yayınları.
- Nicolopoulou, A. (2004). Oyun, bilişsel gelişim ve toplumsal dünya: Piaget, Vygotsky ve sonrası. (Çev. Melike Türkân Bağlı). *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 37(2), 137-169.

- Odabaş, U. K. (2018). Frankfurt Okulu ya da eleştirel teori üzerine. *Dört Öge Dergisi*, 14, 211-233.
- Okur, M. A. (2014). Gramsci, Cox ve Hegemonya: Yerelden küresele, iktidarın sosyolojisi üzerine. *Uluslararası İlişkiler Dergisi*, 12(46), 129-151.
- Olçay, B. (2012). *Frankfurt Okulunun pozitivizm eleştirisi: Max Horkheimer ve Theodor W. Adorno bağlamında*. (Yayımlanmamış Yüksek Lisans Tezi). Marmara Üniversitesi SBE.
- Özgen, M. K. (2012). Felsefe ve eğitim felsefesine giriş. (Eds. Nurten Gökalp & Şengül Çelik) *Eğitim felsefesi* içinde (s. 10-25). İstanbul: Lisans Yayınları.
- Sönmez, V. (2019). *Eğitim felsefesi*. Ankara: Anı Yayıncılık.
- Spring, J. (2014). *Özgür eğitim*. (Çev. Ayşen Ekmekçi). İstanbul: Ayrıntı Yayınları.
- Steinberg, C. S. (1958). *The mass communicators: Public relation, public opinion, and mass media*. New York: Diane Publishing.
- Taşgın, A. & Küçüköğlü, A. (2017). Öğretmen adayı perspektifinden eleştirel pedagoji: Atatürk Üniversitesi örneği. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 6(2), 1189-1204.
- Toker Gökçe, A. (2012). Eğitimde radikal düşünürler ve görüşleri. (Eds. Nurten Gökalp & Şengül Çelik), *Eğitim felsefesi* içinde (s. 135-148). İstanbul: Lisans Yayınları.
- Yakut Özek, B. (2019). Eleştirel Kuram (Frankfurt Okulu) bağlamında ideoloji ve eğitim ilişkisinin çözümlenmesi. *Gazi Üniversitesi Eğitim Fakültesi Dergisi*, 39(3), 1535-1557.

Conflict of Interest Statement: The authors declare that there is no conflict of interest in this study.

Research and Publication Ethics Statement: The authors declare that research and publication ethics are followed in this study.

Author Liability Statement: The authors declare that the “Research, Data Analysis and Software, Gathering Sources, Post Draft, Visualization” part of this work was done by Özkan AYBAR, “Conceptual Framework, Method Design, Review and Editing, Project management, Financing” part of this work was done by Assoc. Prof. Dr. Zeynep KANTARCI BİNGÖL.

ADAM AKADEMİ

Sosyal Bilimler Dergisi

Yayıncı

Ankara Düşünce ve Araştırma Merkezi (ADAM)

Resmi olarak 2006 yılında kurulan ADAM, aslında çok uzun zamandır bir araya gelen akademisyenlerin bir oluşumudur. Uluslararası Kongre, Konferans ve Sempozyumlar, Cuma Konferansları, İhtisas Programları, Sosyal Bilimler ve İslami İlimler Düşünce Okulu, Proje Çalışmaları, Sanat ve Dil Faaliyetleri ile çalışmalarına devam etmektedir. Faaliyetlerini başkent Ankara'nın tarihi Hamamönü bölgesinde, Osmanlı döneminde medrese olarak faaliyet gösteren külliyesinde (Sarı Kadı Medresesi) sürdürmektedir. Vermiş olduğu eğitimler, yapmış olduğu faaliyetler ve yürütmüş olduğu akademik projeler ile ADAM;

- *Osmanlı mirasını günümüze aktarmayı,*
- *Toplumda insan kaynaklarının niteliğini artırmayı,*
- *Üniversite öğrencilerinin ve akademisyen adaylarının akademik, kültürel ve sosyal gelişmelerini desteklemeyi ve*
- *Özellikle sosyal bilimlerde yetişmiş nitelikli akademisyen sayısını artırmayı amaçlamaktadır.*

ADAM, yaşadığımız coğrafyanın tarihsel birikimi ve derin irfanıyla donanmış kişilerinin sahip olduğu potansiyeli ortaya çıkarma gayreti gösteren *bağımsız bir münevverler topluluğudur* ve çağın her alanındaki ideal insanına ulaşmak için gerekli akademik, kültürel ve sosyal altyapıyı hazırlamayı kendisine görev edinmiştir.

İletişim

Ankara Düşünce ve Araştırma Merkezi (ADAM)
Hacettepe Mah. Tanış Sk. No: 2/A
Hamamönü/Altındağ, Ankara/Türkiye

Tel : +90 312 324 64 84 Faks : +90 312 324 05 54
E-posta : bilgi@adam.org.tr Web : www.adam.org.tr

Dergi

2011 yılında yayın hayatına başlayan ADAM AKADEMİ, Haziran ve Aralık olmak üzere yılda bir cilt ve iki sayı olarak yayımlanan akademik araştırma, derleme makaleleri ile kitap incelemelerini kabul eden uluslararası *çift-körleme* hakemlik süreci yürüten akademik bir dergidir. Dergide Türkçe ve İngilizce yazılara yer verilmektedir.

Anahtar Kelimeler

Sosyal bilimler, iktisat, ekonomi, finans, maliye, tarih, İslami ilimler, teoloji, uluslararası ilişkiler, siyaset bilimi, felsefe, sosyoloji, psikoloji, teori, araştırma, Osmanlı, Balkanlar, Ortadoğu, Kuzey Afrika, Akdeniz, Karadeniz, reform, kalkınma, kurumlar, vakıflar, İslam dünyası

Odak ve Kapsam

ADAM AKADEMİ Sosyal Bilimler Dergisi çok disiplinli ve disiplinler-arası akademik çalışmalara yer veren bir dergidir. Dergide; özellikle geçmiş, günümüz ve gelecekte Osmanlı coğrafyasını kapsayan tarih, coğrafya, siyaset bilimi, iktisat, antropoloji, sosyoloji, psikoloji, hukuk, dini ilimler, felsefe, uluslararası ilişkiler, çevre ve kalkınma konularını ele alan bilimsel araştırmalara özel önem verilmektedir. Dergiye gönderilen yazıların Osmanlı ve İslam coğrafyasında yer alan ülkeleri kapsamaması, güncel ve gelecek ile ilgili problemlerin ve araştırma sorularının özgün bir bakış açısıyla değerlendirmesi beklenmektedir.

Dergiye sunulan akademik çalışmaların alanında bir boşluğu dolduran, özgün nitelikte, daha önce herhangi bir yerde yayımlanmamış (ulusal/uluslararası konferanslarda sunulmuş olan tebliğler, bu durumu belirtmeleri halinde ve makalenin geliştirilmesi şartıyla kabul edilebilir.) veyahut yayımlanmak üzere kabul edilmemiş olması gerekir.

ADAM AKADEMİ, Osmanlı coğrafyasında tarihten bugüne kadar gelen ülkelere ve konulara odaklanır. Dergi, bu ülke ve konular ile ilgili olarak gelen çalışmaların, Osmanlı coğrafyasında tarihte ve günümüzde var olan toplumların küresel olarak araştırılması, incelenmesi ve tartışılmasını sağlayan bir platform oluşturmayı amaçlamaktadır. Ayrıca bu coğrafyada uluslararası ve disiplinler-arası akademik çalışmalar, araştırma bulgularının yayılımı, değişimi ve tartışılması ile bu alanda çalışan akademisyenler arasında iş birliği ve ortak yayınları teşvik etmek derginin önem verdiği konular arasındadır.

Yayın İlkeleri

Dergiye gönderilen makalelerin değerlendirilmesinde akademik tarafsızlık ve bilimsel kalite en önemli ölçütlerdir. Yazarlar dergiye gönderdikleri makalenin özgün olduğunu, başka bir dilde dahi olsa makalenin daha önce yayımlanmadığını ya da yayımlanmak üzere bir başka dergiye gönderilmemiş olduğunu kabul etmiş sayılırlar. ADAM AKADEMİ hakemli bir yayındır. Gelen yazıların ön kabulü üzerine yayın kurulu görüş bildirir ve hakem önerir. Her yazı **en az iki hakeme** gönderilir. Hakem raporlarından biri olumlu, diğeri olumsuz olduğu takdirde, yazı **üçüncü bir hakeme** gönderilebilir veya editör, hakem raporlarını inceleyerek nihai kararı verebilir. Hakemlerin önerileri, eleştirisi ve düzeltmeleri yazara hakem adı gizlenerek yollar; yazarlar hakem görüşüne uymayı kabul etmek yükümlülüğündedir. Yazarların, gerekçe göstererek görüşlerinde ısrarcı olmaları durumunda yayın kurulu yeni bir değerlendirme yapar. Hakem görüşleri doğrultusunda yayın kurulu tarafından basılabilir kararı verilen çalışmalar, yazı düzeni, yazım kuralları, kaynakça, görsel malmaze ile yazının ilişkilendirilmesi gibi konular da dahil olmak üzere gözden geçirildikten sonra, önemli bir aksaklık bulunmaz ise son gözden geçirme yazı işleri müdürü tarafından yapılır. Dergide yayımlanması kabul edilen yazıların telif hakkı, belirli dağıtım hakları yazarda kalmak üzere ADAM AKADEMİ Sosyal Bilimler Dergisi'ne devredilmiş sayılır. Yayımlanan yazılardaki görüşlerin sorumluluğu yazarlarına aittir. Çalışmalarda yazı ve fotoğraflardan kaynak gösterilerek alıntı yapılabilir.

ADAM AKADEMİ'ye gönderilen çalışmalarda başvuru, inceleme, alan editörü değerlendirmesi, hakem incelemesi, düzeltme ve yayımlanma süreci ortalama **8 ile 18 ay** arasında değişmektedir. Bu süreçler makale gönderim sistemi üzerinden takip edilir. Yazarlara başka kanallar ile bilgi verilmez.

Yazar Rehberi

ADAM AKADEMİ, APA atf formatını kullanmaktadır. Bu sebeple ADAM AKADEMİ'ye gönderilen yazılar, referans sistemi, dipnot gösterme biçimi ve kaynakça düzenlenmesinde American Psychological Association (APA) stilinde hazırlanmalıdır.

ADAM AKADEMİ'ye gönderilen makalelerin, aşağıda belirtilen şekilde sunulmasına özen gösterilmelidir. Eğer aşağıdaki kurallara uymayan bir durum ön kontrol aşamasında tespit edilirse makale hakemlere gönderilmeden yazara İADE edilir ve aşağıdaki kurallar çerçevesinde düzenlenmesi talep edilir:

Genel görünüm: Çalışmalar Microsoft Word programında gönderilmelidir. Çalışma içerisinde tablo, grafik, şekil, haritalar da dahil olmak üzere Times New Roman yazı stili kullanılır. Düz metinlerin satır aralığı 1,15'tir. Paragraflar boşluk ile ayrılır ve satırbaşı yapılmaz. Tablolarda satır aralığı 1 olarak belirlenebilir. Gönderilen çalışmaların İngilizce genişletilmiş özet hariç olmak üzere en az 5.000 kelime olması beklenmektedir. Ana metin 10 puntoda yazılır.

Başlık: İçerikle uyumlu, onu en iyi ifade eden bir başlık olmalı ve koyu harflerle ortalı olarak kelime olarak sadece baş harfleri büyük şekilde 11 punto ile yazılmalıdır. Bağlaçlar (ve, için vb.) tamamen küçük yazılmalıdır.

Yazar ad(lar)ı ve adresi: Yazarın unvanı, adı, görev yaptığı kurum başlığın altında 10 punto ve ortalı olarak yer alır. Yazar adında unvan kullanılmaz ve kurum ismi ise italik yazılır. Diğer bilgiler için yazar isminin yanına * şeklinde dipnot verilir. Dipnotta sıra ile unvan, üniversite/kurum, fakülte/enstitü/yüksekökol, bölüm/anabilim dalı, e-posta adresi, ORCID ID numarası yazılır.

Özet: Makalenin başında, konuyu kısa ve öz biçimde ifade eden ve 200 kelimeyi geçmeyecek şekilde Türkçe ve İngilizce, 9 punto olarak yazılmış özet bulunmalıdır. Özet içinde, yararlanılan

kaynaklara, şekil ve çizelge numaralarına değinilmemelidir. Özetin altında bir satır boşluk bırakılarak en az 3, en çok 8 sözcükten oluşan anahtar kelimeler Türkçe ve İngilizce olarak verilmelidir.

Genişletilmiş Özet: Çalışmaların uluslararası görünürlüğünü artırmak için en az 1.000 kelimelik İngilizce genişletilmiş özet sunulması gerekmektedir. Bu özet makalenin ilk başvurusunda sunulabileceği gibi çalışma basım için kabul edildiğinde de sunulabilir. Fakat ikinci durumda çalışmanın genişletilmiş İngilizce özeti, İngilizce editörlerine iletilip tekrar değerlendirilecektir.

Tablolar, Grafikler ve Şekiller: Tablo, grafik, şekil vb. isimleri tablo, grafik ve şeklin üstüne 9 punto olarak yazılmalıdır. Tablo, grafik, şekil vb. isimler numaralandırılarak sola dayalı şekilde dik ve kalın yazılmalı ve sonuna nokta konulmalıdır. Tablo, grafik ve şeklin adı ise hemen devamına sadece ilk kelimenin baş harfi büyük olacak şekilde küçük yazılmalıdır (Örnek: **Tablo 1.** Atıf verme tablosu). Çalışmada kullanılacak şekil ve grafikler siyah beyaz olarak baskıya uygun yüksek çözünürlükte hazırlanmalıdır. Kaynak ise tablo, grafik veya şeklin altına ortalı şekilde italik ve 8 punto olarak yazılmalıdır. Tablolarda kullanılacak yazının büyüklüğü en çok 9 punto olarak seçilmelidir.

Alıntı ve Göndermeler: Yazarlar mümkün olduğunca dipnot kullanımından kaçınmalıdırlar. Dipnotlar sadece açıklayıcı mahiyette olmalı ve düzenli olarak numaralandırılmalıdır. ADAM AKADEMİ, sonnot kullanmamaktadır. Fakat istisnai ve zorunlu durumlarda sonnotlar sadece açıklama için kullanılabilir ve metnin sonunda yer almalıdır. Doğrudan alıntılar tırnak içinde verilmeli; beş satırdan az alıntılar satır arasında, beş satırdan uzun alıntılar ise satırın sağından ve solundan 1,5 cm içeride, blok hâlinde ve 1 satır aralığıyla 1 punto küçük (9 punto) yazılmalıdır.

Metin içinde genel bir referans söz konusuysa ve metnin bütününe gönderme yapılıyorsa (yazarın soyadı, yıl) yazmak yeterlidir. Örnek: (Bulut, 2009).

Belirli bir sayfadan alıntı yapılmış veya ilgili fikirler belirli bir kısımdan alınmış ise kaynak, sayfa numarasıyla beraber yazılır. Örnek: (Faroqhi, 1997: 67) veya aralık verilecekse (Korkut, 2020: 12-14).

Atıf verme tablosu

Atfın cinsi	Metin içerisinde konu ile sunulan atıf	Parantez formatında cümle sonunda yapılan atıf
Bir yazarlı	Brown (1966)	(Brown, 1966: 27)
İki yazarlı	Lampe ve Jackson (1982)	(Lampe & Jackson 1982: 44)
Üç yazarlı	Bulut, Akkemik ve Göksal (2012)	(Bulut, Akkemik, & Göksal, 2012: 25)
Dört veya daha fazla yazarlı	Abisel et al. (2005)	(Abisel et al., 2005: 65)
Yazar grupları (kısaltmayla anlaşılabilir)	TÜİK (2015)	(TÜİK, 2015: 7)
Yazar grupları (kısaltmasız)	Hazine ve Maliye Bakanlığı (2016)	(Hazine ve Maliye Bakanlığı, 2016: 15)

Aynı parantez içinde birden fazla esere atıf yapılıyorsa, kaynakçada önce yazılacak olan ilk olarak yazılır ve atıflar noktalı virgül (;) ile ayrılır. Örnek: (Bulut, 2009; Korkut, 2020).

İnternet adreslerinde kurumlara yapılacak atıflarda kurumun ismi yer almalıdır. Örnek: (TCMB, 2020).

İnternet sitelerinde yazarı/haberleştireni belli olan yazılara yapılan atıflarda ise yazar ismi normal şekilde alıntılanmalıdır. Örnek: (Karaman, 2020).

Bir yazarın aynı tarihteki eserleri şu şekilde yazılır: (Özcan, 2008a) ve (Özcan, 2008b).

Kaynakça: Çalışma esnasında kullanılan ve atıf yapılan tüm kaynaklar (klasik metinler ve kişisel görüşmeler hariç) Kaynakça'ya eklenir. Çalışmada atıf yapılmayan eserlere Kaynakça'da yer verilmez.

Kaynakça metnin sonunda, Kaynakça başlığı da dahil olmak üzere 9 punto olarak yazarların soyadına göre alfabetik olarak aşağıdaki şekillerden birinde yazılmalıdır. Kaynaklar, bir yazarın

birden fazla yayını olması halinde, yayımlanış tarihine göre sıralanmalıdır.

Atıf yapılan kaynağın varsa DOI numaraları sona yazılır:

Pamuk, Ş. (2004). The evolution of financial institutions in the Ottoman Empire, 1600–1914. *Financial History Review*, 11(1), 7-32. DOI: 10.1017/S0968565004000022

Tek yazarlı kitap

Çadırcı, M. (1991). *Tanzimat döneminde Anadolu kentleri'nin sosyal ve ekonomik yapıları* (Vol. 124). Türk Tarih Kurumu Basımevi.

Çok yazarlı kitap

Demir, C., & Çevirgen, A. (2006). *Ekoturizm yönetimi*. Nobel Yayınları. İstanbul.

Editörlü kitap

İnalçık, H., & Quataert, D. (Ed). (1994). *An economic and social history of the Ottoman Empire, 1300-1914*. Cambridge University Press.

Kitap içinde bölüm

Bulut, M., & Korkut, C. (2017). A Look at Cash Waqfs as Islamic Financial Institutions and Instruments. *Critical Issues and Challenges in Islamic Economics and Finance Development* (85-96). Cham: Springer International Publishing.

Rapor

Karagöl, E. T., & Akgeyik, T. (2010). Türkiye'de İstihdam Durumu: Genel Eğilimler. *Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı*, 21.

Dergiden makale

Bulut, M. (2011). Gelişen Avrupa Genişleyen Osmanlı'dan Günümüze Dünya Ekonomisi'nde Değişen Dengeler ve Yeni Merkez. *ADAM AKADEMİ Sosyal Bilimler Dergisi*, 1(1), 11-28.

İnternet Kaynakları

Karaman, H. (2020). Dârü'l-harb konusu. *Yeni Şafak*: <https://www.yenisafak.com/yazarlar/hayrettinkaraman/drul-harb-konusu-2055445> [27.06.2020].

Huiyao, W. (2020). China Should Join Trade Deal the U.S. Abandoned. *Bloomberg Opinon*: <https://www.bloomberg.com/opinion/articles/2020-06-27/china-should-join-new-tpp-to-boost-global-trade> [27.06.2020].

Türkiye Cumhuriyet Merkez Bankası – TCMB. (2020). *Çin Yuanı Fonlaması Kullandırımlarının Gerçekleştirilmesine İlişkin Basın Duyurusu (33-2020)*: <https://www.tcmb.gov.tr/wps/wcm/connect/TR/TCMB+TR/Main+Menu/Duyurular/Basin/2020/DUY2020-33> [27.06.2020].

World Health Organization – WHO. (2020). *Coronavirus disease (COVID-19) advice for the public*: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public> [27.06.2020].

Yazıların Gönderilmesi

Yukarıda belirtilen ilkelere uygun olarak hazırlanmış yazılar internet sayfası üzerinden [<https://dergipark.org.tr/tr/pub/adamakademi>] kabul edilmekte ve ön kabul, alan editörü incelemesi, hakem atama, revizyon, ret, kabul işlemleri yine online olarak yürütülmektedir.

Taranma ve Dizinleme

Dünyadaki birçok saygın üniversite kütüphanelerinde kataloglanan ADAM AKADEMİ, aşağıda yer alan servisler tarafından da taranmakta ve dizinlenmektedir:

- TÜBİTAK ULAKBİM TR Dizin (*Sosyal Bilimler Veritabanı*)
- ProQuest (*Central, Social Science Database, Social Science Premium Collection*)
- EBSCOhost (*Academic Search Premier*)
- Index Islamicus
- Directory of Open Access Journals (DOAJ)
- European Reference Index for the Humanities and Social Sciences (ERIH PLUS)
- Index Copernicus

ADAM ACADEMY

Journal of Social Sciences

Publisher

Ankara Center for Thought and Research (ADAM-ACTOR)

ADAM, formally founded in 2006, is actually an organization of academics who have come together for a very long time. ADAM continues its works with international congress, conferences and symposiums, Friday Conferences, School of Social Sciences and Islamic Studies, projects, and art and language activities. ADAM holds these activities in its kulliyah at the historical Hamamönü district of Ankara, (Sari Kadı Madrasah) which were operating as a madrasah during the Ottoman period. ADAM aims;

- *to transfer Ottoman heritage to today,*
- *to increase the quality of human resources in society,*
- *to support academic, cultural and social development of university students and academic candidates,*
- *to increase the number of qualified academicians, especially in social sciences with the trainings, activities and academic projects.*

ADAM is an independent community of intellectuals that seeks to uncover the potential of the people who are covered with historical accumulation and deep knowledge of the geography we live in. ADAM has assigned with the task of preparing the necessary academic, cultural and social infrastructure to reach the ideal people in every area of the age.

Contact

Ankara Center for Thought and Research (ACTOR)
Ankara Düşünce ve Araştırma Merkezi (ADAM)
Hacettepe Mah. Tanis Sk. No: 2/A
Hamamonu/Altindag, Ankara/Turkey

Tel : +90 312 324 64 84 Fax : +90 312 324 05 54
E-mail : bilgi@adam.org.tr Web : www.adam.org.tr

Journal

ADAM ACADEMY, started publishing in 2011, is an international academic journal that conducts double-blind peer review process and accepts research articles, compilation articles and book reviews. ADAM ACADEMY is published in one volume and two issues per year, June and December. The articles can be written in Turkish and English.

Keywords

Social sciences, economics, finance, public finance, history, Islamic studies, theology, international relations, political science, philosophy, sociology, psychology, theory, research, Ottoman, Balkans, Middle East, North Africa, Mediterranean, Black Sea, reform, development, institutions, foundations, waqfs, Islamic world

Focus and Scope

ADAM ACADEMY Journal of Social Sciences is a multidisciplinary and interdisciplinary academic journal covering the Ottoman world and its geography. Special attention is given to the scientific researches/articles that deal with the issues on history, geography, political science, economics, anthropology, sociology, law, religious sciences, philosophy, international relations, environment and development covering, especially, Ottoman geography covering history, present and future. It is expected that the articles sent to the journal should evaluate with a specific point of view regarding the scope, current and future problems their research questions. of the countries in the Ottoman geography.

Articles submitted for publication should be original, contributing to knowledge and scientific information in related fields or bringing forth new views and perspectives on previously written scholarly papers. In order for any article to be published in ADAM ACADEMY, it should not

have been previously published or accepted for publication elsewhere. Papers presented at a conference or symposium may be accepted for publication if clearly indicated so beforehand.

ADAM ACADEMY focuses on the countries and subjects that have come to today from the Ottoman geography. The journal aims to provide a platform for the global research, analysis and discussion of the societies that existed in the Ottoman geography in the past and present. In addition, international and interdisciplinary academic work in this geography, the spread, exchange and discussion of research findings, and encouraging collaboration and joint publications among academicians are among the issues that the journal gives importance.

Publication Principles

Academic impartiality and scientific quality are the most important criteria when evaluating articles submitted to the journal. The authors are assumed to acknowledge that the manuscripts they write for the journal are authentic and have never been published previously even in another language or have not been submitted for publication elsewhere. ADAM ACADEMY is a refereed journal. The editorial board expresses an opinion about the preliminary acceptance of the manuscripts and hand it over to the referees. The manuscripts are referred to at least two referees. If one of the referee reports is positive and the other is negative, the article may be sent a third referee, or the editor may make a final decision by examining the referee reports. The suggestions, criticism and corrections made by the referees are redirected to the authors provided that the referees' names remain anonymous; the authors are obliged to take referees' consult. In case the authors are insistent upon their own manuscripts, the editorial board re-evaluates them. In accordance with the referees' opinions, the manuscripts cleared for publication by the editorial board are reviewed for their format, spelling rules, references and visual materials; the final assessment is conducted by the editorial coordinator provided there is no crucial defect. The copyright of the manuscripts accepted to be published in the journal is deemed to have been transferred to ADAM ACADEMY Journal of Social Sciences. The responsibility of the opinions expressed in the published articles belongs to their authors.

The application, review, field editor evaluation, referee review, correction and publication process ranges between 8 and 18 months on average for the submitted manuscripts to ADAM ACADEMY. These processes are followed through the online article submission system. The authors are not informed through other channels.

Writing Rules

ADAM ACADEMY uses APA version reference format. Manuscripts sent to ADAM ACADEMY should be prepared in reference system, format of footnotes and bibliography with American Psychological Association (APA) style.

Attention should be paid to presenting the articles sent to ADAM ACADEMY as follows. If a condition that does not comply with the following rules is detected during the pre-check phase, the article is returned to the author without being sent to the referees, and is requested to be framed by the following rules:

General view: Manuscripts must be submitted in Microsoft Word format. Times New Roman writing style is used in the main text including tables, graphics, figures, maps. The line spacing of text is 1.15. Paragraphs are separated by a space not with a paragraph indentation. Line spacing can be set as 1 in the tables. The submitted studies are expected to be at least 5,000 words, excluding the English extended summary. The main text is written in 10 font size.

Title: It should be a title that is compatible with the content, which expresses it best and only the initials of the words should be written in bold capital letters, in 11 font size. Conjunctions (and, for, etc.) should be written completely lowercase.

Name(s) and address(es) of the author(s): The title, name and institution of the author is 10 font size and centered. The title of the author is not used, and the institution name is written in italics. For other information, a footnote is given next to the name of the author as *. The title, university/institution, faculty/institute/college, department, e-mail address, and ORCID ID are written in the footnote respectively.

Abstract: There should be an abstract written in Turkish and English, with a font size of 9 and not exceeding 200 words at the beginning of the article. The used sources, figures and table numbers should not be mentioned in the abstract. Keywords consisting of at least 3 and at most 8 words should be given in Turkish and English by leaving a blank line under the abstract.

Extended Abstract: It must be presented an English extended abstract of 1000-1500 words in order to increase the international visibility of the manuscript. This abstract can be presented

with the article in submission, or it can be presented after the manuscript is accepted for publication. But in the second case, the extended English abstract will be re-transmitted to the English editors.

Tables, Graphics and Figures: The names of tables, graphics, figures, etc. should be written on the table, graphic and figure in 9 font size. The names of tables, graphics, figures, etc. should be numbered and written perpendicular to the left and bold, with a dot (.) at the end. The name of the table, the graphic and the figure should be written in small, with only the first letter of the first word capitalized (Example: **Table 1.** Citation table). The figures and graphics to be used in the study should be prepared in high resolution suitable for printing in black and white. The source should be written in italics, 8 font size, and centered below the table, graphic or figure. The size of the text to be used in the tables should be chosen as maximum 9 font size.

Citations: Authors should avoid using footnotes as much as possible. Footnotes should be used only for explanations and numbered automatically. ADAM ACADEMY does not use endnotes. On the other hand, endnotes should only be used for explanation, and at the end of the text. In order to indicate sources in footnotes, authors should use the principles of in-text citation. Direct quotations should be given in quotes; Quotations less than five lines should be written between the lines, and quotations longer than five lines should be written in 1 point small (9 font size), 1.5 cm from the left and right of the line, in blocks and with 1 line spacing.

If there is a general reference in the text and reference is made to the whole text (surname, year) it is sufficient to write. Example: (Bulut, 2009).

If a page is quoted or related ideas are taken from a certain section, the source is written with the page number. Example: (Faroqhi, 1997: 67) or (Korkut, 2020: 12-14).

Citation table

Type of citation	Citations in the text	Citations in the parenthesis format
One author	Brown (1966)	(Brown, 1966: 27)
Two authors	Lampe and Jackson (1982)	(Lampe & Jackson 1982: 44)
Three authors	Bulut, Akkemik and Göksal (2012)	(Bulut, Akkemik, & Göksal, 2012: 25)
4+ authors	Abisel et al. (2005)	(Abisel et al., 2005: 65)
Author groups can be understood with abbreviation	TÜİK (2015)	(TÜİK, 2015: 7)
Author groups (non-abbreviation)	Ministry of Treasury and Finance (2016)	(Ministry of Treasury and Finance, 2016: 15)

If more than one source is cited in the same parenthesis, the first to be written in the bibliography is written first and the citations are separated by a semicolon (;). Example: (Bulut, 2009; Korkut, 2020).

The name of the institution should be included in the references to the institutions in the internet addresses. Example: (CBRT, 2020).

In the citations made to the articles whose authors/reporters are known on the websites, the name of the author should be quoted as normal. Example: (Karaman, 2020).

The works of an author with the same date are written as follows: (Özcan, 2008a) and (Özcan, 2008b).

References: All references (excluding classical texts and personal interviews) used and cited during the manuscript are added to the References. The works that are not cited in the study are not included in the References.

The references should be written in 9 font including the References title at the end of the text, in alphabetical order according to the surnames of the authors. References should be listed by the date of publication if an author has more than one publication.

DOI numbers, if any, of the cited source are written at the end:

Pamuk, Ş. (2004). The evolution of financial institutions in the Ottoman Empire, 1600–1914. *Financial History Review*, 11(1), 7-32. DOI: 10.1017/S0968565004000022

Single author book

Çadircı, M. (1991). *Tanzimat döneminde Anadolu kentleri'nin sosyal ve ekonomik yapıları* (Vol. 124). Türk Tarih Kurumu Basımevi.

Multi author book

Demir, C., & Çevirgen, A. (2006). *Ekoturizm yönetimi*. Nobel Yayınları. İstanbul.

Editorial book

İnalçık, H., & Quataert, D. (Ed). (1994). *An economic and social history of the Ottoman Empire, 1300-1914*. Cambridge University Press.

Chapter in the book

Bulut, M., & Korkut, C. (2017). A Look at Cash Waqfs as Islamic Financial Institutions and Instruments. *Critical Issues and Challenges in Islamic Economics and Finance Development* (85-96). Cham: Springer International Publishing.

Report

Karagöl, E. T., & Akgeyik, T. (2010). Türkiye'de İstihdam Durumu: Genel Eğilimler. *Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı*, 21.

Article from journal

Bulut, M. (2011). Gelişen Avrupa Genişleyen Osmanlı'dan Günümüze Dünya Ekonomisi'nde Değişen Dengeler ve Yeni Merkez. *ADAM AKADEMİ Sosyal Bilimler Dergisi*, 1(1), 11-28.

Internet sources

Karaman, H. (2020). Dâru'l-harb konusu. *Yeni Şafak*: <https://www.yenisafak.com/yazarlar/hayrettinkaraman/drul-harb-konusu-2055445> [27.06.2020].

Huiyao, W. (2020). China Should Join Trade Deal the U.S. Abandoned. *Bloomberg Opinon*: <https://www.bloomberg.com/opinion/articles/2020-06-27/china-should-join-new-tpa-to-boost-global-trade> [27.06.2020].

Türkiye Cumhuriyet Merkez Bankası – TCMB. (2020). *Çin Yuanı Fonlaması Kullandırımlarının Gerçekleştirilmesine İlişkin Basın Duyurusu (33-2020)*: <https://www.tcmb.gov.tr/wps/wcm/connect/TR/TCMB+TR/Main+Menu/Duyurular/Basin/2020/DUY2020-33> [27.06.2020].

World Health Organization – WHO. (2020). *Coronavirus disease (COVID-19) advice for the public*: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public> [27.06.2020].

Submission of Manuscripts

Manuscripts prepared in accordance with the principles stated above are accepted on the website [<https://dergipark.org.tr/tr/pub/adamakademi>] and preliminary acceptance, field editor review, referee appointment, revision, rejection, acceptance procedures are also carried out online.

Abstracting and Indexing

ADAM ACADEMY, cataloged in many reputable university libraries in the world, is also abstracted and indexed by the following services:

- TÜBİTAK ULAKBİM TR Index (Social Sciences and Humanities Database)
- ProQuest (Central, Social Science Database, Social Science Premium Collection)
- EBSCOhost (Academic Search Premier)
- Index Islamicus
- Directory of Open Access Journals (DOAJ)
- European Reference Index for the Humanities and Social Sciences (ERIH PLUS)
- Index Copernicus

